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## ACAATO DOCUMENT

# Response to the Discussion Paper "Adult Education Review"



July 30, 2004

Ms. Kathleen Wynne  
Parliamentary Assistant  
Ministry of Training, Colleges and Universities  
900 Bay Street  
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Toronto, Ontario  
M7A 1L2

[Sent via email and hard copy]

Dear Ms. Wynne:

**Re: ACAATO Response to the Discussion Paper “Adult Education Review”**

On behalf of the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO), I attach our response to the Ministry’s Discussion Paper on Adult Education.

The colleges welcome the initiative of your government to look at adult education and determine if there are ways in which it could be improved. This review of adult education is important and ACAATO is optimistic that it will precipitate a new focus on adult education in this province.

The evidence that links education to the economic and social good of a region is compelling. Ontario needs a strong adult education system in order to respond to emerging demand, meet skills shortages, enhance productivity, support the re-entry of workers, and meet the needs of internationally trained individuals. Ontario also wants to decrease health care costs, maximize the well-being of its citizens, promote social inclusion and increase citizenship. An adult education system based on a forward-thinking vision and good policies and strategies can assist the government in achieving each of those objectives.

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ASSOCIATION OF COLLEGES  
OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO  
ASSOCIATION DES COLLÈGES D'ARTS APPLIQUÉS  
ET DE TECHNOLOGIE DE L'ONTARIO

-2-

There are currently many significant pressures on the adult education system and ACAATO is committed to working, in partnership with the Ministry and other delivery agents and stakeholders, to develop the policies and strategies that will enable Ontario's adult education system to meet the challenges ahead.

Yours sincerely,

[Original signed by Dr. Rick Miner]

Rick Miner  
Chair, Committee of Presidents

cc: Honourable Mary Anne Chambers, Minister of Training, Colleges and Universities  
Florence Guy, Manager/Adult Education Project – Literacy and Basic Skills

# Achieving Ontario's Potential: Towards a Comprehensive, Connected, and Coherent Adult Learning System



ASSOCIATION OF COLLEGES OF APPLIED ARTS  
AND TECHNOLOGY OF ONTARIO

**JULY 2004**

**Achieving Ontario's Potential: Towards a  
Comprehensive, Connected, and  
Coherent Adult Learning System**

**RESPONSE OF THE ASSOCIATION OF COLLEGES OF  
APPLIED ARTS AND TECHNOLOGY OF ONTARIO (ACAATO)**

**JULY 30, 2004**

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## EXECUTIVE SUMMARY

This paper is the response of the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) to the consultation on adult education in Ontario. It provides an analysis of the elements of an adult education system, the role of the colleges, the trends which are shaping the environment as well as responses to the six questions posed in the Discussion Paper.

**Adult education (AE) is critical to meeting Ontario's social and economic goals.** *The evidence that links education to the economic and social good of a region is compelling. Ontario needs a strong adult education system in order to respond to emerging demand, meet skills shortages, enhance productivity, support the re-entry of workers, and meet the needs of internationally trained individuals. Ontario also wants to decrease health care costs, maximize the well-being of its citizens, promote social inclusion and increase citizenship.*

*An adult education system based on a forward-thinking vision and good policies and strategies can assist the government in achieving each of those objectives.*

*The following are the key recommendations made in this paper:*

**1. Ontario needs a compelling vision and policy framework to support a comprehensive, connected and coherent adult education system in Ontario.**

*Other jurisdictions have recognized the importance of AE and have developed policies to ensure a strong system. Without a compelling vision and policy framework, Ontario will fall behind. We need to build a broad-based commitment to the vision based on an understanding of the critical role of adult education in Ontario. AE is the key to Ontario's productivity and quality of life. Not only is it important in order to address skills shortages and to attract and retain qualified workers but it is essential to ensuring that all Ontarians, regardless of their background and particular needs, have the opportunity to achieve their potential.*

**2. We must align delivery systems and provincial funding mechanisms to a learner-centred adult education vision and policy framework.**

*Adult learner needs are extremely diverse and delivery systems must respond to this diversity. Ontario's adult education strategy must be supported by a learner-centred approach to delivery. Systems should be driven by the needs of learners, with advisory and support systems focused on meeting their needs, with navigation systems and one-stop shopping, seamless credit transfer and with support systems aimed at maximizing their success. Despite its complexity, from a learner perspective, the adult learning system should seem accessible and seamless. Provincial funding mechanisms should be aligned with the adult education vision and policy framework.*

**3. Ontario's Adult Education Strategy must recognize the pivotal role of Ontario's Colleges.**

*The Ontario Colleges of Applied Arts And Technology Act, 2002 defines the central role of the colleges in Ontario. The College system offers unique and comprehensive adult-centered learning opportunities, faculty who are experts in adult learning and extensive supports for learners. The College system delivers across the full spectrum of AE from literacy and basic skills, to post-graduate credentials, in partnerships with a wide range of stakeholders. Colleges respond, in partnership, to the needs of communities where adult education is a critical resource. Colleges serve approximately 500,000 Ontarians on an*

*annual basis and the vast majority of these learners are adults who are not direct entrants from secondary schools.*

**4. *The Adult Learning System needs to be adequately resourced for long-term results – access, participation and quality.***

*The public education system is under-resourced as a result of years of cutbacks. The college sector has been particularly hard-hit. Investment is needed now to ensure that the colleges can respond to the needs of adult learners in their communities. The learner demand for education is there and growing; the province's needs for increasing productivity and ensuring Ontario has a skilled workforce are well known. Already demand for college adult education courses has outstripped supply. Adequate funding would ensure that demand is met to the benefit of both individual Ontarians and the province as a whole.*

**5. *We need to continue to build policy based on research and evaluations.***

*ACAATO recommends that future provincial AE policies, strategy and program be based on solid research. There is a considerable body of research on adult learning which should be reviewed and evaluated. ACAATO also recommends that the province conduct its own future-oriented research. Ontario's colleges are anxious to cooperate with the provincial government to advance the research and evaluation agenda.*

***The college system is committed to working with the ministry and other delivery agents and stakeholders.***

*This review of AE is important and ACAATO is optimistic that it will precipitate a new focus on AE in this province. There are currently many significant pressures on the AE system and ACAATO is committed to working, in partnership with the Ministry and other delivery agents and stakeholders, to develop the policies and strategies that will enable Ontario's AE system to meet the challenges ahead.*



## 1.0 INTRODUCTION

### **Overview**

A strong and coherent public adult education system is fundamental to the achievement of Ontario's potential, in terms of both its economic and social objectives. Adult education (AE) is critical to improving Ontario's prosperity by building a workforce that can attract the most investment and the best jobs. But it is more than that. A strong and coherent adult education system is also fundamental to the health and well-being of Ontario's citizens and communities. Improving access to adult education leverages our diversity, enabling the full range of citizens regardless of geography, ability or origin, to fully participate in building a stronger province. Ontario's colleges play a major role in adult education and are, consequently, critical to creating and sustaining prosperity.

This paper is the response of the Association of Colleges of Applied Arts and Technology of Ontario (ACAATO) to the consultation on adult education in Ontario. It provides an analysis of the elements of an adult education system, the role of the colleges, the trends which are shaping the environment as well as responses to the six questions posed in the Discussion Paper.

### **Our Approach**

Given the importance of lifelong learning to social and economic development and the breadth of adult learning goals and activities in Ontario, ACAATO favours a broad and comprehensive definition of adult education. Our view is that adult education needs to be viewed in the broadest sense possible and be aligned with the notion of lifelong learning. The discussion paper uses a narrower definition of adult education. For the purposes of this response paper, however, we will focus on those activities outlined in the discussion paper.

### **The Central Role of the College System**

The colleges play a central role in the adult education system in Ontario, by bridging secondary and post-secondary education and providing comprehensive lifelong learning. This is reflected in their objectives as defined by the Ontario Colleges of Applied Arts and Technology Act, 2002<sup>1</sup>.

