ADULT BASIC EDUCATION AND LITERACY ACTIVITIES IN CANADA 1975-76
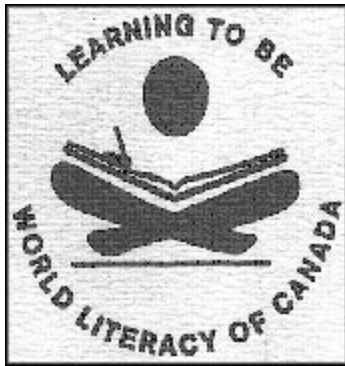
Audrey M. Thomas

ADULT BASIC EDUCATION

AND LITERACY ACTIVITIES

IN CANADA, 1975-76

A report of a project undertaken for
World Literacy of Canada to survey
the nature and extent of functional
illiteracy in Canada, with a focus on
those activities currently being undertaken
in Anglophone Canada.

by

Audrey M. Thomas

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In the World Literacy office itself, my thanks go to Ethel Eede and Marcella Boetto for making the office a congenial place of work and for helping out in peak periods, especially in the preparation of this report. To my colleague Dave Smart who bore my abreactions and provided a willing sounding-board for ideas, my sincere thanks for his patience, equanimity and sense of humour. To Ted Gambriel, the Executive Director, whose qualities of positive thinking, psychological support and common sense really helped carry the day when I needed them most,

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GLOSSARY OF ACRONYMS USED IN THIS REPORT

ABE   Adult Basic Education
ABLE   Adult Basic Learning Examination
AIM   Apperception-Interaction Method
ACT   Adult Occupational Training (Act)
ATC   Adult Training Centre
AVTNI   Adult Vocational Training Module

BLADE   Basic Literacy for Adult Development
BJRT   Basic Job Readiness Training
BTSD   Basic Training for Skill Development

CAAE   Canadian Association for Adult Education
CAAT   College of Applied Arts and Technology
CMC   Canada Manpower Centre
CMTP   Canada Manpower Training Program
CPS   Canadian Penitentiary Service
CTBS   Canadian Test of Basic Skills

DACUM   Designing A Curriculum
DREE   Department Regional Economic Expansion

EDL   Educational Developmental Laboratories
EOW   Employment Orientation for Women
ESL   English as a Second Language

GED   General Educational Development Testing Program

HKC   The Hamilton and District Literacy Council

LING   Learning Individualized for Canadians
LIP   Local Initiatives Program
LVA   Literacy Volunteers of America, Inc.

IPI   Individually Prescribed Instruction

MCU   Ministry of Colleges and Universities (Ontario)

NALA   National Affiliation for Literacy Advance

OFY   Opportunities for Youth
OISE   Ontario Institute for Studies in Education

TRANDS Training Research and Development Station
TVTA   Technical and Vocational Training Assistance Act

VAST   Vocational Adult Secondary Training

WLC   World Literacy of Canada

Nothing ever becomes real till it is experienced.

                                        - John Keats

Literacy work, like education in general, is a political
act. It is not neutral, for the act of revealing social
reality in order to transform it, or of concealing it in
order to preserve it, is political.

                                  - Persepolis Declaration

INTRODUCTION

BACKGROUND

Adult functional illiteracy has received scant attention in
Canada. As a result of its Annual Meeting held in Ottawa in 1974 when
concern was expressed about the Canadian scene, World Literacy of
Canada (WLC) g a non-governmental organization with 20 years of
international experience, decided to embark on an In-Canada Project.
Three major objectives were outlined:

1. To identify and describe the adult population in need of literacy
    activities in Canada.
2. To identify and describe the literacy activities being undertaken
    by existing organizations, communities and individuals in Canada.
3. To share the findings of the project with interested organizations,
    government officials and individuals with a view to future literacy
    activity planning in Canada.

EXTENT OF THE PROBLEM

Canada ranks as one of the most prosperous countries in the world
in terms of G.N.P., standard of living and average wages. This does not
reflect, however, the reality of both micro-and macro-regional and
cultural differences that exist within the country. Geographic,
cultural, socio-economic and psychosocial factors acting either
separately or combined have resulted in some sectors of Canada's adult
population being deprived of educational opportunities. In our
affluent, technologically advanced society, which has placed great
emphasis on an education as the "open sesame" to a full and rewarding
life, what level of education is needed to function competently? A
corollary question, in the light of further technological advances and
the knowledge explosion is--how valid is that level of education as a
standard of functioning for the rest of the person's life?

Nearly 20 percent of adult Americans cannot really cope with
every day skills. A further 34 percent are functional but not
proficient.[1] How does Canada stack up against the U.S.A.? The need for
adult basic education was strongly brought home to Canadians in the
mid-sixties when the results of the 1961 Census were analyzed.[2] At that
time, the Dominion Bureau of Statistics (now Statistics Canada) defined
functional illiteracy as pertaining to less than five years of
schooling-a definition it still maintains. However, in the late
sixties, the Canadian Association for Adult Education (CAAE) defined
functional illiteracy for Canada as pertaining to a grade 8 level of
education or less. Since then, the CAAE has stated that "more than

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[1] These were some of the headlines and figures quoted when the findings
of the Adult Performance Level Study conducted by a team under Dr.
Norvell Northcutt of the University of Texas were published in 1975.
See for instance: Toronto Star, October 29, 1975 and The Kappan,
January 1976, p. 355.

[2] Edith Adamson, "Measuring the Need for Adult Basic Education,"
Continuous Learning, Vol. V, No. 3 (May-June, 1966), 115-126.

eight years of educational attainment is necessary for functional literacy in our technological society".[3] Literacy thus becomes a construct, the requirements of which change as society changes.

If the grade 4 and grade 8 levels of educational attainment are considered, two questions arise:

1. How great is the problem in Canada?

2. Has the situation improved over the last decade?

Table 1 indicates the answers to these questions and Table 2 gives the provincial situation for those adults with less than grade 9 schooling.

Table 1. Population 15 years and over not attending school, by education level, 1961, 1971.

Year	Total 15 yrs. and over	Less than Grade 5[a]		Grades 5 – 8	
		Number	%	Number	%
1961	11,046,605	1,024,785	9.3	4,141,561	37.5
1971	13,168,020	937,440	7.1	3,961,905	30.1

[a] Includes those with no schooling. For more detailed figures for 1961, see Table Al. (Appendix I.)

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[3] Ian Morrison, Executive Director, CAAE, "Who's Literate?" Globe and Mail, March 11, 1975.

Table 2. Population 15 years and over not attending school, 1961, 1971.

Region	1961 Total 15 yrs. and over	Less than grade 9 Number	%	1971 Total 15 yrs. and over	Less than grade 9 Number	%
Canada	11,046,605	5,166,346	46.8	13,168,020	4,899,350	37.2
Nfld.	241,345	140,472	58.2	280,870	137,470	48.9
P.E.I.	61,297	29,400	48.0	65,135	279415	42.1
N.S.	438,467	184,990	42.2	470,080	166,985	35.5
N.B.	336,203	190,304	56.6	366,875	172,975	47.1
Quebec	3,117,580	1,721,401	55.2	3,679,045	1,732,390	47.1
Ontario	3,895,452	1,710,175	43.9	4,766,015	1,561,355	32.8
Manitoba	568,928	246,406	43.3	610,345	224,510	36.8
Sask.	553,625	275,673	49.8	557,555	228,765	41.0
Alberta	784,832	310,382	39.5	958,215	2719840	28.4
B.C.	1,026,989	345,566	33.6	1,385,400	363,560	26.2
Yukon	8,826	3,280	37.1	10,780	2,815	26.1
N.W.T.	13,061	8,297	63.5	17,705	9,275	52.4

In all instances, there has been a reduction in the percentage of adults with low educational attainment in the intercensal period 1961-1971, as well as a reduction in the absolute number for Canada as a whole. However, despite the decreased percentages, three areas exhibited an increase in their absolute numbers, namely Quebec, British Columbia and the Northwest Territories.

Despite the seeming improvements, we are still faced with the fact that 37 out of 100 persons have completed less than grade 9, and 7 out of the 37 have less than grade 5. It is a well-known fact, that skills acquired atrophy with time, if they are not constantly used or called into frequent play. Thus, it is fairly safe to assume that the great majority of people are functioning at a grade or educational level lower than that actually achieved. The potential constituency for adult basic education programs therefore, is even larger than the statistics indicate.

SCOPE OF THE PROJECT

The project was designed for one year and had to proceed at various levels. From initial inquiries and literature searches, it soon became apparent that very little work had been done on the problem of adult functional illiteracy in Canada. Only over the last 5 years, has there been a serious attempt to provide some continuing literature on the Canadian Adult Basic Education scene.[4]

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[4] The efforts of Dr. W. Michael Brooke of the Federal Department of Manpower and Immigration have been noteworthy in this regard (see bibliography). Dr. Brooke was also the editor of the former B.T.S.D. Review, a journal which focussed on adult basic education programs and issues. This has since been superseded by Training 75 and Adult Training which focus on a much broader field of activity in which adult basic education is subsumed.

In operationalizing the objectives, some problems arose in defining terms. As has been mentioned, literacy is a construct which is meaningful only in a specific context. A person who is literate in one culture, may be illiterate in another. A person may well be literate in some aspects of his/her own culture, but illiterate in another. For example, a man with a postgraduate degree may be quite capable of producing erudite and/or technical papers on a subject in his field, but may be illiterate when it comes to expressing and sharing his emotions, if he has not been exposed to the language of feeling. Again, some people may consider a person literate if he can read and write, but if that person does not understand what he reads, or grasp the meaning or significance of what he writes or signs his name to, is that person really literate? On the other hand, if the phrase used is functional illiteracy, objections can be made. Many people can tell stories of illiterate people who have functioned very well in terms of making money, or who have functioned throughout life because they have developed the means of camouflaging or hiding this problem. Nevertheless, there is a problem of which they are aware.

To try to overcome the difficulties inherent in the definition the term chosen was literacy activities. This was defined as follows: Literacy activities may include those skills of communication (reading, writing, speaking, problem-solving and interpersonal relationships which are necessary for an adult to function in our present society. Further guidelines had to be established. Perusal of the published Census data for 1971 indicated:

1. Breakdowns on level of schooling for the out-of-school population from 15 years onwards;
2. A wealth of data for the out-of-school population 15 years and over with less than grade 9 schooling but negligible information for those with less than grade 5 schooling.

The characteristics of the adult population in need of literacy activities had to be gleaned primarily from the 1971 Census. Although officially Statistics Canada recognizes less than grade 5 education as pertaining to functional illiteracy, its practice of releasing detailed data for those with elementary schooling (less than grade 9) actually favoured the CAAE definition of functional illiteracy. In terms of focussing on operating literacy activities therefore, it was decided to include the following:

1. Organizations or individuals offering literacy activities to anyone 15 years and over who was not in attendance in the regular school system on a full-time basis.
2. Any courses, classes or activities being offered from the 0 to grade 8 level inclusive.

Two issues of Literacy Discussion, a quarterly journal published by the International Institute for Adult Literacy Methods, Tehran, Iran were devoted to Canadian adult basic education and literacy (see bibliography).

This meant that our definition of adult included in fact a teen or pre-adult group. However, as the age for compulsory education in most instances throughout Canada is 16 years, anyone leaving school at that time can become eligible for sponsorship in adult programs after reaching age 17. It will be seen later that the pre-adult group is a small part of the overall out-of-school adult population but an important one. Two limitations were established:

1.   The focus would be on Anglophone Canada, and
2.   Classes in English for New Canadians or English as a second language would not be part of the study.

The first limitation was accepted because of limited resources and personnel. It was felt that not only would there be the problem of language translation, but that the cultural milieu would be entirely different as well.

The second limitation was accepted for economy of time and effort. As Ontario is the prime receiving area for immigrants, there is a proliferation of activities and classes connected with English as a second language. There is a tendency thus, when talking about literacy activities in Ontario, and Toronto especially, for people to cite what is happening for immigrants. While this type of training is vitally important, it tends to obscure the fact that three out of four adults with less than grade 9 schooling wore actually born in Canada:

The two limitations together with the timing of the project effectively ruled out visits to program activities for the indigenous population. Except where individual native people have found their way into conventional adult basic education programs or where there was a program operating in an urban setting they were not covered by the study. The problems here again are linguistic and cultural with socio-economic and political overtones, conditions demanding a different kind of project from the present one.

To sum up then, in terms of the second objective, the focus was on anglophone literacy activities being undertaken in urban southern[5] Canada and catering to the out-of-school population 1.5 years and over.

In terms of the third objective, almost from the start, once a network of contacts was built up and people began to learn about the project, requests came from across the country for '4LC to provide information on a) its work; b) materials and publications and c) contacts with other people and groups working in the literacy field in Canada. More formally, from the outset, the two means of officially sharing the findings of the project were to be this report and a national conference/workshop in May 1976.

Now that the general framework of the project has been described, more detailed descriptions will follow.

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[5] Southern here is applied quite broadly to include the settled parts of the country south of 55 deqrees N latitude.

CENSUS DATA ANAYLSIS

As already indicated, in order to arrive at some kind of profile of the Canadian population in need of adult basic education, the 1971 Census data was analyzed. There are certain problems in equating functional illiteracy with level of schooling. Some of these difficulties have been mentioned previously. Others are:

1. Level of schooling does not indicate the amount of learning that has actually taken place within an individual. Self-educated people with low levels of formal schooling are not isolated in the Census data.

2. In terms of <u>functioning</u> it is probably better to move towards some kind of measurement of task performance. There is a move towards this in the U.S.A.[1]

3. Many practitioners in adult basic education would be the first to acknowledge that some people with high school certificates are actually performing at lower grade levels.

4. The available published 1971 Census data does not reveal the numbers of people with no schooling, nor those who are completely illiterate.[2]

Thus, despite the problems, the best measure available as an indicator of the nature and extent of the problem and the easiest[3] quantitative tool to work with in building up a profile are the figures available for the out-of-school population with less than grade 9 schooling at the time of the 1971 Census.

A word of explanation is appropriate here. The published statistics for 1971 were broken down into those with less than grade 9, no other training, and those with less than grade 9 and vocational training. In order to be as generous as possible, and in view of the emphasis <u>on functionality</u>, the assumption was made that those with training were probably functioning better than those without in the world of work. Thus, the population with training were excluded in the analysis. The overall difference in Canada between the total of those with less than grade 9 and those with less than grade 9, no other training is 325,320 persons, or 2.5 percent of the total out-of-school population 15 years and over. As Figures la and 2, and Table 3 indicate, the total number with less than grade 9, no other training, is 4,574,130 persons or 34.7 percent of the total population 15 years

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[1] The Adult Performance Level Study has already been mentioned. See also: Thomas Sticht, <u>Reading for Working: A Functional Literacy Anthology</u>. (Alexandria, Virginia: Human Resources Organization, 1975).

[2] The questions "Can you read? Can you write?" were eliminated from the Census in the 1930's.

[3] In terms of readily accessible data and cost.

and over not attending school full-time in 1971. This population will be referred to as the target population in the rest of this report. A summary of certain characteristics of this population now follows.

Table 3.Population 15 years and over not attending school full-time 1971.

Region	Total	Less than grade 9 - no other training	% regional total	% of Canadian total
Canada	13,168,020	4,574,130	34.74	100.01
Nfld.	280,870	134,600	47.92	2.94
P.E.I.	65,135	26,105	40.08	.57
Nova Scotia	470,080	158,700	33.76	3.47
N.B.	366,875	164,050	44.72	3.59
Quebec	3,679,045	1,624,370	44.15	35.51
Ontario	4,766,015	1,446,575	30.35	31.63
Manitoba	610,345	211,400	34.64	4.62
Sask.	557,555	218,585	39.20	4.78
Alberta	958,215	249,830	26.07	5.46
B.C.	1,385,400	328,690	23.73	7.19
Yukon	10,780	2,525	23.42	.06
N.W.T.	17,705	8,700	49.14	.19

GEOGRAPHIC DISTRIBUTION

Table 3 indicates the regional picture in Canada in relative and absolute terms. Absolutely, the province of Quebec has the highest numbers of the target population and 35.5 percent of the Canadian total. This is followed by Ontario with 31.6 percent of the Canadian total. The least numbers are in the Northwest Territories and the Yukon. The four Western Provinces have 22.1 percent of the total while the Atlantic Provinces have 10.6 percent of the total. In case it is thought that this follows the standard geographic distribution of population it is interesting to look at Table 4.

Table 4. Population 15 years and over not attending school full-time,
1971 by major regions.

Region	Percent of those with less than grade 9,	Percent of total population 15 yearsno
Atlantic Provinces	10.6	9.0
Quebec	35.5	27.9
Ontario	31.6	36.2
Prairie Provinces	14.9	16.2
British Columbia	7.2	
Territories	.2	.2
Total	100.0	100.0

This table dramatically shows the difference between Quebec and Ontario in educational levels of the population via à vis the geographic distribution of the total adult population. Ontario, the Prairies and British Columbia all fall below the geographic percentage for the adult population as a whole, while Quebec and the Atlantic Region are higher than their respective geographic percentages.

These discrepancies show quite clearly when the relative percentages of the target population in the individual provinces are considered. Thus, in three of the Atlantic provinces (Newfoundland, New Brunswick, and Prince Edward Island) the percentages of the target population are higher than the national average. Quebec with a target population of 44.1 percent is 9.4 percentage points above the national average. In Western Canada, only Saskatchewan with 39.2 percent has a target population greater than the national average. The highest relative percentage in Canada is in the Northwest Territories with 49.1 percent, but as absolute numbers are so small compared with the rest of Canada, the discrepancy between the percentage of the target population and geographic distribution of the total population do not show clearly. It is the percentage of the target population within each province or territory which is most important in terms of any future adult basic education activities.

SEX

Figures lb, 2 and Table 5 indicate salient features of the target population according to a breakdown by sex. Overall in Canada, there are slightly more females than males in the target population (2,296,160 females or 50.2 percent compared to 2,277,975 males and 49.8 percent).

FIGURE 1A

POPULATION 15 YEARS AND OVER NOT ATTENDING
SCHOOL FULL—TIME, 1971

LESS THAN GRADE 9

NO OTHER TRAINING

34·74 %

TOTAL = 13,168,020
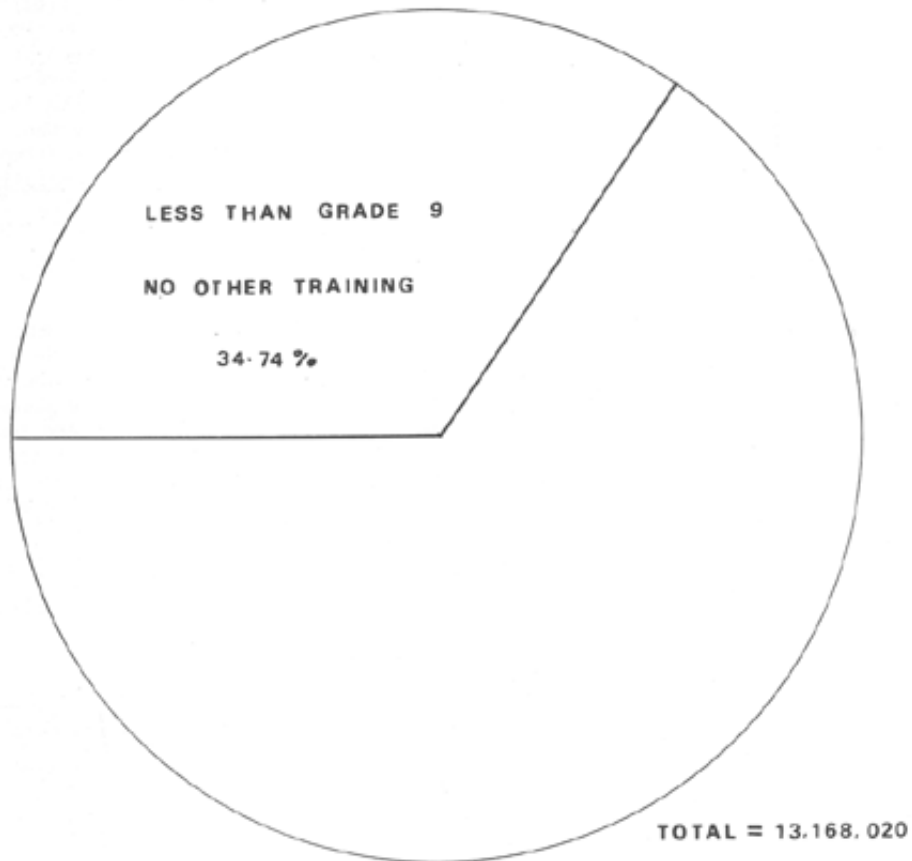
FIGURE IB
LESS THAN GRADE 9, NO OTHER TRAINING, BY SEX FOR THE
PROVINCES

MALES = 2,277,975

P.Q.
33·3 %
N.B.
3·9%
PEI.
·7% N.S
3·9%
NFD.
3·1%
Y.T. +}
N.W.T. }
·3%
B.C.
7·6%
ONT.
31·3 %
ALTA.
5·9%
SASK.
5·3%
MAN.
4·8%

FEMALES = 2,296,160

P.Q.
37·7%
N.B
3·3%
PEI.
·5% N.S.
3·0%
NFD.
2·8%
Y.T.+}
N.W.T.}
·2%
B.C.
6·8%
ONT.
31·9 %
ALTA.
5·0%
SASK.
4·3%
MAN.
4·5%

POPULATION 15 YEARS AND OVER NOT ATTENDING SCHOOL

FULL-TIME, 1971, WITH LESS THAN GRADE 9,

NO OTHER TRAINING.

CANADA

MALE
49·8 %

FEMALE
50·2 %

TOTAL = 4,574,130

MALE
53·2 %
TOTAL = 134,600

MALE
59·5 %
TOTAL = 26,105

MALE
56·0 %
TOTAL = 158,700

MALE
46·7 %
TOTAL = 1,624,370

MALE
53·8 %
TOTAL = 164,050

MALE
49·3 %

MALE
51·4 %
TOTAL = 211,400

MALE
54·9 %
TOTAL = 218,585

MALE
51·3 %
TOTAL = 8,700

MALE
54·2 %
TOTAL = 249,830

MALE
59·4 %
TOTAL = 2,525

MALE
52·3 %
TOTAL = 328,690

TOTAL = 1,446,575

600

0

MLS

FIGURE 2

Figure 2 indicates that in all regions except Quebec and Ontario, the male percentage is higher. Particularly high male percentages vis à vis the female are noted in Prince Edward Island, the Yukon and Nova Scotia followed by Saskatchewan, Alberta, New Brunswick and Newfoundland . These are all areas noted for primary resource industries (mining, fishing, agriculture and forestry), traditionally associated with low-skill male labour . The higher percentage of women in Quebec probably reflects the influence of the church in Quebecois life and the role of the woman in the home. In addition, Quebec along with Ontario houses most of the secondary, and tertiary industries of Canada. They constitute the economic heartland where more sophisticated job opportunities, demanding higher skills, are present for males. On the other hand, women with less work skills can get jobs in assembly lines.

Figure lb shows, with the use of proportional circles and pie graphs how the male and female target populations break down for Canada as a whole.

Table 5 indicates the breakdown of the target population by sex related to the total population by region. It is interesting to note here that although we have just seen that absolutely there are slightly more females in the target population in Canada, relatively there are fewer women. That is, 34.2 percent of all women 15 years and over constitute the target population compared with 35.4 percent of all the men.

Extremely high male target populations exist within Newfoundland, New Brunswick, Prince Edward Island, Northwest Territories, Quebec and Saskatchewan (50.6, 48.8, 47.5, 47.3, 42.7 and 42.6 percents respectively). Extremely high female target populations exist within the Northwest Territories, Quebec, Newfoundland and New Brunswick (51.3, 45.6, 45.2 and 40.7 percents respectively).

AGE

Figure 3, Tables 6 and 7 indicate salient characteristics relating to the age of the target population. Figure 3 shows first of all, a breakdown of the total target population according to the six age groupings used in the Census. Each of the six groupings is then broken down to indicate the regional situation.

It is obvious that the largest age group is the 45-64 years group, followed by the 65 years and over, 3544 years, 25-34 years, 20-24 years and 15-19 years group. In fact, 92.5 percent of the target population was over 25 years and 61.2 percent were over 45 years.

The regional distribution of the age groups is interesting. The high percentage for the Atlantic Region in the first two age groups is noteworthy and the dominance of Quebec in the first five age groups. Over two out of five persons in the 25-34 years group were in Quebec. The low percentage for Ontario is noteworthy in the first age group. The percentage for Quebec falls quite dramatically in the sixth age group and percentages are increased and high for Ontario, the Prairies and British Columbia. There are implications of longevity and health care here.

Table 6 indicates the breakdown within each province by age
group. This shows that the Atlantic Provinces, Quebec and the
Territories have above average percentages of the target population in
the 1519 years and 20-24 years groups. In addition, Manitoba is
slightly higher than the national average in the 15-19 years group.
Newfoundland, Quebec and the Territories have higher than the national
average in the 25-34 years groups while Quebec, Ontario and the
Territories are above average in the 35-44 years group. Quebec again is
higher than the national average in the 45-64 years group, but only
marginally. The interesting point now is the emergence of the four
western provinces with percentages higher than the national average.
These four provinces are joined by Ontario, Prince Edward Island and
Nova Scotia in having higher than the national average in the 65 years
and over age group. In this oldest age group, the decrease in
percentage of the target population is most dramatic in the case of
Newfoundland, Quebec and the Territories. These figures point to social
history of education in Canada, and to medical care facilities
operating in the different parts of the country.

Table 5. Population 15 years and over not attending school full-time
1971 by region and sex.

Region	Total Males	Males less than grade 9 no other training	Total females	Females less than grade 9 no other training
Canada	6,443,365	2,277,975	6,724,660	2,296,160
%	100	35.35	100	34.15
Nfld.	141,435	71,550	139,435	63,050
%	100	50.59	100	45.22
P.E.I.	32,725	15,535	32,415	10,575
%	100	47.47	100	32.62
N.S.	231,505	88,930	238,580	69,770
%	100	38.41	100	29.24
N.B.	180,965	88,300	185,905	75,750
%	100	48.79	100	40.74
Quebec	1,778,580	758,695	1,900,460	865,670
%	100	42.66	100	45.55
Ontario	2,313,810	712,990	2,452,210	733,580
%	100	30.81	100	29.92
Man.	299,295	108,565	311,055	102,840
%	100	36.27	100	33.06
Sask.	281,865	120,110	275,690	98,480
%	100	42.61	100	35.72
Alberta	480,635	135,350	477,585	114,480
%	100	28.16	100	23.97
B.C.	687,145	171,990	698,255	156,700
%	100	25.03	100	22.44
Yukon	5,965	1,500	4,815	1,025
%	100	25.15	100	21.29
N.W.T.	9,440	4,460	8,265	4,240
%	100	47.25	100	51.30

FIGURE 3. POPULATION 15 YEARS AND OVER NOT ATTENDING SCHOOL FULL—TIME, WITH LESS THAN GRADE 9, NO OTHER TRAINING, BY AGE GROUP, 1971.

35-44 yrs. 18·3%

25-34 yrs. 13·0%

20-24 yrs. 4·7%

15-19 yrs. 2·8%

65+ yrs. 23·2%

45-64 yrs. 38·0%

TOTAL = 4,574,130

15-19 YEARS

A.P. 20·3%   P.Q. 37·7%
T. = ·7%
B.C. = 6·2%
P.P. = 13·6%
Ont. 21·3%

TOTAL = 130,095

20-24 YEARS

A.P. 16·3%   P.Q. 39·0%
T. = ·6%
B.C. = 5·2%
P.P. = 11·6%
Ont. 27·6%

TOTAL = 216,315

25-34 YEARS

P.Q. 43·0%
A.P. 10·3%
T. = ·4%
B.C. = 5·5%
P.P. 11·0%
Ont. 29·8%

TOTAL = 595,210

35-44 YEARS

P.Q. 39·3%
A.P. 9·8%
T. = ·3%
B.C. 6·3%
P.P. 12·4%
Ont. 32·3%

TOTAL = 834,925

45-64 YEARS

A.P. 10·2%   P.Q. 35·8%
T. = ·2%
B.C. 7·3%
P.P. 15·6%
Ont. 31·0%

TOTAL = 1,736,370

65 YEARS

P.Q. 27·0%
A.P. 9·9%
T. = ·1%
B.C. 9·2%
P.P. 18·6%
Ont. 35·3%
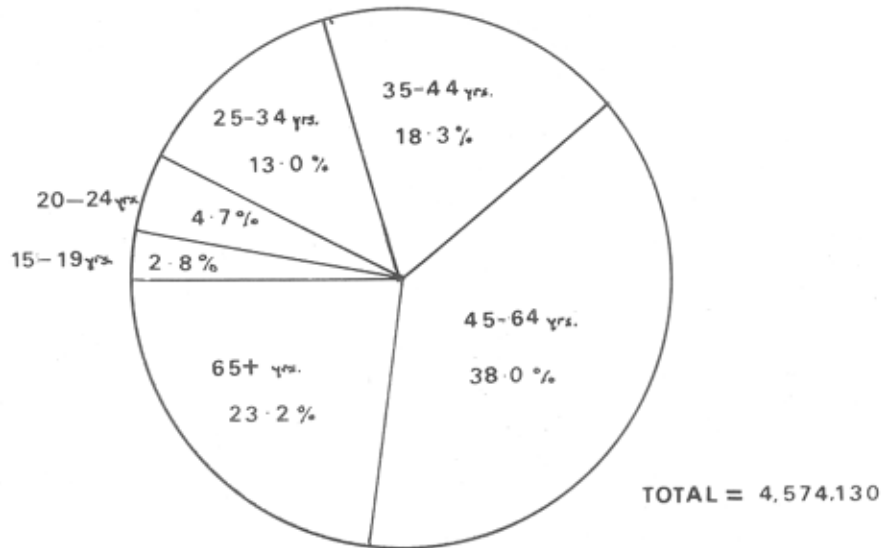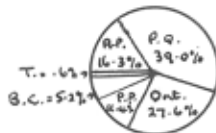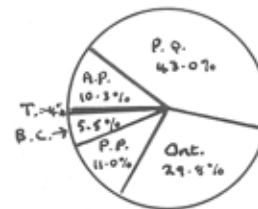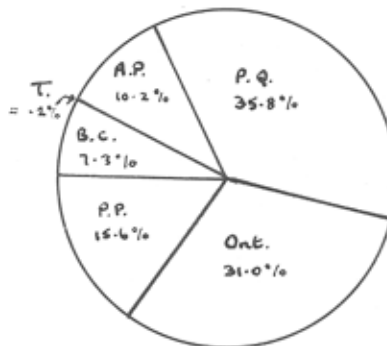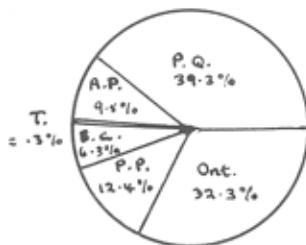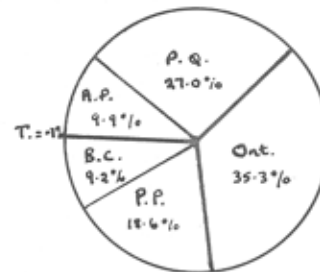
TOTAL = 1,061,215

A.P. = Atlantic Provinces (4)
P.P. = Prairie Provinces (3)
T. = Territories (2)

Table 6. Population 15 years and over not attending school full-time, with less than grade 9, no other training, by age group, 1971.

