



***Non-Formal Adult Learning Programs at
Canadian Post-Secondary Institutions:
Trends, Issues and Practices***

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Presentation Overview

- Lifelong Learning in Canada
- Definition of Non-Formal Adult Education
- Objectives of Study
- Methodology
- Findings
- Implications
- Limitations

Lifelong Learning in Canada

Lifelong learning

- ❖ functional necessity & economic imperative
- ❖ success and competitiveness
- ❖ ‘culture of learning’

A Lack of Coherence

- ❖ ‘system’ is complex, fragmented, incomplete
- ❖ fragmented responsibility for adult education
- ❖ programs vary in focus, funding, scope

Lifelong Learning in Canada

Access and Participation

- ❖ job-related training - 29% → 35% (2003 AETS)
- ❖ adult education/training - 35% → 49% (2003 IALSS)
- ❖ BC - 57%; NL - 36% (2003 IALSS)

Role of Post-Secondary Institutions

- ❖ no concrete pan-Canadian goals or objectives
- ❖ average PSE student age relatively constant
- ❖ entrepreneurial model, commercialization, revenue generation, cost-recovery

Non-Formal Adult Education Programs

Definition:

- ❖ more-or-less structured program
- ❖ pre-defined content and learning objectives
- ❖ continuing education, extension and non-credit distance
- ❖ courses/workshops/seminars
- ❖ lead to certificates/recognition of completion

Non-Formal Adult Education Programs

Examples:

- ❖ **Adult Basic Education (ABE)/Adult Upgrading**
- ❖ **English/French as Second Language (ESL/FSL)**
- ❖ **Literacy Programs**
- ❖ **Business and Contract Training**
- ❖ **Information Technology (IT) Training**

Study Objectives

- Review trends in investments
- Assess participation levels
- Examine barriers to access
- Review best practices

Study Methodology

- Existing Databases
- Institutional Survey
 - ❖ sample of 198 institutions - 107 colleges and 91 universities
- Key Informant Interviews
 - ❖ 10 telephone interviews