1. The objectives of the colleges are to offer comprehensive programs of career-oriented, postsecondary education and training to assist individuals in finding and keeping employment, to meet the needs of employers and the changing work environment and to support the economic and social development of their local and diverse communities.
2. In carrying out its objectives, a college may undertake a range of education-related and training-related activities including, but not limited to:
  - (a) entering into partnerships with business, industry and other educational institutions;
  - (b) offering its courses in the French language where the college is authorized to do so by regulation;
  - (c) providing adult vocational education and training;
  - (d) providing basic skills and literacy training;
  - (e) providing apprenticeship in-school training; and
  - (f) conducting applied research.

Ontario’s colleges serve approximately 500,000 Ontarians annually. The learners are served through a tremendous variety of programs, courses and services. The vast majority of learners in the colleges are adults who are not direct entrants from secondary school. While full-time postsecondary programming represents only a share of college system activity, it is important to recognize that over 50 per cent of the postsecondary students are mature applicants.

### ***Developing a comprehensive, connected and coherent adult education system in Ontario***

The adult education system in Ontario has been described as an “archipelago without a ferry system”. Building on this metaphor, we need an adult education system which has a “lifelong, learner-centred approach” with improved “mapping”, “navigation” and “ferries” for participants. Without a coherent system there are gaps, overlaps and redundancies which do not support learners effectively or efficiently. To fulfil Ontario’s aspirations, our adult education system must be:

- Comprehensive (accessible, inclusive and learner-centred)
- Connected (collaborative and coordinated)
- Coherent (accountable, effective, transparent and seamless to users)

## 2.0 AN ADULT EDUCATION SYSTEM THAT ACHIEVES ONTARIO'S POTENTIAL

### Overview

"If we get public education right, we get the best citizens and the best workers, we strengthen our society and our economy. It's the key to providing a quality of life that's second to none." – Premier Dalton McGuinty, April 22, 2004

As the Discussion Paper stresses, adult education plays a critical role in achieving Ontario's potential. Skills and learning, and hence adult education, play a critical role in the "virtuous circle" of global competitiveness.<sup>2</sup>



Figure 1: Skills and Learning and Global Competitiveness<sup>3</sup>

Extensive research has shown the strong linkages between language and literacy skills and employment, as well as the link between education and economic development, health and well-being, social inclusion, and citizenship. Ultimately Ontario's competitive positioning as an excellent place to live, work and play depends on having an adult education system aligned to these goals. The importance of literacy must be framed not just as an individual and social problem, but as a business and economic issue. At the same time it must be understood as critical for democratic participation and citizenship.

### ***Language/Literacy Skills and Employment***

Education also translates into national economic development. According to a recent study of 14 OECD countries, "Investment in human capital such as education and skills training is three times as important as investment in physical capital"<sup>4</sup>. The study suggests that raising literacy 1 per cent above the international average, translates into a 2.5 per cent increase in productivity (measured by GDP).<sup>5</sup> Limited literacy skills restrict opportunities for even the most basic types of work. Even high school graduates often lack the basic skills needed for employment. Lack of language skills, particularly for new Canadians, has been identified as a major barrier to employment.

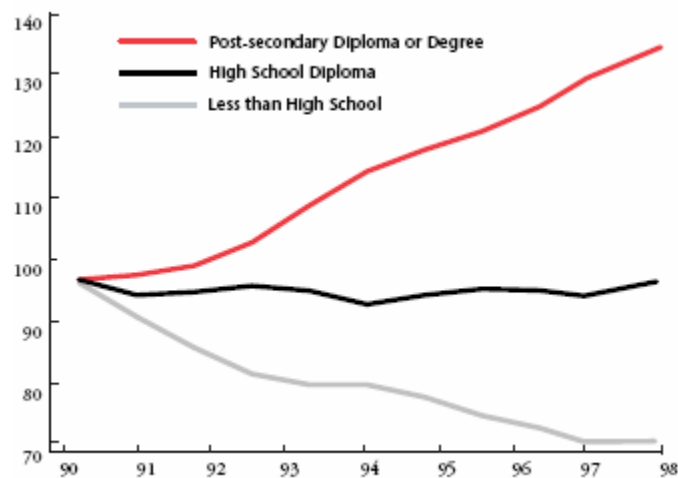
## ***Education, Employment and Economic Development***

The link between levels of education and unemployment, particularly for young people (15-24 year olds), is very well-established. While high school drop out rates have declined in Canada they are still sizeable - 9 per cent for girls and 15 per cent for boys.<sup>6</sup> For example, for high school leavers in this age group, unemployment rates are 27.6 per cent compared to 11.6 per cent for high school graduates, 7.9 per cent for those with some post secondary education and 7.4 per cent for post secondary school graduates.<sup>7</sup>

In Canada it has been projected that by 2004, more than 70 per cent of all new jobs created in Canada will require some form of post-secondary education. Only 6 per cent of new jobs will be held by those who have not finished high school.<sup>8</sup>

Despite the current global economic downturn, Canada's economy will continue to enjoy strong growth in the years ahead. But our workforce will grow at a much slower rate than in the past, and our future labour supply will be inadequate to meet the demands of the economy. Already, shortages are occurring in many skilled trades. The Conference Board of Canada forecasts a shortfall of nearly one million workers within 20 years.<sup>9</sup>

**Figure 2: Employment Growth by Highest Level of Education<sup>10</sup>**



Source: Industry Canada compilations based on Statistics Canada data

## ***Education and Well-being***

However, the benefits of education go beyond simple economic gains for the individual, the employer or the country. There are many studies that show links between educational attainment levels and improved health.

## ***Education and Citizenship***

Inadequate education has long been understood to be a barrier to democracy. Low levels of literacy are a barrier to engagement in political processes and contribute to further marginalization.

## ***Education and Social Inclusion***

There is considerable evidence of the importance of adult education in promoting social inclusion, whether for senior citizens, new immigrants or young people at risk. The benefits in terms of reduced spending on social services, corrections and the justice system are well documented.

## ***Ontario's Competitive Positioning***

Ontario's Colleges believe that a strong commitment to adult education is critical to Ontario's competitive positioning. The globalization of the economy has intensified competition for jobs and the aging population has intensified competition for workers. Countries around the world, and jurisdictions across Canada have recognized the importance of a well-educated citizenry to the competitive advantage of nations and provinces. Not only will Ontario be competing for jobs but also for skilled labour given the looming "talent war". HRDC has stressed:

Canada needs to take action now to make sure we have the supply of skilled labour we will need in the future. This means making sure that Canadian workers have opportunities to upgrade their skills over the course of their working lives; more than half of the workforce of 2015 is already in the labour market. It means maximizing opportunities for all Canadians to participate in the labour market and attain their potential. And it means competing with other countries, which will be in a similar demographic position, to attract skilled immigrants to Canada. By 2011, immigration will account for all net labour force growth in Canada.<sup>11</sup>

As HDRC notes, Canada's education system is strong but there are gaps, particularly in adult education which prevent some citizens from achieving their potential. For example:

- One in eight young Canadians does not complete high school, and one in four graduates lacks the literacy skills necessary to participate in the knowledge-based economy.
- Access to post-secondary education is more difficult for lower socio-economic groups and for people with special needs.
- Adults with jobs do not have enough opportunities to "learn while they earn", and our adult learning system does not always provide adults with the information they need to make the right choices about their learning.<sup>12</sup>

A comprehensive study of Adult Literacy Training in Canada, New Zealand, the United States, Ireland, the United Kingdom and Australia<sup>13</sup> concluded that: "Canada ... lacks a coherent national adult literacy policy or system" and suggested that a coherent approach should include:

- 1) defined goals and objectives
- 2) a national leadership structure,
- 3) national research and referral programs,
- 4) flexible funding arrangements,
- 5) diverse delivery models,
- 6) consistent reporting and quality assurance, and
- 7) a reliable supply and maintenance of teachers.

The policies and structures in place in Canada's provinces vary considerably in their approaches to adult education.<sup>14</sup> Within Canada, Alberta has developed a strategy, as has British Columbia, along with implementation plans to effect needed changes. Ontario cannot afford to fall behind in the race to develop and sustain a competitive workforce to attract and keep jobs in the province.

## 3.0 TRENDS

### *Public Policy Trends*

Globally, governments at all levels have begun to focus on the importance of adult education in terms of economic and social development. A number of key strategies, including, for example, Canada's Innovation Strategy, explicitly stress the importance of education to Canada's global competitiveness.<sup>15</sup> However, in Canada, responsibility for adult education has been fragmented between levels of government and, in Ontario, among different ministries.