Region	Total	15-19yrs.	20-24yrs.	25-34yrs.	35-44yrs.	45-64yrs.	65+
Canada	4,574,130	130,095	216,315	5959210	834,925	1,736,370	1,06,21
%	100	2.84	4.73	13.01	18.25	37.96	23.20
Nfld.	134,600	8,800	11,155	17,995	23,255	48,930	24.465
%	100	6.54	8.29	13.37	17.28	36.35	18.18
P.E.I.	26,105	1,500	1,705	2,865	3,990	9,250	6,795
%	100	5.75	6.53	10.97	15.28	35.43	26,03
N.S.	158,700	7,850	11,110	20,230	24,670	57,050	37,785
%	100	4.95	7.00	12.75	15.55	35.95	23.81
N.B.	164,050	8,260	11,305	20,165	26,985	61,210	36,125
%	100	5.04	6.89	12.29	16.45	37.31	22.02
P.Q.	1,624,370	49,080	84,370	255,960	327,840	621,010	286,100
%	100	3.02	5.19	15.76	20.18	38.23	17.61
Ont.	1,446,575	27,730	59,600	177,100	269,970	537,780	374,395
%	100	1.92	4.12	12.24	18.66	37.18	25.88
Man.	211,400	6,090	8,775	21,810	31,450	83,635	59,635
%	100	2.88	4.15	10.32	14.88	39.56	28.21
Sask.	218,585	5,960	6,840	18,390	30,620	89,725	67,055
%	100	2.73	3.13	8.41	14.01	41.05	30.68
Alta.	249,830	5,890	8,995	25,470	41,105	98,085	70,290
%	100	2.36	3.60	10.19	16.45	39.26	28.14
B.C.	328,690	8,020	11,275	32,670	52,490	126,640	97,595
%	100	2.44	3.43	9.94	15.97	38.53	29.69
Yukon	2,525	135	145	470	615	830	340
%	100	5.35	5.74	18.61	24.36	32.87	13.47
N.W.T.	8,700	775	1,045	2,080	1,935	2,220	645
%	100	8.91	12.01	23.91	22.24	25.52	7.41

It is important, before leaving this section on age, to consider another aspect. Many people feel that the problem of the undereducated adult in Canada is non-existent or declining because Canada now has compulsory education and the older people who did not have the opportunities of education will not last forever. However, several points should be raised. Adult educators are dedicated to the principles of lifelong learning, recurrent education and continuing education. Moreover, there have been recent moves made towards Third Age Colleges, and courses for retirement, because of the realization of increased leisure time going along with the earlier retirements and increased longevity of Canada's older population. It is important then, for those intending to work with and to set up courses for older people, to realize how many of them do have low educational levels and the implications of these on their participation. Younger people taking their own education for granted, may be particularly unaware of this

situation. For example, a university student who had worked with a
group of senior citizens on an Opportunities For Youth Project in the
summer of 1975 in mid-town Toronto told of her attempts to get the
people to take some responsibility for chairing and handling their own
meetings. She was faced with considerable reluctance, but could not
figure this out. Gradually, she realized that the reason for this
reluctance was the fact that they were illiterate or had poor literacy
skills and thus would not be able to take notes or send out
announcements about meetings.

Table 7. Percentage of out of school population with less than grade 9
schooling and no other training by age group and region, 1971.

Region	15-19yrs.	20-24yrs.	25-34yrs.	35-44yrs.	45-64yrs.	65yrs
Canada	22.44	14.00	21.24	33.40	43.38	61.07
Nfld.	41.66	28.26	29.72	47.76	61.89	76.49
P.E.I.	48.39	23.37	24.56	37.59	45.91	55.20
N.S.	39.41	20.04	21.84	30.60	38.23	52.29
N.B.	43.94	24.51	27.92	43.30	54.23	66.25
Quebec	25.34	18.40	30.74	46.14	57.86	69.75
Ontario	16.27	11.11	17.46	28.91	36.61	58.28
Man.	22.70	12.49	18.52	29.97	42.78	62.71
Sask.	24.37	12.12	18.90	31.19	48.09	70.86
Alberta	13.40	7.76	12.09	21.53	35.23	59.39
B.C.	14.38	7.31	11.48	20.71	29.27	47.68
Yukon	27.00	8.48	14.05	27.39	33.67	65.38
N.W.T.	58.05	33.66	38.48	55.05	62.10	83.77

    Table 7 is an important table in that it shows the percentage of
the target population within each age group for each region. Thus, for
Canada as a whole 61.07 percent or 61 out of 100 persons 65 and over
had less than grade 9 with no other training in 1971. Percentages were
particularly high in the Northwest Territories, Newfoundland and
Saskatchewan. Only British Columbia had less than 50 percent of the
target population in this age group. At the other end of the table, the
percentages of the target population within the 15-19 years group
present an interesting case. We have seen that this age group presents
the smallest percentage of the target population in Canada as a whole
(2.8%), but the relative percentage within the age group is 22.4
percent. That is, just over one in five persons in the 15-19 years age
group had less than a grade 9 level of schooling, with no other
training in 1971. It can be seen from the table that this is higher
than the next two age groups. In the cases of Prince Edward Island and
Nova Scotia, the percentages within the first age group are exceeded
only by those of the oldest age group (i.e. 48.4 by 55.2 for P.E.I. and
39.4 by 52.3 for N.S.)! In eight other cases, the percentage is not
exceeded until the 35 years and over age groups. In 3ntario and Quebec,
the percentage is exceeded at the 25 years and over age groups. These
people (the 15-19 years group) are the products of our modern
educational system. In view of the permissiveness of much of today's
education, the bewailing of universities and colleges about lack of

standards of graduating high school students and increased drop-out
rates, perhaps the figures in the first column of Table 7 should not
surprise us. It will be interesting to follow the trend after the next
Census. The lowest incidences of the target population within the age
groups is found in the 20-24 years group. Are these the products of a
better educational system or, did most of them assiduously attend night
classes or take correspondence courses to complete their grades?

RESIDENCE

Table 8 and Figures 4,5 and 6 show the characteristics of the
target population by residence i.e. urban, rural non-farm and farm.[4]

As can be seen from the table, roughly seven out of ten of the
target population live in urban areas, an additional two in rural
areas, not including farms, and one on the farm. Above national average
urban percentages are found in Ontario, Quebec and British Columbia
(77.8, 76.0 and 71.8 percents respectively). Prince Edward Island and
the Northwest Territories have the least percentages of the target
population in urban areas (27.7 and 30.0 percents respectively). This
is what could be expected. Of 22 Census Metropolitan Areas (CMA's) nine
are in Ontario, three are in Quebec and two are in British Columbia
(see Table 9). There are no CMA's in either Prince Edward Island or the
Territories. Both of the latter regions are noted for their dispersed
population patterns and it is not surprising that they rank high in the
rural non-farm percentages. The other three Atlantic Provinces with
only one modestly sized CMA apiece also have higher rural non-farm
percentages than urban percentages. In the rest of Canada, Saskatchewan
has the highest rural non-farm percentage. The target population here
is likely to be living in small agricultural service centres. The
highest rural farm percentages are of course to be found in Prince
Edward Island ("the million acre farm") and the three Prairie
Provinces, ("the breadbasket of Canada"). Saskatchewan is the province
with the highest percentage of its target population living on farms
(28 percent).

Each of Figures 4,5 and 6 show graphically the make up of the
urban, rural non-farm and rural farm target population respectively by
region, age and sex. The graphs tend to have similar shapes except for
the Northwest Territories which has higher percentages in the lower age
groups than the rest of the country and considerably lower percentage
in the oldest age group.[5] The dominance of the 45-64 years age group is

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[4] These are defined by the Census Dictionary as follows: 1. Urban
population includes all persons living in: (1) incorporated cities,
towns and villages with a population of 1,000 or over; (2)
unincorporated places of 1,000 or over, having a population density of
at least 1,000 per square mile; (3) the urbanized fringe of (1) or (2).
2. Rural non farm population - all persons living in rural localities
in dwellings other than those situated on census-farms. 3. Rural farm
population - all persons living in dwellings situated on census-farms
in rural localities.

[5] It was pointless doing a graph for the farm population of the
Territories and space did not allow for the inclusion of the Yukon in
Figures 4 and 5. As its population is less than the Northwest

clearly apparent, especially in Figure 6 which shows the rural farm population. What is also very apparent in Figure 6 is the dominance of the male in the target population within that age group. This suggests the hard-working farmers who were too busy tending their crops and fields to have much time for schooling. They were probably brought up on the farm and were expected to work on it from an early age. Many, particularly in the Prairies would have been pioneers. Women, on the other hand, were not as readily associated with the hard farm labour and would have had more time to attend to schooling. Actually, although the percentages are smaller in all the other rural farm age groups, the male is dominant in thorn all. This is the case also for the rural non-farm population.

Table 8. Population 15 years and over with less than grade 9 schooling, no other training, by residence.1971.

	Total	Urban	Rural non-farm	Rural farm
Canada	4,574,130	3,194,250	999,310	380,570
%	100	69.83	21.85	8.32
Nfld.	134,600	63,040	69,875	1,680
%	100	46.84	51.91	1.25
P.E.I.	26,105	7,240	13,315	5,555
%	100	27.73	51.00	21.28
N.S.	158,700	74,340	78,690	5,670
%	100	46.84	49.58	3.57
N.B.	164,050	76,330	79,890	7,835
%	100	46.53	48.70	4.78
Quebec	1,624,370	1,234,045	288,900	101,425
%	100	75.96	17.78	6.24
Ontario	1,446,575	1,125,110	226,945	94,520
%	100	77.78	15.69	6.53
Manitoba	211,400	122,935	50,340	38,120
%	100	58.15	23.81	18.03
Sask.	218,585	95,885	61,560	61,140
%	100	43.87	28.16	27.97
Alberta	249,830	155,640	43,940	50,255
%	100	62.30	17.59	20.16
B.C.	328,690	236,005	78,330	14,360
%	100	71.80	23.83	4.37
Yukon	2,525	1,065	1,445	10
%	100	42.18	57.23	.40
N.W.T.	8,700	2,610	6,085	5
%	100	30.00	69.94	.06

Territories and its target population percentage is also the least in Canada the omission of the Yukon over the Northwest Territories can be justified.

FIGURE 4

PERCENTAGE URBAN POPULATION 15 YEARS AND OVER, NOT ATTENDING
SCHOOL FULL-TIME, WITH LESS THAN GRADE 9, NO OTHER TRAINING, BY
AGE GROUP AND SEX, 1971

Canada

	M	F
65+	10.4	13.5
45-64	17.8	19.7
35-44	9.1	9.4
25-34	6.3	6.9
20-24	2.2	2.4
15-19	1.3	1.2

3,194,250 = 100%

Newfoundland

	M	F
65+	8.6	9.7
45-64	19.4	17.1
35-44	9.0	8.3
25-34	6.3	6.7
20-24	4.0	4.5
15-19	3.4	3.2

63,040 = 100%

Prince Edward Island

	M	F
65+	12.6	14.9
45-64	18.1	16.5
35-44	9.0	7.7
25-34	5.3	4.5
20-24	3.9	2.7
15-19	3.0	1.8

7,240 = 100%

Nova Scotia

	M	F
65+	11.2	12.4
45-64	19.4	17.1
35-44	8.4	7.4
25-34	6.6	6.0
20-24	3.6	3.2
15-19	2.7	2.2

74,340 = 100%

New Brunswick

	M	F
65+	11.0	12.6
45-64	19.3	18.2
35-44	8.5	7.9
25-34	6.4	5.6
20-24	3.5	2.8
15-19	2.3	2.0

76,330 = 100%

Quebec

	M	F
65+	7.4	10.4
45-64	17.5	21.1
35-44	9.3	11.1
25-34	7.0	8.7
20-24	2.3	2.8
15-19	1.3	1.3

1,234,045 = 100%

Ontario

	M	F
65+	10.9	15.1
45-64	17.7	18.8
35-44	9.7	9.1
25-34	6.2	6.4
20-24	2.0	2.3
15-19	1.0	.9

1,125,110 = 100%

Manitoba

	M	F
65+	14.3	17.3
45-64	17.9	20.2
35-44	7.1	6.9
25-34	4.9	5.1
20-24	2.0	2.0
15-19	1.2	1.1

122,935 = 100%

Saskatchewan

	M	F
65+	17.9	19.3
45-64	17.5	19.8
35-44	6.8	5.7
25-34	4.4	3.6
20-24	1.5	1.4
15-19	1.2	.9

95,885 = 100%

Alberta

	M	F
65+	15.2	15.7
45-64	18.1	19.1
35-44	8.8	7.5
25-34	5.5	4.8
20-24	1.9	1.7
15-19	1.1	.8

155,640 = 100%

British Columbia

	M	F
65+	15.5	17.4
45-64	19.0	18.8
35-44	8.2	6.9
25-34	4.6	4.5
20-24	1.6	1.5
15-19	1.2	.9

236,005 = 100%

Northwest Territories

	M	F
65+	3.6	2.9
45-64	16.5	12.6
35-44	12.6	11.5
25-34	10.7	10.9
20-24	5.4	4.8
15-19	4.0	4.0

2,610 = 100%

FIGURE 5

PERCENTAGE RURAL NON-FARM POPULATION 15 YEARS AND OVER NOT
ATTENDING SCHOOL FULL-TIME, WITH LESS THAN GRADE 9, NO OTHER
TRAINING, BY AGE GROUP AND SEX, 1971.

Canada

Age	M	F
65+	13.1	10.8
45-64	19.4	16.3
35-44	9.5	7.7
25-34	7.4	6.3
20-24	3.0	2.5
15-19	2.3	1.8

999,310 = 100%

Newfoundland

Age	M	F
65+	9.6	8.5
45-64	20.5	15.5
35-44	9.8	7.5
25-34	7.4	6.5
20-24	4.3	3.8
15-19	3.6	2.9

69,875 = 100%

Prince Edward Island

Age	M	F
65+	14.7	11.5
45-64	19.4	12.9
35-44	9.0	5.9
25-34	7.7	4.9
20-24	4.8	2.4
15-19	4.3	2.5

13,315 = 100%

Nova Scotia

Age	M	F
65+	13.8	10.1
45-64	21.1	13.9
35-44	9.2	6.2
25-34	7.8	5.5
20-24	4.3	3.1
15-19	3.1	2.0

78,690 = 100%

New Brunswick

Age	M	F
65+	11.5	9.2
45-64	20.0	15.9
35-44	9.2	7.6
25-34	7.4	5.7
20-24	4.5	3.3
15-19	3.4	2.5

79,890 = 100%

Quebec

Age	M	F
65+	10.3	8.7
45-64	18.1	16.8
35-44	9.7	9.3
25-34	8.5	8.5
20-24	3.1	2.8
15-19	2.2	1.9

288,900 = 100%

Ontario

Age	M	F
65+	14.6	13.1
45-64	19.7	17.2
35-44	10.0	7.8
25-34	6.6	5.2
20-24	2.1	1.7
15-19	1.2	1.0

226,945 = 100%

Manitoba

Age	M	F
65+	16.3	13.9
45-64	18.1	16.2
35-44	7.8	6.4
25-34	6.5	5.5
20-24	2.8	2.4
15-19	2.4	1.9

50,340 = 100%

Saskatchewan

Age	M	F
65+	19.5	16.1
45-64	18.7	16.6
35-44	7.2	5.2
25-34	5.3	3.7
20-24	2.2	1.8
15-19	2.1	1.6

61,560 = 100%

Alberta

Age	M	F
65+	18.1	13.3
45-64	19.0	15.4
35-44	8.7	5.7
25-34	6.8	5.0
20-24	2.4	2.0
15-19	2.2	1.5

43,940 = 100%

British Columbia

Age	M	F
65+	13.3	9.2
45-64	22.0	17.3
35-44	10.8	7.2
25-34	7.3	5.1
20-24	2.5	2.0
15-19	2.0	1.4

78,330 = 100%

Northwest Territories

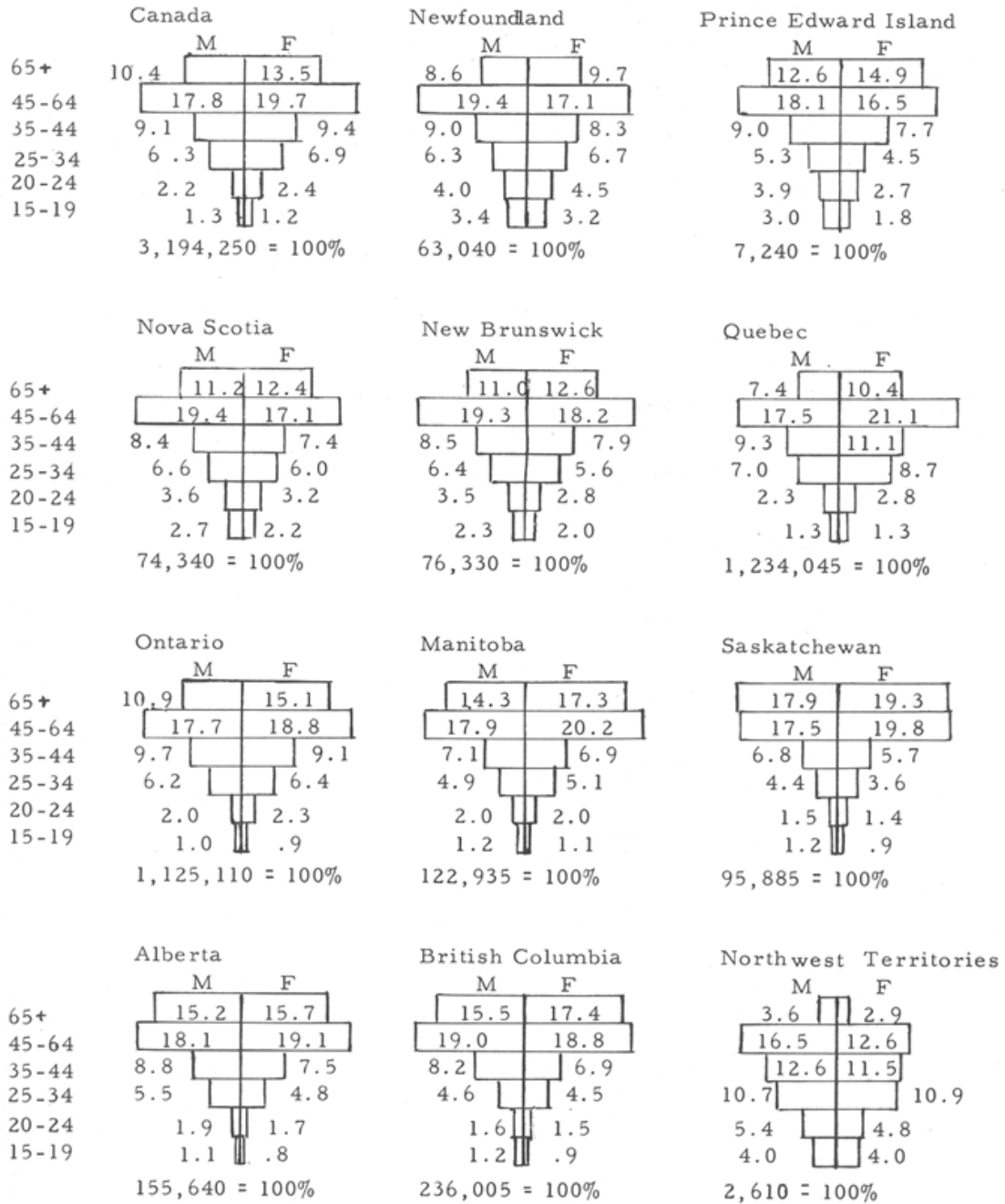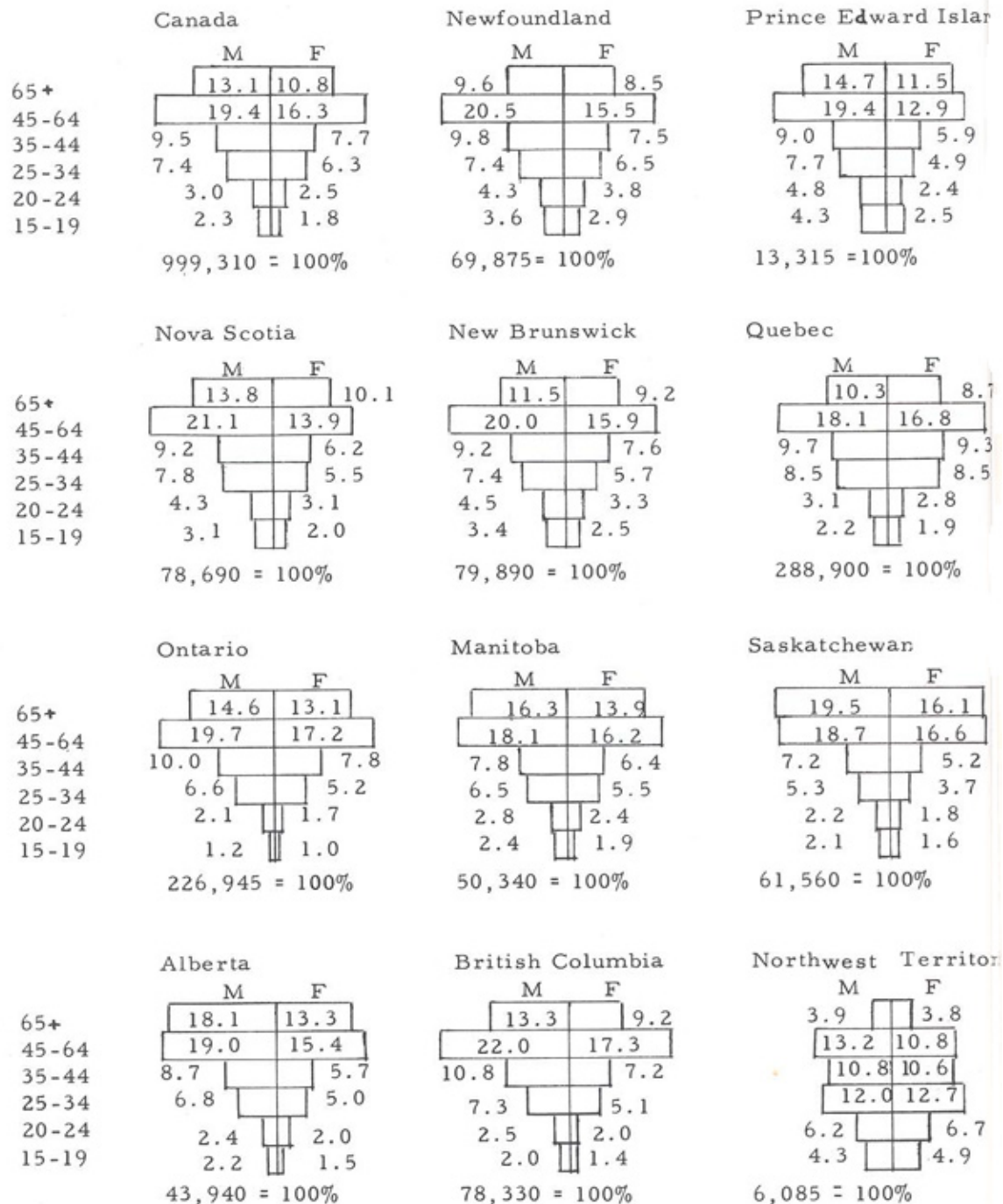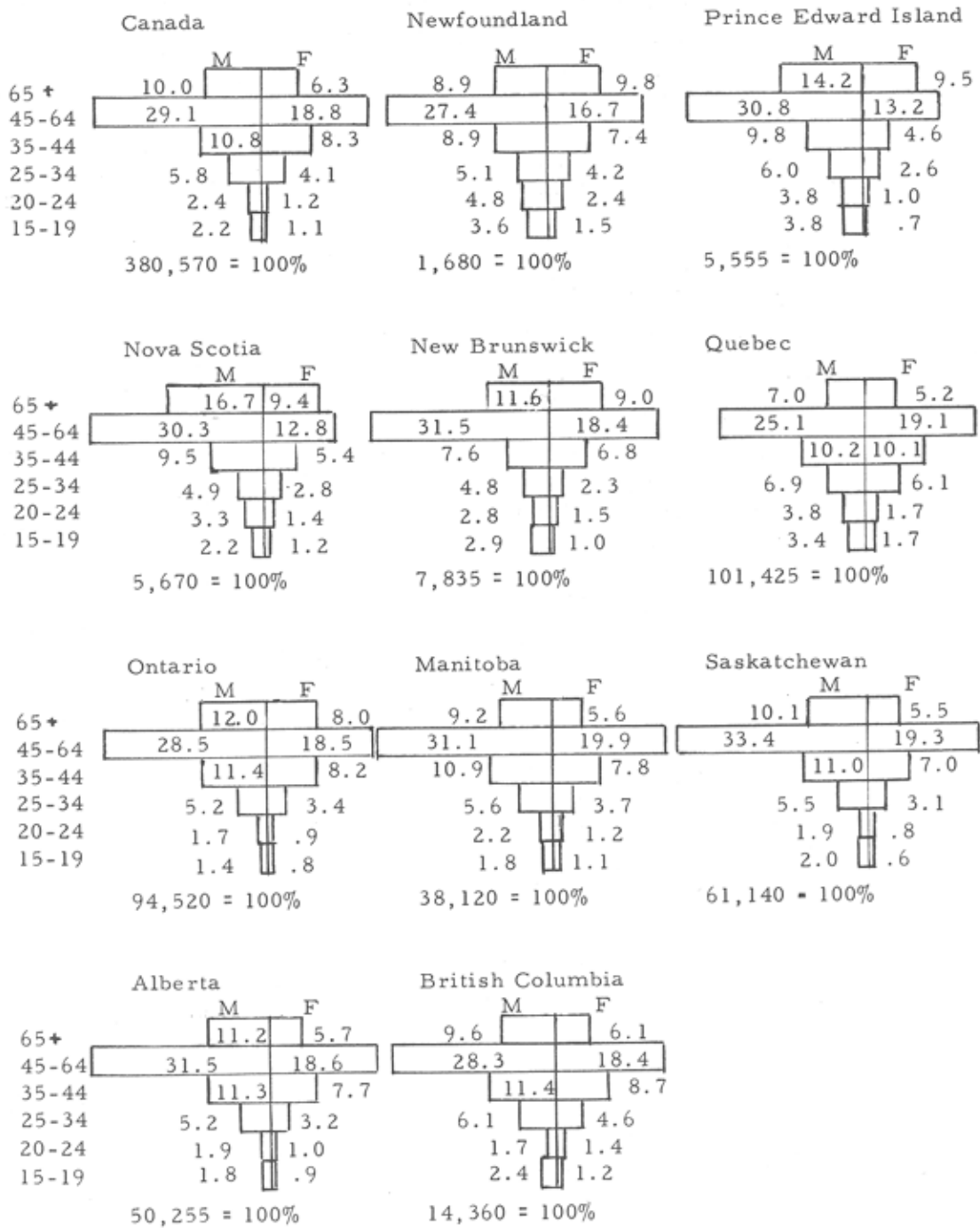| Age	M	F
65+	3.9	3.8
45-64	13.2	10.8
35-44	10.8	10.6
25-34	12.0	12.7
20-24	6.2	6.7
15-19	4.3	4.9

6,085 = 100%

FIGURE 6

PERCENTAGE RURAL FARM POPULATION 15 YEARS AND OVER NOT
ATTENDING SCHOOL FULL-TIME, WITH LESS THAN GRADE 9, NO
OTHER TRAINING, BY AGE GROUP AND SEX, 1971.

