SPEA (Stratégie provinciale pour l'éducation des adultes)*
Provincial Adult Education Strategy
Ontario Ministry of Education
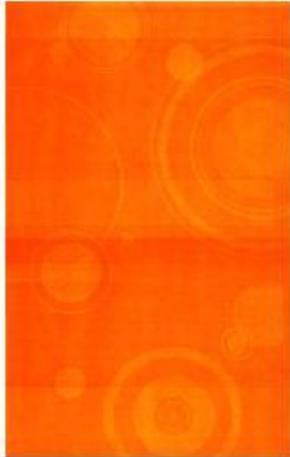
The Strategy aims to:

- Strengthen the **continuum of French-language** continuing education

- Contribute to the **vitality of communities** through the development of a qualified Francophone workforce

- Adopt a **collaborative provincial and regional approach** to create a sense of shared responsibility

- Meet the **changing conditions of an increasingly competitive** labour market

A coordination structure:

- Creation of a **provincial round table on adult education** (12 French-language school boards, CAVLFO and EDU).

- Delegation of a working group, under the supervision of Jean-Pierre Dufour (CEPEO), to coordinate the mandate for developing and implementing the Strategy (SPÉAF).

- Raymond Chabot Grant Thornton has been contracted to support the working group in carrying out an environmental scan and developing the Strategy (SPÉAF).
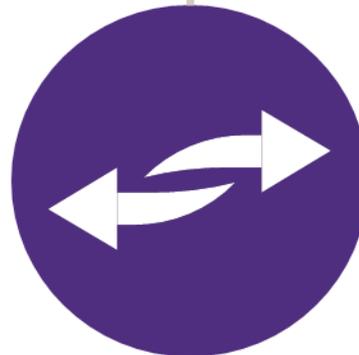
METHODOLOGICAL APPROACH

Environmental scan

- Trend analysis
- Overview of the current offering
- Client profile
- Demographic profile
- Labour market needs

Issues and opportunities

- Consultations with stakeholders
- Target consultation
- Regional tour
- Strengths, weaknesses, opportunities and threats

Planning

- Strategic plan
- Three year action plan
- Management structure
- Financial estimate

*Note: Dates to be confirmed

The following factors are barriers that limit adult participation:

- The **economic and family situations** in which adults can be

- The **lack of economically interesting** job prospects offered by certain programs

- The **lengthy duration** of the programs offered

- The **lack of accessibility** due to content being poorly adapted for adult education and a lack of modern learning and training tools tailored to their needs

- The **profiles** of adult learners and their **needs** are **more complex** and require special attention

According to the literature reviewed, best practices include:

- Creating **bridging programs** to facilitate professional transition

- Favouring **programs that offer credit for** or provide credible recognition of prior learning

- Providing **newcomers** with access to shorter and better-adapted programs

- Integrating **new technologies** into learning tools and techniques

- **Working collaboratively** to offer learners a true continuum of services

The numerous advantages of skills-based learning include:

1. Customized learning for students, which creates a more tailored experience and speeds up their educational path

2. Easier alignment of programs with the skills that employers need from their employees

3. Upgrading facilitated by skills-based models versus traditional programs

Six levels that will impact changes to the labour market

Extreme longevity

Intelligent systems

Superstructures

New media

Connectivity

IT

OVERVIEW OF THE CURRENT OFFERING

Three ministries are responsible for adult education

Éducation

Ontario Secondary School Diploma (OSSD)

Online continuing education courses

Recognition of prior learning

High School Equivalency Certificate (GED)

Enseignement supérieur et Formation professionnelle

Advanced Education and Skills Development

Literacy and Basic Skills (LBS or F@D)

College upgrading (OBS, ACE or ACE Distance)

Affaires civiques et Immigration

Language training (FSL, job-specific language training or ELT)

Support for the recognition of prior learning

The adult education system is complex and has several entry points

| Educational organizations	Distance Education organizations	Associations/ groups	Other organizations
12 school boards	CAVLFO	COFA / PEFA	CFORP
2 colleges	Contact Nord	CODELF	RDÉE
23 literacy organizations	F@D / ACE Distance	CEFEO	
	ILC		

A greater number of learners in the East, but stronger growth in the North.