In spite of the growing importance of adult education to Ontario's economy and the pivotal role played by the colleges, Ontario's colleges have been hard hit by persistent under-funding. Between 1987-88 and 2000-01, Ontario's college sector experienced a larger percentage decrease in its budget than four other public sectors (public schools, health, universities and adult offenders). While the demand for college education has grown by almost 50 per cent over the past 15 years, grant funding per student has fallen by 44 per cent measured in constant dollars.<sup>16</sup>

### *Economic Trends*

The colleges have seen first hand the impact of the shift to information economy and the displacement of older workers as well as the demand for new skills sets. While economic changes have resulted in loss of jobs in some sectors and have created additional demand for re-skilling, the resources have not kept pace with the needs. In addition, employment growth is primarily in areas which have higher skill level requirements: 60 per cent of employment growth requires college, university or apprenticeship education.<sup>17</sup> This had added to the demand not only for space but for multiple entry points and integration to meet the demand. With globalization and growing mobility, there are increasing demands for developing credentials which are "portable" as well as mechanisms to address the particular needs of foreign-trained professionals. While Canada has the highest level of postsecondary completion in the Organization for Economic Co-operation and Development (OECD), it has one of the lowest levels of participation in job-related continuing education and training, ranking 10th of the top 12 OECD countries.<sup>18</sup>

### *Demographic and Social Trends*

Ontario's population is aging and will grow at a slower rate than in past decades. The aging population has created a "talent war" for skilled workers and increased the demand for career and professional development. Immigration will play an important role in meeting the province's labour force demands. Many immigrants are well educated but face financial, language and credential recognition barriers in their efforts to obtain education, training, and employment. The growth in immigration has created a large pool of new Canadians who need language training and other skills to enter the Canadian workforce. The impact of these changes is seen in the college sector: The number of continuing education students whose first language is neither English nor French has increased in Ontario, predominantly in metro regions, by 4 per cent since 2000 and 11 per cent since 1996.<sup>19</sup>

At the same time, segments of the population which are at risk of social exclusion, for example aboriginal youth, have particular needs. Demands for meeting the needs of Ontarians with disabilities or those facing other barriers to participation are also growing.

## ***Technological Trends***

As technology permeates every aspect of the economy, higher levels of technological literacy are essential. At the same time, there is a “Digital Divide” separating those who have these skills from those who do not because of their age, their language, their location, their educational or economic opportunities. The essential skills needed to compete in the job market are being redefined as a result of technology. In addition, changing technology accelerates the demand for continuous learning in many sectors. While technology creates challenges it also creates opportunities for adult learning in Ontario. Technology can support higher levels of customization to respond to learner needs. Online and self-paced learning can be significantly enhanced by technology but these require significant investments in hardware, software, networks, courseware and training.

## 4.0 AN ADULT LEARNING SYSTEM FOR ONTARIO

### ***Current Status***

Learners in Ontario are diverse and have a wide range of goals. They are also influenced in their decisions through a range of stakeholders in the process including their families and employers, as well as referring agencies. There are many providers in Ontario aimed at serving adult learner needs. In addition there are linkages between the adult education programs and services and other parts of Ontario's secondary and post secondary education sector, apprenticeship programs, community based and workplace training. There is, however, a need to improve the collaboration amongst the various delivery bodies and to assist learners to access a complex system.

### ***Removing Barriers for Adult Learners***

We know that many adults who would benefit from additional education do not pursue it or complete it. Research has consistently identified three kinds of barriers – situational, dispositional and institutional factors.<sup>20</sup>

**Table 1: Barriers to Adult Learners and Potential Interventions**

<b>Barriers</b>	<b>Example</b>	<b>Percentage Reporting<sup>21</sup></b>	<b>Examples of Targeted Interventions</b>
Situational or socio-economic and circumstantial	<ul style="list-style-type: none"> <li>• child care problems, work schedules, transportation problems</li> <li>• costs</li> </ul>	30 per cent	<ul style="list-style-type: none"> <li>• Subsidies</li> <li>• Financial support</li> <li>• Worker place programs</li> <li>• Child care</li> </ul>
Dispositional or cognitive emotive	<ul style="list-style-type: none"> <li>• psychological, personality, and attitudinal make-up of the student, and their beliefs about their abilities to learn</li> <li>• lack of peer support</li> <li>• competing interests</li> </ul>	15 per cent	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Range of options to fit diverse needs</li> <li>• Flexibility</li> <li>• Coaching, mentoring</li> <li>• Promotion</li> </ul>
Institutional or program/policy related	<ul style="list-style-type: none"> <li>• School not relevant for needs</li> <li>• Frustrated/discouraged about school environment</li> <li>• Lack information about school</li> </ul>	43 per cent	<ul style="list-style-type: none"> <li>• Better information</li> <li>• Better access</li> <li>• Better counselling</li> <li>• Learner centered andragogy</li> <li>• Quality control</li> <li>• Accountability</li> </ul>

Some studies focus on other issues such as money and time as the principal impediments to adult education and stress the importance of workplace training and partnerships.<sup>22</sup> There are also institutional impediments related to learning and credential recognition which impede individual and collective development. For example, the Conference Board of Canada maintains that there is a major problem with the recognition of learning in Canada which costs an estimated \$4.1 billion–\$5.9 billion in income annually. The three groups that stand to gain the most from learner recognition include immigrants, people with prior learning gained through work and training, and transferees between post-secondary institutions or, in the case of licensed occupations, between provinces. Improving learning and credential recognition would help attract and retain qualified workers.<sup>23</sup>



## ***Aligning Supply with Demand***

Clearly in adult learning, "one-size does not fit all". In order to meet these highly diverse needs, the system must be complex with a wide range of programs and formats. A coherent and comprehensive system will maximize the alignment or "fit" between the diverse learner needs and objectives on the one hand and the programs, service providers and forms of delivery on the other. However, the diversity of elements also makes the system extraordinarily (and necessarily) complex. Without the systems/processes to encourage greater collaboration amongst delivery providers and new ways to help learners in mapping and navigating the system, there is a continued danger that learner needs will go unmet and the system will appear fragmented.

## ***Diversity and Complexity***

One of the critical ways in which Ontario can remove barriers to adult learners is to recognize their diversity. The system, as it currently exists, is necessarily complex and any framework must take into account diversity at five levels:

### **The Demands: Learner Characteristics and Goals**

- 1) The diversity of learner characteristics (entry points, demographics and learning styles)
- 2) The diversity of learner goals and objectives

### **The Supply: Providers, Programs and Delivery**

- 3) The diversity of service providers
- 4) The diversity of programs (including objectives as well as formats)
- 5) The diversity of forms of delivery

### **Learner Characteristics and Goals**

#### 1) Learner Characteristics

Adult learners come from a variety of backgrounds. They can range from those with minimal language or literacy skills through to highly qualified professionals seeking career change or advancement opportunities. For example, learners may include:

- Early high school leavers
- High school graduates
- New Canadians
- Unemployed
- Underemployed
- Employed

These learners also vary in terms of their demographics (age, language, education level, ability or disability, geographic location), their personal circumstances (socio economic conditions, family situations) and their personal attributes (confidence and motivation) as well as learning styles. The combinations and permutations lead to a high level of diversity in the types of learners we need to serve.

#### 2) Learner Goals

Adult learners have a range of learning goals. Some need the basic skills required to work and live in Ontario. Others have advanced professional aspirations. Still others want to fulfill general interests. They may be seeking adult education opportunities in order to, for example:

- Improve language
- Upgrade basic skills
- Obtain high school equivalency
- Enter higher education
- Find employment

- Obtain skills training
- Develop professionally
- Change careers
- Pursue general interest and personal growth

### **Supply: Service providers, programs and formats**

#### 3) Providers of Adult Education

Ontario has a wide range of stakeholders involved in the delivery of adult education providing a host of services. Providers include:

- Colleges
- Universities
- Boards of Education
- Community Groups
- Private Sector
- Employers
- Libraries

#### 4) Diversity in Adult Education Programs

Adult education includes a full range of programs, courses and services, including:

- ESL/FSL
- Literacy Basic Skills/Ontario Basic Skills
- Academic Upgrading
- College and University Preparation
- Career Preparation/Life Skills/Citizenship
- Labour Adjustment and Reskilling
- Career and Professional Development
- General Interest

The college adult education programs covered in the review are briefly described in Appendix 1.

