

# 3<sup>rd</sup> GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



## Monitoring survey results for Canada

UNESCO Region	North America and Western Europe
1.1. Does your country have an official definition of ALE?	No
1.1.1. Enter the official definition of ALE here:	
1.2. Has the official definition of ALE changed since 2009?	No
1.2.1. What were the reasons for this change?	
1.3. Are literacy and basic skills a top priority for ALE programmes in your country?	Yes
1.3.1. Describe here the key points of your country's policy approach to literacy and basic skills.	All provinces and territories, and half of NGO respondents, asserted that literacy and basic skills are a top priority for ALE programmes. ALE programs in Canada are offered through a variety of stakeholders, including provincial and territorial education (K-12), advanced education (postsecondary), labour market, and immigration ministries, federal departments, and non-profit stakeholders. Therefore there is no cohesive, singular policy approach to ALE in Canada. Even within provinces and territories, ALE programs are delivered through multiple avenues. In Ontario for example, the Ministry of Training, Colleges and Universities (MTCU) administers Ontario's Literacy and Basic Skills (LBS) program for adults. LBS primarily serves adult learners who want to improve their literacy and numeracy skills to achieve their goals of further education and training, employment or increased independence; whose literacy skills are below Grade 12 of the Ontario Curriculum; and who speak English or French. The Ontario Ministry of Citizenship, Immigration and International Trade funds the Adult Non-Credit Language Training Program and courses for adult immigrants at most levels of language ability, including ESL or FSL Literacy. The Ontario Ministry of Education provides opportunities for adults to return to complete their Ontario Secondary School Diploma and/or to complete specific courses required for entry into postsecondary institutions and apprenticeship programs, as well as offers literacy and numeracy for parents and guardians of pupils enrolled in a day school program whose principal refers them for these courses. Similarly in British Columbia (BC), the K-12 system, which is managed through the Ministry of Education, provides instruction in basic and advanced skills and the Ministry of Advanced Education offers a comprehensive adult education system delivered through community-based organizations and public postsecondary institutions. In BC, non-formal adult education is offered through the Community Adult Literacy Program (CALP) to meet the literacy and numeracy needs of diverse adult learners and the demands of the labour market. Formal, credit-based fundamental, intermediate, and advanced literacy programs are offered through public postsecondary institutions. In Alberta, Basic Skills Training is a program element in Human Services' Work Foundations program and is designed to assist unemployed or marginally employed adult Albertans to develop the basic competencies needed to obtain employment and/or to pursue further employment-related training. Although literacy is not a primary focus of Human Services' business, it is supported through its available programs and services, along with basic skills. In Prince Edward Island, Literacy and Adult Basic Education (including GED Preparation and academic credits), as well as Essential Skills opportunities for employed and unemployed workers, are available free of charge. Several jurisdictions have developed literacy strategies or legislation regarding ALE. New Brunswick's Comprehensive Literacy Strategy focuses on literacy across the lifespan and highlights the link between literacy and essential skills. In Saskatchewan, ALE is embedded in the provincial labour force strategy and seeks to eliminate the wait list for Adult Basic Education programs, add 300 additional apprenticeship spaces, accelerate essential skills training and increase First Nations and Métis employment, and increase settlement support services such as language training to assist in the attraction and retention of new Canadians to Saskatchewan. Manitoba has an Adult Literacy Act which requires ongoing support for adult literacy activities and development of an adult literacy strategy. Manitoba recognizes that literacy and basic skills are part of the learning continuum and prioritizes strong linkages between literacy programming and adult secondary education and further learning opportunities. Manitoba also has an Adult Learning Centres Act which governs a unique network of centres delivering adult secondary education and in some cases literacy programming. In Nova Scotia, the Adult Learning Act (2010) and accompanying Regulations (2014) formalized the role of the Nova Scotia School for Adult Learning (NSSAL) in legislation, reaffirmed government's commitment to adult learning, increased governance and accountability, and raised public awareness of the importance of literacy and essential skill development.