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Number of adults enrolled in Francophone school boards, by region

	2013-2014	2014-2015	2015-2016
Centre-Sud-Ouest	65	58	70
Est	1 814	1 882	1 837
Nord	265	338	339
Total	**2 144**	**2 278**	**2 246**

[NOM DE CATÉGORIE] [POURCENTAGE]

[NOM DE CATÉGORIE] [POURCENTAGE]

2015-2016
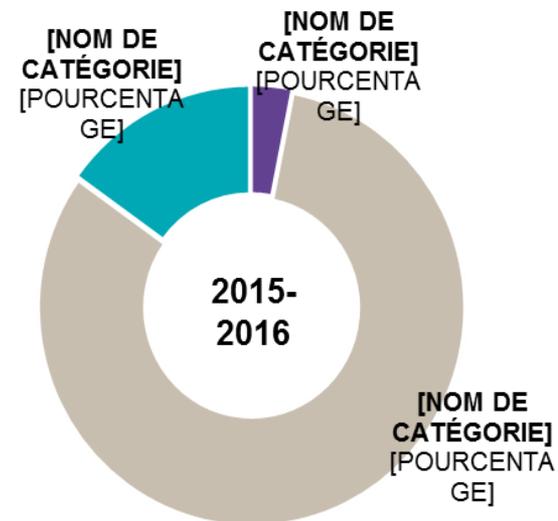
[NOM DE CATÉGORIE] [POURCENTAGE]

The learner population is getting younger.

Number of adults enrolled in Francophone school boards, by age group

Age group	2013-2014	2014-2015	2015-2016
22 ans et moins	30 %	31 %	31 %
23 - 29 ans	18 %	21 %	23 %
30 - 39 ans	18 %	20 %	21 %
40 ans et plus	34 %	34 %	30 %
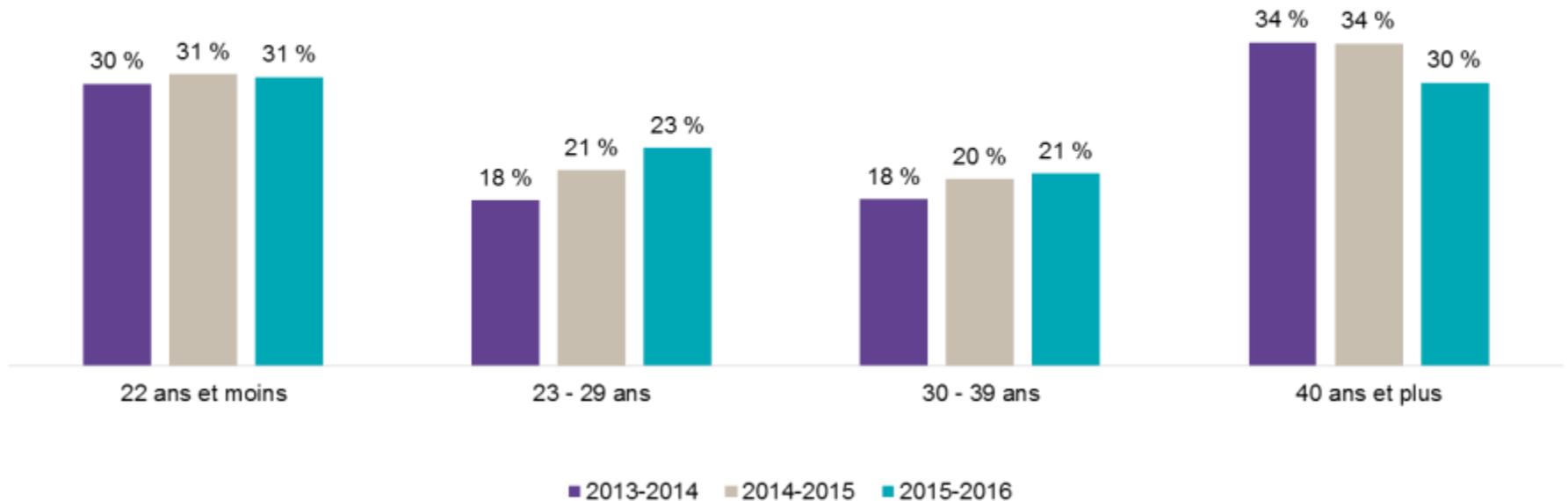
Many Francophone adults opt for English-language programs

Number of adults enrolled in school boards, by first spoken language (self-declaration)

	2013–2014	2014–2015	2015–2016
French-language boards	**2,144**	**2,278**	**2,246**
English	101	114	93
French	1,634	1,818	1,904
Other languages	409	346	249
English-language boards	**65,606**	**67,674**	**71,089**
English	49,822	50,962	54,552
French	489	576	624
Other languages	15,295	16,136	15,913
Total	**67,750**	**69,952**	**73,335**

Two steps consultation with stakeholders

Targeted
consultations

Regional
tour

Ottawa
Timmins
Toronto
Sudbury

Organizations consulted

CÉC du Centre-Est

CÉP de l'Est de l'Ontario

CSCD des Grandes-Rivières

CSC Providence

CSDC de l'Est ontarien

CSDC des Aurores boréales

CSDC Franco-Nord

CS du Nouvel Ontario

CS MonAvenir

CSP du Grand Nord de l'Ontario

CS Viamonde

Assemblée de la francophonie de l'Ontario

Cité collégiale

Coalition ontarienne de formation des adultes (COFA)