#### 5) Diversity in Delivery Modes

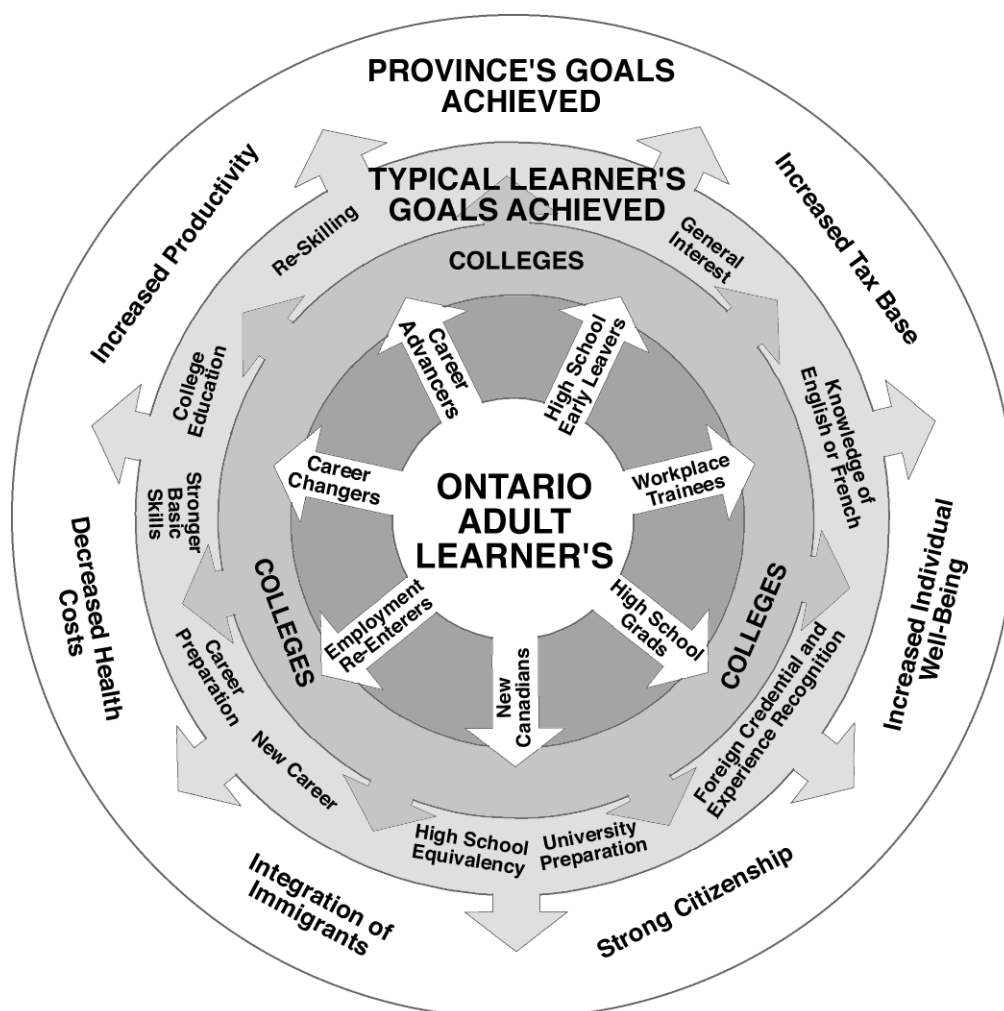
Adult education may be offered in full-time or part-time modes and there are many variations within each delivery format. As well, technology provides an even wider variety of delivery modes which can cross time and space in order to accommodate needs for flexibility. Hybrid courses or multiple modes are increasingly popular, which offer a variety of delivery formats to respond to the range of learner needs, styles and preferences.

## 5.0 THE ROLE OF THE COLLEGES IN ADULT LEARNING

### Overview

Of all the players providing adult education in Ontario, the colleges, arguably, provide the broadest range of opportunities to meet the diverse needs of adult learners. Colleges are key providers of comprehensive adult education. The colleges are part of a lifelong learning "system" which covers the entire province bridging the secondary and post-secondary systems. While it is not the intent to provide a comprehensive review of the diverse range of adult education activities currently underway in Ontario's Colleges, Appendix 2 does provide an overview of activity levels in selected program areas. Figure 4 illustrates the range of paths diverse adult learners may take through the colleges to meet their learning goals.

Figure 3: Colleges and Their Role in Adult Education



Note: Colleges work in partnership with a broad spectrum of organizations to respond to the needs of Ontario's adult learners.

## ***Colleges are connected and collaborative***

The colleges work collaboratively with a wide range of partners, both within the college system and outside. Much of the adult education programming is offered in cooperation with other colleges and school boards as well as with community organizations, unions, government and industry. For example, the colleges are mandated to participate in the Literacy Services Planning process in each community and have often taken leadership roles in improving linkages between LBS and job-related training. CON\*NECT (Colleges of Ontario Network for Education and Training) works extensively in cooperation with employers to improve opportunities for workers and to ensure Ontario has the skilled workforce it needs. The colleges have worked with many partners in order to respond to emerging societal needs.

### **EXAMPLES OF COLLEGES WORKING WITH OTHER PARTNERS**

- “Learning for Life Program” developed by Humber College and Honeywell to address both mandatory training offered on company time as well as voluntary training offered on employee time. A full range of programs were offered on the company premises from ESL to college credit and 80 per cent of employees participated.
- Ontario’s colleges, led by CON\*NECT, Centennial, George Brown and Fanshawe, are working collaboratively with community partners and government to address systemic issues to ease the integration of internationally trained individuals.
- Humber College established “The Learning Centre” for a consumer goods manufacturer to provide one-to-one tutoring for basic skills and higher skills for job during company time. Program included ESL, basic math, basic English, business writing etc. and a total of 250 workers participated (48 per cent of the workforce).
- Ontario’s colleges have also partnered with employers on the Test of Workplace Essential Skills (TOWES) to assess the essential skills needed in the workplace to provide skills development and to link to assessment, referral and training through LBS in cooperation with community partners and referral agencies in order to gain increased access for their clients to learning and work opportunities.
- The 24 colleges participate in 17 regional networks with local and provincial partners in order to provide optimum services to all clients in Literacy Basic Skills (LBS)/Ontario Basic Skills (OBS) programs. Programs are tailored to meet the needs of specific communities. For example, in order to meet specific demands in the region, Niagara and other colleges tailored LBS to link to pre-apprenticeship.
- The Retention through Redirection program, led by Cambrian College, is a partnership of the college and school board. The project enables individuals from with a variety of learning needs to progress through the levels needed to achieve their apprenticeship goal.

## ***Colleges are committed to accessibility***

Ontario’s colleges provide multiple entry points for adult learners. Colleges offer flexible access (e.g. day/evening, online, distance, and workplace learning) in an effort to reach learners and provide maximum opportunities. The colleges also have a variety of services aimed at

supporting learners with special needs. For example, in the colleges, 8 per cent of students have special needs compared to 2 per cent in the Universities. The number of students with disabilities in the college system has tripled over the course of the 1990s.<sup>24</sup> We know there are needs which remain unmet.

### ***Colleges are committed to seamlessness***

Ontario's colleges have shown a long standing commitment to supporting a mobile population through greater integration of programs, laddering (from ESL and basic skills to post-graduate programs), and improved support for credit transfer and recognition for informal learning through PLAR. The colleges have also developed a transferability protocol to improve credit transfer among colleges.