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Youth education and ALE are seen part of an integrated whole.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy addresses learning processes and teacher-learner relations.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE is such a diverse sector of provision that it is difficult to define precisely.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Adult learning and adult education are the same thing.]	tend to disagree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE and continuing vocational education and training are not integrated.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [New technologies have fundamentally changed the scope of our ALE practice.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.]	tend to agree
1.4. Would your country's ALE stakeholders agree or disagree with the following statements? We are not asking for your personal views. [ALE policy identifies non-formal and informal learning as important.]	tend to agree
1.5. Has your country formulated a CONFINTEA VI action plan following the BFA?	No

1.5.1. What areas does it cover? [Adult literacy]	Not selected
1.5.1. What areas does it cover? [Policy]	Not selected
1.5.1. What areas does it cover? [Governance]	Not selected
1.5.1. What areas does it cover? [Financing]	Not selected
1.5.1. What areas does it cover? [Participation]	Not selected
1.5.1. What areas does it cover? [Quality]	Not selected
1.5.1. What areas does it cover? [Other]	
2.1. Overall, would you say that since 2009 your country ...	has made significant progress on ALE policy?
2.1.1. Provide the most significant indicator of this regression here.	
2.1.1. Provide the most significant indicator of this progress here.	The majority of provinces and territories in Canada responded that ALE policy is at the same level as 2009, however many jurisdictions highlighted policy shifts that are leading towards significant progress on ALE policy. •The Northwest Territories conducted a review of their adult literacy and basic education programming, and have since established new priorities, developed a new policy, implemented a recognition-of-prior-learning process, and developed and piloted new modularized curriculum. •New Brunswick has implemented both an Adult Literacy Strategy and a Workplace Essential Skills strategy, which are leading towards the development of a Comprehensive Literacy Strategy and a 10-Year Education Plan. Additionally, ALE features as a key theme in other service areas in the province, and is integrated into strategies focused on poverty reduction, culture, labour force and skills, wellness, and disability. •Nunavut introduced a new adult high school diploma in 2013, but has not seen many graduates yet as it is still fairly new. •British Columbia Ministry of Advanced Education recently announced funding to support public postsecondary institutions to transition towards a tuition-based model for adult upgrading programs, and increased the annual budget supporting grants for adult upgrading at public postsecondary institutions. The province also recently aligned community-based adult literacy programs with low literacy and non-credit skills development such as life skills and English as a second language.
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking personal growth and widening of knowledge horizons]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking to update work-relevant knowledge and skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Individuals seeking recognition for prior learning (especially non-formally and informally acquired)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults with low-level literacy or basic skills]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Workers in low-skill, low-wage or precarious positions]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Long-term unemployed people]	Yes
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Adults living with disabilities]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Residents of rural or sparsely populated areas]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Parents and families]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Lone or single parents]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Senior citizens/retired people (third-age education)]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Young persons not in education, employment or training]	Not selected

2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Migrants and refugees from other countries]	Not selected
2.2. Which target groups of (potential) learners are especially important in ALE policies in your country? Check up to five groups. [Minority ethnic, linguistic or religious minorities and indigenous peoples]	Yes
2.3. Does your country have a policy framework to recognize, validate and accredit non-formal and informal learning?	Yes, a policy framework existed before 2009
2.4. Since 2009, has your country enacted any important new policies with respect to ALE?	Yes