Collège Boréal

Consortium d'apprentissage virtuel de langue française de l'Ontario (CAVLFO)

Ministère de l'éducation (MÉDU)

Moi, j'apprends

Organizations consulted

ABC Communautaire	CSP du Nord-Est	Développement communautaire du Grand Sudbury
ACFO du Grand Sudbury	CSC MonAvenir	École Le Carrefour
Alpha-Toronto	CSC Viamonde	Éducation permanente CECCE
CAVLFO	CSCD des Grandes-Rivières (CSDCDGR)	Franco-Nord
Centre Moi j'apprends	Centre d'éducation alternative du CSDCDGR	Le Centre de formation du Nipissing
CFAF – Timmins	Centre d'éducation des adultes du CSDCDGR	Le Collège du Savoir
COFA	La Clef	Nouvel-Ontario
Collège Boréal	CSDC de l'Est ontarien	Université Laurentienne
CSC Providence	CSP du Grand Nord de l'Ontario	

The approach received positive support from education stakeholders

- **Consensus** regarding the implementation of a provincial adult education strategy

- A unanimous desire to be **involved** and to **work together** on developing and implementing the strategy

- Differences among organizations **with regard to implementing** programs and services for adults (e.g. offer of services offered, priorities, willingness to collaborate)

- The strategy should focus on **recruiting and retaining new learners** (i.e. growing the potential clientele)

Issues

Gaps with regard to outreach and communication	**Access to programs**	**Understanding of the service offering and roles & responsibilities**

Competition among stakeholders	**Poorly adapted learning continuum**	**Characterization and mapping of clients (needs)**	**Lack of customized resources (financial and human)**
A large territory to cover	**Competition with the English-language and private system**	**Integration of newcomers**	**Understanding of employer needs**

Problématique

Strengthen the positioning of the continuum of French-language adult education and training in Ontario.

Strengths and weaknesses

STRENGTHS

- Sound knowledge of adult education learners among stakeholders

- Individualized services and approaches

- Willingness by boards to collaborate

- Provincial, national and international recognition of OSSD

- Existence of structures and partnerships enabling us to better serve clients (COFA, CAVLFO, etc.)

WEAKNESSES

- Inadequate funding formulas for the adult education sector and to meet the needs of Ontario's Francophone community

- Lack of a critical mass in some regions for certain programs

- Lack of financing for learners with special needs

- Lack of flexibility in pathways among programs and services offered

- Competition among the school boards and post-secondary institutions offering adult education programs

- Lack of communication and collaboration between the Ministry of Immigration, Employment Ontario and the network of local host organizations for immigrants

OPPORTUNITIES AND THREATS

THREATS

- The complex and changing needs of adults

- The allure of the English-language system and private colleges

- Problems referring potential learners on the part of employment and host organizations across the province

- Loss of immigrant clients to the English-language system

OPPORTUNITIES

- Update curriculum and programming to enhance their alignment, and improve the use of technology

- Establish funding mechanisms based on needs and constraints

- Supplement programs and services that are only offered by English-language institutions in certain regions

- Develop new procedures, services and partnerships in order to reach clients that are difficult to reach

- Strengthen ties between literacy organizations, the school boards and Francophone post-secondary schools

- Involve the private sector in adult education (e.g. needs, financing)

- Develop strategies and mechanisms for recruiting and serving Francophone immigrant clients

Conditions for successful implementation

- **Review funding and performance indicators** to adapt them to the realities of each territory and Ontario's Francophone community

- **Roll out the strategy at the provincial, regional and local levels** while identifying key initiatives and involving education stakeholders

- **Adapt adult education** to the new realities of the changing labour market.

Strengthen the partnership between stakeholders in education and training with a view to offering a range of high-quality, accessible and equitable services that meet the current and future needs of Francophone adults in Ontario, in order to boost their autonomy and employability.