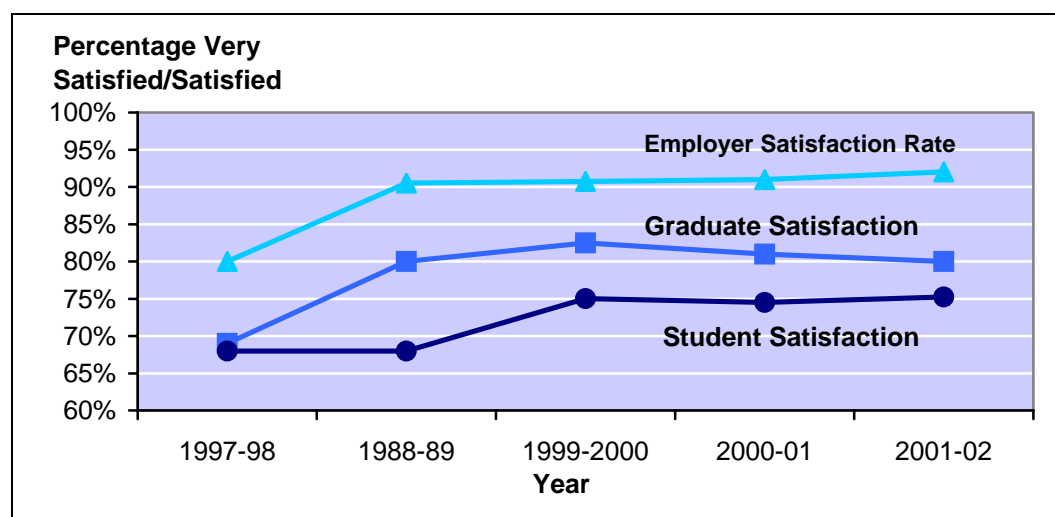
### ***Colleges are adult learner-centred***

In the college system, instruction, curriculum and student support mechanisms are designed around andragogy or adult learning. The college system offers "Teachers of Adults" certificate programs to individuals planning a career in adult education. Colleges provide a learning environment tailored to adults with comprehensive support services including support for extended hour access, technology infrastructure, counselling and labs on teaching and learning.

### ***Colleges are accountable***

Independent results show high levels of satisfaction from key college stakeholders. Ontario's colleges have been subject to rigorous performance evaluation for a number of years and have shown consistently high performance. These Key Performance Indicators (KPIs) show consistently high rates of employer satisfaction, graduate satisfaction and student satisfaction. Although employment rates fluctuate with economic cycles, and from program to program, overall the employment of college graduates approaches or exceeds 90 per cent. Graduation rates are a focus for improvement but close to 60 per cent of those entering programs complete them.<sup>25</sup>

**Figure 4: Trends in Graduate, Employer and Student Satisfaction Rates**



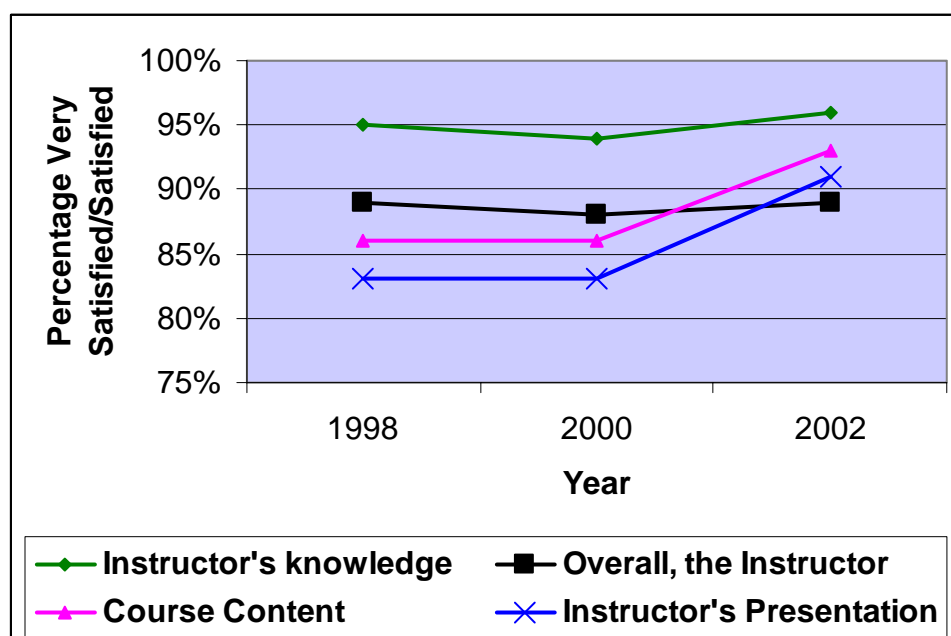
Source: <http://www.edu.gov.on.ca/eng/general/postsec/colindicator.html>

## Ontario's Colleges Deliver High Quality Adult Education

Ontario's Colleges have shown consistently high performance in satisfaction levels with their adult education offerings. For example, surveys of Continuing Education show, of students surveyed, 93-95 per cent were "very satisfied" or "satisfied" with the overall<sup>26</sup>

- Quality of instructors
- Facilities and services
- Quality of courses
- Helpfulness of staff

**Figure 5: Continuing Education Trends in Satisfaction Ratings Since 1998<sup>27</sup>**



Similarly, overall satisfaction with the college system's contract training courses showed a 91 per cent level of satisfaction of customers. Some of the key findings include<sup>28</sup>:

- 91 per cent of customers are very satisfied or completely satisfied with their college training experience.
- 90 per cent of customers are very satisfied or completely satisfied with the training they purchased.
- 92 per cent of customers are very satisfied or completely satisfied with the service provided by the college representative.
- 95 per cent of customers reported that the college-based training contributed to the success of their organizations.
- These satisfaction results are consistent with previous survey findings.

## Role of Colleges in a New Provincial Adult Education Vision and Policy Framework

Ontario's colleges, as a result of their legislative mandate, community-based governance structure, breadth of programming, deep commitment to accessibility, and extensive experience with adult education are pivotal to any provincial adult education strategy.

## 6.0 RECOMMENDATIONS: THE 6 QUESTIONS

### ***Question 1: Is there a need to have an Ontario definition for adult education? What would such a definition include?***

Yes. Without a definition and an integrated policy framework, adult education will inevitably be piecemeal and fragmented. While the discussion paper explicitly excludes postsecondary education leading to a degree, diploma or certificate or apprenticeship training programs, these are part of the adult education continuum. Ontario's colleges support a broad definition of adult education which includes the full range of formal and informal, non-credit and credit programs, which support the lifelong learning objectives of adult learners.

The definition should:

- be adult-learner centred with an emphasis on the goals and needs of the learner for lifelong learning,
- be comprehensive so that it embraces the many forms of adult education in the province and encourages integrated planning (among the deliverers to be included: school boards, colleges, universities, TVO, unions, libraries, community groups, arts organizations, labour adjustment programs, work place training, business, industry, labour and government),
- acknowledge the range of stakeholders, including the three levels of government, and the need to facilitate a more integrated planning approach that maximizes opportunity for the adult learner,
- recognize the essential role of adult education in equipping adult learners to play their full role as workers and as citizens.

### ***Question 2: How are adult education, training, and upgrading opportunities addressing current and anticipated economic and social challenges?***

Ontario has the basis for a strong system which offers a variety of access points, a range of programs, in a variety of formats from diverse providers across the province. There is growing recognition of the importance of adult learning in supporting Ontario's social and economic goals including responding to emerging societal needs, such as re-skilling workers, integrating new Canadians, and responding to the needs of particular segments of the population for example, aboriginal youth, people with disabilities, and those living in rural communities.

There are, however, unmet needs and segments of the population which are not well served. Many of the learners who would benefit from learning opportunities do not enter the system and a troubling proportion of those who enter the system do not stay. Ontario needs to clearly identify and address gaps and weaknesses, which prevent us from reaching all those in need of learning opportunities. A significant barrier is finding spaces in colleges to meet the demand. In order to address current and anticipated economic and social changes, it is critical that Ontario takes a long-term view.

Ontario needs to improve its ability to respond to learner needs with appropriate and timely information through seamless delivery, "one-stop shopping". Strong counselling and student support would be a good first step.