Canada

Age	M	F
65 +	10.0	6.3
45-64	29.1	18.8
35-44	10.8	8.3
25-34	5.8	4.1
20-24	2.4	1.2
15-19	2.2	1.1

380,570 = 100%

Newfoundland

Age	M	F
65 +	8.9	9.8
45-64	27.4	16.7
35-44	8.9	7.4
25-34	5.1	4.2
20-24	4.8	2.4
15-19	3.6	1.5

1,680 = 100%

Prince Edward Island

Age	M	F
65 +	14.2	9.5
45-64	30.8	13.2
35-44	9.8	4.6
25-34	6.0	2.6
20-24	3.8	1.0
15-19	3.8	.7

5,555 = 100%

Nova Scotia

Age	M	F
65 +	16.7	9.4
45-64	30.3	12.8
35-44	9.5	5.4
25-34	4.9	2.8
20-24	3.3	1.4
15-19	2.2	1.2

5,670 = 100%

New Brunswick

Age	M	F
65 +	11.6	9.0
45-64	31.5	18.4
35-44	7.6	6.8
25-34	4.8	2.3
20-24	2.8	1.5
15-19	2.9	1.0

7,835 = 100%

Quebec

Age	M	F
65 +	7.0	5.2
45-64	25.1	19.1
35-44	10.2	10.1
25-34	6.9	6.1
20-24	3.8	1.7
15-19	3.4	1.7

101,425 = 100%

Ontario

Age	M	F
65 +	12.0	8.0
45-64	28.5	18.5
35-44	11.4	8.2
25-34	5.2	3.4
20-24	1.7	.9
15-19	1.4	.8

94,520 = 100%

Manitoba

Age	M	F
65 +	9.2	5.6
45-64	31.1	19.9
35-44	10.9	7.8
25-34	5.6	3.7
20-24	2.2	1.2
15-19	1.8	1.1

38,120 = 100%

Saskatchewan

Age	M	F
65 +	10.1	5.5
45-64	33.4	19.3
35-44	11.0	7.0
25-34	5.5	3.1
20-24	1.9	.8
15-19	2.0	.6

61,140 = 100%

Alberta

Age	M	F
65 +	11.2	5.7
45-64	31.5	18.6
35-44	11.3	7.7
25-34	5.2	3.2
20-24	1.9	1.0
15-19	1.8	.9

50,255 = 100%

British Columbia

Age	M	F
65 +	9.6	6.1
45-64	28.3	18.4
35-44	11.4	8.7
25-34	6.1	4.6
20-24	1.7	1.4
15-19	2.4	1.2

14,360 = 100%

In the urban areas, the female population tends to be more dominant in the two older age groups. It would seem that the pace of urban life takes its toll earlier on the male target population than the female target population, unless the women have migrated from the rural areas to spend their last years in the town or city.

Table 9 reveals that the first five CMA's[6] ranked according to highest percentages of the target population are on a par with or more than the national average figure of 34.7 percent. In view of the overall dominance of the target population in Quebec it is not surprising to find that the first three CMA's are in Quebec. It is also interesting to note the female dominance in these cities as well. Thunder Bay and Sudbury are two resource-based towns in Northern Ontario and Sudbury has a sizeable French population. It is interesting to note that Montreal, Canada's largest city, also ranks first in terms of the highest percentage of the target population, but Toronto the second largest city ranks twelfth and Vancouver, the third largest city ranks twentieth. All three cities have been and are prime reception areas for immigrants. The dominance of Montreal seems to point again to the "indigenous" poorly educated French population, perhaps coupled with the fact that Montreal tended to receive a larger share of its immigrants before Toronto and Vancouver when people immigrating had lower educational levels. One has to bear in mind also the geographic limits of the CMA. In some cases these are fairly coincident with the city (e.g. Calgary), in others (e.g. Toronto) they incorporate large, affluent suburban areas. This latter could very easily affect the ranking of the CMA in relation to the target population. As a general rule, it is interesting to note that no Western CMA ranks less than twelfth and that Ontario's two traditional white-collar cities--Ottawa and London-are also in the lower half of the table. However, Ottawa is deceiving. If just the Ontario section of the CMA is considered, Ottawa would rank twentieth between Vancouver and Victoria, the inclusion of the Quebec portion (Hull) with a percentage which would rank third, between Chicoutimi-Jonquière and Quebec puts Ottawa down to sixteenth position. Apart from the top three ranking cities, Ottawa is the CMA with the lowest male percentage in the target population. This reflects its position as the nation's seat of government and bureaucracy where the male labour force in general is more highly educated than the female.

Tables 10, 11 and 12 reflect the percentage of the target popula-tion within each province by age group in relation to the total population within that group according to urban, rural non-farm and rural farm residence respectively. Table 10 reveals similar patterns to Table 7. Tables 11 and 12 generally reveal higher percentages of the target population in the rural non-farm and rural farm categories than in the urban category for the same age groups.

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[6] The Census Metropolitan Area is defined as: Main labour market area of a continuous built-up area having 100,000 or more population. CMAIS are created by Statistics Canada and are usually known by the name of their largest city. They contain whole municipalities (or census subdivisions).

Table 9. Census Metropolitan Areas ranked according to highest
percentage of population 15 years and over not attending school full-
time with less than grade 9, no other training, 1971.

Rank C.M.A.	Total pop.15 yrs. + n.a.s. full-time	Less than grade 9, no other training	%	% Male	% Female
1 Montreal	1,757,830	676,220	38.5	44.1	55.9
2 Chicoutimi-					
Jonquière	72,775	27,945	38.4	44.2	55.8
3 Quebec	299,145	109,350	36.6	41.7	58.3
4 Thunder Bay	68,470	24,225	35.4	51.9	48.1
5 Sudbury	88,115	309615	34.7	53.3	46.7
6 St. John's	76,070	24,875	32.7	49.6	50.4
7 Saint John	64,965	21,065	32.4	53.0	47.0
8 St. Catharines-					
Niagara	186,285	60,345	32.4	47.5	52.5
9 Windsor,					
Ontario	157,685	48,675	30.9	47.5	52.5
10 Kitchener	1399305	42,120	30.2	46.4	53.6
11 Hamilton	309,990	90,125	29.1	46.9	53.1
12 Toronto	1,688,240	450,555	26.7	46.6	53.4
13 Winnipeg	344,260	90,745	26.4	46.2	53.8
14 Saskatoon	75,765	19,830	26.2	48.5	51.5
15 Regina	85,025	21,585	25.4	48.6	51.4
16 Ottawa	362,365	86,410	23.8	45.2	54.8
Quebec part	86,040	32,610	37.9	46.2	53.8
Ontario part	276,320	53,800	19.5	44.6	55.4
17 London	178,120	41,970	23.6	47.8	52.2
18 Halifax	133,665	30,220	22.6	51.0	49.0
19 Edmonton	293,390	62,100	21.2	50.4	49.6
20 Vancouver	711,180	149,615	21.0	49.6	50.4
21 Victoria	130,915	239835	18.2	46.3	53.7
22 Calgary	241,210	419515	17.2	50.6	49.4

Table 10. Percentage urban population not attending school full-time with less than grade 9, no other training by age group and region, 1971.

Region	15-19yrs.	20-24yrs.	25-34yrs.	35-44yrs.	45-64yrs.	65yrs
Canada	18.54	11.91	18.82	30.06	39.16	57.70
NfId.	35.52	21.94	21.70	37.44	51.53	68.54
P.E.I.	38.46	16.13	15.00	27.67	32.77	41.68
N.S.	34.07	14.82	16.98	24.93	32.11	46.95
N.B.	35.53	17.65	20.74	33.45	43.54	57.82
Quebec	22.14	16.23	27.56	42.39	53.78	66.52
Ontario	15.27	10.59	16.53	26.90	33.82	55.84
Man.	16.03	9.08	13.90	23.00	34.66	57.68
Sask.	16.35	7.68	13.12	23.06	39.53	66.32
Alberta	9.33	5.96	9.69	17.70	29.45	55.55
B.C.	12.02	6.13	9.87	18.32	26.73	46.30
Yukon	22.41	5.74	10.27	18.93	23.55	52.08
N.W.T.	35.90	15.01	19.06	33.51	40.75	64.15

Table 11. Percentage rural non-farm population not attending school full-time with less than grade 9, no other training, by age group and region, 1971.

Region	15-19yr5.	20-24yrs.	25-34yrs.	35-44yrs.	45-64yrs.	65yrs.+
Canada	34.74	22.99	30.81	45.98	55.84	70.96
Nfld.	49.51	38.73	42.91	63.25	75.46	85.25
P.E.I.	56.78	30.11	31.60	47.03	54.25	63.19
N.S.	46.70	28.71	29.28	39.03	47.15	58.60
N.B.	53.34	34.97	39.60	58.98	69.41	77.63
Quebec	36.22	29.37	46.52	64.09	75.11	82.23
Ontario	20.23	14.14	21.89	38.20	47.29	67.78
Man.	42.51	24.87	32.50	46.67	58.70	73.96
Sask.	39.81	21.57	28.50	41.43	54.89	76.17
Alberta	27.37	16.32	22.68	33.31	47.19	69.62
B.C.	20.02	11.07	16.06	28.11	36.91	53.56
Yukon	34.15	12.12	20.00	41.32	48.48	77.78
N.W.T.	74.83	58.80	62.66	80.50	85.63	94.00

Table 12. Percentage rural farm population not attending school
full-time with less grade 9, no other training, by age group and
region, 1971.

Region	15-19yrs.	20-24yrs.	25-34yrs.	35-44yrs.	45-64yrs.	65yrs
Canada	26.82	20.05	30.83	44.84	59.41	74.73
Nfld.	41.46	31.94	42.47	57.89	70.00	85.14
P.E.I.	42.15	23.14	29.81	39.41	53.50	64.78
N.S.	31.01	22.22	22.70	31.95	37.45	51.48
N.B.	37.97	25.87	32.65	48.39	67.44	75.71
Quebec	32.13	28.23	54.06	69.13	81.40	85.91
Ontario		20.89	14.41	35.72	42.63	54.92
Man.	27.76	22.44	31.48	47.65	63.37	77.55
Sask.	25.95	18.01	26.55	39.70	57.11	78.39
Alberta		20.44	14.30	19.06	32.60	50.26
R.C.	23.50	13.48	22.91	30.63	42.49	56.91

ETHNIC GROUP

      The Census recognizes eleven ethnic groups and has a twelfth
category for "Other and Unknown". Table 13 ranks these twelve groups
according to highest percentage of the target population relative to
the total group population. The table clearly speaks for itself, but it
is worth drawing attention to a couple of points. The smallest ethnic
group--the indigenous native population, has the highest rate and the
largest ethnic group--the British---has the second lowest rate. The
dominance of the French group in absolute and relative terms is again
noteworthy. The percentages of other ethnic groups reflect social
conditions and attitudes towards education within the group.

Table 13. Percentage of total Canadian population 15 years and over not
 attending school full-time by ethnic groups, 1971 and ranked according
  to the highest percentage with less than grade 9, no other training.

Rank	Ethnic Group	Total	Less than grade 9, no other training	Percent
1	Indian & Eskimo (12)[a]	148,585	98,935	66.6
2	Italian (5)	434,930	270,320	62.2
3	French (2)	3,689,690	1,685,585	45.7
4	Ukrainian (6)	381,380	159,665	41.9
5	Polish (9)	207,685	83,600	40.3
6	Other & Unknown (4)	701,585	277,395	39.5
7	German (3)	824,725	72,700	33.1
8	Netherlands (8)	237,515	71,740	30.2
9	Asian groups (11)	171,150	48,715	28.5
10	Scandinavian (7)	249,870	67,395	27.0
11	British Isles (1)	5,924,585	1,491,830	25.2
12	Jewish (10)	196,345	46,245	23.6

The number in brackets indicates the rank of the ethnic group in terms of the total numbers of people 15 years and over not attending school full-time.

Table 14 shows a regional breakdown of the target population by ethnic origin. The major characteristics emerging are:

1. The dominance of the British group in the Atlantic Region relative to other parts of the country.
2. An almost even split between the French and English groups in New Brunswick.
3. A high French percentage in Prince Edward Island and Nova Scotia compared with Western Canada.
4. The virtual absence of other ethnic groups in the Atlantic Region with the exceptions of a German group in Nova Scotia and a small Dutch population in Prince Edward Island and Nova Scotia.
5. In Quebec too, the absence of other ethnic groups is noteable-only the English, Italian and Jewish groups being worthy of mention.
6. Ontario begins to reflect Canada's multi-cultural heritage although just under six out of ten persons belong to one or other of the "founding nations" groups and absolutely, it has more British than anywhere else. The Italian, German Polish Ukrainian, Netherlands and Jewish groups are outstanding along with the high percentage under "Other and Unknown".
7. The Prairies reflect the multi-cultural heritage best of all. While the British group is dominant, less than three out of ten of the target population are of this group. Noteworthy are the very high percentages for the German group especially in Saskatchewan. Ukrainian percentages are also high, especially in Manitoba. The French population is next highest followed by the native peoples, Scandinavian, Polish and Netherlands groups. The Italian population is quite high in Alberta.
8. The native peoples are present to a greater extent in the four western provinces than anywhere else.
9. British Columbia has a dominant British group followed by the German, Scandinavian, Asian, French, native peoples, and Italian groups. As with Ontario, British Columbia also has a high percentage of "Other and Unknown".
10. The preeminence of the native peoples is clearly seen in the Territories but the Yukon is far more balanced ethnically than the Northwest Territories.

Table 14, Population 15 years and over, not attending school full-time,
with less than grade 9 and no other training by ethnic group, 1971.

Region	Total	British	French	German	Italian	Jewish	Nether-lands	Polish	Scandi-navian	Ukrain-ian	Asian	Indian and Eskimo	Other and Unknown
Canada	4,574,130	1,491,830	1,685,585	272,700	270,320	46,245	71,740	83,600	67,395	159,665	48,715	98,935	277,395
%	100	32.61	36.85	5.96	5.91	1.01	1.57	1.83	1.47	3.49	1.07	2.16	6.06
Nfld.	134,600	126,755	4,035	315	70	25	70	25	185	5	225	830	2,055
%	100	94.17	3.00	.23	.05	.02	.05	.02	.14	.00	.17	.62	1.53
P.E.I.	26,105	209285	5,120	110	15	-	265	5	40	15	45	125	80
%	100	77.71	19.61	.42	.06	-	1.02	.02	.15	.06	.17	.48	.31
N.S.	158,700	115,140	22,895	9,125	870	210	3,190	620	520	370	625	1,250	3,885
%	100	72.55	14.43	5.75	.55	.13	2.01	.39	.33	.23	.39	.79	2.45
N.B.	164,050	80,430	77,125	1,300	330	140	955	160	695	75	290	1,220	1,335
%	100	49.03	47.01	.79	.20	.09	.58	.10	.42	.05	.18	.74	.81
P.Q.	1,624,370	116,580	1,9335,560	8,535	69,435	20,745	1,315	6,140	1,115	6,430	7,210	11,875	39,150
%	100	7.18	82.22	.53	4.27	1.28	.08	.38	.07	.40	.44	.73	2.41
Ont.	1,446,575	685,595	173,360	91,045	173,230	19,780	34,560	37,270	8,265	42,055	14,630	19,090	147,700
%	100	47.39	11.98	6.29	11.98	1.37	2.39	2.58	.57	2.91	1.01	1.32	10.21
Man.	221,400	60,065	20,115	31,135	3,220	3,170	8,015	13,355	7,085	36,410	1,495	14,210	13,115
%	100	28.41	9.52	14.73	1.52	1.50	3.79	6.32	3.35	17.22	.71	6.72	6.20
Sask.	218,585	65,360	13,580	50,785	795	305	4,565	89570	14,675	28,635	1,520	13,140	16,655
%	100	29.90	6.21	23.23	.36	.14	2.09	3.92	6.71	13.10	.70	6.01	7.62
Alta.	249,830	76,630	16,140	45,340	6,925	725	8,110	10,555	15,370	32,305	4,670	13,455	19,610
%	100	30.67	6.46	18.15	2.77	.29	3.25	4.22	6.15	12.93	1.87	5.39	7.85
B.C.	328,690	143,565	17,065	34,735	15,340	1,125	10,615	6,575	19,225	13,255	17,945	15,715	33,540
%	100	43.68	5.19	10.57	4.67	.34	3.23	2.00	5.85	4.03	5.46	4.78	10.20
Yukon	2,525	755	165	145	30	-	55	30	125	60	35	985	145
%	100	29.90	6.53	5.74	1.19	-	2.18	1.19	4.95	2.38	1.39	39.00	5.74
N.W.T.	8,700	670	430	130	65	5	25	30	95	55	20	7,040	125
%	100	7.70	4.94	1.49	.75	.06	.29	.34	1.09	.63	.23	80.92	1.44

BIRTHPLACE

A consideration of ethnic origin of the target population then
leads into the question of birthplace and immigration.

Table 15 indicates that roughly three out of four of the target
population were born in Canada and this explodes the myth that the
majority of functionally illiterate people are immigrants! However,
Table 16 shows how the confusion may have arisen. Of the immigrants
born in European countries (excluding the U.K.), one out of two falls
in the target population (50.08 percent of the group).

To return to Table 15, high percentages of American-born people
are found in Saskatchewan, Alberta, British Columbia and the Yukon, and
high percentages of people born in Europe and the U.K. are found in
Ontario and the four western provinces. Quebec, the Atlantic Region and
the Territories are the regions where the Canadian-born target
population is very high. These tend to be the areas generally that are

economically depressed and therefore unattractive to immigrants.
British Columbia and Alberta have the lowest percentages of the
Canadian-born target population. British Columbia has the highest
percentage of the target population born in other countries, this would
include the Asian groups that figured prominently in Table 14.

Table 15. Population 15 years and over not attending school full-
time with less than grade 9 schooling, no other training by birthplace,
1971.

Region	Total	Canada	U.S.A.	U.K.	Other European	Other Countries
Canada	4,574,130	3,487,705	80,305	199,735	746,215	60,170
%	100	76.25	.76	4.37	16.31	1.32
Nfld.	134,600	133,680	220	275	235	190
%	100	99.32	.16	.20	.17	.14
P.E.I.	26,105	25,325	360	180	200	
%	100	97.01	1.38	.69	.77	.15
N.S.	158,700	152,015	1,325	2,090	2,630	635
%	100	95.79	.83	1.32	1.66	.40
N.B.	164,050	158,515	2,050	2,140	1,160	180
%	100	96.63	1.25	1.30	.71	.11
Quebec	1,624,370	1,463,080	14,915	14,390	121,550	
%	100	90.07	.92	.89	7.48	.64
Ontario	1,446,575	894,510	15,180	105,350	409,560	
%	100	61.84	1.05	7.28	28.31	1.52
Man.	211,400	150,160	3,585	11,290	43,645	2,715
	100	71.03	1.70	5.34	20.65	1.28
Sask.	218,585	157,300	13,415	11,605	34,580	1,690
%	100	71.96	6.14	5.31	15.8 2	.77
Alberta	249,830	152,135	16,290	14,190	62,365	
%	100	60.90	6.52	5.68	24.96	1.94
B.C.	328,690	190,475	12,830	38,120	69,860	17,415
%	100	57.95	3.90	11.60	21.25	5.30
Yukon	2,525	2,135	70	65	220	35
%	100	84.55	2.77	2.57	8.71	1.39
N.W.T.	8,700	8,360	70	40	210	25
%	100	96,09	.80	.46	2.4	1.29

Table 16. Percentage of the population 15 years and over not attending
school fulltime with less than grade 9 schooling, and no other training
by birthplace, 1971.

Region	Canada	U.S.A.	U.K.	Other European	Other
Canada	33.72	32.63	24.23	50.08	22.64
Nfld.	48.75	17.96	8.97	16.67	20.21
P.E.I.	40.68	34.62	18.27	29.41	21.62
N.S.	34.49	19.46	17.39	34.51	21.93
N.B.	45.45	35.62	28.08	31.69	16.74
Quebec	44.54	40.45	24.72	49.52	19.45
Ontario	27.01	19.87	23.43	51.00	17.61
Man.	31.47	38.42	30.46	56.12	30.00
Sask.	34.62	60.73	43.19	69.72	36.86
Alberta	21.37	40.84	23.19	48.58	28.89
B.C.	20.03	27.82	22.91	40.96	33.88
Yukon	25.01	20.29	9.92	21.05	17.50
N.W.T.	53.08	32.56	6.15	24.42	10.87

The column header "Birthplace" spans Canada, U.S.A., U.K., Other European, Other.

        Table 16 reveals that between four to five out of ten Canadian
born persons in the Atlantic Region (excluding Nova Scotia), Quebec and
the Northwest Territories are in the target population. In the Prairie
Provinces and Quebec, roughly four out of ten American-born persons are
in the target population and this increases to six out of ten for
Saskatchewan. Almost three out of ten British-born persons are in the
target population in New Brunswick and Manitoba and this increases to
four out of ten for Saskatchewan. More than five out of ten
European-born population are in the target population in Ontario and
Manitoba and nearly seven out of ten in Saskatchewan. Almost three out
of ten fall in the target population among those born in other
countries and residing in the four western provinces. The high ratios
of foreign-born in the target population found in Western Canada and
particularly in Saskatchewan as opposed to Eastern Canada reflect
historical factors and socio-economic conditions. The long settled,
economically depressed Atlantic Region is not an attractive area for
immigrants, those settling in the area therefore are likely to have
higher skills if they are taking a job there. On the other hand, the
later settlement of the Prairies with its agricultural opportunities
meant nearly everyone could be accommodated regardless of skill levels.
In Ontario and Quebec, large numbers of low skill level people can be
employed in the menial tasks of the secondary and tertiary industrial
sectors.

IMMIGRATION

        We have just seen that less than a quarter of the total target
population is immigrant. These people form over 38 percent of the total
immigrant population 15 years and over (Table 17). Higher than national
average percentage figures are found in Quebec, Manitoba and

Saskatchewan. In the latter province, nearly six out of ten immigrants are in the target population. This underscores the previous findings according to birthplace in the section just dealt with. In terms of absolute numbers Ontario contains just over one half of the total immigrant target population.

Table 17. Immigrant population 15 years and over not attending school full-time, 1971.

Region	Total immigrants	Total immigrants with less than grade 9, no	% regional	% Canadian
Canada	2,826,175	1,086,425	38.44	100
Nfld.	6,635	910	13.72	.08
P.E.I.	2,885	780	27.04	.07
N.S.	29,340	6,685	22.78	.62
N.B.	18,115	5,530	30.53	.51
Quebec	394,150	161,290	40.92	14.85
Ontario	1,453,805	552,065	37.97	50.81
Man.	133,205	61,230	45.97	5.64
Sask.	103,150	61,285	59.41	5.64
Alberta	246,240	91,700	37.24	8.44
B.C.	434,460	138,220	31.81	12.72
Yukon	2,245	395	17.59	.04
N.W.T.	1,955	350	17.90	.03

Period of immigration is indicated in Table 18. Nearly half of all immigrants (45.9 percent) came to Canada before 1946. In view of what was discovered earlier about the age spacing in the target population this finding is not surprising. The percentage is particularly high in Saskatchewan confirming what has already been said about an immigrant, pioneering farming population with low levels of schooling. The figures indicate generally what is well known that most of the immigrants since 1946 headed for Quebec and Ontario. Only about one third of the immigrant target population in these two provinces came to Canada before 1946.

Table 18. Population 15 years and over, not attending school full-time, with less than Grade 9, no other training, by period of immigration, 1971.

Region	Total	pre 1946	1946-55	1956-60	1961-65	1966-68	1969-71[a]
Canada	1,086,425	498,365	235,950	139,170	91,055	77,315	44,570
%	100	45.87	21.72	12.81	8.38	7.12	4.10
Nfld.	910	375	230	85	95	75	50
%	100	41.21	25.27	9.34	10.44	8.24	5.49
P.E.I.	780	500	205	25	25	15	10
%	100	64.10	26.28	3.21	3.21	1.92	1.28
N.S.	6,685	4,335	1,090	400	315	260	285
%	100	64.85	16.31	5.98	4.71	3.89	4.26
N.B.	5,530	4,350	640	200	110	115	115
%	100	78.66	11.57	3.62	1.99	2.08	2.08
Quebec	161,290	51,390	33,695	30,185	21,510	16,215	8,295
%	100	31.86	20.89	18.71	13.34	10.05	5.14
Ont.	552,065	192,280	144,550	829,960	56,550	48,610	27,115
%	100	34.83	26.18	15.03	10.24	3.80	4.91
Man.	61,230	41,805	9,615	3,760	2,115	2,300	1,635
%	100	58.28	15.70	6.14	3.45	3.76	2.67
Sask.	61,235	54,175	4,290	1,330	615	555	320
%	100	88.40	7.00	2.17	1.00	.91	.52
Alb.	97,700	66,125	17,450	6,595	3,020	2,785	1,725
%	100	67.68	17.86	6.75	3.09	2.85	1.77
B.C.	138,220	82,705	24,040	13,495	6,650	6,335	4,995
%	100	59.84	17.39	9.76	4.81	4.58	3.61
Yukon	395	210	70	65	15	20	15
%	100	53.16	17.72	16.46	3.80	5.06	3.80
N.W.T.	350	125	80	60	35	35	15
%	100	35.71	22.86	17.14	10.00	10.00	4.29

[a] Includes first 5 months only of 1971.

Finally, Table 19 indicates generally an improved level of education among the immigrant population in more recent times. Thus, among those who came to Canada before 1946 one out of two were in the target population compared to just less than one out of four among those immigrating in 1969-71. This improvement reflects tougher

immigration policies, along with improved educational opportunities in
other countries.

Table 19. Percentage of immigrant population 15 years and over, not
attending school full-time, with less than grade 9, no other training
by period of immigration, 1971.

Region	pre-1946	1946-55	1956-60	1961-65	1966-68	1969-71[a]
Canada	52.40	31.76	33.91	36.82	27.21	23.40
Nfld.	26.69	12.53	10.12	11.73	8.33	5.92
P.E.I.	37.74	25.79	9.80	14.71	7.89	6.45
N.S.	34.08	15.02	14.52	16.45	10.92	12.36
N.B.	45.53	16.47	14.39	10.78	9.87	10.45
Quebec	53.01	35.21	43.66	41.40	32.60	27.02
Ontario	50.58	33.54	35.65	40.03	30.00	25.40
Man.	60.38	33.77	29.32	35.40	23.90	23.13
Sask.	69.65	33.79	27.77	25.31	16.44	15.38
Alberta	56.44	28.91	24.25	24.48	16.38	14.16
B.C.	44.97	24.07	23.37	22.95	17.08	18.58
Yukon	39.25	12.84	16.05	6.98	6.15	6.82
N.W.T.	35.71	15.38	17.91	15.56	10.00	8.11

[a] Includes first 5 months only of 1971.

OTHER CHARACTERISTICS OF THE TARGET POPULATION

Certain geographic, social and demographic characteristics have
been highlighted, but what is the situation of the target population in
relation to the labour force, employment opportunities and income? 1n
trying to obtain a picture of these characteristics pertaining to the
target population, the numerical base was automatically shifted.

The Census Report on Labour Force work with the total population
15 years and over (includes in school and out-of-school population).
Thus, the base here is 15,189,505 as opposed to 13,168,020 of the out-
of-school population. Different computations for certain
characteristics mean that figures for the target population also change
and are not constant as for the characteristics previously discussed
(where the total target population was 4,574,130 persons). These points
should be borne in mind when perusing the tables (Appendix I. Tables
A2-A8).

The salient points relating to labour force,[8] industry and income
will now be emphasized.

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[8] The labour force is derived by combining all non-inmates 15 years and
over who, during the week prior to enumeration, worked for pay or
profit or in unpaid family work, or looked for work, or had a job from
which they were temporarily laid-off, or were absent because of
illness, vacation, strike etc. Excluded are those whose only work

In terms of the total labour force, 27 percent have less than grade 9. As this percentage is below the national average of 37 percent with less than grade 9 for the total population 15 years and over, it points to a sizeable inequality in the employment field, to a lack of participation.

LABOUR FORCE PARTICIPATION[9]

Table 20 indicates the relationship between level of schooling and labour force participation.

Table 20. Labour force participation in the Canadian population 15 years and over, 1971.

	Total Labour Force	Partici- pation rate	Less than grade 5 Labour Force	Parti- cipation rate	Grades 5-8 Labour Force	Parti cipation rate
Total	8,313,340	58.0	330,070	34.3	2,071,425	50.3
Male	5,760,245	76.3	244,390	49.1	1,526,495	72.6
Female	3,053,100	39.9	85,1B0	18.8	544,890	27.1

It can easily be seen that those with lower educational levels are below the national average of 53 percent. Only one out of three persons with less than grade 5 schooling is participating in the labour force and one out of two with schooling between grades 5 and 2. If the two groups are combined, the participation rate of those with less than grade 9 is 47.3 percent--over ten percent lower than the national average.

An age breakdown of those with less than grade 9 in the labour force indicates the highest participation rates in the 35-44 years age group compared with the highest rate in the 20-24 years age group for the overall population, There is a much lower percentage of women participating in the labour force among the population with less than grade 9 in the young age group which helps to account for this difference.

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activities were of a volunteer nature and housework in their own home. Also excluded are female farm workers who indicated they helped without pay on a family farm for less than 20 hours, and inmates of institutions.

[9] Participation rate for any area, group or category is normally the percentage the total labour force forms of the total population 15 years and over in the area, group or category.

UNEMPLOYMENT[10]

Unemployment rates for those with less than grade 9 were only .2 percentage points higher than the national average (9.1 percent vis 1 via 7.9 percent). It would seem then that it is the lack of participation, rather than unemployment as such, that is the crucial issue which has to be faced.

In both the target population and the overall population the highest unemployed rates occur within the 1519 years group (almost identical rates of 22.6 and 22.7 percent respectively). However, in considering the total numbers of unemployed the 15-19 years group constitute only 1D.9 percent in the less than grade 9 population compared with 28.9 percent in the overall population. Thus, the problem of youth unemployment is most severe in the country as a whole. In the less than grade 9 population however, the 35-44 years age group has the highest numbers of unemployed (19.9 percent).

LABOUR FORCE BY INDUSTRY

The data reveals what has already been hinted at through this section that those males with less than grade 9 schooling are engaged in the primary resource industries in high numbers relative to the population as a whole. The construction industry also employs a high percentage of those with less than grade 9. The lowest percentages for men are found in the administrative business, and service sectors of industry.

High percentages of females with less than grade 9 are found in agriculture, fishing and trapping and manufacturing. Low percentages are found in the traditionally male industries--construction, transportation, mines, public administration and defence and the business sector (finance, insurance and real estate). Only in one industry is the percentage of women with less than grade 9 higher than that of men with less than grade 9. This occurs in manufacturing. Assembly line labour is usually made up of women except in the heaviest industries. Many light industries are female-intensive regarding labour, for example, food and garment industries. However, in terms of overall numbers most women are actually employed in the service industries while most men are employed in manufacturing.