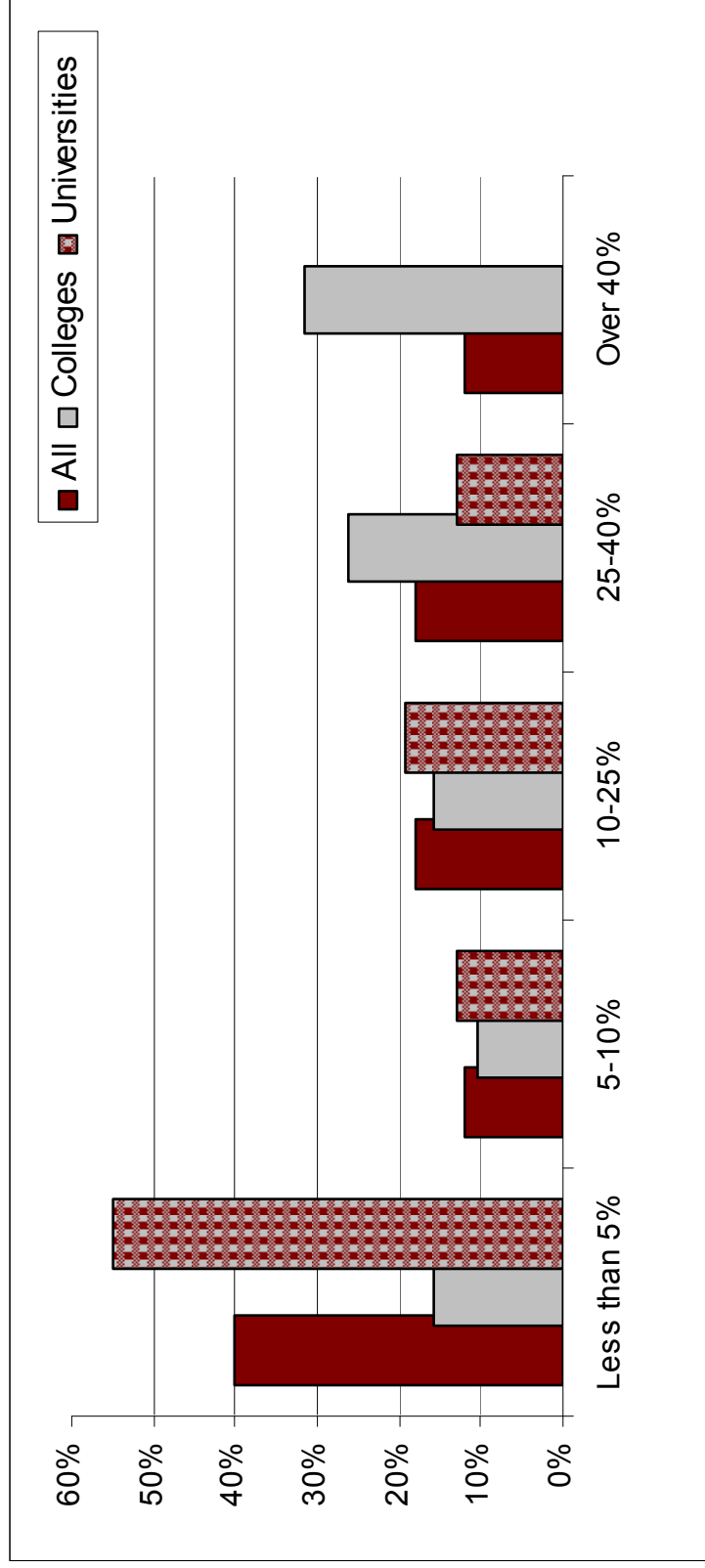
Survey Response Rate

Table 1 Distribution of Completed Surveys

| Province/ Territory | Universities | | Colleges/Institutes | | Overall | | Response Rate |
|------------------------|--------------|-----------|---------------------|-----------|-----------|------------|------------------|
| | Completed | Declined | Completed | Declined | Completed | Declined | |
| British Columbia | 6 | 6 | 7 | 10 | 13 | 16 | 45% |
| Alberta | 3 | 3 | 4 | 10 | 7 | 13 | 35% |
| Sask. | 1 | 4 | 2 | 7 | 3 | 11 | 27% |
| Manitoba | 1 | 3 | 2 | 3 | 3 | 6 | 33% |
| Ontario | 13 | 16 | 6 | 17 | 19 | 33 | 37% |
| Quebec | 5 | 14 | 7 | 23 | 12 | 37 | 24% |
| Atlantic | 6 | 10 | 2 | 5 | 8 | 15 | 35% |
| Territories | 0 | 0 | 1 | 1 | 1 | 1 | 50% |
| Total | 35 | 56 | 31 | 77 | 66 | 132 | 33% |