### **Question 3: What can be done within existing budgets to enhance learning opportunities?**

While Ontario has the elements of an adult education strategy, a review of other jurisdictions may be instructive. As noted in the discussion paper, for example, several jurisdictions have definitions of adult education. A number of jurisdictions also have a single point of responsibility for the full range of adult education programs.<sup>29</sup> Some noteworthy elements in other provinces include:

- Alberta's "Strategic Framework for Adult Learning" and the Post-Secondary Learning Act. Alberta also has a "business plan" for learning with identified and measurable objectives including a variety of satisfaction measures, employment rates as well as perceptions of the extent to which the system is accessible and meets the needs of the population.<sup>30</sup>
- Manitoba's Advanced Education and Training offers an on-line Directory of Adult Literacy Programs and Adult Learning Centres with a database which can be sorted by location.<sup>31</sup>
- British Columbia has incentives to promote better integration among service providers. One of the criteria for the approval of new degree or diploma programs is: "Does it provide open access, articulation, transferability, laddering or bridging opportunities for students?"<sup>32</sup>
- Quebec has adopted a new framework and financing model for adult education.

A review of developments in other jurisdictions and the experiences of Ontario's colleges suggest that action needs to be taken in order to:

- A. Develop a compelling vision and policy framework to support a comprehensive, connected and coherent adult education system.
- B. Improve federal-provincial and provincial inter-ministerial coordination. Currently, the responsibility for adult education in Ontario is shared between many ministries, including the Ministries of Training, Colleges and Universities, Education and Community Services.

While there is no Canada/Ontario Labour Market Agreement in Ontario, the two governments have agreed to improve federal/provincial cooperation in labour market programming. Ontario's colleges believe that greater federal/provincial cooperation in labour market programming will strengthen adult education in Ontario.

- C. Provincial delivery systems and provincial funding mechanisms need to be aligned with a new provincial vision and policy framework for adult education.

Given the complexity of Ontario's adult education system, the importance of ensuring that the delivery systems respond to learners' needs and the need to use public resources effectively, we believe that there is a need to review the delivery of some adult education programs. This action will ensure that there is a level financial playing field amongst organizations delivering equivalent programs and there are consistent expectations about the financial contributions expected of learners.

Provincial program funding mechanisms do not consistently support institutional efforts to respond to the needs of adult learners. There are several examples of barriers in different funding mechanisms that need to be addressed. ACAATO would be pleased to work with the Ministry of Training, Colleges and Universities to outline and address these funding mechanism issues.



#### ***Question 4: If an opportunity to reallocate resources arises, what are the leading priorities for reinvestment?***

The public education sector has suffered from years of cutbacks and is now critically underfunded. Ontario's colleges have faced the most extreme reductions in funding over the last fifteen years. No reallocation of resources within the college sector will enable Ontario to meet the training levels needed to improve the province's productivity, ensure its ability to attract and employ immigrants effectively, and to re-train people for the knowledge economy. More funding is required for adult education in Ontario.

Ontario's colleges are ready and eager to delivery critical adult education to more Ontarians. We have identified a number of priority areas for new provincial spending.

##### ***More flexible formats and delivery***

Ontario needs to ensure that customized learning can be delivered to improve accessibility and flexibility for diverse learners and to exploit opportunities to share and collaborate. However, course redevelopment and, particularly, the technology-enabled delivery approaches require up-front investments. Additional funds should be directed towards supporting curriculum development and design including:

- Modular approaches to support mode customization
- Collaborative development and delivery
- Technology enhanced delivery
- Distance and alternative delivery

##### ***Improve support for learners***

Adult education in Ontario has been likened to an archipelago in need of a ferry system. We know that a major barrier, which adult learners have identified to participation, relates to insufficient knowledge about accessing the existing educational opportunities. Therefore, attention needs to be paid to facilitating entry and supporting completion. It is not just ferries Ontario needs but improvements to mapping and navigation so that learners are able to make appropriate and informed decisions. Initiatives might include:

- Portals and one-stop shopping for information
- Investment in advising, counselling, other supports
- Multiple points to access counselling, information, services
- Targeted outreach for specific groups: eg. youth at risk
- Special supports, as appropriate, for internationally-trained individuals

##### ***Improve accessibility for learners***

The Colleges have made a particular effort to respond to the needs of diverse learners considering issues such as language, disability, geography and time, etc. However gaps remain. There are many target groups – OW recipients, individuals in transition, injured workers, second language learners, foreign trained professionals, rural citizens, single parents, etc. – who face particular challenges and more can be done to address the needs of particular groups. Studies have identified some of the barriers to adult learners and interventions are required to address these based on best practices. However, more can be done to identify barriers to participation in adult learning and at risk or excluded groups, and to develop appropriate interventions and programs.

***Question 5: Do you agree with the elements for a framework that are described in this discussion paper? What would you change? What would you add?***

The discussion paper suggests that an adult education framework should:

- include the development of clear learner pathways
- include the recognition of prior adult learning
- include the development of policies that support the accessibility of services and accountability
- incorporate both social and economic outcomes
- ensure there are links between adult education programming and the secondary and post-secondary systems
- include mechanisms that allow the system to be dynamic and responsive to the emerging needs of society and the economy
- set out the roles and relationships of stakeholders and other partners and to reinforce the services and delivery mechanisms will serve the needs of the users of the system
- be coordinated and linked, accessible and inclusive, innovative and accountable and effective.

These elements are important but we would place the emphasis on a learner-centred approach and the need to respond to diverse needs. Key elements of the framework should include:

- affirmation of the central importance of lifelong learning,
- recognition of the unique needs and diversity of adult learners and their learning styles,
- commitment to adult education principles and delivery of adult education by qualified instructors
- recognition of range of learning needs (personal and professional, life skills/essential skills, leadership skills, literacy, upgrading, citizenship, general interest, etc.),
- commitment to accessibility
- commitment to recognition of prior learning
- development of an appropriate framework for credentialing
- recognition of the need for research and longitudinal data to inform policy and program development

***Question 6: How can we improve the results and outcomes for adult learners in Ontario?***

**Improve access**

What is most compelling about the evidence to date is that the results are outstanding for students in the adult education system. But not everyone gets in who needs access. For example, the most significant barrier to OBS programs is finding space in the colleges. While science and math are the most demanded courses, they are the least available. An analysis of college OBS delivery and waiting lists showed that colleges could increase the number of students by at least 2,744. In fact, they could generate a 174 per cent increase in enrolments in return for a 122 per cent increase in investment.<sup>33</sup>

Ontario needs to improve access, broadly defined, for learners regardless of their geographic location, ability or background. Specific attention needs to be focused on removing barriers. Initiatives might include:

- Increase support for more flexibility in the modes of delivery to provide access to those with family and work commitments (time/place) and to a learners with a range of learning styles and physical and learning abilities
- Improve access for those in remote communities – satellite sites and distance learning
- Improve financial support for students who need it with consistent and flexible policies regarding eligibility
- Improve access for disabled students.
- Expand support and counselling suited to range of learner needs and styles
- Improve ancillary services – access to child care, transportation, learning materials, labs etc.

### **Create a more seamless training/education system**

Ontario needs to improve the portability of learning by developing a framework for the assessment and recognition of learning which supports ease of movement through the system in accordance with learner objectives. Possible initiatives in this regard could include:

- Competency assessment and recognition
- Improved support for PLAR
- Stronger articulation and transfer credit mechanisms
- Explicit support for bridging mechanisms
- Better student tracking (e.g. student identification number)

### **Improve alignment of funding mechanisms to objectives**

Currently, funding mechanisms associated with different provincial programs limit the capacity of colleges to respond to learner's needs. For example, within the funding mechanism for the college operating grants, there is a "discount" of funding for part-time activity. There is a need to ensure that the funding mechanisms support policy objectives.

### **Strengthen research and evaluation**

There is a need for greater attention to research and evaluation in adult education. For example, a focus on learner perceptions of their ability to perform the relevant tasks, coupled with objective assessments of skills and performance, are needed. Assessments of impacts over time, including participation rates, employment rates etc. are also important. In order to support this, initiatives should include:

- Development of simple and usable systems for measuring outcomes (satisfaction is not the only measure)
- Better tracking systems for measuring appropriate outcomes
- Support research on best practices.

## 7.0 CONCLUSION

ACAATO believes that a comprehensive, connected and coherent adult education system is critical to Ontario's social and economic goals and that Ontario's colleges play a critical role in this system. The evidence which links economic development, health and social cohesion to education is compelling. Economic, demographic, social and technological trends will make it even more critical in the years to come.