INCOME

As would be expected, those with less than grade 9 schooling, who work lower income levels than the population as a whole. Eighty percent of males with less than grade 9 had less than $8,000 income in 1970 as compared with sixty-nine percent of the general population. In the case of females, nearly eighty-two percent of those with less than grade 9

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[10] The unemployment rate for any area, group or category is the percentage the unemployed labour force forms of the total labour force in the area, group or category. The unemployed consists of all non-inmates 15 years and over who, during the week prior to enumeration were not working, or were looking for work, or were on temporary lay off.

had incomes of less than $4,000 in 1970 as compared with sixty-eight percent in the overall population. The average income made by a man with less than grade 9 would be in the $5,000-$5,999 category and that of the woman in the $2,000 - $2,999 category.

HEADS OF FAMILIES

Over 39 percent of heads of all families have less than grade 9 (2 percent higher than the total population with less than grade 9). This is consistent with what we have found regarding age distribution among the target population (older people are more likely to be married than younger people). The relative percentages by province reveal a similar distribution to that in Table 3 for the heads of husband-wife families. Although absolutely, the numbers of one-parent families are small, the interesting thing to note is that over forty-five percent of these families have less than grade 9 schooling. In the Territories, Newfoundland and Quebec the percentage is over 60 and over 50 in New Brunswick and Saskatchewan.

SUMMARY

A wealth of data has been presented in this section and only the highlights have been focussed on. The interested reader will be able to glean much more than has been written here. However, to tie this section together, we can draw a composite picture of the average person within the target population.

Edith Adamson, in her article[11] described a typical Canadian who reported no more than 4 years of schooling at the time of the 1961 Census. Her description is still substantially valid, but the intervening decade has brought some changes. A typical male Canadian who reported no more than 3 years of schooling in 1971 could be described as follows. He was probably about 55, Canadian-born and lived in a centre of 1,000 people or over. If French-speaking, he lived in Quebec, if English-speaking he lived in Ontario. He earned about $5,500[12] a year and probably was employed in a manufacturing industry. He was likely married to someone with similar schooling and had three children. A similar description would apply to a typical female, the major difference being that she was not a member of the labour force.

Having thus established a profile of Canada's adult population in need of basic education, let us now consider the programs and activities offered in Canada.

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[11] op cit.

[12] For a family of five in 1971 the low income cut off point was $5,363. Thus the "typical" case is on the poverty line.

III

METHODOLOGY

The second major objective of the project was to identify and describe the literacy activities being undertaken by existing organizations, communities and individuals in Canada. This was tackled on two levels: a) cataloguing literacy activities and field contacts as they came to our attention and b) a more in-depth look at selected literacy activities around the country.

The project had two phases. Phase I was the four month period from June to September 1975. Phase II was from October to the completion of the project in June 1976. Each phase will be described separately as it relates to methodology.

Phase I

The project staff were all hired at the same time i.e. the beginning of June, 1975. The staff consisted of the project director and three assistants. The thrust in the first phase was to concentrate on identifying literacy activities in Ontario. Each of the three project assistants were made responsible for a specific part of the province when they were hired as follows:

1. the Ottawa region and Eastern Ontario,

2. South-Central and South-Western Ontario, and

3. Northern Ontario.

The director and two assistants were primarily based in Toronto while the other assistant was primarily based in Ottawa, but travelled back and forth between Ottawa and Toronto, as the need arose. It was understood that the director would stay in the Toronto area throughout Phase 1.

Apart from the proposal for the initial funding, the groundwork for the project had been negligible. Thus, the team was faced with establishing its own procedures and laying the foundations for the future. A summary timetable for Phase I follows:

TIMETABLE FOR PHASE I

June   - orientation and establishment of procedures
           - literature search
           - making field contacts and build up of files

July   - follow-up of contacts
           - development of interview schedules and travel plans
           - pretesting of interview schedules

August   - revision of interview schedules

Sept.   - preparation for Phase II

PROCEDURES

1. Orientation

The project staff were introduced to and given background information on World Literacy of Canada (WLC) through printed and audio-visual means. Office procedures were established within the project staff and within the context of the organization as a whole. The timetabling of the project was worked out and major decisions were recorded on an improvised flip chart.

2. Literature Search

All the major libraries in Toronto were listed. Public, reference, university and specialized government libraries were visited in attempts to unearth any literature or studies related to adult illiteracy in Canada. A list of descriptors was devised in an effort to ease the search and make it more profitable. Newsclipping files were searched. It soon became apparent that apart from the occasional paper or article which had been prepared for a conference, or the occasional thesis, very little work had been done on this topic in Canada. As mentioned on it is only in the last few years that any attempt has been made to provide some continuing literature in the field. This situation stands in stark contrast to the U.S.A. where adult basic education has been "big business" for some time. When the verbal inquiry was used, the most commonly mentioned source of "literature" was the 1971 Census. Nevertheless, a small bibliographic file was built u and materials collected.

3. Field Contacts and Build-Up of Files

All recent correspondence pertaining to Canada in the W1C office was combed to glean names and addresses of possible contacts. These were transmitted on to cards and filed. In view of the limited, concentrated was immediately available, a pragmatic approach s taken, rather than the traditional academic approach of considerable correspondence and mailing.

Starting with three or four people in key positions in adult education, we began to develop a grapevine network. That is, we asked For names of people who were actually working in the field, or might be interested in the field and would therefore give us some further contacts to talk with and/or visit. Initial visits were made in person, but it soon became apparent that the telephone would have to be a substitute in view of the time factor. The telephone became the major means of communication with places outside Toronto. Initial contacts were made and preliminary information obtained. Some assessment was also made of the possibility of a field visit in August. As the relevant information was acquired it was transferred to the card file.

4. Follow-Up of Contacts

Letters were sent to all people contacted who were engaged in active programming or who had given special help. Mention was made of a possible visit in the near future.

5. Design and Instruments

An intensive "design" phase followed. The two major tasks were: a) to decide on selection of programs for visiting purposes and b) develop interview schedules.

Program selection.--The following criteria were used in selecting activities for visitation.

1. The focus of the activity was geared to English-speaking Canadians.
2. Alternatives to primarily government-operated programs were given high priority for inclusion.
3. Where the organizations were outwardly alike e.g. community colleges, those which appeared to be more innovative were given priority.
4. Where several adult basic education activities were operating within an organization, those dealing with the most basic educational levels were given priority.

This was the ideal, in reality there were four practical limitations affecting selection.

1. Time allowance- a maximum of two and a half weeks for each assistant in the field in August.
2. Budget allowance- this was not unlimited, so "routes" had to be chosen that favoured one part of the territory to be covered rather than another. For example, the Northern Ontario assistant started in Thunder Bay and made her way down the shores of the Great Lakes back to Toronto, rather than take in the Northeastern part of the province.
3. Vacation period- by the time everything was ready for field visits, many programs, especially those of a voluntary nature had ceased activity for the summer.
4. Toronto was kept for pretesting because of convenience. This limited the choice of programs included in the final field visitations.

Because of these limitations, and because it could not be said that we had identified all literacy activities currently in operation in Ontario, random sampling could not be used. There was a subjective element therefore, in the choice of places to visit, but a balance was aimed for in terms of geography and nature of programs covered (see Table 21).

Interview schedules.--It was known from the beginning of the project that considerable emphasis was to be placed on visiting personnel and programs involved in literacy activities. As four different people would be involved in this process, it was necessary to have a common understanding of what was required and some standardized framework for questioning. Thus, interview schedules had to be devised.

Three interview schedules were developed one for the administrator/ initiator/coordinator of the program, one for instructors and one for students. (See Appendix II.) It was felt necessary to cover all three levels in order to get as full a picture of the program as possible. In fact, there was considerable overlap between questions asked of the administrator and the instructor, this was partly a method of double-checking as each could have been aware of different aspects of the program. It was estimated that the time spent with the administrator would be about an hour and a half and with the instructor 45 minutes to an hour.

The student interview schedule was given especially careful
consideration. This was the most sensitive area. We did not want
students to feel threatened by paper and pencil, nor did we want to
involve them in very lengthy sessions. Questions posed had to be simply
expressed. It was decided therefore, to go for a fairly loosely
structured situation depending on the local circumstances. Because of
this, an observation session was built into the visit. The purpose of
this was twofold:

1. Give the interviewer a chance to assess the nature of the
   program and "classroom" dynamics.

2. Give the students a chance to become accustomed to the
   presence of the visitor so some kind of rapport could more
   easily be established.

The method of the interview was to be left up to each assistant
and depended on a) their reactions to the observation period, b) on the
advice of the instructor, and c) what they themselves felt most
comfortable in doing. The options were either a) hold a group session
for about half an hour or 40 minutes into which the questions we wanted
answers to would be interwoven, b) hold individual interviews, or c) if
the student preferred he/she could fill out the questionnaire. An
individual interview took about 15 to 20 minutes, because rapport
needed to be established in the first place. If someone filled out the
question sheet it took about 5 to 10 minutes.

In fact, what happened in many cases was that a combination of
the methods emerged. During the "observation" period, the visitor was
often drawn into the group discussions, or if an academic period was in
progress, a student would sometimes approach or ask the visitor for
help. Once this contact had been established it was fairly easy to
direct the conversation so that the memorized questions could be asked.
Recording of answers was done after the visit.

It was estimated that the whole process would take a day or day
and a half, depending on the availability of personnel, the timetabling
of sessions and how long an observation period was included. These
facts were borne in mind when arrangements for visits were made and
travel plans drawn up.

6. Pre-testing and Revisions
   Several operating programs were chosen for pretesting the planned
procedures and interview schedules. In addition several of the
interview schedules were pretested on an individual basis with
interested parties. Common difficulties were noted and the necessary
readjustments were made.

7. Field Visits
   Table 21 indicates the number of visits that were made in Phase I
for data collection purposes, after the pre-testing.

Table 21. Number and distribution of visits in Phase I.

Type of Organization	Northern Ontario	Southern Ontario	Toronto	Eastern Ontario	Total Number
Community Colleges	4	3	1	2	10
Correctional Centres	1	1	-	1	3
Other	2	3	3	2	10
Total	7	7	4	5	23

A list of all the places visited by name appears in Appendix I.V.

8. Reporting back, follow-up and preparation for Phase II.
       In the last week of August, the assistants returned to Toronto and reported on their experiences. Thank you letters were sent to those who had helped in setting up local arrangements and mention made that a final report and some form of conference or workshop would likely be held in the spring of 1976. Two assistants left the project at the end of August to return to their studies. The third assistant helped the project director in following up visits that did not take place in August and worked on a part time basis through September. The director had administrative matters and progress reports to make before launching into Phase II.

Phase II

       In this phase the project director was on her own and was faced with identifying the nature and extent of literacy activities in the rest of the country, but within the selection criteria and general framework already established. As the thrust was to identify and visit programs and as the personal approach used in the summer had worked well, it was decided to maintain this method. Now, however, most of the preliminary work had to be by correspondence rather than direct conversation.

PROCEDURES

1. Correspondence

       A covering letter and broad questionnaire was drawn up explaining the project and asking for the help of the recipient. (See Appendix III). Initially, this was sent to adult basic education coordinators or key officials in the various provincial governments who had been identified as such by the Department of Manpower and Immigration. In addition, extra copies were sent to leading professors in adult education or extension departments in Canada and to others whom it was considered may have some leads on whom to contact. Excluded from the mailing were Ontario and Quebec for reasons which should now be plain.

       Letters of inquiry were also sent to the Canadian Penitentiary Service, Department of the Solicitor General and to the provincial and territorial departments responsible for educational programs in correctional settings. Over 30 additional letters were sent to various non-governmental organizations and individuals who had either been

specifically mentioned by others as operating a program, or could have been involved in literacy activities because of the nature of that organization. Although the definition of literacy activities was quite broad, unless there was an actual literacy component i.e. reading/writing, built into the program the program was excluded. Thus, straight Life Skills programs were not visited or considered, but if a program had Life Skills and/or other components along with the academic or literacy component then it was considered.

It had been extremely difficult to ferret out programs of a voluntary nature, mainly because they are not hooked in to any established network. Attempts had been made to advertize the project through Newsletters of various national organizations such as the Y, the CAAE Kit, WLC's Newsletter and so on, but responses were nil. The word-of-mouth contact continued to be the best source.

Early returns from provincial officials showed that in most instances, apart from the programs they were involved with in conjunction with the Department of Manpower, they did not know anyone else working in adult basic education or the literacy field. Did this mean that they simply did not exist?

It was then decided to survey the major anglophone school boards in Canada in the hope that they were either operating such programs themselves or, as they existed at the more local level, might know of others working in the field. Thus, using a 1974 Canadian Education Association Directory, (the 1975 one was out of print) a covering letter and questionnaire were devised and mailed to 232 anglophone school boards. (See Appendix Ill.

2. Visits

Visits had originally been planned to the Atlantic Region in December and Western Canada in January. However, certain developments relating to WLC's overseas work, uncertainty of future funds for project completion and the prolonged mail strike affected the plans. A six day visit was made to the three Maritime Provinces in November and a three week visit to Western Canada eventually took place at the end of February and the first two weeks in March.

Because of the limited time, budget and human resources the use of the schedules employed in Phase I was abandoned. An attempt had been made to use them in the Atlantic Region, but there was not time for the complete process to be applied. Instead, more informal interview and discussion sessions took place with those connected with or working in the field, to get a feel of the situation in each region.

3. Follow-up

When the mail strike was eventually over attempts were made to contact a few more people and do some follow-up, but the Christmas rush then intervened and responses were few. A formal follow-up of the School Board mailing was considered in an attempt to trace questionnaires that may have still been circulating. But, in view of the three month time lapse and the nature of the responses already received, it was felt that this would not be very profitable.

Sufficient replies had been received to serve as a "barometer" of the situation! On that note, the findings of the project will be reported.

The findings will be presented in four sections:

1. The types of organizations currently involved in literacy activities in anglophone Canada.
2. The findings from the interview schedules in Phase 11.
3. Findings from Phase 4,
4. Issues, conclusions, and recommendations arising from the whole study.

TYPES OF ORGANIZATIONS INVOLVED IN CANADIAN ADULT BASIC
EDUCATION AND LITERACY ACTIVITIES

DEPARTMENT OF MANPOWER ANTD IMMIGRATION

In Canada, the authority for education has been invested in the
provincial governments. However, since the 1960's the federal
government has in fact been the provider of the largest adult basic
education (ABE) program in Canada. In the 1974-75 fiscal year,
enrolment was 50,568 in the Basic Training for Skill Development (BTSD)
program.[1] How did this situation come about?

History --The Technical and Vocational Training Assistance (TVTA)
Act of 1960 was passed in an effort to help alleviate unusually high
unemployment. Agreements were worked out between the federal and
individual provincial governments whereby the federal government would
finance the training programs and specify their objectives, and the
provinces, for their part, would provide the facilities and resources
necessary for implementation of the programs. BTSD was introduced when
it was realized that many would-be recipients of the TVTA programs did
not possess the necessary basic communication and computational skills.
In 1967, the TVTA Act was replaced by the Adult Occupational Training
(AOT) Act of 1967 which is the present authority for the Canada
Manpower Training Program (CMTP) under the auspices of the Department
of Manpower and Immigration. The CM1P is made available to residents of
Canada through the various Canada Manpower Centres (CMC's) throughout
the country.

The process--The fundamental aim of CMTP is providing Canadian
adults with the skills they need to obtain a job for which there is, or
will be, a demand. The orientation is to the labour market. When a
person is seeking employment, a Canadian Manpower Counsellor determines
with the client, the kind of work that the client should look for. The
client is referred to a suitable training course when it becomes clear
that he or she does not have any skills that are in demand. As the
prerequisite for entry into most skill courses is a grade 10 education,
a person needing academic upgrading (AU) would be referred to a BTSD
course to improve his educational qualifications.

Conditions--In order to be eligible for training, the AOT Act
requires that the person be an adult. That is, the client must be at
least one year older than the legal school-leaving age in the province
of which he is a resident and must not have attended school on a
regular basis, during the twelve months immediately prior to his
enrolment in training. The government provides training allowances to
enable trainees to maintain themselves. The allowance rates are
adjusted regularly to keep pace with the cost of living. The amount
depends on the family circumstances and in the fall of 1975 ranged from
the basic allowance of $44.00 per week for a single person living with
parents or spouse, through the regular allowance, to $109.00 a week for
a person with four or more dependents. An additional allowance is

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[1] Training 75 Vol. No. 2 (Fall, 1975), p. 45.

payable to adults who must live away from home while training and a mobility allowance is also available. Pay allowances are docked for absences beyond the recognized time allowance.

Needs assessment--The federal government itself is not the training body. Each province has a Manpower Needs Committee. With the help of the local CbIC1s, provincial government officials and representatives of the delivery system (e.g. community colleges) the training needs of the province are forecast and priorized. The federal government has divided the country into five regions, namely the Atlantic, Quebec, Ontario, the Prairies (includes Northwest Territories) and the Pacific (includes the Yukon). Ottawa decides how the budget should be split between the five regions on the basis of the regional Needs Committee a requests. Different courses offered under the CMTP have different rates.[2] The federal government "purchases" places under agreement with the provincial educational authorities, who are then responsible for the implementation of the program. Once seats have been allotted to a program, it is up to the local Canada Manpower Counsellors to keep the places filled. Two types of intake operate a) scheduled intake with specific start and finish dates, b) continuous intake and exit.

In many cases, if space facilities and instructor/student ratios allow, people not sponsored by Manpower, may be admitted into programs on a nominal fee-paying basis, or be sponsored by other agencies or government departments.

Time allowances.--The federal government did not intend to usurp the provincial authority for education, therefore, time allowances were set up of 52 weeks. If necessary, a short extension period of a few weeks can be applied for. In general, there is an allowance of 52 weeks for AU and a further 52 weeks for skill training. Recently the trend towards recurrent education has resulted in a more flexible pattern whereby a client can receive a year of basic academic training, enter the work force, return to further academic training and then proceed to a skill course or back to the labour force. How widely and frequently this is actually practised depends very much on the local situation.

Programs.--There are two major ABE programs currently operating under Manpower auspices. These are Basic Training for Skill Development (HTSD) and Basic Job Readiness Training (BJRT). Originally, BTSD programs were designed only to handle academic components--English, mathematics and science (in the higher grades). BTSD theoretically operates from 1,011 through to grade 12. In practice, many programs offered start at the Grade 5 level. This practice is a response to the time allowances. Many feel that people of the lowest educational level would not proceed far enough in the time allotted to avail themselves of either entry into a skill course or to a satisfying job.

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[2] These are computed on a per diem basis and include costs of tuition and equipment. Academic Upgrading course rates differ from language training and skill training rates. The skill training rates are broken down into further categories.

Concern for the problems of people facing special barriers to employment eventually resulted in BJRT which officially came on line in 1973. Prior to that time, there had been projects of a demonstration nature and several prototypes for BJRT, namely Employment Orientation for Women (EOW) and Basic Employment Skills Training (BEST) in Vancouver, a program in Schumacher, Ontario in 1969; a program in Lower Town, Ottawa and the programs developed by St. Clair College, Windsor. The latter college has done much to introduce other colleges in Ontario to BJRT, by sharing its own experiences.

BJRT is the fastest growing program in Ontario. The enrolment increased from 186 persons (106 Manpower places) in June 1974p to 365 persons (303 Manpower places) in June 1975. For 1975-76 fiscal year, 548 Manpower places had been allotted for BJRT. As the time frame for BJRT in Ontario is generally considered to be 16 weeks, this means a potential l,600 people or so could participate in this program. Fifteen community colleges were offering HJRT programs in over 30 locations for 197576. In most cases these programs are decentralized and take place in church basements and halls, old warehouses, social agency buildings, old schools and so on. These environments are less threatening to the clients than the "culture palaces" usually associated with the Ontario community colleges.

BJRT is changing the face of Manpower-sponsored ABE programs in Canada. It is essentially a program "primarily aimed at helping the special needs client to learn the basic skills necessary to find and hold suitable employment."[3] In addition to an academic component, new components were added such as life skills, creative job search techniques and work experience.

There is a wide variation in the ways in which BJRT is being handled in individual provinces and from region to region within the province. Courses can vary in length from 6 weeks to 6 months or even longer: Many programs accept people who would be described as the hard-core unemployed, people whose families have been on assistance for generations, to people who have obtained postgraduate degrees but need help in overcoming special problems in order to prepare for the world of work. The introduction of life skills training has loosened up the structure of the BTSD program so that in some provinces it is now being included as a compulsory unit, in others as an option. In some instances, the boundaries between BISD and BJRT have ceased to exist and an integrated adult basic education program is offered with the client's program being tailored to his specific needs. In some cases, BJRT is a preparatory stage for BTSD; in another case, BJRT is introduced after the student has reached his academic goal and is considering entry into the labour force. Some projects are very much like work activity projects, others give more stress to academic work. Some are on scheduled intake, others on continuous intake. The flexibility and variations in the operation of the programs are a pointer to the real efforts that are being made to cater best within the local environment to the needs of the clients and to consider a more holistic approach in the training of a person. This is the

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[3] The Canada Manpower Training Program in the Mid-70's. Ottawa, Manpower and Immigration, May, 1975, p.14.

macroview, at the micro-level, BJRT is not without some problems and these will be dealt with elsewhere.

Before leaving the BJRT program in this general overview it is worth mentioning another unique feature of the program--the team approach and community involvement. Before many of the programs actually start, advisory committees are usually formed. These are made up of representatives from a wide variety of social referral agencies who are introduced to the concept of the program and in many instances continue to be involved in supportive roles through the operation of the program.

CORRECTIONS

The shift away from revenge and punitive justice and towards rehabilitation in the correctional system in general over the years has seen the introduction of education as part of the rehabilitation process. As a result of sitting on two major Ontario Supreme Court juries at the time of pursuing graduate studies, the writer became interested in educational opportunities offered in correctional settings. Literature put out in the late sixties by the Canadian Penitentiary Service revealed that the average academic levels of inmates in Federal Institutions was approximately grade 6, and a brochure indicated that seven out of ten inmates had not progressed beyond grade 8.[4] Poor school records, bad school experiences and delinquency are part of many inmates' backgrounds, hence low educational levels are not surprising. It was deemed relevant to the study of literacy activities in Canada to survey the correctional scene and find out what programs were being offered in adult basic education.

Federal programs. --In 1973, 44.1 percent of inmates stating their educational level on admission to a federal penitentiary had less than grade 9, compared to 54.4 percent in 1970 and 62.6 percent in 1968.[5] While the percentages are high they are obviously improving. This could reflect the changing nature of the offences people are committed for as much as anything!

Other than a letter from the Penitentiary Service no other information was received from Ottawa for this project. The letter did however state "that between 600 and 800 inmates are pursuing courses of study at the elementary level; 900 to 1100 at the secondary, and between 300 and 400 at the postsecondary level." The letter then went on to say that "Specific basic literacy programs exist in one form or another at all major institutions."

Very little research ha5 been carried out on educational programs within correctional settings. Not all inmates attend the educational programs. Those who do, may do so for a variety of reasons. At the

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[4] Canada's Correctional Services. A brochure prepared by the Canadian Penitentiary Service, Ottawa. n.d., p. 3.

[5] Sources: (a) Statistics Canada. Correctional Institution Statistics, 1970-1973. Catalogue #85~207. (b) Canadian Penitentiary Service-material supplied to the writer in 1970.

basic literacy level, many may want to learn to read and write in order to correspond with their families. When they feel they have attained this goal they cease attendance. Others attend in order to improve their chances of parole. In a maximum security institution, attendance and good results in the educational program could mean a transfer to a medium or minimum security institution especially for first-time offenders. From a maximum institution there is no parole, so those who continue their attendance in the prison school are usually there to improve themselves.

Since 1970, the Canadian Penitentiary Service (CPS) has contracted out for full-time teaching staff. These are normally provided by a local community college e.g. St. Lawrence College supplies Collins Bay in Kingston, Red River College, Winnipeg, supplies Stony Mountain in Manitoba; or a department of education e.g. in Springhill institution the Nova Scotia Department of Education, is involved with CPS and the Department of Manpower and Immigration. The tendency is for the full-time staff to provide courses up to the grade 10 level. Higher grades and university courses are contracted out, or the inmate can enrol in correspondence study.

In terms of equipment, supervisors of the academic program in the two penitentiaries visited, indicated there was no problem at all in obtaining the necessary equipment and supplies from the Solicitor-General's Department. Courses offered tend to be similar to those employed in the local area in BTSD programs.

Provincial programs. -- Inmates with sentences of two years less a day are normally confined to provincial institutions. Because of the short time spent within the provincial correctional setting, some stress is laid on rapid academic upgrading for those in the educational program and the individualized approach. A summary of the situation in each of the provinces follows.

Newfoundland operates an upgrading school in Her Majesty's Penitentiary, St. John's. It is a BTSD program operated under the sponsorship of the College of Trades and Technology which supplies the materials and the instructor.

New Brunswick has an academic program operating at the New Brunswick Central Reformatory at Kingsclear N.B. The Department of Justice selects the instructional staff and finances the program but the New Brunswick Community College provides curriculum guidelines and monitors the program. The emphasis is on rapid academic upgrading and preparation for the GED examination.

Prince Edward Island has no literacy activities or academic upgrading in any of its jails.

Nova Scotia--the Halifax County Correction Centre makes use of community agencies and facilities for those wishing to improve their education.

Ontario's Ministry of Correctional Services has its own integrated educational system, but works in association with the Ministry of Education. The educational focal point in adult institutions is the adult training centre (ATC). There are six of these

centres throughout the province.[6] They are designed for young adults (16-24) years who are more highly motivated and are in need of skill training. Academic, vocational and life skills educational opportunities are provided generally up to grade 10. After that level, correspondence courses are used or the inmates are released under the Temporary Absence Program for attendance at community educational facilities.

Many of the ATC's handle 50-60 students. The largest is at Maplehurst, a new facility just opened in the latter half of 1975. At full capacity 1Maplehurst will be able to handle 200 students, from basic literacy through to university level. There is an academic core of communications, math and life skills which everyone takes, and a wide variety of shop courses to fill out the educational program.

In addition to the ATC's, Ontario has nine correctional centres which also have some academic upgrading. The correctional centres are designed more for older clients and recidivists.

The Hamilton and District Literacy Council has taken an active role in tutoring illiterate inmates in some Ontario institutions, notably Guelph Correctional Centre and the Barton Street Jail, Hamilton.

Manitoba--No written information received, but Red River Community College runs a program in Headingley.

Saskatchewan has three provincial correctional centres, one for men in Regina and two in Prince Albert, one for each sex. The programs come under the auspices of the Department of Social Services, but curriculum outlines follow those laid down by the Department of Continuing Education which also is responsible for the certification of students. 0 to grade 10 courses are taught by qualified teachers; higher grades and university courses by correspondence. Shop options are available. The centre in Regina is in close touch with community education facilities.

Alberta's correctional institutions provide for correspondence courses and some, depending on size have teachers supervising classroom settings. Life Skills Courses, Christopher Leadership Course (development of social and public speaking skills, operated by the Catholic Church and the Christopher Association) and Marriage Enrichment Courses (designed to increase communication skills within the context of marriage and conducted by the Family Life Education Council of Edmonton) are also offered in some settings.

British Columbia makes use of correspondence courses in most of its institutions and staff act as tutors. New Haven and Lower Mainland Regional Correctional Centres have experienced teachers for remedial work for those inmates below the grade 8 level. Considerable use is made of community education facilities such as local schools and colleges, under the Temporary Absence Program.

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[6] These are Brampton ATC; Glendale ATC, Simcoe; Maplehurst ATC, Milton; Monteith ATC; Rideau ATC, Burritts' Rapids; and Thunder Bay ATC.

In the Territories - correspondence courses and local educational facilities are used.

Summary.---Educational opportunities for academic upgrading are available within most correctional institutions. Where they are not provided it is usually because of antiquated conditions and a rapid turnover of small numbers of inmates. Prison schools are generally characterized by small numbers of classes and staff. Ratios vary from 1:8 to 1:15.

In terms of basic literacy training rather than the broader field of academic upgrading, very few programs actually indicated they had people at this basic level. Some provincial program supervisors indicated the difficulties of trying to raise the level of a completely illiterate person to a satisfactory grade level under the given time constraints. One mentioned the lack of suitable adult materials below the grade 6 level and counted his success rate at that level as nil. Perhaps more institutions could consider the each-one-teach-one method espoused by Dr. Frank Laubach and which has been used successfully in Guelph in Ontario where inmates have been trained by volunteers from the Hamilton area to teach each other.

OTHER GOVERNMENT PROGRAMS

Various departments of social services run work activity projects on a cost-sharing basis between the three levels of government. These projects are designed for welfare recipients and as well as the work activity, some have an academic upgrading component. Some of these projects have now been handed over to Manpower and became BJRT programs, others coexist with BJRT.

Other government departments in urban southern Canada are generally involved in adult basic education through sponsoring clients or perhaps in sponsoring night classes; the Federal Departments of Indian Affairs, Regional Economic Expansion and Unemployment Insurance Commission are examples. Some provincial Departments of Education run correspondence courses below the grade 8 level.

SCHOOL BOARDS

School boards are involved in adult basic education in both the traditional and non-traditional ways! The traditional way here is taken as being the provision of night classes once or twice a week for a two to three hour period when adults can come and upgrade their academic levels in the regular school setting. Such night classes still exist.

The less traditional ways include adult day schools carried on either on a full or part-time basis in a school or community setting, and Co-operative ventures where the school board has worked with other organizations, social agencies and/or volunteers to produce and deliver a program which caters to the needs of the local population.

The results of the school board survey will be dealt with later, but in this section, as an example of a co-operative venture the situation existing in Metropolitan Toronto will be considered. In 1969, an adult day school began as a Metropolitan Toronto Department of

Social Services volunteer project. The aim was to try to fill the gap that existed between lack of education and employment opportunities for those people who were ineligible for Manpower sponsorship and entry into upgrading programs in the local community college and to serve the educational needs of special clients who were not accepted elsewhere. The school, situated in the basement of an emergency family shelter in downtown Toronto, became a viable project. The adult student population increased mainly by word of mouth rather than any advertizing. The Toronto Board of Education assumed financial responsibility for teachers' salaries and school supplies. The Metropolitan Department of Social Services provides the coordinator's and counsellors' salaries as well as the physical facilities and public transit fares for the students.