2.4.1. Provide the name of the policy, the year of adoption and if possible a link to the document.	BRITISH COLUMBIA New Adult Upgrading Model (2015) <a href="https://news.gov.bc.ca/stories/funding-to-support-transition-to-new-adult-upgrading-model">https://news.gov.bc.ca/stories/funding-to-support-transition-to-new-adult-upgrading-model</a> Adult Funding Policy Statement (2015) <a href="http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/adult-funding">http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/adult-funding</a> MANITOBAManitoba's Postsecondary Education Strategy: A Partnership for Excellence and Student Success (2015) <a href="http://www.edu.gov.mb.ca/edu/docs/post_sec_strategy.pdf">http://www.edu.gov.mb.ca/edu/docs/post_sec_strategy.pdf</a> ALL Aboard: Manitoba's Poverty Reduction and Social Inclusion Strategy (2011) <a href="http://www.gov.mb.ca/allaboard/">http://www.gov.mb.ca/allaboard/</a> Manitoba's Strategy for Sustainable Employment and a Stronger Labour Market (2013) <a href="http://www.gov.mb.ca/jec/eia/pubs/public_strategy_workforce_development.pdf">http://www.gov.mb.ca/jec/eia/pubs/public_strategy_workforce_development.pdf</a> NEW BRUNSWICKEnsemble Together: The Impact of New Brunswick's 2009-2014 Economic and Social Inclusion Plan (2015) <a href="http://www2.gnb.ca/content/gnb/en/departments/esic/report.html">http://www2.gnb.ca/content/gnb/en/departments/esic/report.html</a> A Learning Agenda: 2013-2018 (2012) <a href="http://www.learninginnb.ca/wp-content/uploads/2014/05/Learn_-_For_Life_-_Final1.pdf">http://www.learninginnb.ca/wp-content/uploads/2014/05/Learn_-_For_Life_-_Final1.pdf</a> An Employment Action Plan for Persons with a Disability in New Brunswick, 2012-2017 <a href="http://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/publications/EAPReport2012ENG.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/publications/EAPReport2012ENG.pdf</a> New Brunswick's Labour Force & Skills Development Strategy, 2013-2016 <a href="http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/LabourForceAndSkillsDevelopmentStrategy.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/petl-epft/PDF/LabourForceAndSkillsDevelopmentStrategy.pdf</a> Live Well, Be Well: New Brunswick's Wellness Strategy, 2009-2013 <a href="http://www2.gnb.ca/content/dam/gnb/Departments/sd-ds/pdf/Wellness-MieuxEtre/NewBrunswickWellnessStrategy2009-2013.pdf">http://www2.gnb.ca/content/dam/gnb/Departments/sd-ds/pdf/Wellness-MieuxEtre/NewBrunswickWellnessStrategy2009-2013.pdf</a> NEWFOUNDLAND AND LABRADORLive Here, Work Here, Belong Here, A Population Growth Strategy for Newfoundland and Labrador, 2015-2025 <a href="http://www.gov.nl.ca/populationgrowth/NORTHWEST_TERRITORIESAdult">http://www.gov.nl.ca/populationgrowth/NORTHWEST_TERRITORIESAdult</a> Recognition Model Policy (2012) Accountability Framework for the Education and Training of Adults in the Northwest TerritoriesNOVA SCOTIAThe Adult Learning Act (2010) <a href="http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm">http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm</a> Accompanying Regulations to the Adult Learning Act (2014) <a href="https://www.novascotia.ca/just/regulations/regs/adlearn.htm">https://www.novascotia.ca/just/regulations/regs/adlearn.htm</a>
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [increased stakeholder participation ]	
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [developed more effective monitoring and evaluation systems ]	
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [introduced better coordination arrangements ]	
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [become more decentralized ]	tend to disagree
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened capacity-building initiatives]	
3.1. Which of these statements apply to your country? Since 2009, the governance of ALE has ... [strengthened inter-ministerial cooperation]	tend to agree
3.2. Since 2009, has your government consulted stakeholders and civil society about the formulation, implementation and evaluation of ALE policies?	Yes
3.2.1. Describe how the government consults on ALE policy.	Provinces and territories highlighted a variety of ways in which they consult with stakeholders and civil society, including: • Establishment of a minister's advisory council for advanced education • Biannual meetings (i.e. Provincial Advisory Committee) with non-government organizations which support the delivery of adult learning programs, and with whom the jurisdiction has formed strategic partnerships. At these meetings, input on policy and programming is gathered. • Consultation with school boards about a regional and more collaborative approach among school boards that will foster a shared responsibility for adult learning; improve accountability for learner outcomes; identify and address gaps and opportunities; and ensure availability of a wide range of accessible program delivery options and supports for adult learners. Provinces and territories also outlined their responsive approaches to stakeholder consultations, including: • Implementation of changes after consultation with community adult literacy program service providers aimed at meeting labour market demand, supporting low literacy and non-credit skills development, and establishing a multi-year funding option for longstanding community recipients. • Formal consultation processes with a variety of stakeholders are included in the development of strategies in all policy areas. These processes involve leaders going out into communities and engaging in roundtables, open hall discussions or facilitated meetings with non-government organizations and/or the public. • Stakeholder consultations are held through regional planning team meetings prior to the introduction of a new act and regulations concerning adult learning.