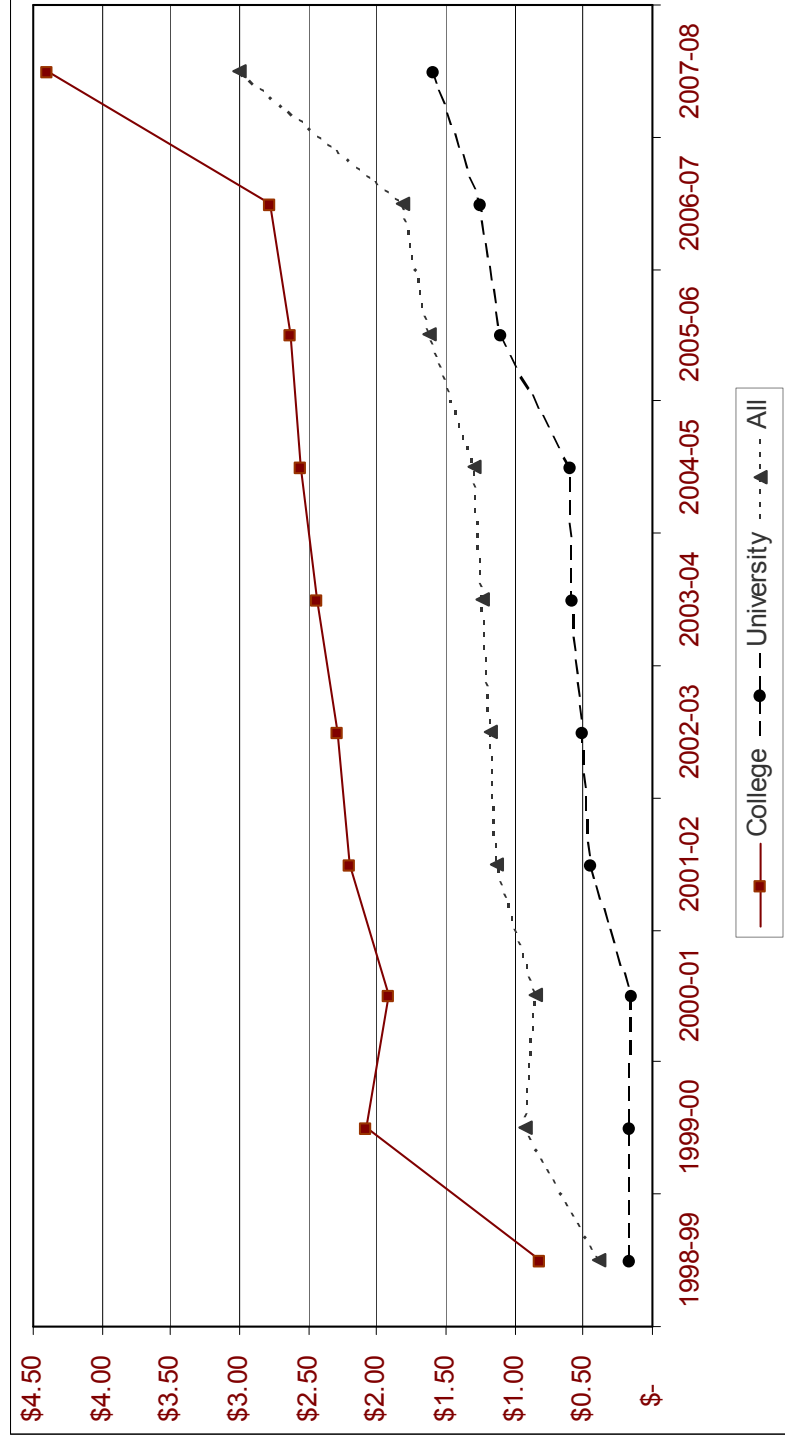
Enrolment of Adult Learners

Figure 1 Student Population Enrolled in Non-Formal Adult Education



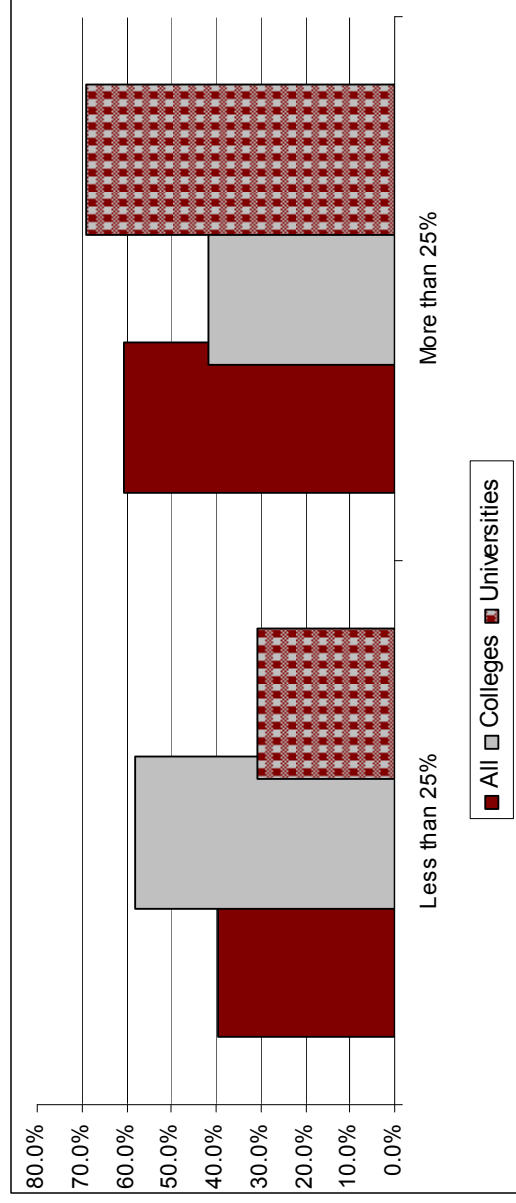
Expenditures

Figure 2 Average Annual Institutional Expenditures on Adult Education Programs



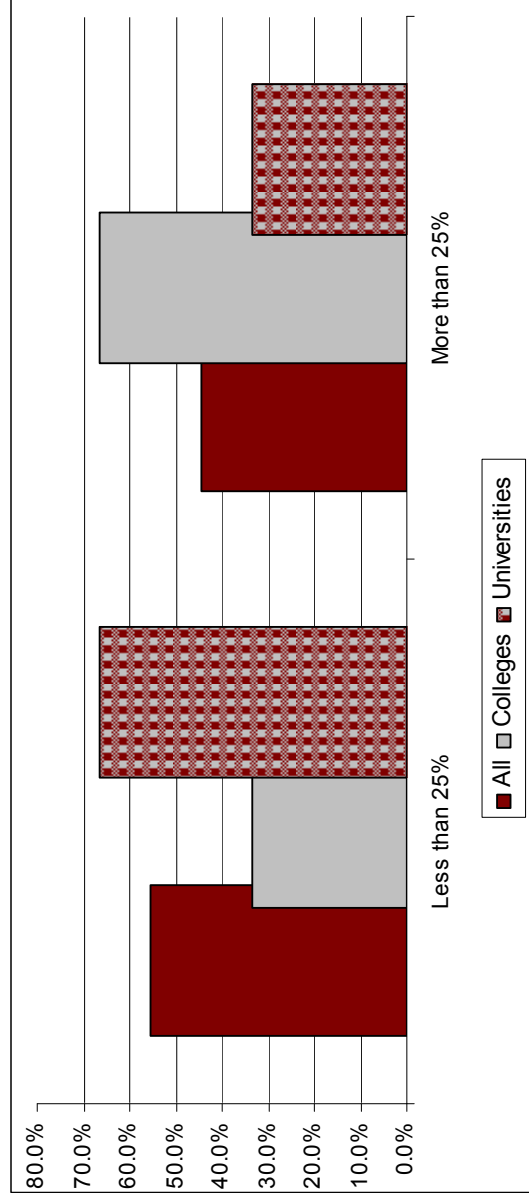
Sources of Funding

Figure 3 Tuition as a Source of Funding for Non-Formal Programs



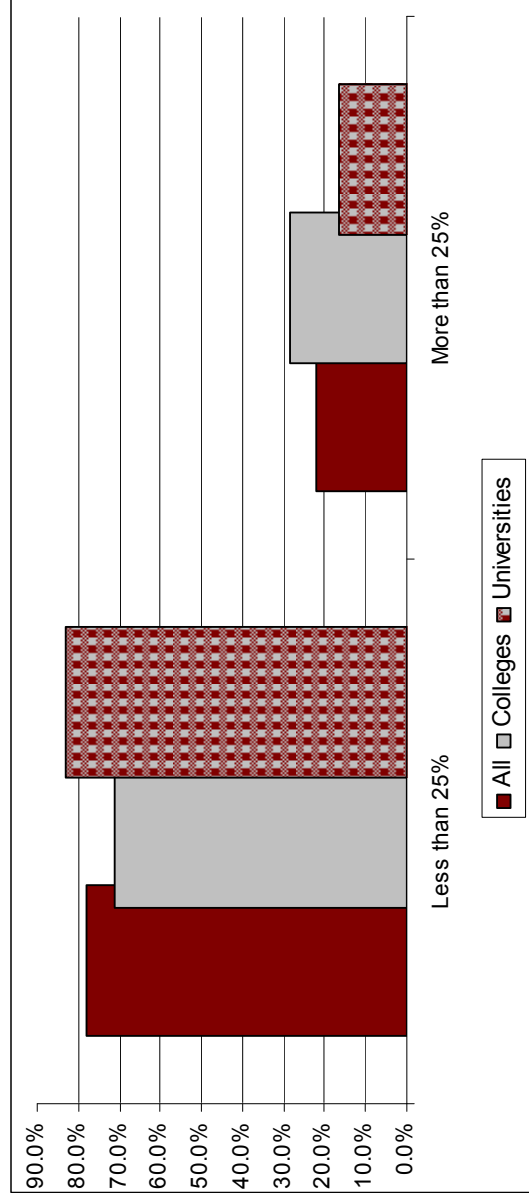
Sources of Funding

Figure 4 Operating Grants as a Source of Funding for Non-Formal Programs

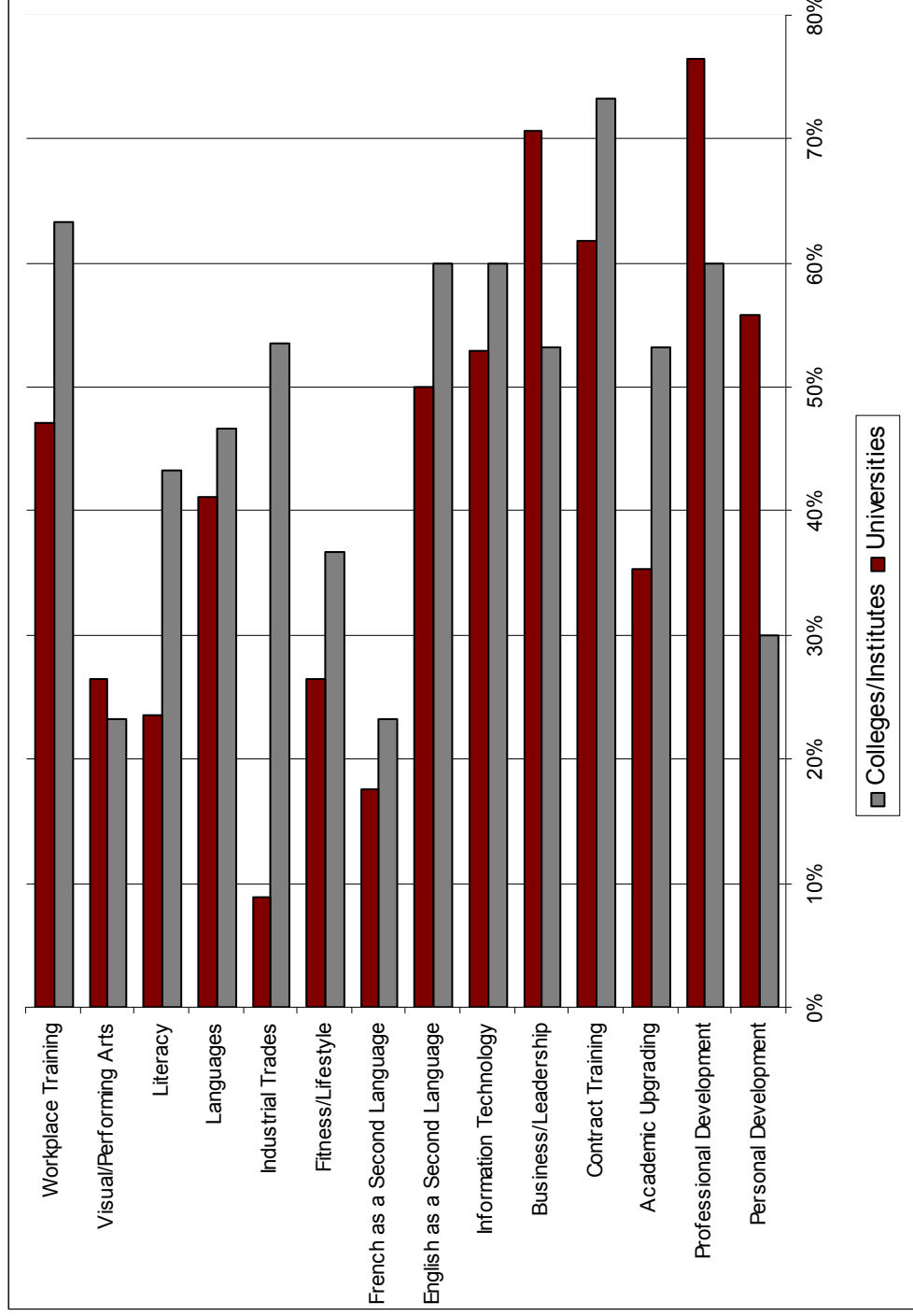


Sources of Funding

Figure 5 Business Contracts as a Source of Funding for Non-Formal Programs



Programs Offered



Best Practices

- Recognized need - target audience
- Community outreach
- Flexibility
- Collaborative partnerships

Best Practices

There is very little connection between universities and colleges in continuing education activity. On the non-credit side I think universities and colleges tend to see themselves as competitors and particularly in smaller markets. I wonder is there more opportunity for collaboration . . .

Barriers to Access

Cost is always an issue. It is an issue with the population I deal with . . . and being able to fit it into their lives is also a big issue if you are still working.

Barriers to Access

A less educated adult who is trying to upgrade their skills may be in a lower paid job, or have lower income to start with . . . the ones that most need the training, the less educated adults, are the ones who are going to have the least financial capacity to pay for it themselves.

Discussion of Findings

- Investment and Enrolment Trends
- Institutional Marginality
- Data Gathering Challenges
- Limitations
- Implications

The lifeblood of good policy is good information. Good information, in turn, requires accurate data carefully analysed.

-- New Brunswick Commission on Post-Secondary Education

Questions?

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