STRATEGIC DIRECTIONS

- **Identify** and **attract** clients in order to **recruit** a greater number of adults in all regions of the province

- **Refer learners** based on **their needs and goals**

- **Clarify the service offering** to ensure that the roles and responsibilities of each player and the administrative structures and programs available are more easily accessible for clients and stakeholders

- **Develop the service offering for adults** in accordance with the **capacity** of participants, state-of-the-art **technology**, and the **specific characteristics** of each region

Four initiatives* will need to be considered in order to achieve these strategic directions, with one key lever

Establishment of the management structure

Review of the education and training continuum at the regional and provincial levels

Review of programs and services

Transformation of the educational and training system

**Deploy intervention strategies and tactics
at the provincial and regional levels**

INTERVENTION STRATEGIES

Establishment of the management structure

1. Establish a management model for the implementation of the Strategy (SPÉAF)

2. Develop the strategic plan for the management structure

3. Define the necessary resources (financial, human, material and technological) and their roles and responsibilities

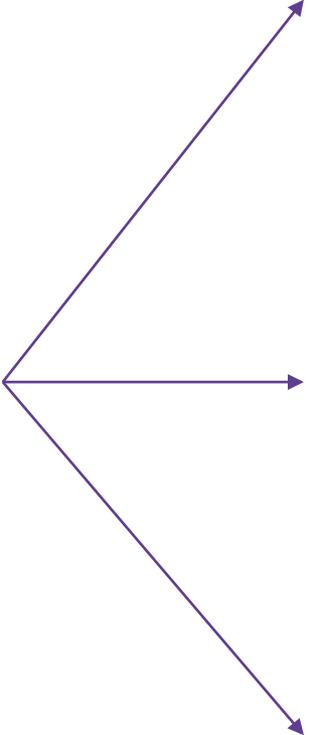4. Assess the financing necessary for the management structure to operate

INTERVENTION STRATEGIES

Review of the education and training continuum at the provincial and regional levels

5. Identify and review learner pathways to clarify the continuum of education and training

6. Update (evolve) the roles and responsibilities of stakeholders along the continuum based on learner pathways

7. Establish service protocols to regulate (frame) the roles and responsibilities for each stakeholder along the continuum

8. Establish and test the implementation of a referral mechanism for Francophone learners

9. Create intake and support mechanisms for recruiting and retaining Francophone immigrant clients

Review of programs and services

10. Review the content of programs in accordance with the new realities of Francophone learners and the labour market, with a view to developing a highly skilled workforce

11. Develop new programs and tools based on current and future technologies and needs

12. Review the support services offered to learners based on their needs and identify appropriate funding mechanisms

INTERVENTION STRATEGIES

Transformation of the education and training system for a highly qualified workforce
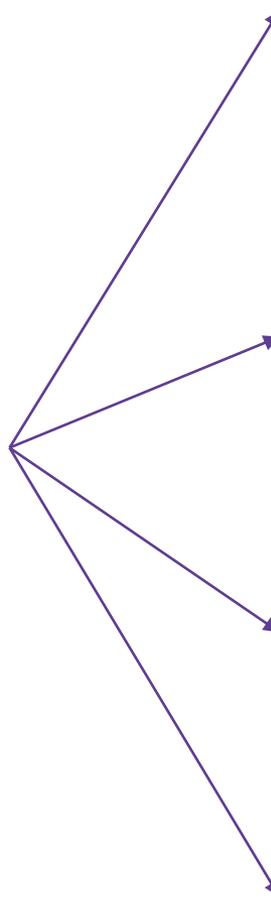
13. Develop training sessions and implement staff support for the development of knowledge and skills related to andragogy

14. Develop the French-language learning continuum (literacy/secondary/post-secondary)

15. Develop the capacity and leadership skills in adult education and managing services for adults

16. Define and implement measurement indicators and targets for the Strategy (SPÉAF)

IMPLEMENTATION SCHEDULE

CHANTIERS	STRATÉGIES	2018				2019				2020			
		T1	T2	T3	T4	T1	T2	T3	T4	T1	T2	T3	T4
Establishment of the management structure	1. Management model	█											
	2. Strategic plan	█											
	3. Resources, roles & responsibilities	█											
	4. Assessment of funding needed	█											
Review of the education and training continuum at the provincial and regional levels	5. Learner pathways	█	█										
	6. Continuum of services	█	█										
	7. Service protocols			█									
	8. Referral mechanism		█	█	█	█	█						
Review of programs and services	9. Review of programs					█	█	█	█				
	10. Development of programs						█	█	█	█	█	█	
	11. Support services						█	█	█	█	█	█	
Transformation of the education and training system for a highly skilled workforce	12. Staff profession. development						█	█	█	█	█	█	
	13. Learning continuum						█	█	█	█	█	█	
	14. Andragogy						█	█	█	█	█	█	
	15. Measurement indicators		█										

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To develop a highly skilled workforce and promote the vitality of Francophone communities, we must:

1. Implement the Strategy (SPÉAF) at the provincial, regional and local levels

2. Have the human and financial resources necessary to ensure equity

3. Encourage the buy-in of all stakeholders to implement an adult education continuum that is centred on learners' needs

4. Roll out educational programs that use leading-edge technology and are aligned with the needs of the labour market

For further information

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