3.3. Has there been any significant innovation/development in ALE governance in your country since 2009 that could be of interest to other countries?	Yes
3.3.1. Give details here. Provide sources and hyperlinks (URLs) if possible.	Some provinces and territories responded yes, and others responded no to the above question. Below are links provided by jurisdictions that responded that there has been a significant innovation/development in ALE governance since 2009:The Advanced Education Administration Act (2010) <a href="http://web2.gov.mb.ca/laws/statutes/ccsm/a006-3e.php">http://web2.gov.mb.ca/laws/statutes/ccsm/a006-3e.php</a> The Poverty Reduction Strategy Act (2011) <a href="http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=p94.7">http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=p94.7</a> Saskatchewan Community Literacy Fund <a href="http://www.education.gov.sk.ca/literacy/scLF">http://www.education.gov.sk.ca/literacy/scLF</a> The Adult Learning Act (2010) <a href="http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm">http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm</a> Accompanying Regulations to the Adult Learning Act (2014) <a href="https://www.novascotia.ca/just/regulations/regs/adlearn.htm">https://www.novascotia.ca/just/regulations/regs/adlearn.htm</a>
4.1. What percentage of public education spending currently goes to ALE?	Do not know
4.2. Between 2009 and 2014, public spending on ALE as a proportion of public education spending in my country has	Do not know
4.3. Does the government plan to increase or decrease spending on ALE?	Do not know
4.4. Has your government introduced any significant innovation in ALE financing since 2009 that could be of interest to other countries?	Yes
4.4.1. Give details and provide references where appropriate and URL link if possible.	The vast majority of provinces and territories responded that they have not introduced any significant innovation in ALE financing since 2009. However, in 2013, the federal government of Canada introduced the Canada Job Grant program, which was a new initiative implemented through Federal-Provincial/Territorial labour market agreements. The program provides flexible support employers to train new or existing employees for jobs that need to be filled.For more information: <a href="http://www.esdc.gc.ca/eng/jobs/training_agreements/cjg/index.shtml?utm_source=VanityURL&amp;utm_medium=onlineCoffline&amp;utm_term=eng&amp;utm_content=September08&amp;utm_campaign=jobgrant">http://www.esdc.gc.ca/eng/jobs/training_agreements/cjg/index.shtml?utm_source=VanityURL&amp;utm_medium=onlineCoffline&amp;utm_term=eng&amp;utm_content=September08&amp;utm_campaign=jobgrant</a>
5.1. Since 2009 and for the adult population overall, the participation rate (%) in ALE has...	Stayed about the same

5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Participation rate (%)]	In the majority of Canadian provinces and territories, precise information regarding the participation rate in ALE programs is not available. In Nunavut for example, enrolments in ALE programs fluctuate from one year to the next due to factors such as available funding (provincial/territorial and federal) as well as the strength of the economy. When funding weakens or the economy strengthens, enrolment tends to decrease. However, various indications point to a strong ALE sector. In the Northwest Territories for example, participation in ALE has increased by 17% since 2009. In Alberta, adult participation in Human Services Basic Skills training accounts for 84% of the total number of clients enrolled in these programs.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference year]	2013-2014 or 2014-2015
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Reference age group]	The reference age group for adult participation in ALE programs varies. In some jurisdictions, participation begins at 17 and in others at 25. The majority of provinces and territories do not cap participation in ALE programs at a specific age.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Definition of 'participation']	Overall, jurisdictions defined participation in ALE as being registered or enrolled in a basic adult literacy, education or skills training program.