In order to achieve Ontario's potential and to maintain its competitive positioning in light of the growing competition for skilled labour and jobs, Ontario needs a compelling vision and policy framework to support a comprehensive, connected and coherent adult education system.

Ontario's Adult Education Strategy must recognize the pivotal role of Ontario's colleges. The colleges offer the full spectrum of adult education opportunities with multiple entry points ranging from literacy and basic skills through post-graduate credentials. The colleges are specialists in adult learning and have the support systems in place needed by adult learners.

The Adult Learning System needs to be adequately resourced for the long-term results – access, participation and quality. In recent years, persistent under-funding of the college system has undermined our ability to meet emerging demands from adult learners. We need a long-term plan that ensures the quality and accessibility in adult education and meets the needs of the province today and in the future.

This review of AE is important and ACAATO is optimistic that it will precipitate a new focus on AE in this province. There are many significant pressures on the AE system at this time and ACAATO is committed to working, in partnership with the Ministry, other delivery agents and stakeholders, to develop the policies and strategies that will enable Ontario's AE system to meet the challenges ahead.

## **SECTION 8.0: APPENDICES**

### **APPENDIX 1: DESCRIPTIONS OF SELECTED ADULT EDUCATION PROGRAMS/COURSES/SERVICES AT ONTARIO'S COLLEGES**

#### **Job Connect:**

Employment Planning and Preparation (EPP) is a service in which people get support for conducting their own job search through such things as one-on-one counselling, or peer job clubs, or workshops on resume preparation, life skills, interview skills, job search strategies, etc.

Job Development/Placement Support (JDPS) is a service in which people are placed into employment (rather than finding employment on their own). This placement service includes volunteer, job shadowing, job trials, formal on-the-job training or direct access to regular employment.

The Resource Centre is primarily a self-directed service that makes job search, labour market and training information and resources available for people who are seeking employment.

#### **Academic Upgrading**

##### **Literacy & Basic Skills/Ontario Basic Skills (LBS/OBS)**

This program is free of charge to individuals seeking to upgrade their academic skills to achieve further training, employment or personal goals. Subjects taught may include reading, writing, speaking, listening, numeric, computer, scientific and life skills. The program focuses on unemployed adults, especially those on social assistance. Students may attend on a full- or part-time basis.

LBS/ OBS is delivered by programs in the following four delivery streams: Anglophone, Francophone, Deaf and Native programs. Because literacy issues are often caused by second language barriers, there is an assessment process through which delivery agents determine whether the learner is best served through LBS or second-language programming.

##### **Basic Training for Skills Development (BTSD)**

BTSD (Levels I-III) are designed to provide learners with the fundamentals to be able to perform the many tasks for a wide range of occupations. Level three corresponds approximately to grades 9 and 10. Mathematics, communications and science are taught at this level and ACE (Level IV).

Academic and Career Entrance Program (ACE) (formerly Level IV) is 32 weeks in duration. The fourth level is the highest level corresponding approximately to grades 11 and 12. It provides preparatory skills for particular occupations and skill programs.

### **Part-Time (GPOG Funded)**

These activities include part-time courses funded through the General Purpose Operating Grant (GPOG). Students pay tuition fees for these courses. Examples include basic communication, mathematics, and science skills courses. Also included are part-time ESL and FSL courses, career planning, and life skills courses.

### **Tuition Short**

A tuition short program of instruction is one that generally is less than 52 weeks in duration, is designed to prepare students for employment or career advancement or to provide vocational updating or academic upgrading, and normally leads to a college certificate as defined in the Credentials Framework.

### **English as a Second Language/French as a second Language (ESL/FSL)**

**ESL Basic** (12 weeks): This program will develop an integrated, basic linguistic fluency using all four skills areas: speaking, listening, reading, and writing.

**ESL Intermediate** (12 weeks): This program will develop an integrated, basic linguistic fluency using all four skills areas: speaking, listening, reading, and writing. It will provide the student with specific knowledge of and insight into the social and cultural characteristics of Canadian society and prepare the student linguistically for the advanced ESL level.

**ESL Advanced** (12 weeks): This program will develop an integrated, basic linguistic fluency using all four skills areas: speaking, listening, reading, and writing. It will provide the student with specific knowledge of and insight into the social and cultural characteristics of Canadian society and prepare the student for entry into further education.

### **College/University Preparation**

Colleges offer programming that assists students in becoming academically prepared for further college/university preparation through their General Arts and Science Programs. These programs are designed for students who wish to acquire a solid academic base in addition to exploring future career goals.

General Arts and Science programs include a wide range of subjects within the Arts and Humanities, Social Sciences, and Science and Technology. They emphasize advanced skills in research and writing, oral communications and critical thinking, providing preparation for work, an opportunity to examine and assess their career choices, as well as the option of applying to further post-secondary studies, including university.

### **Continuing Education (GPOG Funded)**

Activities under this category include Continuing Education (CE) courses funded through the General Purpose Operating Grant. Examples include mandatory postsecondary courses, the Ontario Management Development Program (OMDP), occupational certification courses, other vocational courses, postsecondary electives, tuition short courses and prior learning assessment and recognition (PLAR).

### **Continuing Education (Full Cost Recovery)**

Courses in this category also include part-time learning opportunities to enhance the student's career and personal development. These programs run on a full cost recovery basis, meaning that the colleges do not receive public funding support for these courses and the tuition fees cover the full cost of delivery.

### **Labour Force Adjustment**

Labour Force Adjustment programs are typically established to assist workers laid off as a result of a closure or downsizing by their employer. The goal of the labour force adjustment program is to:

- provide workers with the skills and knowledge to gain re-employment;
- enable workers to learn about new vocational or training directions that may lead to employment opportunities;
- ensure that workers and their families receive the necessary support required to cope during their period of unemployment.

### **Workplace Training (Contract Training)**

Ontario colleges offer various services and programs to employers and corporations on a client-centred basis. Training can be offered on-the-job, at the College, or at any suitable location to assist individual employers or employee groups. The goal is to assist organizations to improve the performance and productivity of their workforce. The colleges often customize training delivery including course content, location, hours, methods of instruction, etc. to meet particular needs.

### **Apprenticeship**

Ontario's colleges offer apprenticeship in-school training in the automotive, service, construction and manufacturing sectors. Ontario's colleges deliver approximately 90 per cent of the in-school training.

To be employed in certain skilled trades, workers must have a Certificate of Qualification indicating they've passed the provincial qualification exam that assesses their knowledge of their skilled trade. To write the provincial qualification exam, applicants must prove they have experience in the trade.

Many employers also want skilled workers to have a Certificate of Apprenticeship. This certificate is awarded as proof that the worker has completed apprenticeship training, often a

combination college courses and workplace experience, including the provincial exam where required, and meets the standards of competency set by industry.

### **Postsecondary Education**

Postsecondary programming offered at Ontario Colleges includes activities leading to certificates, 2 and 3 year diplomas, applied bachelors degrees, and post-graduate certificates. Many of these programs have particular specializations such as co-operative education (in which the program includes actual work-terms to gain industry experience). The major disciplines are: business, health sciences, engineering technology, community services, applied arts, hospitality and community service.



## APPENDIX 2: SELECTED COLLEGE ADULT EDUCATION ENROLMENT DATA (FORMAT)

**Table 1: Summary of Selected College Activity in the Adult Education Field**

<b><u>Fiscal 2002/03 Activity</u></b>		
<b>Adult Upgrading:</b>		
LBS/OBS .....	10,260	Registrations
BTSD 1,2,3,4.....	470	FTE (e2)
Part-time (GPOG-funded) .....	12,020	Registrations (e1)
Tuition Short – (Including ESL/FSL).. 2,400 FTE (e2)		
<b>College &amp; University Preparation</b>		
(Full-time) .....	6,232	Headcount
<b>Continuing Education:</b>		
GPOG-funded.....	332,700	Registrations (e1)
Full-cost recovery.....	200,000	Registrations (e1)
<b>Job Connect:</b>		
Employment Planning & Preparation.....		
	14,264	Activity Count
Job Development & Placement Support .....		
	14,331	Activity Count
Use of Resource Centres.....	201,040	Number of users
Apprenticeship.....	22,317	Seats Purchased
<b>Postsecondary Programs</b>		
(Full-time) (excludes College and University Prep).....		
	143,000	Headcount (e1)

(e1) = ACAATO estimate

(e2) = MTCU estimate

For further information please see Tables 2-8.

