



# How Adult Learners Are Supported Through Adult Education Credit Programs Across The Province

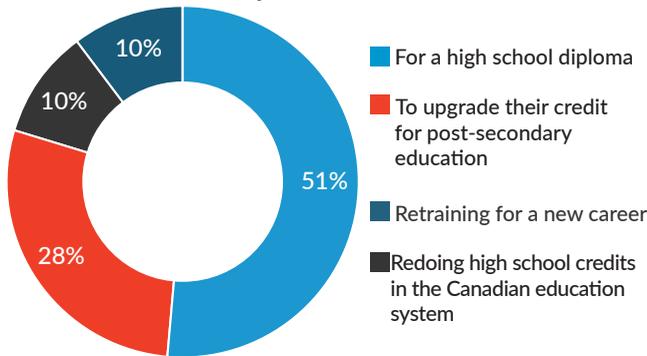
## Synopsis:

Adult and continuing education (A&CE) programs play an important role in the lives of individuals and communities. In 2022, Dr. Lorraine Godden and Dr. Sandy Youmans surveyed learners, instructors, guidance counsellors and administrators to explore how adult learners are supported through A&CE credit programs across the province.

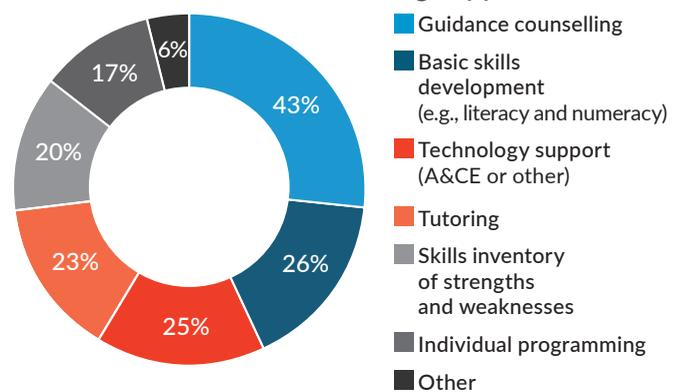
## Who was surveyed:

- 296 learners
- 64 teachers, instructors and guidance counsellors
- 17 administrators (principals, vice principals and program leads)
- 18 school boards

Adult learners were asked why they chose A&CE:



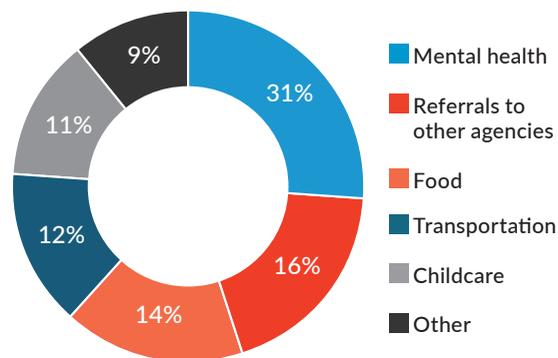
80% of adult learners reported receiving one or more learning supports:



## Adult learner responses to how they learned about A&CE:

- 📣 72% Outreach/word of mouth
- 🌐 28% Online research and ads

49% of adult learners received one or more holistic/training supports:



## What supports are needed for learner success?

Adult learners, teachers and administrators all named **teacher support, flexible programming and guidance services** as critical supports. Other highlights are listed below.

### Adult learners

- Employment and career support
- Face-to-face learning
- Financial support
- Transportation

### Teachers

- Removal of barriers (child care, mental health, food, financial)
- Learner supports such as tutors, extra help, language learning
- Access to technology

### Administrators

- Adult-centered learning programs
- Partnership with non-credit
- Mental health
- Childcare
- Transportation

**Over 80% of administrators identified the following learning supports needed for adult learner success:**

- Guidance counselling
- Initial needs assessment
- PLAR
- Co-creation of an individualized plan

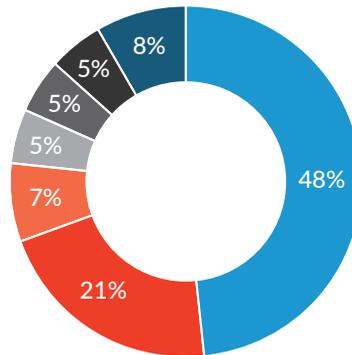
- Regular check-ins
- Flexible programs and timelines
- Basic skills development
- Technology support

**Administrators and teachers identified the following barriers to learner success:**

- Other time commitments or responsibilities
- Lack of transportation
- Lack of technology or connectivity
- Lack of childcare

- Lack of digital literacy skills
- Lack of mental health and addiction services
- Lack of self confidence
- Insufficient language skills

**When asked if they knew about PLAR, 54% of adult learners knew what it was:**



**Method for learning about PLAR:**

- Guidance counsellor
- Teacher
- Advertisements
- Online/school websites
- Principal/administrator
- Peers
- Other

**What both administrators and students said about PLAR:**

**Administrators said PLAR:**

- made graduation attainable in a reasonable amount of time
- validated adult learners' life experiences
- built their confidence
- gave them hope of completing their high school diploma
- prepared them for success in employment or at the post-secondary level

**Students who knew about PLAR, said it:**

- helped them earn credits towards their high school diploma quickly
- honoured their prior schooling and life experiences
- was easy and straightforward
- supported learning
- teacher/guidance counsellor support
- was self-paced

For the full report go to [www.cesba.com/resources/how-adult-learners-are-supported-through-credit-programs/](http://www.cesba.com/resources/how-adult-learners-are-supported-through-credit-programs/)