5.1.1. Insert the overall ALE participation rate (%) for the most recent year available [Data source with URL]	
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Overall]	Equal participation
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [General education]	Equal participation
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Technical and Vocational education and training (TVET)]	Men participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Literacy]	Women participate more
5.2. What differences are there between women and men in terms of their participation rates (%) in ALE programmes? [Non-formal and informal education]	Equal participation
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Migrants and refugees from other countries]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [All those seeking recognition for prior learning (especially non-formally and informally acquired)]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults with low-level literacy and basic skills]	no change
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Minority ethnic, linguistic and religious minorities and indigenous peoples]	
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Senior citizens/the retired (Third Age Education)]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [The long-term unemployed]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Adults living with disability]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Young persons not in education, employment and training]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed?[Residents of rural and remote areas]	do not know
5.3. For each of the following groups, how has ALE participation since 2009 changed? [Workers in low-skill, low-wage and precarious employment]	do not know
5.4. Has your government introduced any significant innovation in ALE to improve access and participation since 2009 that could be of interest to other countries?	Yes
5.4.1. Give details. Provide sources and URL link if possible. Also include references to recent surveys or major studies of ALE participation in your country published since 2009.	Although the majority of provinces and territories responded that they had not introduced significant innovation to ALE to improve access and participation, several jurisdictions did report key innovations in this area. • New Brunswick has established a Provincial Aboriginal Coordinator position, in partnership with the Joint Economic Development Initiative (JEDI). This role has facilitated activities to increase awareness of the value of lifelong learning, increase enrollment in programs and foster new projects with First Nations communities in the province. • Ontario is investing in Information and Communications Technology (ICT) to improve access and to address adult learners' need for flexible learning options. Supports include: oThe e-Channel service, which provides web-based learning to improve access for learners, especially in rural and remote communities. For more information: <a href="http://www.tcu.gov.on.ca/eng/eopg/programs/lbs.html">www.tcu.gov.on.ca/eng/eopg/programs/lbs.html</a> oOntario Online (to be rebranded as "eCampus Ontario" in the fall of 2015): A collaborative centre of excellence in online and technology-enabled learning that will improve online learning opportunities for registered students at Ontario's publicly-assisted colleges and universities through high-quality online courses that are recognized across multiple institutions and comprehensive online student supports. oThe Ministry of Citizenship, Immigration and International Trade (MCIIT) is currently in the process of developing new tools to enhance the delivery of its adult language training program, including an online interactive course, unit and lesson plan builder for instructors as part of the Curriculum Guidelines for the Ontario Adult Non-Credit Language Training Program. • Saskatchewan has introduced several initiatives since 2009: oFunding from the Ministry of Economy for on-reserve Adult Basic Education programs for First Nations adults (over 18 years of age) who are seeking to improve their academic credentials. This has increased First Nations' access to adult literacy and basic education programs. oJob Connection buses offering mobile career services to First Nations communities across the province. Funded by the Government of Saskatchewan and the Saskatchewan Institute of Technologies (SIIIT), the mobile career services offer people convenient access to the services they need to research career and training opportunities, develop a career action plan, connect with employers and ultimately find employment. For more information: <a href="http://www.saskatchewan.ca/government/news-and-media/2015/july/29/siit-buses">http://www.saskatchewan.ca/government/news-and-media/2015/july/29/siit-buses</a> oFunding from the Ministry of Economy for Adult Basic Education – Essential Skills for the Workplace (ABE-ESWP) programs, which focus on providing learners with enhanced literacy and employment readiness skills, and assists participants to enter the workforce. For more information: <a href="http://www.economy.gov.sk.ca/LabourMarketPrograms">http://www.economy.gov.sk.ca/LabourMarketPrograms</a>

6.1. Does your country systematically collect information about the following ALE outcomes? [Completion rates]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Certificates or qualifications issued]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Employment outcomes (or labour market outcomes)]	Yes
6.1. Does your country systematically collect information about the following ALE outcomes? [Social outcomes in the areas of health and well-being, community cohesion]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [None of these – this information is not systematically available]	Not selected
6.1. Does your country systematically collect information about the following ALE outcomes? [Other]	
6.2. Are there initial, pre-service education and training programmes for ALE teachers/facilitators in your country?	Yes
6.3. Are initial, pre-service qualifications a requirement to teach in ALE programmes?	Yes, in some cases
6.4. Are there continuing, in-service education and training programmes for adult education teachers/facilitators in your country?	Yes, with sufficient capacity
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Learning outcomes of ALE]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Quality criteria for teaching and learning, e.g. curricula and methods]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Diversity of providers]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Impact of new technologies on ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Equity issues in ALE]	Not selected
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Barriers to ALE participation and provision]	Yes
6.5. Since 2009, have there been any substantial analyses of the following issues in your country? [Other issues]	Not selected