This co-operative venture has worked well,[7] and has been replicated many times throughout Toronto. The North York Board of Education (a northern borough of Metropolitan Toronto) now has four community settings where adults are taught during the day. The settings are, the basement of a library, a school building which has been leased to an Italian cultural organization - C.O.S.T.I. - for its programs, an Ontario Housing (rent-subsidy) building and a 1Y1. When Fred Ryan, the co-ordinator of the original Toronto adult school discovered several students spent about two hours on public transit every day just to get to the school from their dwellings in Scarborough (the easternmost borough of Metropolitan Toronto) he decided to seek a Scarborough location. A library setting was chosen and the Metropolitan Toronto Separate School Board provided a teacher. After a few weeks, as word spread of this local venture, the class became too large for the library facility and had to move to a larger location--a mission hall. Additional staff were hired.

These projects start small, have an open atmosphere, are situated in community settings rather than schools, are free, use volunteer help when the need is indicated, and provide the necessary car or bus tokens for the student to attend class. They operate on a revolving door policy, students can reenter if they have temporarily left the program. The one in downtown Toronto operates on a full-time, full year basis, some of the others just on a part-time basis--e.g. mornings only. For students who have had bad school experiences the more relaxed community setting is an important factor in motivating them to improve themselves. School boards willing to do something for the adult illiterate and semi-literate person should bear in mind the importance of the setting and its psychological effects on the potential students. An integrated approach using the combined resources of the community has a greater chance of success than a school board working on its own.

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[7] For a more detailed description of the project see Ethel Anderson and Elizabeth Woeller, "An Adult Basic Education Program in a Community Setting," Literacy Discussion, Vol. V, No. 2 (Summer 1974), pp. 211-225.

LIBRARIES

Libraries were mentioned as settings for holding adult basic education classes. What could be a more natural place for introducing someone to books and the pleasures which can be gained from reading?

In addition to offering their facilities, some libraries hold their own programs e.g. Regina Public Library, Parliament Street Library in Toronto. The former utilizes library assistants in teaching the adults. The latter utilizes volunteers.

It is realized that not all libraries have the space facilities for actually holding classes, but there are many other ways in which they could help the illiterate and functionally illiterate adult. Some suggestions will be made later in this report.

LITERACY COUNCILS

Volunteers are used in literacy education in many settings as tutors. However, there are organizations which are completely run and "staffed" by volunteers offering literacy training. These are known as literacy councils. The literacy councils are affiliated with the National Affiliation for Literacy Advance (NALA), a membership organization of Laubach Literacy Inc. which has its headquarters in Syracuse, New York. The method used is that pioneered by Dr. Frank Laubach in the 1930's and which has since spread to 103 countries and 312 languages. It is based on the motto "Each one teach one". The set of books used are called "The New Streamlined English Series" and are published by New Readers Press, another division of Laubach Literacy Inc.

NALA offers a variety of services to volunteer literacy projects including training and certifying volunteer tutors in the Laubach method, providing guidance for setting up and administering volunteer literacy oils, providing guidance in English as a second language to undereducated adults, and so on. There is an Executive Committee elected biennially and a number of standing committees responsible for certification standards, publications, research and evaluation, promotion and public relations, biennial conference and nominations. On May 1, 1974, NALA affiliates numbered 297 groups and 13,866 persons as members. Single membership fees $2.00 for a year. There are, in addition, group membership and special membership fees.

The first literacy projects to use the Laubach method in Canada e initiated in 1970 in New Germany, Lunenburg County, Nova Scotia, by the wife of a Lutheran minister, Mrs. Irlavere Tubbe.[8] In its publication Literacy Intercom, Summer-Fall, 1974, No. 4, on announcing the formation of the eastern Canadian NALA region, NALA claimed 384 members and six literacy councils-four in Nova Scotia and two in Quebec. As of May 31, 1975 three Canadian literacy councils had renewed their memberships--Lunenburg County, Halifax County and the Hamilton and District Literacy Council.

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[8] See "One-to-One Literacy Pilot Project", Nova Scotia Adult Education, Vol. 7, No. 7 (July-August, 1970).

Other councils or groups of tutors have existed or are existing in Truro, Liverpool, Antigonish, Stellarton. Guysborough and Cape Breton, according to sources in Halifax. Prince Edward Island have a group of tutors trained in the Laubach method and some training has recently been done in Saint John, New Brunswick.

Two of the active councils are located in large urban areas, namely Halifax and Hamilton. As volunteer tutor and student arrange their own time and place of meeting-either their own homes or a mutually acceptable alternative-library, cultural centre or church hall etc.--it could be that this type of organization is best suited to an urban setting where there are larger numbers of people requiring literacy training and larger numbers of potential volunteers. In addition, accessibility is less of a problem than in rural areas. In the Fall of 1975,Hamilton had 123 students receiving tutoring and Halifax had 80.

LITERACY VOLUNTEERS OF AMERICA

Another organization with its headquarters in Syracuse is Literacy Volunteers of America Ins. (LVA). It has trained volunteer tutors in workshops since 1962 and produces among other materials, three pieces of literature--TUTOR, a handbook with step-by-step instructions for teaching basic reading; READ, a tool for determining how well a student can read and LEADER, a handbook for organizing, planning and directing a local tutorial program.

Some Canadian volunteer programs have been trained by LVA and used their materials very successfully. Not everyone knows about LVA, but those who have been exposed to both Laubach and LVA appear to prefer the latter.

FRONTIER COLLEGE

Frontier College is not an ordinary college. Except for its headquarters, (a converted house in mid-town Toronto), it has no campus or formal classrooms. Pre-structured courses are not offered, nor does it grant degrees, yet Frontier College has played a vital role in the development of Canada's human resources.

Founded in 1899 by Mr. Alfred Fitzpatrick of Pictou, Nova Scotia, the College began to combat- the problems of illiteracy especially among immigrants in the logging and railroad camps in the north. Frontier College has committed itself to the belief "that education is the root of development and that it can only happen successfully between friends and equals".[9]

For 76 years, Frontier has sent about 100 young Canadians each year into mining towns, construction sites, fishing villages, logging operations and railway crews in remote parts of Canada. Field-workers

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[9] From a hand-out 76 Years Old and Still Sweating on the Frontier, distributed at the 1976 Conference and Annual Meeting of Frontier Colleqe.

are called labourer-teachers and take on labouring jobs during the day.
and, on a voluntary basis in their spare time, initiate adult basic
education activities. The success of these activities depends on the
rapport established between fellow-workers and the labourer-teachers.
Education activities include not only training in communications
skills, but also recreation and leisure time activities, setting up of
library services and audio-visual programs and counselling.

In recent years, several new trends have evolved as Frontier
College adapts to changing community needs through time.

1. Longer term placements of 8 months to 1 year are more
   commonplace than previously.
2. A greater number of single women and married couples are going
   into the field.
3. As bunkhouses gradually disappear, more work is carried on in
   small communities. Here, the Frontier College worker is more
   a community developer, working on a full-time basis to promote
   community organizing, leadership development and adult
   education, among other things. The College contracts its
   services to the community on a cost-recovery basis.
4. More Native Peoples have been taking advantage of Frontier
   College's services.
5. Regionalization has been introduced. Canada has been divided
   into four regions a) West (B.C., Alberta, Yukon and Western
   N.W.T.); b) Mid Canada (Saskatchewan, Manitoba, Western
   Ontario); c) Quebec (Eastern Ontario, Quebec, Eastern N.W.T.);
   and d) Atlantic (Nova Scotia, New Brunswick, P.E.I. and
   Newfoundland). Each region has Head Office-based co-ordinators
   who take responsibility for all programming in each region. A
   National Co-ordinator oversees and maintains a balance among
   the regions.

From the period October 1974 through September 1975, Frontier had
87 projects involving 104 field workers, 26 of whom were women, and
just under half of all projects were in native communities. The number
of labourer-teacher days of service in 1975 were 16,678 (an increase
from 9,996 in 1974) and included 2,157 days of contract work.

Some Frontier field workers are working with co-operatives and
one of these, the Dundas County Recycling Co-op, in Ontario was visited
by one of the project assistants. The funding for this came from the
Local Employment Assistance Program (LEAP). The Co-op was started in
1973 as a result of efforts made by Seaway Community Services and the
local Canada Manpower Office. It is a self-help program based on the
recycling of waste materials. The goals of the program were outlined
as:

1. To employ people who are considered by the labour force to be
   unemployable and bring them to a point of development where
   they will seek alternate employment, and
2. To develop an ongoing business in the salvage industry.

Nine people were employed on a full-time basis. The Frontier
College worker was brought in to try to upgrade the educational levels
of the employees, many of whom were illiterate or semi-illiterate. The
men did not take kindly to the idea of upgrading per se but the worker

introduced a co-op correspondence course which explained the workings
of a co-op. Through this vehicle, the worker eventually hoped to
introduce academic upgrading work. In the meantime, the co-op received
some attention from the Ministry of the Environment because of its
effective salvage operation from garbage pickups! This is another
example of how people working together can begin to solve their
problems.

OTHER PROGRAMS IN THE PRIVATE SECTOR

Some individuals, concerned about "problem" students and
drop-outs from the regular school system have initiated their own
programs which have subsequently been expanded to include adults of low
educational levels when the need was made apparent. Two of these
independent programs will be briefly described.

Craig Reading Clinics.--These clinics are owned, operated and
coordinated by Charles Craig who has had considerable experience in the
fields of special education and adult basic education which includes
many years of literacy work with Native Peoples. In 1972 he started his
own clinic for children with reading problems. Two years later a
program for adults was begun. All students are referrals of Vocational
Rehabilitation Services and include physically handicapped, emotionally
disabled, mentally retarded, ex-inmates and those with specific
learning disabilities. It was realized that many adults are
functionally illiterate, because perceptual difficulties were never
recognized or diagnosed when adults were at school and so were
neglected. Occupying the basement and ground floor of Craig's home are
a well-equipped reading lab and "classrooms". The warmth of the home
atmosphere, together with sensitive staff, low ratios and obvious
expertise in both academic and interpersonal skill areas have all
combined to produce adult students who are able to achieve results not
formerly attributed to them. The environmental therapy approach and
philosophy of Charles Craig works.

The adult program is financed on a fee for service basis in
conjunction with the Ministry of Community and Social Services. As of
the summer 1975, there were two adult programs operating---one in
Orillia, the other in Owen Sound, Ontario.

Radius Tutoring Project.--Another program using a therapeutic
approach and operating on a fee-for-service basis is "Radius" in
Saskatoon. Radius Tutoring Project is a non-profit society under the
Societies Act of Saskatchewan. It has been in existence since 1972 and
is a therapeutic educational project which has evolved to provide
services to persons who do not fit into existing educational programs.
The program includes both teenagers and adults, unwed mothers, native
people, probationees, adults who have never attended school, people
experiencing drug abuse and behavioural disorders.

The Director, Ms. Diane Hetherington-Gossen is a Regional
Associate of the Institute of Reality Therapy of which Dr. William
Glasser is the President. Reality therapy is the model on which the
program proceeds. The student population of about 103 meets every
morning from 9:00 to 12:00 in private dwellings. Thus, the atmosphere
is informal. Ratios are kept to about one to four below the grade 5
level a-id one to eight for the higher grades. Radius sees itself as

providing a short-term program for people who should be able to eventually move into more regular educational settings.

SHELTERED WORKSHOPS

A number of agencies and people are involved in providing basic education skills in a sheltered workshop setting. Workshop settings can cater to one special client group, for example those with cerebral palsy, or those who are acutely mentally retarded; to clients with a wide variety of handicaps - mental, emotional and physical. These programs may be provided by provincial organizations, local initiative or concerned individuals.

SUMMARY

Obviously, there is no one approach to helping adults of low educational attainment improve their capabilities. Some approaches work better in some settings than others, some have been derived to meet gaps in conventional delivery systems, others to respond to particular geographic needs and social conditions. Some have succeeded because of the initial insight and hard work by a few individuals conscious of the needs and problems, others have succeeded because of the collective co-operation and efforts of many.

Be all this as it may, vie are still faced with the fact that the Department of Manpower dominates adult basic education in Canada, yet the paradox is that in terms of basic literacy, local Manpower Centres generally do not refer people needing this kind of training, so alternatives have to e developed. In terms of the human resources required to support one illiterate person, the costs are so great that there have to be more efforts made towards using volunteers and towards increased interagency o-operation.

Cultural organizations, churches, industry and trade unions are some of the organizations involved in English as a second language training. Some unions are moving towards introduction of workshops on metrication. The capability and will is there to help the immigrant and the normal anglophone in Canada adjust to their present social and/or working environment. Could not these people, if the dimensions of the problem re made more clear to them, also assist the native-born English-speaking literate and functionally illiterate adult by providing literacy activities cater to their needs?

FINDINGS FROM THE INTERVIEW SCHEDULES - PHASE I

As indicated earlier, in Phase I (summer, 1975) 23 organizations were visited. In the community colleges, more than one program may have been visited. (See Appendix IV.) In the case of some programs it was not always possible to apply the three interview schedules as planned. This happened, for instance, where the administrator or co-ordinator also happened to be an instructor, or where students were not easily available because of a policy decision relating to the program. Thus the number of responses is not a constant i.e. 23 for administrators, instructors and students. Copies of the interview schedules are given in Appendix II.

Administrator's Responses

There were 23 responses from administrators or co-ordinators. The breakdown of these according to program was as follows:

BJRT	BTSD*	Correctional	Work Activity	Other	Total
6	7	2		2	6

*In the BTSD programs, two levels I were visited, the rest were level II.

The questions to the administrators were clustered in six areas origin, goals, staffing, clientele, program content and organization, and funding. Each of these will now be considered.

ORIGIN

Date of Origin of Programs Visited

Date of Origin	Number of Programs	Percent
Before 1960	2	8.7
1960 - 1970	8	34.8
1971 - 1975	13	56.5
Total	23	100.0

The relative recency of programs can be attributed to the efforts that were made to counteract the high rates of adult functional illiteracy that were made apparent after the 1961 Census data became available along with the attempts to reach the "disadvantaged" in Canadian society and provide programs that would eventually lead to their employment. The fact that over half of the programs were only begun in the last five years also points to an increasing awareness and concern for those adults with low educational attainment and poor life-coping skills.

Of the eight programs originating in the 1960's, seven were BTSD programs and the remaining one, a volunteer project that evolved into a venture with several co-operating organizations.

Of the two programs before 1960, one was a correctional centre originating in the 1950's and the other was Frontier College - 1899. Canada has had several unique adult education programs, the fact that Frontier College still survives and flourishes when other ventures have ceased is testimony, among other things, to the dynamism, flexibility and uniqueness of its approach which can harness the energy, idealism and enthusiasm of youth and put those qualities to work creatively in local conditions where there is a need for service.

Causes

In the case of the BTSD programs, the response was to the federal legislation of the 1960's which resulted in the Canada Manpower Training Program. Before the community colleges came into existence, BTSD programs were handled by other institutions and agencies. With the formation of the community colleges, the responsibility for the delivery of the programs passed to the colleges.

The BJRT programs originated as responses to the needs of the local population, as perceived by local colleges and social agencies together.

The correctional programs were started as a result of government requirements or requests.

The work activity projects were started to counteract unemployment, either to try to alleviate local unemployment rates through providing activity to some welfare recipients, or from a realization that so-called unemployables could be employed if given training in basic academic skills and work activities.

Each of the other programs are responses to particular local needs were evident to the initiators of the programs, and are all attempts to try to bridge the gaps created between the educational system which tends to serve the well-adjusted or favourably disposed client rather than those with special needs and problems. Even with special groups there is a hierarchy, thus one program visited was geared to the mentally retarded because there was a lack of learning places for them elsewhere. The goal was to train the students so some would be accepted into a sheltered workshop run by an Association for the Mentally Retarded.

The origin of Frontier College as a response to the illiteracy of bush camp workers, especially immigrants has already been mentioned. The Hamilton and District Literacy Council (HDLC) had its origins when concern was expressed by the John Howard Society about the high illiteracy rate in Barton Street Jail, Hamilton. This concern was also expressed by members of the Hamilton Social Planning Council. A member of the Lutheran Church Women knew of this organization's involvement in literacy training in the U. S. and through them a tutor-trainer came to Hamilton and trained some volunteers who became the nucleus of the future HDLC.

A library program started when it was realized that many people could not sign their names when an income tax clinic was held in the library in the spring of 1975. A neighbourhood survey was conducted and the Regina Public Library program served as a model. The other two programs started due to the efforts of individuals who, in each case, realized that the needs of certain people were not being met, and each in his own way then worked to fill that gap, in the best way he could.

The causes that led to the origin of the programs can be summarized as follows:

Causes Leading to Origin of Program

Response Categories	Number of Responses	Percent
Government directives/initiatives	9	39.1
Responses to local social conditions in which social agencies and organizations were involved	10	43.5
Efforts of individuals	4	17.4
Total	23	100.0

GOALS

Responses about program goals can be classified under six headings as in the following chart:

Types of Goals Specified by Program Administrators

Program	Individual	Academic	Employment	Skill Training	Personal Development	General
BJRT	3		2		2	1
BTSD	1	3	3	3	3	1
Correctional		2			1	
Work Activity			2			
Other		4	1		3	1
Totals	4	9	8	3	9	3

Some administrators were more sophisticated than others and stated three goals, hence the number of types of goals specified exceeds 23. The chart has been set up to indicate in what goal-related areas the responses fell. Thus, a total of four respondents indicated that the goals varied with the individual student. Nine people saw the goals of the program as being related to some phase of academic achievement, answers here ranged from straight "academic upgrading" to "upgrade in a designated subject within a given time period", to

"teaching reading and writing" etc. Eight responses indicated that the program goals were employment related i.e. "to get the students into the work force", "improve work histories", "prepare for job and productive life", "achievement of a set of specified behavioral objectives, primarily to survive on the job market". Three responses from those in BTSD programs indicated that goals were related to further skill training. Nine responses indicated the importance of goals relating to socialization and personal development. This area included responses such as "to gain self-confidence", "to value themselves as contributing citizens", "to learn to live with one another", "to motivate themselves to future self-learning". In the "general" category, rather global answers were given such as "to provide educational opportunities for students".

Determining the Program Goals

The next question asked "Who determines the goals?"

The answers to this question are summarized below.

Program	Government	Co-operative effort with student participation	Other
BJRT	1	5	1
BTSD	3	3	2
Correctional	2		
Work Activity	1	1	
Other		2	4
Total	7	11	7

In the case of the BJRT and BTSD programs, an administrator in each instance gave two responses.

Under government, one person mentioned the AOT Act, two in the BTSD programs mentioned the Ministry of Colleges and Universities, one just said "government."

In the BJRT program, three administrators mentioned "student, co-ordinator and referring agency." The other two mentioned that "students set own goals", and "students and staff". One of the work activity projects had the same model as the three BM programs just mentioned - client/staff/referral agency. In the "other" column, replies included "Chairman determines feasibility within the program" and "Board of Directors".

The greater degree of student participation in goal setting stands out in the BJRT program more than anywhere else.

Methods for Determining How Program Goals Are Being Met

Response Categories.	Number	Percent
Participatory Assessment	8	34.8
No answer	5	21.7
Tests	3	13.0
None	1	4.3
Other	6	26.1
Total	23	100.0

The next question asked was about the methods employed for determining whether the goals were being met. As the chart above shows, the most popular method is participatory assessment. Included under this category are counselling sessions, informal evaluations with staff, agency personnel and the student.

Included in "other" were statements such as "evaluator hired for program", "on site evaluation", "not applicable" - this instance in the case of a program only just starting. Again, the BJRT programs scored high in the participatory method.

Success

Eight people indicated they thought the program was very successful in meeting its goals or that the administration and/or sponsoring agencies were pleased with the progress.

Three indicated "reasonably" or "fairly well". Two indicated that it was too early to tell. Other answers included, "varied with the student", "good, faster progress than anticipated", "no empirical measure to date". One BTSD program administrator reported "Successful in terms of tests, but not in changing life styles!" Another BTSD program that depends on testing of program objectives indicated that eighty percent of the criteria must be met before success can be attributed.

STAFFING

Numbers of staff associated with government programs were small and were fairly evenly divided between male and female. These were, however, full-time professionals. Two BM programs had part-time instructors. Sometimes, if the number of seats purchased by Manpower is 15 this necessitates obtaining a part-time coach or academic instructor as the BJRT program in Ontario generally works on a 1: 10 ratio. Two other BJRT programs had one female volunteer each.

Five of the BTSD programs had part-time instructors and one program indicated that it had learning support staff who marked papers, kept records and so on.

In the work activity projects and the correctional settings, staff numbers again were small, mostly fulltime, and mostly male.

The other programs relied very heavily on volunteers for staffing their programs, some completely so e.g. the Hamilton and District Literacy Council (HDLC) and the library program. Others used a combination of full-time paid instructors and volunteers. The volunteers also included the total number for Frontier College, for, even though the workers are paid during the day, the instruction, as explained previously is given voluntarily.

Number of Instructors in Programs Visited

The chart below summarizes the total situation.

		Full-time Instructors	Part-time Instructors	Volunteer Instructors
Manpower programs	(13)	86	27	2
Other government programs	(4)	18	1	–
Others	(6)	14	–	231
Totals		108	28	233

Not all administrators gave a breakdown by sex, and for those who did, it seemed to be an almost even split between males and females, both in full-time and part-time staff. Among the volunteers, however, there were more than three women to every two men. This perhaps is not as high as may have been expected, the reason being that the high numbers of women involved in the Literacy Council and other programs are offset by the mainly male volunteer workers at Frontier College.

Because of its each-one-teach-one approach, the one voluntary program (HDLC) employs more people than the six BJRT and seven BTSD programs visited.

Factors in Selecting Instructors

Personal Qualities

Twelve out of 23 Administrators stated that personal qualities were the most important in selecting instructors for their programs. In some cases, certain academic qualifications are mandatory, but given two people with the same paper qualifications, the personal qualities are the deciding factors. What follows is a composite picture of the personal qualities looked for by all 23 administrators. The numbers in brackets indicate the times that particular quality was mentioned.

The ideal ABE teacher would be empathetic (6), compassionate, sensitive, understanding and patient. He/She must have the motivation to do the job and a favourable attitude towards the student. The commitment to the student (3) should be present and the instructor have

the ability to work on a one-to-one basis (3). Possession of good group skills (3) and problem-solving-coping skills (3) are a definite asset. It also helps to be mature (2), independent (2) yet flexible (4) and willing to learn, to update programs and to be involved in one's own growth. It helps to be creative (3), to have social consciousness (2) and to be confident (2). In addition, if the person is amiable, relaxed and has a sense of humour he/she would probably do very well in an ABE setting. If the potential instructor also happens to be well travelled, takes initiative and is physically strong, these are added bonuses. In short, the ABE instructor with these qualities would be an excellent facilitator.

What other factors are considered?

Academic Qualifications, Training and Experience

Only two program administrators placed these ahead of the personal qualities.

Two administrators listed degrees viz:- B.A. minimum, a degree in the social sciences. One specified a minimum of grade 12. Six administrators indicated that academic background was looked for and taken into consideration when the need arose. Three indicated the need for adult education experience -leadership training. Five stated they needed qualified teachers. One BJRT co-ordinator mentioned that the staff came from the College's Retraining Division. Three administrators did not mention anything in this category. One administrator chose people who were known to him personally and were rich in life experience, the rationale being that there is very little or no training available in basic literacy anyway. In some of the voluntary programs, academic qualifications are negligible. For example, as long as a person can read well and write legibly he is capable of tutoring a non-reader. Frontier College looks for bilingualism among its applicants. More stress is obviously laid on personal qualities than academic background and training in selecting ARE instructors.

Training of Instructors

In view of the fact that training is not very important in selecting instructors, does this attitude prevail once they are hired, or are there attempts to train the instructors? This question will be answered next. Following are the responses.

Program	Orientation Session	In-Service Training
BJRT	1	3
BTSD	5	7
Work Activity	-	-
Correctional	2	2
Other	4	2
Total Responses	12	14

Twelve out of the 23 programs had orientation sessions while 14 had in-service training. The increase in the latter is accounted for by the fact that in the community college system, a certain number of days are allotted for professional development each year. Holding orientation sessions is obviously not as regular a practice. In the voluntary programs, the reverse is true, in the sense that orientation and initial training is more important for volunteers, and after that, it's difficult to arrange in-service training when the instructors are not a "captive audience" so to speak, compared with community college staff.

Orientation Session -- Of the twelve who indicated that an orientation session took place, ten indicated the personnel involved in this. In seven cases it was conducted by a senior staff person i.e. co-ordinator, principal, assistant director of adult training etc. In one case it was done by the instructor being relieved. In a volunteer program, several people were involved, such as ESL teachers and the principal of an alternative school (for high school dropouts). In the Literacy Council, the orientation session is conducted by NALA tutor-trainers.

The length of the session varied from one day to eight days. Five were either one day or less. Three were from 2 to 3 days in length. Three were a week or more in duration, and one administrator stated that the length varied.

The nature of the orientation session varied from an informal owing the teacher the ropes", to an individualized training program with an assessment of learning systems and an immersion in the systems approach. Objectives are also set by the instructors for themselves. One college offers some orientation in teaching methods, another describes the routine and this is followed by several days observation.

Two voluntary programs place particular emphasis on their orientation session. Frontier College introduces its field workers to an intensive group session of a week with emphases on formal language training, community organization, interpersonal and communication skills.

The Literacy Council holds a ten hour workshop, usually over a weekend in which the following are included:

1. Sensitization to the feeling of being a non-reader.
2. Demonstration of the Laubach method.
3. Run through of the first three Skillbooks, demonstrating their use.
4. An overview of the entire course provided for students.

At the end of this workshop the volunteer receives a Literacy Tutoring Certificate approved by NALA.

One college which did not have an orientation session indicated that they were planning on introducing one in the future, and another indicated that most of the staff start part-time so they receive on-the job-training.

<u>In-Service Training Session</u> -- People conducting in-service training sessions were usually identified as "staff" or "chairman." One college indicated outside people may be invited, and another college indicated they co-operated with a neighbouring community college.

Length of the sessions varied. One WRI program had a debriefing every day, another every Thursday afternoon. Another indicated that there were professional development days that could be used to advantage.

In the BTSD programs, length varied from a month or more to two days a year! Training consisted of exposure to "teaching methodology", "audio-visual demonstrations", "systems approach to learning", "training in cognitive style mapping", "teacher effectiveness training".

In the correctional settings, staff have professional development days.

In the voluntary programs, only the Literacy Council has a system of in-service training. This again is NALA-based. Additional workshops are held to orient and train tutors who will be using Skillbooks 4 and 5. NALA has its own certification standards whereby a literacy tutor can graduate up a ladder to positions of increased responsibility in training in the Laubach method. The "promotion" depends on the number of hours spent in tutoring, recommendations from others in the system, previous NALA certification, and NALA membership, as well as a series of successfully accomplished tasks related to the new position as laid down by NALA. The possibilities are for a Literacy Tutor to become a Senior Literacy Tutor, then a Literacy Tutor Trainer, and a Master Literacy Tutor Trainer. In addition, there are positions as Literacy Writer, Instructor of Writers, College Literacy Instructor and Literacy Leader. The latter is more an administrative or organizational position. This highly organized system is in contrast to the informality and <u>laissez-faire</u> nature of the majority of literacy programs towards training. Such a system does have some value for those without previous teaching experience and provides some kind of incentive for professional development of the volunteer. There are a number of tutor-trainers now available in Canada who can hold workshops for those interested in becoming involved in the Laubach method.

<u>Evaluation of Instructors</u>

Seventeen out of the 23 indicated that there was some method for evaluating instructors. An additional administrator implied as much by saying that the staff worked closely together and would know if anything was wrong. (This was the same program that held a <u>daily</u> debriefing session).

As might be expected, the BTSD programs had the most formal methods of evaluation. Three of the colleges had some kind of rating scale or evaluation system related to performance objectives. One college has participatory evaluation at three levels - student input, assessment by chairman of the department and teacher self -evaluation. In another centre, instructors are interviewed two or three times per year and rap sessions are held every Friday. In another, evaluation is

tied closely to curriculum development and the following of the process
of learning as documented and prescribed for the individual student.

Of the BJRT programs, two had formal evaluations, one had in
informal evaluation process.

Evaluation procedures in the other programs varied considerably.
One had hired an external evaluator for the whole program which would
thus include instructors to some degree. Two mentioned student
feedback. Another indicated that if a problem developed, then the
co-ordinator would intervene and work with the teacher to try to
improve the situation. This would appear to be "crisis intervention"
rather than "prevention". Others mentioned informal procedures or
referred back to the original selection factors. The latter is not a
substitute for assessment of performance, but an indicator only of the
type of person best thought suited to the job.

Volunteers

Orientation Session -- Of the seven programs using volunteers, four
use their volunteers as the instructors and the orientation sessions
thus have been described. Those who use volunteers in addition to paid
instructors have some form of short orientation session.

Acquisition -- In one program the volunteers originally came from
a university, another obtained its volunteers from the Volunteer
Centre. Another gets its volunteers solely through word-of-mouth. Three
programs make deliberate attempts in advertizing for volunteers. These
methods included advertizements in newspapers, on T.V. and radio,
posters in the Toronto subway trains, university and college placement
centres, community organizations and churches, libraries, and shopping
malls. Those who used the newspapers indicated that this was their
number one source of volunteers. In addition, the word of mouth method
seems to be always a reliable source.

Selection -- In the case of the programs using volunteers in
addition to paid instructors, everyone applying is given a chance at
working in the program, until they find they cannot cope or are not
suited to the work.

In the case of programs only using volunteers, selection is
either by interview or through workshop training. In the Literacy
Council, the workshop often acts as a selection device. After taking
it, some people feel that they are not suited for tutoring or cannot
make the time commitment.