**Table 2: Full-Time Courses Funded Through the General Purpose Operating Grant at Ontario’s Publicly-Funded Colleges**

		Headcount as at November 1 For Fiscal Years											
		91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
College and University Preparation (General Arts and Science)	GAS: 2 yr diploma +1 yr certificate	5,121	5,546	6,145	6,644	7,108	6,673	6,759	5,980	5,935	5,733	5,473	6,232
	Pre-courses	<b>Data not available</b>											
	Total	<b>113,689</b>	120,476	124,963	129,759	133,615	133,940	135,982	136,444	136,754	134,943	134,462	142,021

**Table 3: Full-Time Tuition Short Programs Funded Through General Purpose Operating Grant at Ontario’s Publicly-Funded Colleges**

	Training Days (000s)											
	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
ESL/FSL	222	209	154	166	154	98	81	68	59	41	43	26
Adult Upgrading (BTSD 1,2,3,4)	348	388	410	397	150	239	177	133	105	81	77	66
Tuition Short - Other	763	801	794	734	897	641	645	564	424	341	322	310
Total Full-Time Tuition Short	1,334	1,398	1,358	1,298	1,201	978	903	765	588	463	442	402
Estimated FTE [Note: 1 FTE = 140 Training Days]												
	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
ESL/FSL	1,587	1,493	1,100	1,187	1,096	697	581	488	421	296	309	186
Adult Upgrading (BTSD 1,2,3,4)	2,485	2,774	2,929	2,837	1,071	1,706	1,266	948	753	576	550	470
Tuition Short - Other	5,453	5,720	5,670	5,245	6,410	4,581	4,604	4,027	3,029	2,432	2,297	2,213
Total Full-time Tuition Short	9,526	9,987	9,700	9,270	8,578	6,984	6,451	5,462	4,203	3,305	3,156	2,870

**Table 4: Part-time Courses Funded Through the General Purpose Operating Grant at Ontario’s Publicly-Funded Colleges**

	Student Contact Hours (000's) [Hours actually attended by students]											
	[Data from April 1 – March 31 for each fiscal year]											
	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Basic communication, mathematics, and science skills course. Includes Academic Upgrading + ESL + FSL	680	496	463	491	486	488	359	395	385	442	453	444
Career planning or life skills course	428	372	341	300	237	177	152	145	149	233	184	187
Sub-total	1,108	868	804	791	723	665	511	540	534	675	637	631
Mandatory postsecondary course	10,092	10,994	10,813	10,167	10,023	9,479	9,404	9,994	10,187	10,589	10,683	10,802
ODMP course	439	377	299	270	280	223	224	233	253	256	254	248
Occupational certification course	343	382	307	289	252	212	195	252	170	123	145	171
Other vocational course:	5,022	5,376	5,256	4,898	4,923	4,633	4,876	4,705	4,640	4,458	4,531	4,755
Postsecondary elective	1,111	1,188	1,070	1,016	938	907	818	813	806	845	855	831
Tuition short courses	1,343	1,316	1,165	1,045	1,131	1,101	997	830	734	779	677	657
Prior learning assessment and recognition (PLAR)	0	0	9	5	25	8	6	7	4	3	3	3
Total	19,457	20,502	19,724	18,481	18,295	17,228	17,031	17,373	17,328	17,726	17,786	18,099

Source: MTCU

**ACAATO Estimate of Total PT Course Registrations:**

Average part-time course = 3.5 hours per week x 15 week duration = 52.5 hours per course.

18,099,000 Student Contact Hours / 52.5 hours per registered course = 344,743 course registrations

**ACAATO Estimate of Total PT Course Registrations (Academic Upgrading only):**

631,000 Student Contact Hours / 52.5 hours per registered course = 12,019 course registrations

**Table 5: Part-Time Courses Funded Through the General Purpose Operating Grant at Ontario's Publicly-Funded Colleges - Continued**

	<b>Numbers of FTE</b>											
	<b>[Note: 1 FTE = 840 Student Contact Hours]; [Data from April 1 – March 31 for each fiscal year]</b>											
	<b>91/92</b>	<b>92/93</b>	<b>93/94</b>	<b>94/95</b>	<b>95/96</b>	<b>96/97</b>	<b>97/98</b>	<b>98/99</b>	<b>99/00</b>	<b>00/01</b>	<b>01/02</b>	<b>02/03</b>
Basic communication, mathematics, and science skills course: includes Academic Upgrading + ESL + FSL	809	590	551	585	578	581	428	470	458	526	540	528
Career planning or life skills course	509	443	406	358	282	211	181	172	178	277	219	223
Sub-total	1,318	1,033	957	942	860	791	608	642	636	803	759	751
Mandatory postsecondary course	12,015	13,088	12,872	12,103	11,933	11,285	11,195	11,897	12,128	12,605	12,718	12,860
ODMP course	523	449	356	321	333	266	267	277	301	304	303	296
Occupational certification course	408	454	366	343	299	252	232	300	202	147	173	204
Other vocational course:	5,978	6,400	6,257	5,831	5,861	5,515	5,804	5,601	5,524	5,307	5,395	5,661
Postsecondary elective	1,323	1,415	1,274	1,209	1,117	1,080	974	968	959	1,006	1,018	990
Tuition short courses	1,599	1,567	1,387	1,244	1,347	1,311	1,186	989	874	928	806	782
Prior learning assessment and recognition (PLAR)	0	0	11	6	30	10	7	8	4	3	3	4
Total	24,481	25,439	24,438	22,944	22,640	21,301	20,883	21,324	21,265	21,907	21,933	22,297

**Table 6: Job Connect – Activity Count i.e. the number of services the users signed up for at Ontario’s Publicly-Funded Colleges**

2001/02			2002/03			2003/04		
Employment Planning and Preparation - Actual	Job Development / Placement Support - Actual	Number of Individuals Using Resource Centre - Actual	Employment Planning and Preparation - Actual	Job Development / Placement Support - Actual	Number of Individuals Using Resource Centre - Actual	Employment Planning and Preparation - Actual	Job Development / Placement Support - Actual	Number of Individuals Using Resource Centre - Actual
13,705	13,635	209,313	14,264	14,331	201,040	14,219	14,209	220,073

Source: MTCU

**Table 7: Literacy and Basic Skills (LBS) and Ontario Basic Skills (OBS) Activity**

	Contact Hours (000s) [ April 1 – March 31]				Registrations [ April 1 – March 31]			
	01/02	02/03	03/04	04/05	01/02	02/03	03/04	04/05
<b>LBS</b>	2,380	2,492	2,369	2,286	8,500	8,868	9,958	9,843
<b>OBS</b>	354	352	349	421	1,356	1,392	1,580	1,946
<b>Total</b>	2,734	2,844	2,718	2,707	9,856	10,260	11,538	11,789

Source: College Sector Committee (24 colleges reporting)

**Table 8: Apprenticeship – In-School Apprenticeship at Ontario’s Publicly-Funded Colleges**

[Data re pre-apprenticeship activities not available]

	Number of Apprenticeship Training Seats Purchased <sup>1</sup>											
	91/92	92/93	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03
Full-Time	21,632	18,669	16,027	14,741	14,071	12,182	12,510	12,306	10,983	11,238	12,755	12,884
Part-Time	3,470	2,515	2,762	3,527	4,410	4,110	7,233	7,995	8,805	9,904	10,044	9,433
Total Apprenticeship <sup>2</sup>	25,102	21,184	18,789	18,268	18,481	16,292	19,743	20,301	19,788	21,142	22,799	22,317

Source: MTCU Note 1: An individual could participate in more than one Apprenticeship Training opportunity in a fiscal year (e.g. complete level 1 &amp; 2 of a trade program).

Note 2: OYAP students are included in Full and Part Time delivery (day release or evening). Pre-apprenticeship is not captured in seat purchase planning and validation.

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