6.5.1. Give references and URL link(s).	
6.6. Has your government introduced any significant innovation regarding the quality of ALE since 2009 that could be of interest to other countries?	Yes
6.6.1. Give details and provide sources and URL links if possible.	While the majority of provinces and territories responded “no”, several jurisdictions did report significant innovation regarding the quality of ALE since 2009. • Manitoba developed a new credential for adult literacy instructors and partnered with the University of Manitoba to deliver a course on adult literacy instruction, which is now a component of the new credential. • New Brunswick developed a quality framework for providers of community adult learning services. For more information: <a href="http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/AdultLearningAndEssentialSkills/Literacy.html">http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/AdultLearningAndEssentialSkills/Literacy.html</a> • Northwest Territories has developed modularized curriculum and resources for low level literacy math courses that will be piloted in 2015/16. • Ontario developed the Ontario Adult Literacy Curriculum Framework (OALCF), released in April 2012. OALCF is a competency-based framework that supports the development of adult learners and literacy programming delivered through the Literacy and Basic Skills program. For more information: <a href="http://www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Mar_15.pdf">www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Mar_15.pdf</a> . The Ontario Ministry of Citizenship, Immigration and International Trade (MCIIT is developing a core set of Curriculum Guidelines for its Adult Non-Credit Language Training Program. The guidelines are being designed as an online interactive environment with tools to guide instructors in developing courses of study, as well as unit and lesson plans and in-class assessments, in line with the principles of the curriculum guidelines. • Employment and Social Development Canada (ESDC) funded a Recognition of Prior Learning (RPL) Quality Assurance project in 2013 which will be rolled out in October, 2015. The outcomes include (but are not limited to) an RPL Manual containing new pan-Canadian RPL Guiding Principles, Six Steps for Quality RPL and Self-audit Checklists.
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Health and well-being]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Society and community]	somewhat
Since 2009, how much has the knowledge base on the benefits of ALE for the following areas improved for policymakers, researchers and practitioners? [Employment and labour market outcomes]	somewhat
7.1. Indicate the extent to which your country's ALE policy and practice [Recognizes the contribution ALE can make to personal health and well-being]	4

7.1. Indicate the extent to which your country's ALE policy and practice [Follows the World Health Organization's holistic approach, including mental as well as physical health]	4
7.1.1. Explain your response here.	Provinces, territories and non-profit stakeholders recognize the important role of literacy, numeracy, and basic competencies to overall health. Increasingly, jurisdictions in Canada are highlighting the role of continuous lifelong learning, literacy and education in their health strategies, policies, frameworks and resources.