Time Commitment -- This varies from half a day a week to two or
three times a week. In a program operating with paid instructors on a
full-time basis, volunteers can select their own period of time or day
for joining the program. Moreover, there were no stated restrictions on
the length of the commitment.

However, for the programs relying solely on volunteers, some time
commitment is expected. In one program, it is for the length of the
course i.e. eight to ten weeks. In another, using the one-to-one
method, a commitment of one year is expected so that the volunteer can

work with the same student and thus more easily establish a trusting, working relationship.

   Functions --In most cases, the volunteer is used as a tutor to help improve academic performance. One administrator stated that they were there "to deliver courage and hope".

Other Comments on Staffing

   Three Manpower-supported programs (one BJRT and two BTSE) indicated that they would like to use volunteers, provided they did not interfere with union regulations. Another BJRT co-ordinator wanted more flexibility in hiring staff to meet the particular needs and interests of students as they occurred.

CLIENTELE

Numbers

   In the Manpower-supported programs, restrictions on numbers were twofold: (a) financial and (b) space limitations. In five BJRT programs, the limits were the number of seats Manpower had purchased (i.e. a financial restriction, in effect). One BJRT program said there were no restrictions on numbers.

   Two BTSD programs mentioned Manpower quotas as restricting numbers, four others mentioned physical limitations. One BISD program said there were no restrictions on numbers of clientele in the program.

   In most other instances, the restrictions on numbers were space limitations, except for the Literacy Council where the number of available tutors limits the number of students, because of the one-to-one method. One other program mentioned the teaching ratio in addition to the space facilities.

   Not every administrator could give the number of students currently in their programs, nor could they give a sex breakdown. The numbers that were given were small except for the BTSD programs where the number for the whole BTSD (0-grade 12) was quoted. The average number of students in a BJRT program was 20; in a work activity 16; in the correctional setting 15; in the voluntary programs about 20, except for the Literacy Council which had over 100. Another program operating on a co-operative basis also had over 100 students.

   Sex -- Generally speaking there were more men than women in the programs. Some were exclusively male (correctional programs and one work activity project). One BJRT program was exclusively female. This program had evolved out of an agency's work with sole-support Mothers.

   Waiting lists -- Twelve out of 23 program co-ordinators indicated that there were waiting lists and five quoted actual numbers. Six indicated that there was no waiting list. There were no answers from five coordinators.

Sources of Program Information

The question asked was "How do the students know about the program?" Four categories were listed and interviewees were asked to pacify more particularly the sources involved. The following chart summarizes the responses.

Response Categories	Number of Responses	
Government referrals		18/23 Co-ordinators
Manpower	15	
Indian Affairs	2	
Workmen's Compensation	2	
Unemployment Insurance Commission	1	
Community and Social Services	7	
Welfare	3	
Ontario Hospitals	3	
Total	33	
Private Agency Referrals		14/23 Co-ordinators
All social agencies	7	
Alcoholics Anonymous	2	
Other	3	
Total	12	
Publicity		8/23 Co-ordinators
Radio and T.V.	3	
Press	4	
Brochures and flyers	4	
Total	11	
Other		12/23 Co-ordinators
Word of mouth	6	
Employers	3	
Self-referral	1	
Parents	1	
Library borrowers	1	
Total	12	

Eighteen out of 23 co-ordinators mentioned government sources as being the means through which students knew about the program.. In the correctional setting this question was not asked so the numbers of co-ordinators responding was effectively reduced to 21. As would be expected, Manpower dominates the list of specified sources. Not too much use is made of publicity. Six out of the eight co-ordinators who mentioned publicity sources were BTSD coordinators.

Admission Requirements

Ten out of the thirteen Manpower-supported programs mentioned the Manpower conditions as admission requirements. In addition,

one BJRT co-ordinator mentioned "the motivation to improve oneself and circumstances", and another BJRT co-ordinator said "the inability to fit into BTSD".

In the correctional setting, admission to the program is on voluntary basis. In the work activity projects the students had to be welfare recipients, and in one project had also to be male.

Four of the other programs have no admission requirements, one of the other programs mentioned that they did not take ESI, students or people who were badly retarded, and one program stipulates an interview with the client.

Intake

All programs except one indicated that intake was continuous i.e. students are able to enter the program at any time that is convenient in the operation of the program. This would occur for example in a Manpower-supported program when a purchased seat becomes vacant,, because a student has entered the labour force or a skill course. In non-Manpower program, intake may depend on ratios, availability f tutors or space requirements.

Some programs have a specific day of the week when new students enter the program. In the BTSD programs there is usually an orientation period of up to one week in length when prospective students can be given placement and other tests, health check-Ups, and counselling. At this time college or program procedures can also be explained. One correctional centre indicated that placement tests were given. Three of the other programs indicated a counselling/discussion session took place.

Sponsorship

Five out of the six BJRT programs indicated that all their seats were Manpower sponsored. One BJRT program only had two-thirds of its seats under Manpower sponsorship.

In the BTSD programs, Manpower sponsorship was responsible for 75 percent to 90 percent of the seats. Other sponsoring organizations mentioned were: Workmen's Compensation, Department of Indian Affairs, Parole Board, Ministry of Community and Social Services. The number of actual fee-payers was very small.

Sponsorship does not apply in the usual sense in the correctional setting. In the work activity projects, the participants are on social assistance.

Of the other programs, only one indicated that its students were sponsored. These were all sponsored by the Ministry of Community and Social Services. In another program, some students were sponsored by a variety of organizations. Generally, in all the other programs, there is no sponsorship and the courses are free.

<u>Age</u>

The age question was broken down into four categories using divisions based on the Census. In most cases, administrators found it difficult to give this kind of breakdown, so numbers when given in the categories were generally estimates. Most preferred to quote an age range and/or average age.

The range quoted for Manpower- supported programs was from 16-60, taking all 13 Manpower-supported programs. As the age for Manpower sponsorship in Ontario is 17 (one year above compulsory schooling age) the 16 year olds must be fee-payers or under other sponsorship. Eight administrators indicated that the average age was in the 25-44 years bracket, with the greater emphasis being in the 25-30 years group. Four administrators indicated the average age was in the 15-24 years group. In one college where a study had been done of the BTSD students, the age range was quoted as being from 17-55 years, the average age as 22-23 years, the median age as 21 years and the mode 18 years!

In all other programs, age range was from 14 to 78 years, but again average age tended to fall in the 25-44 years group with the emphasis on the earlier ages in that group.

It is worth emphasizing at this point that all the programs seem to cater to the younger adults (under 30 years) whereas the Census data revealed the greatest need for adult basic education would be in the older groups.

<u>Drop-outs</u>

The next four questions were designed to try to get a "fix" on the drop-out rate of adult programs. In the pre-test, the word "drop-out" had produced some very defensive and emotional reactions so it was decided to try to tackle this problem through another route and a series of questions. Even so, this is a difficult area to quantify because of the continuous intake and because of the wide variety of reasons which could lead to an <u>adult</u> leaving a program. Records in many cases were not readily available, because they were kept by someone else, or not kept at all. In some cases they are amalgamated into the number of student-days, and it is difficult to isolate the data.

Because of the continuous intake, therefore, the question about the number of students in the last session was difficult to answer. The only people answering this were the Manpower-supported program administrators who were able to quote the number of seats purchased in the last fiscal year.

There was a greater response to the question asking administrators to list the factors in order of priority, which determine when a student leaves the program. Nine factors were listed and the chart below gives the number of times each of those factors was mentioned by ranking. Only eight administrators attempted any kind of ranking.

Leaving factor	Ranking in order of priority								
	1	2	3	4	5	6	7	8	9
Health	1	1	-	1	2	1	-	-	-
Employment opportunity	2	2	3	-	-	-	-	1	-
Time allocations	-	1	1	1	-	-	1	-	-
Behaviour	-	2	-	2	1	1	-	1	-
Academic achievement	3	3	-	1	-	-	-	-	-
Lack of day care	-	1	-	-	-	1	2	-	-
Personal factors	1	2	3	-	2	-	-	-	-
Location	-	1	-	-	-	1	1	1	1
Other	1	-	-	-	-	-	-	-	-

Each of the factors can be weighted so that those in first place are given a value of 9 , and those in second a value of 8 and so on, until the factor in ninth place has a value of 1. If this is done, employment opportunity and academic achievement have equal weight (values of 57 each) and personal factors is a close runner-up (value of 56). The factor under "other" was attendance, this factor or its negative counterpart - absenteeism was included under personal factors by some administrators. Thus, if "other" is added to personal factors it becomes the chief factor for students leaving the program (value of 65). Behaviour (39 value) and health (37 value) are the next most important factors. Time allocations (24 value), lack of day care and location (a value of 18 each) are less important factors.

The strong value scores given personal factors, health and behaviour, if combined, outweigh the combined academic achievement and employment opportunity scores.

Three additional administrators did not rank the leaving factors but two indicated that one student in each program left because of unsuitable behaviour, another indicated that one student left because he did not like life skills. Two other administrators replied that the student left when he/she was ready.

Three administrators were able to give some numbers together with reasons as to why students left. Personal factors (including health and absenteeism) again were the major reasons.

Follow-up

Students -- Twenty out of the twenty-three program administrators indicated that there was some follow-up of students either in effect or about to be implemented even though in some instances it was of a very informal nature. The three programs not having follow-up were the correctional centres - an understandable situation and one BTSD program.

Four of the administrators in Manpower-supported programs indicated that the follow-up was done by the CMC's or social workers. Seven other administrators indicated that follow-up was of an informal "drop-in" situation where the ex-students came back to talk about what

they were doing. This obviously is due to the initiative and
inclination of the individual students rather than any attempts on the
part of administrators to follow-up their students.

Four administrators indicated a more formal follow-up procedure
was being planned or in effect. Two BJRT programs indicated there was a
90 day follow-up period required by the Ontario Ministry of Colleges
and Universities (MCU) and in a BISD program, an MW approved evaluation
scheme was being implemented. Four coordinators indicated that they
follow-up the students with a phone call or letter.

Follow-up programs -- In the Manpower-supported programs.
students can enter higher levels of the BTSD or Academic Upgrading
programs or go into a skill course when they meet the pre-requisites.
The same situation also holds for students in the federal penitentiary,
in the provincial correctional setting there were no follow-up
programs. In view of the shorter periods of time spent in a provincial
setting, this is understandable. No follow-up programs were indicated
in the case of the work activity projects.

In the case of the other programs, some students are able to
fulfill the Manpower conditions and enrol in a BTSD course at a local
community college, some can go in to night school, day school, or
correspondence study.

Additional comments on clientele

Seven administrators made some extra comments on their students.
Three of these administrators were in the BTSD programs. Two made
operational kinds of comments in relation to students e.g. "College has
no control over the referrals. It is up to the sponsoring agencies to
get to a cross-section of the community." "Far too easy for 5tudents to
leave the programs." The other administrator pointed to characteristic
of the clientele viz.: "The people fall into the category of
"disadvantaged ... (they are) unemployables, can't hold or keep a job."

The other four administrators were involved in programs in the
private or voluntary sector and gave fuller descriptions of the
characteristics of their clientele as follows.

Three mentioned that they were dealing with a "remedial"
population, i.e. people who had been "beaten by the system" - had been
"continual failures in school". Some students had not had the
educational opportunities in the first place - this included the older
students and those immigrants from English-speaking countries such as
the Caribbean. Thus, there are many attitudinal and motivational
problems to be overcome. One administrator mentioned that the people
tended to be "unattached" i.e. single parents, separated or divorced.
Two said they were loners. Two said their students were shy and lacking
in self-confidence. Another said they (the students) feel that what
they do does not matter and that things going on around thorn do not
relate to them. These then are some of the characteristics of the adult
population in adult basic education programs.

PROGRAM CONTENT AND ORGANIZATION

Instructional Materials

Some of the materials that we had found were being used in ABE programs were listed by their acronyms. These were: BLADE, LINC, AIM, and SPA. BLADE and LINC are two programs that were developed at the Training Research and Development Station (TRANDS) in Prince Albert, through Saskatchewan NewStart.[1] BLADE stands for Basic Literacy for Adult Development and is a tape-text instructional system employing a cueing device to aid in phonics development and pronunciation. It is designed to cover communications and math from the 0 to grade 4 level. LINC stands for Learning Individualized for Canadians and generally uses a systems approach based on behavioural objectives in communications and math. It is designed to cover grades 5 to 10.

AIM is some material recently developed and continuing to be developed by World Education in New York. It stands for Apperception-Interaction Method and some brochures relating to this were in the WLC office. One community college had requested further information about AIM, so it was included in the list. SRA are the initials of Science Research Associates, Inc., a commercial firm involved in production of instructional materials.

BLADE was in use or had been used by 10 programs. LINC was in use or had been used by 12 programs. Six administrators, however, made some qualifying comments about LINC. These included "sometimes used", "not happy with LINC", "it's available", "has to be augmented by faculty".

Eight administrators indicated they used SRA and an additional two mentioned they had used it in the past. Nine administrators indicated they used various kinds of programmed materials, in six cases, it was material developed by the staff themselves.

The Literacy Council as indicated in section IV of this report uses the New Streamlined English series put out by the publishing division (New Readers Press) of Laubach Literacy 1nc.

Under "other", "own materials" was mentioned by six administrators. Three of the non-Manpower administrators indicated that they used whatever they could lay their hands on "school board rejects", "anything, newspapers, scrabble, pamphlets, etc.". One program in the private sector had an extremely well-stocked library of a wide variety of reading and curriculum materials suitable for adults.

Instructional Aids

The list below summarizes the use of aids in the programs visited.

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[1] For more information on the NewStart programs see the publications of the Department of Regional Economic Expansion (DREE) in the bibliography.

Use of Instructional Aids

Program	Movies	Slides	Video	Tape Recorder	Field Trips
BJRT (6)	5	3	4	5	5
BTSD (7)	5	5	6	6	4
Work Activity (2)	–	–	1	1	–
Correctional (2)	2	2	2	2	1
Other (6)	3	–	1	2	2
Total	15	10	14	16	12

It can be seen from the chart, that it is the government supported programs that have most equipment available for use. The video equipment is used as an essential instructional aid in life skills and communications so that students can appraise their own behaviour and performance. Many of the "other" programs do not have the financial resources to invest in a lot of hardware, nor is it needed in a tutorial situation.

Under other aids, reading lab equipment was listed, as was the overhead projector, quest-speakers, work experience and the good old-fashioned blackboard. One of the work activity projects listed its workshop where men could refinish furniture and women sew pillows and make stuffed animals.

Instructional Methods

In the BJRT programs the usual procedure is for the life skills to be conducted in a group and for the academic work to be individualized. However, one BJRT administrator indicated that nearly everything was conducted in a group situation.

In the BTSD programs, five administrators indicated that both group and individualized methods were used about equally. Two indicated that the lecture technique was used in the group situation. Two additional BTSD administrators indicated that the instructional method used was predominantly individualized, but one added that the students would like more group work.

In all the other programs except two, the individualized method was indicated. One indicated a balance between group and individualized methods and the other program just indicated "small group

Student/Instructor Ratio

This becomes an important factor when one realizes the importance placed on individualized instruction. Generally speaking, in Ontario it is assumed that the BJRT ratio will be about 10 to 1 and the BTSD about 15 to 1. In the BJRT programs, the administrator is often an academic instructor or a life skills coach as well. If Manpower purchases 15 seats, then for a ratio of 10 to 1 to be maintained, there has to be a full-time administrator/instructor/ coach and a part-time academic instructor/coach. In effect, however, the operating ratio can work out

to 15 to 1 as all the students will be together for life skills with one staff person, and together for the academic (even though individualized) with the academic instructor. So ratios can look low when stated, but in practice may not really be as low as they look. One BJRT program administrator stated a ratio of 15 to 1 but this is a situation where volunteers are used.

In the BTSD programs, the ratios varied from 13:1 to 25:1. In the correctional setting 7:1 to 15:1. Apart from one other program, run as a school, the ratios in the other programs were all low, ranging from 1:1 to 5:1. In the school situation the overall ratio is 20:1 but many volunteers are used on a regular and continuing basis, so it is effectively reduced.

Counselling

In the BJRT programs, the life skills coaches usually act as counsellors. Many of the students have their own social workers or agency counsellors as well. One BJRT administrator however, expressed the opinion that there was a real need for a full-time psychologist or counsellor to work with both the students and staff.

In the BTSD programs it was indicated that from one to four counsellors in the college were available to BTSD students, along with academic staff and CMC counsellors.

The provincial correctional centre indicated the presence of a psychiatric counsellor and in the federal setting the teacher was the counsellor.

In the work activity projects many of the clients have their own social workers.

In other programs, one has the services of three full-time counsellors. In another, a social worker visits the student every two weeks to review his/her progress. Most of the other programs do not have such services and have to rely on other agencies.

Flexibility

In terms of curriculum and program content, everyone indicated there was complete flexibility in making program changes. The Literacy Council is based on the Laubach method and NALA guidelines, but tutors are free to introduce their own supplementary materials.

Time Limitations

The Manpower sponsorship for 52 weeks in academic upgrading has already been explained. In the BJRT programs there is a tendency towards a 16 week period for any one person to stay in the program. The 52 week limit was quoted by BTSD administrators, but one indicated a 6 week extension was possible and another said there was no time limit for fee-payers to complete the program. Two administrators gave a

specific length of time for covering Level II[2] in BTSD, in one instance this was 12 weeks in another four to six months.

In the other programs, time limitations were generally not mentioned, although the Literacy Council said that it takes about one year or 96 lessons to get through the first 5 skillbooks and the library program runs on a 12-14 neck period at a time.

Timetabling

All the government-supported programs visited, run on a full-time basis, i.e., generally from 9 a.m. to 3:30 p.m. five days a week.

Three of the other programs ran daily, but not everyone attended in the afternoon in one program; in another, it was not necessary for students to come every day and the third had one regular afternoon off a week.

The library program can be attended twice a week - either two afternoons or two evenings. For the Literacy Council the timetable arrangements are made between the tutor and student, but it is expected that they will meet twice a week for one and a half hours for a year. Frontier College sites depend on local conditions for timetabling.

Expansion

Five out of six BJRT programs indicated that they would be expanding either on site or in another site during 1975-76. Two of the five indicated that they hoped to offer a 0 - 4 level course.

Two of the seven administrators for BTSD indicated they would be offering BJRT programs in the fall of 1975. One administrator said they were hoping to start a BLADE program, and another mentioned expansion of community programs. Two said there were no plans for expansion.

One of the correctional centres indicated that they would be offering more course options. The two work activity projects indicated that they would be booking in with BJRT programs to be offered in the fall by the local community college.

Each of the other programs had plans for expansion but one indicated that it depended on funds from the Ontario government.

Differences Between Summer and Winter

Three administrators mentioned lower enrollments in the summer and the difficulty of getting instructors. One work activity project director mentioned that there was more outdoors work in the summer months.

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[2] In Ontario there are four levels in the BTSD program. Level 1 (0-4); Level 11 (5-8); Level 111 (9-10); Level IV (11-12).

Additional Comments on Programming

     One BJRT program was trying to be funded through the Board of Education rather than Manpower. It was felt that there would be less bureaucracy involved. Another BJRT administrator wanted more resources to be made available to the program through the Advisory Committee and wanted better access to resource people for the program.

     Another administrator, from a voluntary program, wanted to have an Ontario-wide resource system which would offer information on literacy materials, methods, speakers and so on. Someone else had been approached about becoming a BJRT program, but would not sacrifice the quality and independence which such a move would entail.

FUNDING

     All the BJRT and BTSD programs under approved institutions are funded from government sources as explained in section IV of this report. One BJRT program in a social agency received additional financial support from the sponsoring agency. Two other BJRT administrators had some additional comments on funding. One mentioned the costs involved in renting off-campus locations for the program and wondered whether the money involved in that might not really be better spent towards providing another part-time instructor, which could be the case if the program moved on to a regular campus. The other co-ordinator felt money could be spent on funding a counsellor for the program.

     One BTSD co-ordinator bemoaned the fact that there was not enough emphasis on funding bodies on research and evaluation components of operating programs.

     Correctional centres are also government financed, as are the work activity projects. The latter are funded on a formula basis - 50 percent federal, 30 percent provincial and 20 percent municipal funds.

     The other programs obtained funds from a variety of sources. One offered a fee-for-service program and a provincial ministry was involved in paying students' fees. In another, the instructors were paid by the school board and other aspects were financed by social services. Another organization received grants from all levels of government, business, industry and private donations. Another program had been funded through the provincial government, and OFY grants. One other program had been funded by church donations and a municipal grant which enabled a part-time executive secretary to be hired. Only one program just starting out had no funds, but was hoping that the local school board would pay for a teacher to train and co-ordinate the volunteers.

     Limitations mentioned were mainly the time allocations and the number of seats purchased by Manpower as these applied to the 2JRT and BTSD programs.

     Total budget figures were not known or given except in one or two instances.

Now that the administrators' responses have been summarized, a
summary of those of the instructors will be given next.

Instructors' Responses

As indicated earlier, it was not always possible to apply the
tri-level process of interviewing, especially in the non-government
operated programs. In these, the tutors or the instructors were very
often volunteers whose time was precious and they were not readily
available. Thus, the number of instructors interviewed is less than the
number of administrators and breaks down as follows:

BJRT	BTSD	Correctional	Work Activity	Other	Total
6 7	1	1	2	17	

The questions in the instructors' interview schedule were
clustered in four areas:- program. content and organization, goals,
clientele, and training.

PROGRAM

Contents

Program content can be summarized as follows:

Program	Communications	Math	Life Skills	Trade Skills	Crafts	Other
BJRT	6	6	6	–	–	2
BTSD	7	7	1	–	–	–
Correctional	1	1	1	1	–	1
Work Activity	1	1	1	1	–	1
Other	2	2	–	–	1	1
Total	17	17	9	2	1	5

As indicated earlier, life skills was a new element introduced to
the BJRT program to help clients with everyday problem-solving. One
BTSD instructor said they were using it in level 1 and another said it
was being introduced in September 1975. Life skills are also valuable
in the correctional setting.

Trade skills included welding, carpentry, auto mechanics and auto
body repair. Crafts were practised every afternoon in one of the
non-government programs to counterbalance a morning of academic work.
"Other" contents included social studies, current events, some science
and work experience.

It can easily be seen that the overriding emphasis is on the development of communication skills and math, although some instructors indicated that time spent on math was limited.

Timetabling

In the BJRT programs it was common to have a half day devoted to life skills and a half day to academic work. In the BTSD programs the balance was generally between math and English, with English sometimes getting more time because of a reading lab in addition to the usual spelling, grammar and composition. In the work activity, half a day is spent on academic and the other half in trades.

Length of Program

Most of the BJRT instructors quoted 16 weeks, although one said 52 weeks, probably confusing Manpower time limits with length of program. None of the instructors were satisfied with the length of the program. One said it was not long enough for progress to be made. Another suggested a six month period. One said that different people need varying amounts of time to work with life skills. Another quoted a student as saying: "If you only build half a bridge, you can't get across", and summed up the situation herself by saying "a very long bridge is needed for some people".

The BTSD instructors quoted the 52 weeks, although one indicated the length of a level I! program was 12 weeks and another said 16 weeks, thus confirming their administrators' responses. In the BTSD programs, two indicated an ambivalent attitude towards the length of the level II program and one instructor of a level I program was definitely dissatisfied with the 52 week overall limit. The reason given was that unless the students finish the 0-4 program quickly, they do not reach the anticipated grade level for skill course entry or the labour force and this puts unnecessary pressure on the students to perform. Here we see the difficulties inherent in the federal government position of sponsoring skill training (in this case academic upgrading) but not wanting to get overly involved in education. If a person does need considerable educational upgrading an almost inevitable conflict with the time limit of 52 weeks is bound to take place. For this reason, not many people below the grade 4 level are accepted in numerous Manpower-supported programs. Hopefully the trend to recurrent education will redress some of these problems.

In other programs, the answers generally stated that the length of the program varied with the individual and no dissatisfaction was expressed with the length.

Ratios

Here the more realistic situation was quoted in the BJRT programs. It will be remembered that administrators generally quoted a ratio of 10 to 1 for students to instructors. The instructors quoted the numbers they worked with. In four cases the ratios varied from 12:1 to 18:1 with the average being 15:1. Two instructors quoted 8:1 and 10:1. Only two out of the six instructors felt their ratios met the students' needs. (These were the ones with ratios of 8:1 and 12:1). One indicated that a 10:1 ratio was fine for life skills but the academic

work needed a 1:1 ratio. Another indicated the demands on the instructor were very great. Yet another said they could only manage because of volunteer help.

In the two BTSD level 1 (0 - 4) programs, ratios of 14:1 and 16:1 were quoted! Both instructors said this did not meet the students' needs. In the five level If programs, ratios tended to be about 15:1 although some indicated a maximum of 20:1 or even 25:1, but stated that this was too many. All the instructors felt that 15:1 met the students' needs.

A ratio of 12:1 was indicated in the correctional setting and 10:1 in the work activity. This latter conflicted with the administrators' 4:1 ratio, but might have been a case similar to the BJRT programs where the administrators quoted a ratio of students to overall staff while the instructor quoted his/her actual working situation.

In the two other programs, ratios of 15:1 and 4:1 were quoted, and instructors were satisfied with these. In the larger program, however, it should be pointed out that volunteers were available to give additional help and these are not included in the ratio.

Volunteers

Two BJRT programs had volunteers - one volunteer apiece. Both helped to supplement the academic instruction by listening to students read and by tutoring. They also gave psychological support and encouragement to the students. Both instructors said that they would like more volunteers.

Two of the non-governmental programs used volunteers in tutoring capacities and the instructors said they could always use more good volunteers. The larger of the two programs had two fulltime volunteers every morning, plus others who came at various times during the week.

One BTSD level I instructor indicated that three volunteers were used for listening to oral reading, giving spelling dictation and checking work. More volunteers were needed.

All other instructors said no volunteers were used. One BJRT instructor indicated that they had talked about the possibility of using them, and one 1URT instructor (with the lowest ratio) said they were not needed. Other instructors did not indicate whether volunteers were needed, nor what functions they would perform.

Instructional Materials

Eight instructors used BLADE, eight indicated they used LINC and nine indicated they used SRA materials. Seven indicated that programmed materials were used. Three of these seven indicated they had developed their own programmed materials. Other materials included Laubach, Readers' Digest series, EDL, Sullivan, Mott, newspapers and magazines.

Most useful materials -- Three BJRT instructors found BLADE most useful, and one said "programmed." Another included a comprehensive list of materials used. The BTSD instructors tended to favour their own

materials as did the correctional centre. The work activity project found LINC most useful. The most commonly used math book seems to be "Refresher Mathematics" by Stein (Allyn & Bacon, Inc. publishers).

Adult needs -- Most instructors felt that the materials they used were geared to adult needs. The biggest dissatisfaction in this regard occurred among the BTSD instructors which perhaps explains why they used their own materials. They felt many of the books were still too juvenile, that there could be more exciting subject matter and that there was room for improvement. Two others who felt materials were geared to adults nevertheless expressed the opinion that there was always room for improvement, and for Canadian content.

Instructional Aids

The use of these can be summarized in the following chart.

Use of Instructional Aids

Program	Movies	Slides	Video	Tape Recorder	Field Trips
BJRT (6)	2	2	4	5	4
BTSD (7)	6	3	3	6	4
Correctional (l)	1	-	1	1	1
Work Activity (l)	-	-	-	1	-
Other (2)		1	1	-	1
Total	10	6	8	14	11

According to instructors, movies are not used as often as administrators indicated in the BJRT programs (see p, 82) nor is video equipment used as much in the BTSD program. It could be that the equipment is available, hence the administrator mentioned it, but the instructor may not feel inclined to use it. One said that the video equipment was "a bother to set up".

Under the "other" category the blackboard was mentioned four times, film loops and overhead projectors twice each and speakers once.

Instructional Methods

Of the six BJRT programs the pattern outlined by administrators was verified, i.e. life skills are held in group sessions and academic work is done on an individualized basis. Only one BJRT instructor indicated that academic work was also done mainly in a group. Under "other" methods, peer teaching was mentioned and "small group work for two and one half hours a week".

Seven of the BTSD instructors stressed individualized instruction although one college indicated group work as well. (This happened to be in the same college where group work was also favoured in the BJRT program.)

Other programs stressed the individualized approach, but two indicated some group work, especially at higher levels.

Funds

The question asked whether there were sufficient funds for instructional materials and equipment, and asked for any further comments. Following is a summary of the responses.

Program	Yes	No
BJRT	3	3
BTSD	5	2
Correctional	1	-
Work Activity	1	-
Other	2	-
Totals	12	5

In the "No" list were one of the EURT programs and one of the BTSD programs from the same college suggesting general problems in the adult basic education area. Also, from another college, a BJRT instructor said "No" whereas the BTSD instructor said "Yes" but then qualified this by saying funds were not available because of "red tape'. The BJRT instructor's frustration showed itself with the following comment: "Where are the Northern tax dollars?"

Resources Available to the Program

In the BJRT programs, most indicated a wide variety of resources and support services were available through the community college and the community itself.

The BTSD instructors stressed counselling and health services and four also mentioned access to recreational facilities.

There was no answer from the correctional centre. The work activity project had access to counselling services and recreational facilities of the local community college as well as to a St. John's Ambulance unit and community resource people.

One of the other programs provided counselling and a public health nurse, a local public library was also very co-operative. In connection with this program there is also a work activity project in another building in the city where students can work at carpentry and upholstery. This building is also used as a "drop-in" for students in the academic program and one of the students had initiated a martial arts activity for one evening a week.

Additional resources -- To the question `0hat other resources would be beneficial to the program?" Three BJRT instructors had the following suggestions: "assistance in craft skill development"; "furnishings, daily pick-up of communications to the college and

accessibility to college resources" (problems of a new, off-campus BJRT program?); "resource people and on-the-job training".