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Self-reported health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Maternal health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Mental health and well-being (such as self-efficacy)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, HIV/AIDS and its social consequences]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Sexual and reproductive health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Healthy lifestyles (such as diet, exercise, stress reduction)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [Making the local environment more healthy (e.g. through community action)]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [None of the above, but there is evidence that ALE has a positive impact on other aspects of health]	Not selected
7.2. Do you have evidence to show that in your country, ALE has a positive impact on: [No evidence at all for any aspect]	Yes
7.2.1. Please provide your sources.	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Illiteracy]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Household income inequalities]	4 = very important
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor quality of pedagogy, training materials, staff training and capacity]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Lack of access to information on ALE programmes]	3
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Poor interdepartmental or inter-sectoral collaboration]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Community resistance]	
7.3. For your country, indicate how important the following are as factors influencing the effectiveness of ALE for health and well-being: [Inadequate or misdirected funding]	

7.4. How far do different stakeholders (public education agencies, public health agencies, NGOs, private providers, etc.) collaborate in the design and delivery of ALE programmes in your country?	
7.5. Does your country have an interdepartmental or cross-sectoral coordinating body for ALE for promoting personal health and well-being?	No
[Name of coordinating body:]	
[Briefly describe its mandate and activities:]	
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Participation in social, civic and political activities ]	Yes
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social trust]	Not selected
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Social integration/inclusion]	Not selected
8.1. Do you have evidence to show that ALE has a positive impact on the following issues? [Diversity tolerance]	Not selected
8.1.1. Give sources for checked options.	because it was not possible to check "no" and the system does not permit us to continue to the next page without checking a box, we checked the first one. However, we do not have evidence to show that ALE has a positive impact on the above issues.
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)]	to a small extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)]	to a small extent
8.2. To what extent are the following dimensions important for ALE policy in your country? [Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)]	to a large extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a small extent
8.3. To what extent do literacy and basic skills programmes contribute to strengthening the following cultural and social resources in your country? [Other]	
8.3.1. Please specify	we have no specifications.
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Multilingualism and cultural diversity]	to a small extent

8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Increased access to education, literature, the arts and cultural heritage]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Environmental sustainability in local communities]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Active citizenship and political and community participation]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Community solidarity and social justice]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Democratic values and peaceful co-existence]	to a small extent
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [None of these – adult learning and education programmes mostly have other purposes]	
8.4. To what extent do ALE programmes in general contribute to strengthening the following cultural and social resources in your country? [Other]	
8.5. How far does the statement below reflect the policy approach in your country? Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.	
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Arts and crafts]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Cultural rituals and traditional knowledge systems]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Spirituality]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Ecology and the environment]	somewhat
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Sports]	not at all
8.6. To what extent do your country's ALE programmes include provisions for the development of the following cultural resources? [Dance and theatre]	not at all
Groups that are the hardest to reach with ALE programmes? [Refugees]	Not selected
(a) the hardest to reach with ALE programmes [Those with no valid residency documents (sans-papiers)]	Yes
(a) the hardest to reach with ALE programmes [Residents of rural or remote areas]	Yes
(a) the hardest to reach with ALE programmes [Residents of institutions (prisons, hospitals, etc.)]	Not selected
(a) the hardest to reach with ALE programmes [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(a) the hardest to reach with ALE programmes [Migrants (not refugees) and their families]	Not selected
(a) the hardest to reach with ALE programmes [People living with chronic illnesses or disabilities ]	Not selected
(a) the hardest to reach with ALE programmes [Senior citizens (as defined in your country)]	Not selected
(a) the hardest to reach with ALE programmes [Other]	
Groups where ALE programmes have had some success [Refugees]	Not selected



(b) groups where ALE programmes have had some success [Those with no valid residency documents (sans-papiers)]	Not selected
(b) groups where ALE programmes have had some success [Residents of rural or remote areas]	Not selected
(b) groups where ALE programmes have had some success [Residents of institutions (prisons, hospitals, etc.)]	Yes
(b) groups where ALE programmes have had some success [Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples]	Yes
(b) groups where ALE programmes have had some success [Migrants (not refugees) and their families]	Yes
(b) groups where ALE programmes have had some success [People living with chronic illnesses or disabilities]	Not selected
(b) groups where ALE programmes have had some success [Senior citizens (as defined in your country)]	Not selected
(b) groups where ALE programmes have had some success [Other]	
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Company/organization success (in terms of profitability, efficiency, quality of service, etc.)]	Yes
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Innovative capacity]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Adaptability to change]	Not selected
9.1. Do you have evidence to show that in your country, ALE has a positive impact on the following? [Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)]	Yes
9.1.1. Provide sources for the selected options.	
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employability (entry into labour market, remaining in employment)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Performance in current job (individual productivity, quality of work, achievement)]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Career prospects]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Employee salary levels]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Job satisfaction, motivation and commitment to work]	Both
9.2. Do you have evidence for the impact of ALE on the following individual issues? [Continuing professional and skills development leading to recognized certification or qualification]	
9.2.1. Provide sources for the selected options.	BRITISH COLUMBIA (AVED)2014 Student Developmental Outcomes Survey: Report of Findings <a href="http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx">http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx</a> ONTARIOUpskill: A Credible test of Workplace Literacy and Essential Skills Training. SRDC (2014) <a href="http://www.srdc.org/publications/UPSKILL-A-Credible-Test-of-Workplace-Literacy-and-Essential-Skills-Training-details.aspx">http://www.srdc.org/publications/UPSKILL-A-Credible-Test-of-Workplace-Literacy-and-Essential-Skills-Training-details.aspx</a> Meeting Expectations: Measuring the Impacts of Workplace Essential Skills Training. The Centre for Literacy (March 2013). <a href="http://www.centreforliteracy.qc.ca/sites/default/files/MOS_ExecSummary.pdf">http://www.centreforliteracy.qc.ca/sites/default/files/MOS_ExecSummary.pdf</a> NOVA SCOTIA2014 NSSAL Graduate Follow-up Study. Nova Scotia Department of Labour and Advanced Education (October 2014). ** Report is expected to be accessible on-line by approximately mid-September, 2015.
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Literacy and basic skills]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Initial vocational education and training]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Initial vocational education and training] [Scale 2]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Continuing vocational education and training]	Strong

9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Continuing vocational education and training]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Informal workplace learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Informal workplace learning]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Company training]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Company training]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Self-directed learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Self-directed learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Advanced professional education]	Strong
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity and employment in your country? [Advanced professional education]	Do not know
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on productivity in your country? [Distance education and e-learning]	
9.3. How strongly do ALE policymakers perceive the effects of the following kinds of ALE provision on employment in your country? [Distance education and e-learning]	
9.4. Since 2009, have there been any major surveys or studies in your country that assess the outcomes or results of ALE programmes for employment and the labour market?	Yes
9.4.1. Give details and provide references and URL links if possible.	<p>PIAAC The Program of International Assessment of Adult Competencies (PIAAC) is a large-scale international survey of skills of youth and adults between the ages of 16 and 65. Canada is one of 24 countries and sub-national regions participating in this initiative. In addition to surveying the entire country, Canada collected data for every province and territory. The PIAAC survey is made up of three main parts: a background questionnaire, a direct assessment, and a module on the use of skills. The PIAAC background questionnaire puts the results of the skills assessments into context, classifying survey participants according to a range of factors that influence the development and maintenance of skills. In particular, the questionnaire facilitates the analysis of skill distribution across socio-demographic variables. Source: Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC) (Pan-Canadian report) <a href="http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf">http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf</a> BRITISH COLUMBIAThe British Columbia Ministry of Advanced Education has conducted a survey assessing the outcomes of ALE programs for employment and the labour market. Some highlights from the survey include: • 70% of respondents were in the labour force at the time of the survey • 57% of the former ABE students were employed • 51% of those who were employed were working full-time • 20% of employed respondents had more than one job • \$13 was the median hourly wage • 80% of those who spoke English at work said their ESL training helped them use the languageSource: 2014 Student Developmental Outcomes Survey: Report of Findings<a href="http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx">http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx</a> (Due to funding, this survey will be discontinued after this year)</p>