Three of the BTSD instructors requested the introduction f life skills and mentioned topic areas they thought should be covered:- nutrition, budgeting, family planning, marriage, running a home, appearance, meeting people. One instructor asked for recreational facilities and a greater variety in course content, and courses offered. Another instructor suggested better medical services and counselling. In the latter case the need for both a personal counsellor and a psychometrist was expressed.

Another instructor mentioned the need for a form of drop-in or half-way house for potential students, who were not quite ready to return to school, to enable them to become acclimatized to the idea by contact with others from the program. Another instructor pleaded for more sheltered workshops.

Flexibility

All instructors in all programs said that there was complete flexibility for making program changes within the overall stipulations or framework as laid down, for example, by Manpower.

Expansion

Two BJRT programs indicated that they would be expanding. Two said they were not expanding and one even said the program was being cut i.e. the number of Manpower seats was being reduced. The real reason being they had been allotted elsewhere on the pretext that community input for the number of students was lacking.

This same college's BTSD program, however, was going to expand. Others in BTSE) generally indicated no expansion, although one college mentioned the introduction of a BJRT program in the fall and the introduction of life skills into the BTSD program.

The work activity project mentioned its hooking into the BJRT program planned by the local community college. One other program had plans for program expansion to meet the needs of students who had excessive distances to travel to school.

Differences between Summer and Winter

Three instructors mentioned lower enrollments in summer. One BJRT co-ordinator said that more field trips were made in the summer and mentioned that recreational space was at a premium as students from the regular school system needed and used the facilities.

Summary

Certain problem areas can be identified for instructors especially those in the Manpower-supported programs. These revolve around:

1.   The three interrelated factors of length of program, the student-instructor ratio, and the use of volunteers.

2.   Two interrelated factors of curriculum content and materials.
3.   Funding.
4.   Counselling and support services.

GOALS

Perception of Program Goals

        The answers relating to goals from the instructors were much richer in content than those of the administrators and cannot be so neatly categorized as was done earlier (see p. 66).

        BJRT programs -- Answers included "To provide basic reading, writing and math and life skills in order to help the student cope outside the classroom." 'To enable sole support mothers to get into the job force and out into the world." "To develop the students' living skills so he can better cope with himself, other people, learning and the work force." "To help people change negative behaviours ... to build up self-confidence...input into the job market." One instructor saw the goals of the program as being the students' goals of retraining, academic upgrading and job security. This was amplified by saying it used to be the goal to move the student into BTS1), but now the thrust is more towards the work force, skill course entry, or an apprenticeship. It is obvious that the emphasis as seen by instructors is in the life-coping skills.

        BTSD programs -- Two instructors emphasized that the goal was academic upgrading and specifically indicated that it was "not to develop self-esteem", and that it did not aim, "at the total person". One saw the goals as related to employment viz: "Prepare people to be employable in all respects. To give them the skills for a higher course or employment." Another said "To provide students with an education so they can make a life for themselves." Someone else said " to make a useful self-supporting citizen from a person who has previously not been able to do that." One saw the program in relation to the student, i.e., it was there to "meet his needs", Another listed the practical goals - job, upgrading, etc. and social goals - socialization skills, organized habits, imparting self-confidence, etc.

        The correctional centre instructor saw the goals on two levels as (a) supplying knowledge and skills in specific subject areas and (b) training in everyday life skills. The work activity project instructor saw the goals as related to human development - "teach people how to live happily aside from their employment".

        In one other program the goals were expressed in these terms; "For people to verify belief in themselves, and to provide a first step in confidence-building in academic work." In another program, dealing with a more specialized client group the goals of the program were seen as "to teach people skills and to give them a place to go when they are not able to enter a sheltered workshop."

        Some instructors indicated that there were difficulties in meeting the program goals although one instructor said that feedback indicated a great deal of success. Much depended on the individual student's ability and motivation.

Obstacles -- Some of the obstacles in the way of achieving the program goals were specified and they covered a wide range. Some covered the psycho-social factors that instructors face with their students, for example: lack of motivation, drive and self-confidence, poor health and emotional problems. One instructor implied motivational Problems, but put the obstacles in the societal framework e.g. "with welfare assistance, no one is starving yet; students ambitions have been impeded because they did not learn to read and write competently in elementary school; the rest of the students' family and associates are not in the program. " Some obstacles were administrative arrangements and limitations for example: too many students, time limits, budget limitations, lack of equipment, lack of administrative support. Others pointed to poor communication systems - lack of community public relations work, not enough communication with counsellors, not knowing what other people are doing. Some pointed to limitations of the instructors themselves lack of patience, inability to deal with interpersonal problems. In the correctional setting - a lack of knowledge on how to rehabilitate someone was quoted as being an obstacle to meeting program goals. Two BTSD instructors mentioned the difficulties of those whose mother tongue is not English and how their needs differed from Anglophone students.

Means to an end -- Fifteen instructors saw the program as a means to an end. Some mentioned the opening of doors that a chance in the program gave to students. The other two instructors said that it depended entirely on the student.

CLIENTELE

Numbers

Restrictions -- Most instructors gave the number of Manpower seats as a restriction; others spoke about the maximum number of students possible in the classroom situation i.e. from the viewpoint of a feasible student/instructor ratio rather than a physical standpoint.

Numbers currently in the program -- Except in one or two instances, instructors interpreted this as the numbers in their class. Numbers ranged from 6 to 25, and the average was about 14 students per class.

Sex -- Not everyone gave a sex breakdown but overall, there seemed to be a fairly even distribution between male and female students.

Sponsorship

As found with the administrators, Manpower sponsored from 75 percent upwards of all seats in the BJRT and BTSD programs. In some instances there were one or two fee payers, but others were generally sponsored by another government organization if Manpower was not the sponsor.

Admission Requirements

Five of the BJRT instructors mentioned the Canada Manpower counsellors or referral agency as being responsible for admission. One

program instructor said that their students must be able to read and that they were interviewed after the Manpower referral.

In the level II BTSD programs, two instructors indicated that students had to be at a grade 4 level. Four of the instructors mentioned testing and/or screening procedures before the student was placed and admitted into their program.

Pre-testing was also done at the correctional centre. In the work activity, students had to be welfare recipients. There were no admission requirements in the other two programs, other than the desire to come.

Satisfaction with -- Ten instructors expressed satisfaction with the admission requirements. Three were dissatisfied and two had additional comments to make. One BJRT instructor stressed the need for a meeting with all possible persons connected with the client, including the instructor and client himself so that everyone would be aware of the situation and understand the commitment. If the client decides to sign the contract, then it was felt everyone should work together as a team to help the student get to where he wants to go.

One BTSD instructor felt that nobody less than a grade 4 level should be admitted because they could not achieve grade 10 in a year. The same person also felt that those people who were not fluent in English could not benefit to the same extent as English-speaking people from the program. Another BTSD instructor called for a more careful screening of potential clients for motivation, first by the CMC, then by the college and said that the BJRT type of student should be weeded out.

One instructor who was satisfied with admission requirements nevertheless said that some students were not ready for level II when they entered the program. Another made the comment that the CMC counsellors should respect people more as individuals, rather than dealing with them according to the ACT Act.

Student Relationships

The six BJRT instructors saw student relationships as "almost ideal, very good, anxious to help each other", "great", "co-operative", "very good", "mutual support system", "generally help each other".

BTSD instructors weren't quite as enthusiastic, "mostly good", "pretty good", "students help each other", "friends, peer teaching", "excellent, casual, relaxed, friendly, helpful", "supportive". One college where ESI, students and Canadians were mixed together, noted that they formed two separate peer groups, but got along with members of their own group.

In the correctional setting, relationships were described as "pretty good" and it was added that students were motivated and helped each other. The work activity instructor said that there were all different types of relationships, and they were "fascinating to watch". In the other two programs, instructors also said that students were supportive of each other.

Instructor's Role

Four BJRT instructors saw themselves as facilitators; one, in a BLADE program, commented "the tapes are the teacher." one of the other three then went on to list the following roles: "life skills coach, English teacher, amateur psychologist, friend, counsellor, dictator, instigator, lie detector, mother, sounding board, speech therapist and student!" Another of the two remaining BJRT instructors described herself as "a working member of the group" and the other one as "tutor, counsellor, help to develop direction, goals, and good working habits in the students".

The level 1 BTSD instructors saw themselves as "co-ordinator and peacemaker" and "friend, teacher, counsellor". Two level II instructors saw themselves as resource persons. Another saw herself as guider and helper and giving as much individual attention as possible. One differentiated between the academic role - "tutor, worker, trouble-shooter", and the personal role "guidance". One other instructor reported briefly ,,a manager".

In the other programs, answers to role included "learning stimulator", "tutor in academic programs", "teacher and friend", "helper and guide".

Apart from "the manager" which suggests some distancing between instructor and students, and "tutor in an academic program" which sounds a little detached (but, in effect, may not be), all instructors appear to have the qualities of empathy and warmth which were desired by the administrators.

Evaluation Procedures for Students

Some BJRT programs have periodic assessments, when instructors and referral agent sit down and review the student's progress with him. Some rely on tests such as the ABLE test, or the academic tests which are part of the program. One instructor mentioned attendance as being a formal evaluation procedure, but, more informally, a large card is compiled by the student's peers who state the good qualities the student has exhibited during the course and, by which he/she will be remembered. Another instructor evaluates on the basis of the "emergence of a defined goal".

In the BTSD programs, evaluation is on the basis of test results, satisfactory completion of curriculum units and unit tests. In the two level 1 programs additional comments were made about making sure the student was ready and able to function in a more demanding class and trying to relate to the person's own development.

Standardized tests are used in three other programs to chart progress.

Drop-outs

As explained in describing the administrators' responses, because of the continuous intake, it is difficult to get a "fix" on numbers. The term drop-out was retained for instructors who seemed less defensive about the term than administrators. Nine out of seventeen

instructors indicated that there were drop-outs from the program. In the other eight cases there were no answers. Only five could quantify the number of drop-outs. On the basis of the figures given, the turnover rate appeared to be from about 22 percent to 50 percent.

Instructors were not asked to rank order reasons for leaving a pro gram but were presented with a list of eight factors as to why students might drop out. Health reasons (9 responses) headed the list, followed by employment opportunity (7 responses), academic achievement and personal factors (6 responses each), behaviour (4 responses) and lack of day care, location and other - time allowance up -(1 response each).

Follow-up

Of students -- Four BJRT instructors mentioned that students come back and ta17k_informally. One BJRT program has some follow-up through the agency providing the facilities. Another program has a family night when graduates are invited back.

Six out of seven BTSD program instructors said there was no follow-up, although again, two indicated that students might phone or drop by the program for a chat. Only one program instructor indicated that there was follow-up. This was done by telephone.

The instructor in the correctional setting is not responsible for follow-up, but this becomes the task of parole and probation officers In the work activity project, the local welfare department does some follow-up of students. In the other two programs, there is some informal follow-up.

Programs -- Higher academic courses are available in BTSD for those wishing to continue, as are skill courses or apprenticeship programs for those who reach the prerequisite grade level. One BJRT program indicated that on-the-job training programs were being developed.

From the correctional centre, courses were available at the local community college. In one of the other programs, students who graduate and leave on obtaining grade 8, can go to another adult day school in the city which offers grades 9-13, or they can try to get in to a local community college course.

Other Comments on Clientele

Three BTSD instructors offered some additional comments. One thought that Manpower should keep follow-up records to demonstrate effectiveness or otherwise of the program. Another thought that there should be improved screening processes to isolate the "dull" students, and a third felt that ESL students regarded the program as a "Godsend", but Canadians felt it was "another form of charity".

One BJRT instructor asked for more in-depth testing either immediately before, or shortly after, the client is accepted so those concerned are aware of the situation and "don't waste time pushing unrealistic goals".

Another instructor felt that there was too much professionalism in the sponsoring department and this made the students "feel like white rats". Students have low opinions of themselves. They need their ego and self-confidence boosted.

One BJRT instructor offered a mini-profile. Students were in the 25-40 years age group, most were single and all but two went to school in southern Ontario.

TRAINING

The next set of questions was designed to find out what kinds of opportunities existed for training adult basic education instructors and what the instructors felt were the greatest needs for training.

Opportunities Outside the Organization

The responses can be summarized as follows:

Response Categories	Number of Responses
O.I.S.E. Department of Adult Education	4
Board of Education	2
Life Skills Coach Training	2
CAAT Reading Conference	1
Don't know of any	2
What one finds for oneself	1
Limited - very few courses available	1
Opportunities in the U.S.	1
No answer	5
Total	19

As can be seen, the opportunities are very limited for any kind of training. O.I.S.E.'s Department of Adult Education now has provision for instructors from some community colleges to obtain a certificate in adult education, but there is no specific training given in adult basic education. Perhaps the best training as with many things, is on-the-job, and that is why the person with so many of the qualities listed by administrators is selected as instructor.

Within the Organization

Ten instructors indicated some kind of efforts towards staff development programs within the institution where they worked. Two indicated that there was nothing, three did not answer, one just said opportunities were "limited". Another indicated that in a new contract, four hours a week might be structured towards program development.

Of the ten instructors indicating training opportunities existed, one was from the correctional centre, the others from Manpower-supported programs. Seven of the ten indicated that professional or staff development days were held in the institution or

elsewhere, but two BJRT instructors said that it was almost impossible to get time off to attend. Within one college there was some life skills coach training available and in another, efforts had been made to introduce teachers to Transactional Analysis and Teacher Effectiveness Training in conjunction with visitors from the U.S. and exchange visits with instructors in U.S. colleges. That was the extent of training quoted by instructors in the programs visited.

Greatest Needs

In view of the dearth of training, what are the instructors needs? The chart below summarizes the responses.

Areas in which instructors feel there is the Greatest Need for Training

Response Categories	Number of Responses
Curriculum	7
Interpersonal skills	10
Field work (i.e. practicum)	3
Other	1
Total	21

It is interesting to note that, despite the stress laid by the administrators on personal qualities in selecting instructors, and despite the sensitivity and empathy noted in instructors' responses in these interviews, the greatest stated need for training is in interpersonal skills. This figure includes five out of six of the BJRT coaches/instructors who are normally chosen because of their expertise or experience in this area. The demands on the BJRT staff could be so great emotionally, that they are, perhaps, more keenly aware of this need than others.

Seine comments indicated, however, that the interpersonal skills were needed to ameliorate relationships between staff colleagues as well as students! One BTSD instructor indicated that there was a need to deal with the problems and frustrations of the ARE instructor. Another said "The teachers know the material, but cannot communicate with the students." Another asked for more training to help teachers on an I.P.I. system.

One person thought more training and emphasis could be given to reading skills, and one instructor suggested an internship or field work in another centre in order to broaden one's teaching horizons.

Two people felt more training was needed to help instructors identify and cope with learning disabilities and perceptual problems. One instructor felt that instructors should not be asked to teach in subject areas where they are not qualified. Another mentioned that the longer one spends in the classroom, the less understanding one has of the world of work. Ergo, BJRT instructors should go for job interviews and work experience.

SUMMARY

    Program characteristics and descriptions have been given as
elicited from the interviews with administrators and instructors. The
programs begin to come alive with the instructors comments, but to
complete the picture, we need the opinions and feelings of the students
themselves for they are the lifeblood of the programs. The programs
exist because the students exist. However, before proceeding to their
responses, the observations noted by the interviewers on certain
characteristics of operating programs should be mentioned.

Observation Sessions

    From twenty observation sessions, the following picture emerges
of an ARE setting in Ontario. The instruction is mainly individualized,
group methods were only observed for life skills and a phonics class.
In 17 cases, the instructor could be said to be a facilitator rather
than a teacher. In all cases except one, the atmosphere was relaxed and
informal. In 14 cases there was smoking in class, in another it was a
class decision to keep from smoking until the break. In eighteen cases
there was talking in class and in thirteen cases students appeared free
to get up and walk around or come and go as they pleased. Dress was
casual.

    The physical environments varied considerably but those
associated with community colleges were usually spacious and many had
bulletin boards and a resource centre; seine settings were carpeted.
The locales varied, some were in church basements or second floor
walk-ups of old houses. Others (the BTSD) programs were generally on
campus, but not necessarily the major one. Seating arrangements tended
to be at or around tables, many of which were arranged in a circular or
arcuate fashion, others were in clusters. Borne settings were cramped
and stuffy, or in old warehouses. In one crowded basement setting, room
dividers separate classroom areas and desks are in rows.

    Students generally were supportive of each other and
participation was good when the occasion arose. Any discipline problems
tended to be handled by the instructor and the peer group. Thus, adults
were treated as adults in easy-going non-threatening environments. Now.
let us turn to the students themselves.

Students' Responses

    As explained in section III of this report, the process for the
students' interviews was left to the individual interviewer when the
local situation had been assessed. There were twelve group sessions
conducted and, in five other settings individual interviews were
conducted. Group sessions varied from one half hour to two hours. In
the latter case, the interviewer was sometimes a participant in the
program before actually asking her questions. Size of the group varied
from 4 to 15 participants but the average number in the group was six.
In addition to the group sessions, some individuals met with the
interviewer afterwards and spent some time alone with her or filled out
the question sheet themselves. An individual interview took about 15 to
20 minutes. Because of the different methods applied, it is difficult
to quantify the answers consistently for two reasons. Firstly, the
number of responses is not constant and secondly, in a group setting,

the same people might not have continued to give the answers. What emerges then is a composite picture of the answers to a particular question taken from a variety of settings. All these answers, however, belong to government-supported programs. Participants in other programs will be dealt with separately.

<u>Source of Program Information</u>

The question asked was Mow did you hear about this program?" The answers that were given can be broken down into the following categories:

Response Categories	Number of Responses
Manpower	20
Social agencies and workers	7
Other referrals (includes Workmen's Compensation, doctors and just "referral")	6
Employers	2
School (Board, or teachers)	2
Word of mouth	12
Total	49

In view of the fact that these participants were all in government-supported programs, it is not surprising that again Manpower, social agencies and other referrals dominate. What is interesting is the "grapevine" source. Twelve people indicated that they had heard from friends or relatives about the program, or relatives of friends e.g. "friend's mother", "friend's husband". These students must then have taken the initiatives necessary to go and find out how to gain admission into a program.

It may be remembered that six BTSD co-ordinators mentioned publicity as being a source of program information for students, but none of the students in the BJRT or BTSD level 1 and II programs who answered this question indicated publicity as a source of information.

<u>Motivation</u>

What prompted the students to take the programs? The responses can be summarized as follows:

Response categories	Number of responses
Further education	22
Improved job opportunities	8
Help family with their education	3
Retraining	2
Fed-up	2
Other	5
Total	40

Under "further education" remarks varied "tired of being stupid, wanted to learn to read", "wanted to learn more", "to better my education and my life", "to get into a skill program, 1 needed a better education". Six comments related to upgrading in preparation for trade or skill courses. Under "retraining" were two people who had suffered serious injuries so could not continue in their former jobs. "Improved job opportunities" responses varied quite simply from "wanted a better job", "a decent job", to "jobs are scarce without an education".

One woman indicated that the birth of her son made her decide to go into a program so she would be able to help him, as both she and her husband were illiterate. Somebody else said it was to help the children with their homework. In the "fed-up" category somebody commented "can't stand staying at home", and another, "I'm fed up of being laid off." In the "other" category, some replies were rather vague such as "it was suggested", and "thought it was a good idea", yet others indicated very specific reasons such as "I needed money for food and clothes", and "I would have gone to a correctional institution".

Occupation or Status Prior to Program Entry

What were the students doing before they entered the program? Some indication is given below.

Response Categories	Number of Responses
In the labour force	
Nothing	10
At home	6
Social assistance	11
Other	5
Total	52

Those in the labour force included one who said he was unemployed and another who was job-hunting, some indicated they were working in factories without specifying a job. Jobs that were specified by other students included the following: cleaning, carwash, driving, restaurant

work, chambermaid, painter, welder's helper, construction labourer. In the "other" category included ex-inmates, probationers, and someone who was under psychiatric care. These are the people who often form the clientele of the BJRT groups. It takes a strong person to admit to these kinds of backgrounds in a group setting, so the total of 5 is probably misleading and should only be seen as an indicator to the kinds of people who are taking advantage of BJRT programs.

Those "at home" were usually women who indicated "mother", "looking after son", but someone said "going crazy watching T.V. and looking at four walls"! Of those on social assistance, three indicated Mother's Allowance, six indicated Unemployment Insurance Commission and one indicated Workmen's Compensation. These figures do not include an all-female group where it is most likely that, because of the nature of the program, all the participants were on Mother's Allowance previously. Nor does it include the work activity projects where everyone is a welfare recipient. Then there are the ten respondents who said "nothing". What does this mean! Were they unemployed? Were they at home going crazy too? Were they on some form of social assistance? If we exclude the special clients under "other" and add together those who were apparently unproductive, i.e., the numbers under "nothing", "at home", and, social assistance"; the combined total exceeds those "in the labour force".

Financial Problems

It was felt that some may experience financial difficulties on attending a program, especially if they had family responsibilities and had been in the labour force. The next question was an attempt to get some feedback on this situation. Seventeen people indicated some kind of monetary problems and nineteen said "no" in answer to the question. Some indicated that it (the Manpower allowance) was "better than welfare". Whether a student had financial problems or not obviously would depend on what the student's income sources were prior to entering the program. The increase in the Manpower allowance, however, is not necessarily a benefit as some sole support women found out when their rent in subsidized housing was increased. Some people indicated that the allowance was low but they could ask their spouse for money. One man, however indicated that it was the man's job to support the wife and he did not like being dependent on his wife. One person, who said there was no problem, indicated that he worked part-time and his wife worked as well.

Moral Support of Family and Friends

What kind of moral support do students receive from the people they are living with? How do people closest to them feel about their returning to school? The answers to these questions are important if students are hoping to achieve their goals.

The general consensus was that everyone was happy or pleased with the turn of events. Seven people just indicated "O.K.". Some made comments which gave glimpses into personal circumstances, such as, "They don't mind, because I've got enough money to pay my board that's all they care about" or, "O.K., except when homework interferes", or "father feels that school is not work", or "Nobody bothers me.". There was also an indication of raised expectations which may not be

fulfilled, for example, "My family is pleased, they expect I'll get grade 8, but I won't get this in BJRT."

Goals

How clearly defined and realistic are the career goals students in the programs set for themselves? The question asked what the student wanted to do when he/she left the program.

Following is a summary of the responses:

Response categories	Number of responses
Trade-oriented goals	14
Work	11
Don't know	18
Further education/training	6
Other occupations	12
	Total 61

Those who were trade-oriented had specific occupations in mind such as drafting, welding, diesel machinist, optician, carpenter, as compared to those who just indicated they would "work" or "get a job". Under "other" are classified occupations that were specifically stated but are not considered "trades", e.g. clerical and secretarial work, hairdresser, child care, nursing assistant and even a furniture sales manager. One person wanted to be a counsellor to BJRT students. The six who indicated further education or training realized that they would have to attain higher grades or enter a skill course before attaining their desired occupational goal.

Program Content

In the BJRT programs, there was some indication that students liked life skills. They felt it was important and necessary but some felt that the academic work was hard. In one program, the general feeling was that the timetabling was good - i.e. life skills all day Monday and all day Friday, academic work on the mornings in between, and other activities such as gym, language arts, quest speakers and field trips on the other afternoons. Thus, there was a gearing up to the academic work at the beginning of the week, some physical outlet during the week, and a winding down towards the end of the week.

Some students in a BJRT program expressed frustration with the fact that students were at different levels and the quicker cries were being held back because of the slower ones. There was some criticism also of learning materials - too basic, uninteresting and incomplete series and lack of equipment. A proposed move to another location was upsetting some students because it would mean less access to what equipment already existed. Some felt that a lower student/teacher ratio was needed.

In the BTSD programs, general satisfaction was expressed with the program but sometimes in a neutral or negative way, e.g. "O.K.", "nothing wrong with it". Some indicated that they would like more math. In the level 1 BTSD programs some dissatisfaction was expressed with the time limit and student/teacher ratios, the latter particularly affected the students' output. One person indicated that he had a reading disability and did not like I.P.I., he would prefer classroom teaching. Staff turnover also affected students' progress. These answers do not relate to <u>program content</u> as such, but rather the operational kinds of procedures that students are faced with which do obviously in some cases affect their learning.

<u>Homework</u>

Students from three BJRT programs indicated that they had no homework. In others it seemed to be left to the individual. Some within the same program indicated that they did have homework, others said it was there if they wanted it, and some said they did not have any. In one BJRT program, students said they wanted more homework. (This was the program where frustration had been expressed with student/teacher ratios.)

In BTSD programs, homework also appeared to depend on the individual. Some said "yes, lots of it", others said "no", and someone admitted "No, but I should do some".

<u>Program Changes</u>

The majority of people said they would not change the program. However, some answers indicated the particular problems or peeves of some students. Sample comments from BJRT students included "speed it up", "more individual work", "no more math", "more books and equipment", "better reading material", "more volunteers", "more peer discipline", "allow crafts and hobbies to be taught", "more subjects - social studies, science, health, sex, and consumer education".

In the BTSD programs somebody wanted to change the teacher and someone else to have different teachers for English and math. Some wanted a greater variety of subjects (civics was suggested) because more subjects were asked for when going job-hunting. Someone wanted more frequent, shorter breaks in the day, rather than longer, less frequent ones. Again, someone mentioned a lower teacher/student ratio. Some students were unhappy with the disciplinary situation and suggested weekly beef sessions to clear the air and "kick out all students who were not working". Some students did not like the mixing of different language groups and suggested separation of ESL students from English-speaking students and others.

Most of these suggestions for changes came from the level I BTSD programs. The level II students generally said they would not make changes.

<u>Counselling</u>

Who does the student turn to when he has problems? The overwhelming majority indicated that they could talk to their instructors or coaches about problems and that they did. Someone in a

BTSD program observed that he could talk to some of them but not all, "because they get upset easily". There seems to be much credence. then for the notion of "every teacher a counsellor".

In terms of available counsellors, most in the BJRT programs indicated that they had social workers or counsellors outside the college setting. One BJRT program particularly appeared to have no counselling support and students said it was needed. This is the same program where the instructors and co-ordinator also expressed a need for a full-time counsellor. One BTSD level I program indicated there was no counselling support, but all others indicated the existence of counsellors. Some students indicated the presence of a counsellor but then added "I never needed one", or, "I never used one".

Potential Students

The last question was an attempt to try and assess the need for programs by hooking into the peer groups of the students. If students all come from similar kinds of socio-economic or cultural backgrounds, and if many have learned about the programs by word-of-mouth, may not other potential students come to programs in the same way?

Fourteen people indicated they knew of others who wanted to be in the program, but made some additional comments including the following: "A person whose husband won't let her"; "a sister who has grade 12, but wants life skills"; "a friend who is nervous about coming and finding out"; "some would come to BJRT, but listen to gossip about BJRT students - only mentally retarded people go into BJRT - and don't come."! Some indicated that the people they knew were waiting to see the results of the present students.

Some general comments (eight in all) were made by BJRT students such as "people in prison could use life skills", and "would recommend it strongly to anyone 1 knew was interested".

Students in the BTSD programs also indicated people who wanted to be in programs, but made such qualifying comments as: "but all they do is talk about it"; "husband won't let her"; "Manpower won't let them in"; and "there are no seats available."

Nine people indicated that they did not know of anyone who wanted to be in the program.

Summary

From the various comments made by students in the Manpower supported programs, some inkling as to the nature of the adult basic education student as well as the nature of the programs as seen through their eyes can be elicited. In some instances they also reinforce some of the statements made by instructors and/or co-ordinators elsewhere. For example, one BJRT program stands out as having certain difficulties or needs and these were expressed at all three levels of the interview process. Problems of ratios, lack of funds, lack of counselling support and group instruction were all highlighted. The level I BTSD programs also indicated certain common problems.

STUDENTS IN OTHER PROGRAMS

It was sometimes more difficult to have access to students in the voluntary or private sector programs. There was a tendency to protect the student from outsiders. Part of this hesitancy is understandable, in view of what should be fairly clear now about the types of students involved in programs. Instructors have had to work hard in many cases to build up self-confidence and facilitate motivation. Students in these programs have sometimes been turned down by Manpower, or have other problems which make them shy and sensitive to the stigma of being illiterate. One program operates on the basis of strict confidentiality and that policy is seen as a strength in attracting illiterates to the program. For these reasons, among others, students were not as freely accessible as in the Manpower-supported programs.

One student from the Literacy Council was willing to talk about her experiences. She was a middle-aged widow who worked as a cleaning woman. She saw an advertisement for tutors and volunteers and telephoned the publicised number to ask for help. She had had a bad school experience -social promotion to grade 8 - but knew that she was not at that level. She could not read, write, or spell very well and when she had had problems in arithmetic had been told to "figure it out". She wanted to better herself and enjoyed the one-to-one situation where her difficulties and mistakes could be worked on as they occurred. She had been in the tutored situation for nearly one year and was ready to start work on Skillbook 5. Her feeling of satisfaction had come when a man friend who had helped her with spelling made a praiseworthy comment. In her own words this was the situation: "I could never read good before, but the other night, I read out loud to my friend and he said, "You know, you've really come on fine".

She wanted to continue with her studies and would have liked some tutoring in arithmetic. She was conscientious in doing her homework -going over the lesson again and doing the exercises. The only change in the "program" would have been to introduce some arithmetic. Regarding the reading material, the need for Canadian content was reinforced in the following way, "I live here, in Canada, and will not be living in the U.S.A." She had a friend who wanted to be tutored, but could not take the first step towards getting that help.

In another situation, the students of an adult day school were willing to fill out the question sheet. These students were in a grade 8 class and offer a "maturer" perspective than some of the other students. There were 12 respondents. In this program, five people had heard of the program from social workers, three had heard from friends or other people, two had seen an advertisement in the newspaper, and two heard through the school board. Six had decided to enter the program to improve their education, three said they wanted better jobs and there were three other replies such as "wanted to get ahead", "took it because I needed it", and one person who had seen the advertisement in a newspaper was motivated to come by the words Adult and free that he saw in the advertisement. Seven of the students had been in the labour force, but only one indicated the type of work she had been doing - working in a Department Store. She had had problems with calculations and come to school to try to improve her math. Two said they had been doing "nothing", two had health problems and one was doing "housework".

Half of them indicated that they had some kind of financial problems, but did not amplify their answers.

In terms of moral support from friends and families, some of the comments actually written by the students are reproduced here. "They like the idea of me taking part - they told it is better go, so off I went." "The one I live with is doing the same thing." "There glad for me." "My dad and mom are glad I am getting my grades up." "There for it." "They are very pleased with the idea." "I have three teenagers all going to school. They think it's great my going to school. They are also happier now about going to school themselves." Apart from their content, these answers are indicators of the literacy levels of the students.

Six of the students indicated they wanted to continue their education in some way, either by taking further academic upgrading or skill courses. Three indicated they wanted to go to college for specific training e.g., "learn shipping and receiving", "electronics", "nursing or teaching". Four had other aspirations such as "cheff", "counsilloring", "tutor", "find an interesting job that pays well". One person did not answer, and another said "I don't now" (i.e. what he wants to do when he leaves the program.)

Eleven of the students liked the program contents very much and some listed all the components - math, dictation, spelling, English, science, geography, reading, social studies. One student said, "I like all the subjects we take and think we really need it. I feel I have learned a lot since I started." Only one person indicated that she needed more help with her math and that she found grammar difficult.

Regarding homework, one person said there was no homework, five said yes they did, the remainder said "sometimes". The person who appeared to be most literate throughout the questionnaire offered the following comment: "Yes, 1 enjoy doing homework. I no longer have to keep harping at my children to get their homework done."

Ten people would not change the program. One student (the lady with the math problem) asked for more tutors and wanted some creative or physical activity during the week. Somebody else made a terse comment: "I would like it to be more quiet." (This is a basement situation with four classes operating in one area and there is considerable coming and going.)

All students said they could talk to their instructor about problems and that a counsellor was available when needed. Only one person knew of someone who wanted to be in the school.

The nature of some of the written answers in this grade 8 class tends to confirm that a verbal interview or group discussion session with adults of low educational attainment is the best method of eliciting information.

Five more cameo situations will be presented from adults in voluntary programs. The first program dealt with adults from the lowest educational levels to about a grade 5 or 6 level. They were mixed together in one group but worked individually. Many had heard about the

program through radio announcements and were excited about the opportunity given to them to learn. Who were some of these students and why were they there?

One was an unmarried mother on welfare who said, "I went to school until I was 18, but no one taught me how to read or write. I'm not retarded, I'm just a slow learner. Now I'm beginning to read, the words make sense."

One was a West Indian immigrant literally left holding the baby when his wife deserted him. His comment went as follows. "I went to Manpower and they gave me a test with blocks. I passed it, so they said I could learn on the job and wouldn't sponsor me, but don't have the education to get a job."

Another student was a 40 year old man trying to upgrade his qualifications so that he wouldn't be a sweeper of floors for the rest of his life. He said: "We need more programs like this, here we can learn at our own pace and things are explained to us the way they never were when I went to school."

A fourth student was a retired successful small businessman, who had never learned to read or write and was now learning such activities in order to enjoy his leisure better.

Lastly, in another program in downtown Toronto, a man with a grade 6 education was teaching a younger completely illiterate man how to recognize letters and say their sounds from the letter tiles used in Scrabble. He apologized to the writer for not having a book to do the teaching!!

SUMMARY

It is hoped that the answers given to the questions in the interview schedules will serve to give those not previously acquainted with the nature of ABE programs some idea of how they are organized and operate, as well as some idea of the students and instructors who participate in the programs and the problems and issues that are of concern to them.

Lack of funds, student/teacher ratios .. use of volunteers, choice of curriculum materials, are some areas of concern that are shared by government and non-government programs alike. More cogent conclusions and issues will be pinpointed in section VII of this report. Before doing that, a summary of the findings of Phase II will be made.

FINDINGS FROM PHASE II

        The findings from Phase II include an overview of the ABE scene
in the rest of Canada, with the exception of Quebec, and more
specifically, the findings of the anglophone school board survey. As
already explained in section Ill, the approach in Phase II was based on
identifying some key people and programs that could be visited to get
some feel of what was happening in each of the provinces. If there was
any bias it was towards "the best" as people in co-ordinating positions
had been asked to recommend places for visiting purposes. As well as
this caution, it must be stressed too that time was more limited in
visiting a program than in Phase I, so that student input is minimal. A
summary of what is happening across Canada in ABE will now be given.

NEWFOUNDLAND

        Unfortunately, no written replies or material were received from
Newfoundland despite several attempts in contacting various people
there. However, from telephone conversations and some replies to the
correctional and school board surveys, a sketchy picture can be given.
Because of the lack of communication and some project budget problems
at the time of the visit to the Atlantic Region, Newfoundland was not
visited--the only province in this category except for Quebec.

        A previous letter to the WLC office in January 1974 had indicated
that programs sponsored by Canada Manpower existed in two areas of the
province and that the materials used were EDL 100 and BLADE. Since then
there have been various developments. There is some indication that in
St. John's there are several institutions which may be operating ABE
programs of the BTSD type.

        There is one permanent literacy training centre in Stephenville
providing full-time training and five other centres funded jointly by
Manpower and the Unemployment Insurance Commission. These five centres
are experimental in nature and are portable. They are designed that way
to help meet the needs of the local population and when the demand
peters out they will then be moved to another community.

        The writer was assured that Newfoundland knew it had a problem,
that awareness was increasing and new programs were being developed.
Another innovation was a Teachers on Wheels program funded by OFY and
LIP grants which was operating in the summer of 1975 and was to
continue until the end of June, 1976. The program was operating in St.
John's where tutors visited homes to diagnose the needs of the adults
and help them with reading and writing.

        Frontier College workers in the outports and interior of
Newfoundland are often engaged in basic literacy and upgrading work.
The extension division of Memorial University has been engaged in a
learning centre project which utilizes the media in decentralized
communities for community education. Literacy training could perhaps be
effected by this means. Thus, there are several innovative approaches
being tried in Newfoundland. The emphasis on mobility and
decentralization is sound in a province where the population is
peripherally distributed and densities are low.

PRINCE EDWARD ISLAND

No written information was received, but a visit was possible. The current situation in P.E.I. is a little unsettled as the former Vocational and Continuing Education Division of the Department of Education has been gradually phasing over to Holland College. The phase-in was to be completed by March 1976.

Programs

For administrative purposes, the island was divided into two regions--a western region based on Summerside and an eastern region based on Charlottetown. There were five BTSD locations situated in the following places--Charlottetown, Summerside, O'Leary, Montague and Souris. All grades from 0 to 12 are handled. The average ratio is 12 students to 1 instructor and the average grade on intake is between 5 and 7. The 0-4 level students are handled separately. Instruction is individualized and a DACUM approach is used.

In literacy training, language experience is used and an eclectic approach taken. EDL 100 is the major material used, but Laubach and Reader's Digest Skill Builders have also been tried.

Clinic. -- In the BTSD location in Charlottetown there is a reading clinic which is said to be unique in the Atlantic Region. Every student on entry is put through telebinocular and audiometer tests to see whether any sight or hearing aids are needed. The clinic was begun in 1970 and served adult students from all over the Island. Teachers noticing that their students had reached an impasse in their progress would ask for help for the student. Originally the teacher would accompany the student to Charlottetown for one or two days. The student would be tested in the clinic and then put on a prescribed program. The student's original stay was extended from six weeks to a period of no longer than twelve weeks when the shorter time proved insufficient. The Manpower mobility allowance looked after travel costs. There was some uncertainty in the ball of 1975 as to the future mode of operation of the clinic with the pending changes in administration.

The belief of those involved in the work of the clinic is that reading is the heart of literacy training and that many people having difficulties with math and science do so because they cannot read and comprehend the problems that are presented to them.

Teacher training. -- In the period 1971-74, teacher training courses were offered during the summer months through the extension department of the University of Prince Edward Island. The courses were for all BTSD teachers. They were able to take three half courses for the summer and receive accreditation towards a higher pay category. Courses offered included diagnostic and prescriptive teaching, psychology of the adult learner, audio-visual techniques and small group sociology. The training was sponsored by Manpower. In-service seminars and workshops are held during the year. Teachers who shared the best aptitude for the reading work were chosen to staff the clinic. Prince Edward Island has given courses for other BTSD instructors in

the Atlantic Region.[1] The BTSD staff in Charlottetown feel quite strongly that more reading courses should be made available at faculties of education in teacher training programs both from the theoretical and practical standpoints.

BTSD curriculum. -- Communications and math are the core at the lower grade levels. Science is introduced at the grade 6-7 level. Life skills is compulsory but the amount a student takes is optional depending on his particular needs. The rationale for including life skills is that a student with a chip on his shoulder or the attitude, "I can't learn", can turn to his academic work and forge ahead when he realizes that he can contribute to a life skills session in a non-competitive atmosphere and so gain a feeling of self-worth and appreciation.

In the late 1960's,there were far more men in the BTSD courses,-but now it is more or less an even split between the sexes. The average age of students has dropped from the late 20's to early 20's.

BJRT programs. -- BJRT was introduced to P.E.I. in 1973 as a pilot project in Charlottetown- BJRT is oriented to the labour force, the average length of stay is five to six months in the program and the student/staff ratio is 5 to 1. Another BJRT program operates in Summerside and four more were to be introduced in 1975-76.

Night Classes

These are sponsored by DREE in different kinds of facilities throughout the Island and are free to students. Up to 50 night classes in 27 locations have been held wherever the demand originates. News of the classes spreads by word-of-mouth but many churches and priests are involved in this process.

Twelve to 15 students are needed to start a class. Courses run for 20 weeks for two nights a week, three hours per class. It is estimated that the average grade level of those attending is 7 to 8 but the range is from grades 3-4 to 11-12. The curriculum is the same as the BTSD curriculum. Day school teachers are only allowed to teach one night class a week (an effort towards quality control).

It was felt that there needed to be a broader volunteer base and increased publicity by word-of-mouth to refer more people to BTSE). Some volunteers have been trained in the Laubach method. Students are also prepared for GED tests.[2]

Summary

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[1] See Dorothy Hicks, Remedial Reading for Adults: A Teacher Training Course in Prince Edward Island," Training 75, Vol. 1 No. 1 (Summer, 1975), p.44.

[2] This is a testing program that originated in the U.S. Armed Forces to give adults a chance in obtaining a high school equivalency certificate. It is a ten hour exam which tests comprehension and ability in five subject areas.

There are particular economic problems in P.E.I.--seasonal unemployment in winter when there is no tourism, agriculture or fishing. Extra Manpower seats are made available at this time for those who are eligible. Also, employment opportunities are limited for graduates because of the general lack of industry.

NOVA SCOTIA

The Department of Education in Nova Scotia has two divisions which help deliver Adult Basic Education programs. These are the Adult Vocational Training Activity which handles the Manpower sponsored courses and the Continuing Education Classes Division which handles classes through the school boards. Each of these will be considered in turn.

Adult Vocational Training Activity

BTSD.-At present Nova Scotia has 13 Adult Vocational Training Modules (AVTM) offering BTSD programs. The BTSD program is broken down into elementary and intermediate divisions. The elementary division handles the lowest grades up to about a 6-7 level, while the intermediate division handles grades 8 to 10. There are two elementary AVTM's in Kentville and Digby and the province could probably allocate one-half of the seats in each module to elementary clients. The AVTM's are located in storefronts, abandoned schools, church buildings and warehouses.

The student-teacher ratio at the elementary level is 7 to 1 and 15 to 1 in the intermediate division. Great emphasis has recently been placed on the development and introduction of a new elementary curriculum and it is currently being evaluated. All students are given a performance chart for communications and start at the beginning and proceed until they reach a "block". This would be the place where the student would start to work in the skillbooks designed for the program. A pretest and post-test of each skill unit determine performance level and progress. Reading and spelling are supplementary to the whole program and continue along with the progress through the skill units. Student and instructor decide together how much is to be accomplished during the week. Nova Scotia went heavily into EDL 100 and ATVM's have reading-labs using this equipment as well as other supplementary materials.

At the elementary level, emphasis is on communications. BTSD instructors are qualified teachers; most have a B.A. or B.Ed., but they have had no specific training with adults or reading. In the Fall of 1975, Nova Scotia hired a reading specialist who was planning in-service training courses which would eventually apply to all instructors. Two-week sessions were planned---one week of training out of the AVTM and one week of practice in the AVTM.

Life skills have been introduced into the BTSD intermediate program -- a compulsory three to four weeks component and a voluntary component. Introduction of a life skills option into the elementary division is also being considered.

BJRT. -- Two BJRT centres are being operated--one in Halifax and one in Sydney, a third one was planned for Yarmouth. The Halifax BJRT program began in March 1974 and was a pilot project for the province. The model was the Saint John project in New Brunswick and it attempts to reach those with grades 1-6 schooling and serious blocks to employment. The staff is of excellent calibre and the overall student/staff ratio is 7 to 1. As with P.E.I. the average length of stay in the program is 5 to 6 months, and the orientation of the program is to prepare clients for entry into the labour market.

Academic work and life skills axe included in the timetable. EDL 100 is the major material for communications. Rather than field trips and tours, if a client expresses an interest in a particular job he is placed in that job for a trial period of two weeks. He then has the basis for making a sound decision about his future career goal.

Continuing Education

This Department has a twofold involvement in literacy training. Firstly, since the inception of the Lunenburg County Literacy Council in 1970, (see section IV) the Department has been responsible for sponsoring tutor-training workshops and providing the materials to both students and tutors. Yet, despite this financial commitment from a provincial government, the Laubach movement is a voluntary one. Secondly, literacy training classes are held by some local school boards which come under the jurisdiction of this Department. Some of the school boards use volunteers to help tutor English-speaking students in night classes and ESL students in day classes.

School boards also prepare mature students for the GED examination through a two-year accelerated upgrading program.

NEW BRUNSWICK

This is another province that has undergone recent administrative changes. In April 1974, New Brunswick Community College (NBCC) came into being as a Crown Corporation. All government work in adult education now comes under NBCC.

BTSD is established on 24 units, two units per grade level. Students are able to enter at any level. The curriculum is geared to stream 3 in the New Brunswick high school system i.e. geared to those students who are aiming for grade 12 completion, but are not going on to university. There are about a dozen locations in New Brunswick which offer BTSD courses on a 52 week operational basis * These take place in trade schools or in converted buildings. The student/instructor ratio is about 12:1 or 15:1 on the average but 7.1 or 5:1 at the lower grade levels.

Short term community based BTSD programs are offered during peak unemployment periods. Woodsmen, fisherfolk and road construction workers are some of the people who have taken advantage of these three to five month courses. A part-time pilot BTSD program was tried and also a BTSD night shift on a fulltime basis was introduced in Fredericton.

Curriculum includes communications, math and life skills. A basic six weeks life skills course of 19-20 lessons focussing on human relations and problem-solving skills is compulsory, thereafter, optional units based on a wide variety of themes can be taken. Life skills courses are also offered under contract with NBCC to various social agencies and there is a move to introduce it to the whole student body in trades training. Field trips are also incorporated into some BTSD programs.

BJRT.-There are three locations in New Brunswick. The pilot project for the province was conducted in Saint John. This project was thoroughly monitored and evaluated by the Department of Manpower and Immigration. Clients accepted have ranged from complete illiterates to people with masters' degrees. The stress is on life skills and the prime objective is to prepare people for employment. Considerable emphasis is placed on work orientation and job exposure. There are 20 Manpower-purchased seats operating on continuous intake/exit for 52 weeks of the year. Overall student/staff ratio is 5 to 1. In the academic skills area, the BLADE program is used for those at the lowest educational levels. During the first year of monitoring it was found that the average length of stay was 76 1/2 days (15-16 weeks), that 90 percent of those who completed the program were employed and that 75 percent of those who left voluntarily were employed. This Basic Employment Training Program has been used as a model for the rest of the Atlantic Region as already indicated, as well as other parts of Canada.

Night Classes

Adult Basic Education is available throughout New Brunswick in the Provincial Night School training program. These classes are organized at the local level, but operate under guidelines established by NBCC. This type of activity was formerly undertaken at the local level by school boards, but was taken over by NBCC when it was formed in 1974 in an effort towards quality control. Under this new administration the province has been divided into five regions each of which has a regional supervisor who is in charge of assessing needs and overseeing programs.

The funds for night school classes come from the Ministry of Education and are administered by NBCC. There have to be at least 10 interested people before a course can be offered. Priorities are going to be given to literacy training (academic upgrading) and apprenticeship type programs. Previously night classes below the grade 10 level were free, but now there is to be a charge of $7.50 for a 40 week course. Before the formation of NBCC there were 144 classes providing basic education in 1973-74 with an enrolment of 1,462 persons.

New Brunswick is a bilingual province. BTSD courses and the GED examinations are available in both official languages.

MANITOBA

The province of Manitoba has three community colleges which serve the adult population. The largest, Red River Community College is located in Winnipeg and is responsible for the south eastern part of

the province. Assiniboine Community College in Brandon is responsible
for the south western part of the province and Keewatin Community
College located at The Pas serves the northern part of Manitoba.

Adult Basic Education is the general term used to cover al
grade levels up to grade 12. All the colleges offer BTSD and BJRT
programs. However, BJRT is organized to take students from 0-10,
whereas BTSD concentrates on the academic work either from 5-10 and/
the upper grade levels. As Red River College is the largest college
in Winnipeg, and was the one visited, its programs will be described

Originally, the BTSD program started in the mid 1960's in the
Manitoba Institute of Technology and was later taken over by Red River
Community College (RRCC) when it came into being. The BJRT program was
introduced in 1973. The main campus serves Metropolitan Winnipeg and
handles over 2000 people a year in its ABE programs. The maximum
capacity at any one time is about 550-600 students. Currently, there
are four extension or outreach centres located in other parts of the
city, but mainly downtown. A fifth centre is in the planning stage. In
addition there are two centres for special clients. Red River also
serves the rest of its constituency through a number of dispersed
centres. Three centres operate all year - at Headingley Jail, at Stony
Mountain Penitentiary and at Portage la Prairie. Many other centres
operate on a seasonal basis only.

BJRT programs operate on the main campus and in the extension
centres. BJRT has three major components, academic work, human
relations skills, and pre-occupational exploration. The academic
program utilizes BLADE for the 0-5 grade levels and is thus
individualized. LINC is used for grades 5-10. A team of people adapted
the LINC material to suit Manitoba's course entry requirements. Math,
communications and science core areas are offered on an individualized
basis. Human relations stresses the development of personal and social
skills. The pre-occupational exploration program provides work
experience and job orientation. Ratios are between 12:1 and 9:1 for the
BJRT programs.

Intake to the program occurs every six weeks. Students are given
a placement test at the beginning and are assessed at the end of six
weeks in the program. The assessment process includes the instructor,
the counsellor from the referring agency and the student. Clientele
tend to be in the 19-30 years group, slightly more women than men, and
ethnically mixed. Several native peoples are in the programs. Manitoba
is a reception area for Eskimos from the Territories. There are waiting
lists for all ABE programs at RRCC.

The first extension centre in Winnipeg was a storefront operation
which opened in the spring of 1973. A wide variety of activities was
held in the original "drop-in" and have now been transferred to another
site in the same area and close to the original storefront. A BJRT
program is offered here and in two other extension centres. These
centres occur in an old bakery, an abandoned freight house, and local
schools. One extension centre, serving a more middleclass neighbourhood
offers the Adult 5-10 program. There are two specialized centres, one
for psychiatric patients and one for young probationers and parolees.
The emphasis in both cases is on life skills, with pre-occupational

exploration in the former case, and an academic component in the latter.

A fifth centre in the Inner City is to be opened. A wide variety of social agencies have been involved in the planning of this centre which will be a co-operative venture with RRCC. The co-ordinator of ABE at RKC sees this co-operation in planning and funding as a real breakthrough and, in view of the dwindling financial resources anticipated in the future, feels that this must be a model for the future. Volunteer help is being introduced in one or two of the extension centres.

Training. --It is a primary condition of continuing employment as an instructor at RRCC that the person works towards an Adult Education Certificate. The college provides this training, for the other community colleges as well as for Red River. A total of six courses are required two from three general subject areas viz: understanding people (human relations, psychology fields); measurement and evaluation; and curriculum content. Any training requirements of a particular department over and above the certificate courses can be priorized and handled by in-service training sessions. Instructors can also be reassigned to other courses or locations if and when they feel the need for another orientation or further professional development.

Counselling support services are weak - one counsellor for over 500 ABE students! RRCC has been experimenting with correspondence courses in the Adult 5-10 program and also holds a 50 hour preparatory course for the GED.

Itinerant resource people are being used in southern Manitoba to service rural areas, especially in the constituency of Assiniboine Community College.

Other programs.--The government of Manitoba is involved in providing several other kinds of programs to aid adults in attaining career goals. One of the most exciting of these is called New Careers. It provides on-the-job training and education for adults over a two year period and is designed primarily to help disadvdntaged people to enter the job market in areas of high need in the human services. People are judged on their potential and ability rather than academic backgrounds.

SASKATCHEWAN

Recent developments and changes in continuing education in Saskatchewan are affecting the delivery of ARE programs. Originally, the BTSD program was offered by the three technical institutes located in Moose Jaw, Regina and Saskatoon. Meadow Lake Vocational Centre came later. BTSD programs offered in these centres were augmented by local high schools in such places as North Battleford, Yorkton and Prince Albert.

In the spring of 1973, the Community Colleges Act was passed, giving Saskatchewan the go-ahead to put an exciting and unique community-oriented adult educational concept into practice. The philosophy behind the Saskatchewan community college model is to take the programs to the people (as opposed to the more traditional

educational pattern of bringing the people to the programs). The slogan adopted by the first community colleges sums up this approach quite succinctly: "the college is the community and the community is the college." Originally, four colleges were established and the number has now increased to thirteen. One of these serves an area close to the Alberta border and services are provided for and arranged on a cost-sharing basis with the Alberta Department of Advanced Education. Another college is located in Northern Saskatchewan, a part of the province which now has its own Ministry - the Department of Northern Saskatchewan responsible for all government departments in the North. The remaining 11 colleges serve the southern part of Saskatchewan and have clearly defined tributary areas contiguous to each other. They are all responsible ultimately to the Department of Continuing Education. The community colleges therefore have now become the major means of delivering ABE programs.

The community colleges do not aspire to become mini-universities, nor do they have capital invested in large expensive buildings and campuses. The college begins with the community itself and is decentralized in terms of operation, and flexible in staffing and resources. This way the colleges can respond more easily and quickly to community-based needs. Thus, colleges are facilitators and catalysts, encouraging and promoting educational services through contracts with existing institutions and organizations to achieve more effective utilization of these facilities by adults.

In a province which is primarily rural and which has the most uniformly distributed population in Canada. This model of decentralization, geared to meet community needs is ideal and provides exciting possibilities for locating and meeting the needs of those requiring literacy training and adult basic education programs.

Visits were made to three of the community colleges and discussions held with staff, Board members and local people. In addition, programs visited included Manpower-supported ABE programs and others. In one of the college regions, two pockets of illiteracy had been identified, through the local community college committee. The people were long-time residents of Canada, some of who had never been taught English. A Frontier College worker was to start work in one of the communities in March, 1976. The college was proceeding with caution and was waiting to see the results of this first project before proceeding in the second location.

In another location a night class in a rural community was visited. The people were from a Mennonite farming community and the request for classes had come from the minister who was concerned that several of his congregation could not read or write. Before the local community college had been established, the program came directly under the Department of Continuing Education and the teacher was paid by the school board in whose school the classes were held. The classes begin after the harvest is over in November and continue through until June. There is a token fee of $5.00 and students meet two nights a week for two and a half hours a night. Most of the students were men in their fifties with families of four to seven children, and a wife who did all the business transactions. In many cases, it was the "push" of the wife that brought the student to class. Many of the men were very conscious of their lack of skills in this area.

These two cases from rural Saskatchewan tend to confirm the type of client in need of literacy training that was indicated by the Census data for that province. It is encouraging to note that, despite their age and isolation from learning all these years, that the people are willing to learn. It is hoped that the community colleges will be able to service the needs of others in similar circumstances.

A wide variety of correspondence courses are offered in Saskatchewan and include the grade levels below grade 7. So, once on the road to reading and writing, a student could make full use of the Correspondence School as well. GED tests are also held in local communities.

Generally throughout the province, BTSD is offered as well as BJRT. As in Manitoba, BJRT tends to cover grade levels from 0-10 and BTSD covers 5-10, and 11-12. At the Wascana Institute in Regina, a 0-4 program was operating.

The way BJRT is handled depends on the local centre. Thus, in Yorkton, it had grown out of an original work activity project which the Department of Social Services had handed over to Manpower. Much of the work activity flavour was still with this program. For example, students had done much of the interior refurbishing of the previously condemned school building, and in the basement a considerable choice of trades training was offered such as carpentry; plumbing, and welding. A crafts program was also included in the program along with the usual life skills and academic components.

Elsewhere, the life skills element is integrated into the academic upgrading program and can be chosen as an option by the student depending on his particular needs and goals. The element of life skills grafted on to BTSD tends to transform the latter into BJRT Work experience and job search techniques are also available.

Training. -- Some courses in adult education are offered by universities in Regina and Saskatoon and there is some life skills training being done in the latter as well. Generally again, the personal assessment and human qualities are the prime considerations in selecting instructors most of whom have probably come from the regular school system.

Sponsorship. -- Due to the large number of native peoples in Saskatchewan, many students and programs can be sponsored through the Non-Registered Indian and M6tis Program. Sponsorship of other students is in the hands of the usually familiar agencies, Manpower, Vocational Rehabilitation, and so on.

Other Programs. -- The Saskatchewan Council for Crippled Children and Adults holds a series of workshops and programs in several locations in the province. Tutoring is offered to students at the basic literacy level in some programs. The Radius Tutoring Project has been briefly described in section IV of this report. Currently, Radius has planned and is hoping to offer a BJRT program in association with the local community college.

The Regina Public Library has been referred to a couple of times throughout this report. The program for adults was offered in 1973 and is still going strong. There is one night class and three day classes. The evening class is open to the community and give5 students practice and reinforcement in reading skills. In the morning classes, participants have severe physical, mental and social handicaps and have never been able to learn to read. The classes are free, popular, and there is a waiting list. Library assistants act as instructors for some of the programs. "Graduates" of the program have gone on to accomplish success elsewhere, for example, one woman reading at a grade 5 level, originally came to improve her reading so she could read to her children, but she ended up becoming a library assistant. A man student eventually was accepted into university.

Within the library is a learning materials resource centre which is in constant use.

TRANDS. -- Before leaving Saskatchewan, cursory mention must be made of the Training Research and Development Station in Prince Albert, which, through Saskatchewan NewStart, was able to develop and produce innovative Canadian programs for use in adult basic education. TRANDS was the home of BLADE, LINC, Life Skills and Fluency First (an oral English course for those not fluent enough and ready for BLADE), among others. Many of these materials have gained widespread acceptance and use in government- supported programs. Unfortunately, costs of some at the programs are prohibitive for organizations operating on a shoestring budget. TRANDS was gradually phased out and closed on March 31, 1976.

ALBERTA

In Alberta, the Adult Vocational Centres are the major organizations handling ABE. These are located in Calgary, Edmonton, Grouard and Lac la Biche. In addition, there are a series of small one-room centres known as Community Vocational Centres which mainly serve the native peoples in Northern Alberta.

Basic education covers the 0-9 grade levels. In Alberta, many of the students are sponsored by the provincial government rather than Manpower. Thus, it has been possible for students to stay in academic upgrading programs until their academic goal has been reached. Students are tested on entry and a committee meets and plans the student's program in relation to his needs and goals. In some instances, a split timetable is possible, i.e., some basic English with high school math. Intake in the two centres visited is scheduled for twice a year. There are two five-month semesters. The centre at Edmonton has recently completed a follow-up of its first BJRT programs and is pleased with the success rate of student employment. Many students had been in Basic Education for 15 months or longer before entering the work force.

At the Calgary Vocational Centre, free evening classes are offered for adults. These tend to be older people.

BRITISH COLUMBIA

The situation existing in British Columbia most closely resembles that of Ontario. That is, BTSD programs are offered through community

colleges, of which there are fourteen. Some of these have only recently come into being and are still sorting out their responsibilities with local school boards. One or two school boards are still active in ABE, either independently or in cooperation with the local community college. There is one provincially operated Vocational School offering BTSE.

There are only two level one (basic literacy) courses being offered under BTSD at the present time. However, Malaspina College has a Downtown ABE Study Centre and is using community tutors to help adults in need of basic literacy training. Vancouver Community College has an Adult Basic Education Program handling about 100 students on a full-time basis.

Many of the colleges offering BTSD have now adopted VAST[3] (Vocational Adult Secondary Training) an individualized curriculum project covering the grades 6-10 levels. The Vancouver Community College had a number of Outreach Centres in the downtown area where BTSD and BJRT were offered. As of March 31, 1976 these were to be discontinued because of provincial budget cuts. Whether this is a temporary situation only, or a permanent one is not known.

The BJRT program is a seven week course. The one visited was located in a church in the Chinatown area. The elements of the program included a "brush-up" on academic work, life skills, job search techniques, work experience in the community, crafts, and a physical fitness component. Two forerunners of BJRT at Vancouver Community College were EOW and BEST.

Employment Orientation for Women started in 1969 in Vancouver and has since been replicated elsewhere in the province. The course is open to women 18-55 years of age and is limited to 15 students. The length of the course has been 12 weeks and it was offered three times a year. The length may be reduced to 9 weeks in the near future. Academic refresher work is given along with "Preparing for Work", and "Preparing for Employment". It is a Canada Manpower sponsored program. Normally nobody with less than grade 4 level of education is accepted.

Basic Employment Skills Training is a six week long experience in self-assessment and self-direction. The objective is to develop clearer and more realistic vocational goals and to take appropriate action. Training and assessment in academic skills, shop related skills, job search skills, and human relations skills are offered. Age of participants is usually between 18 and 35 years and they are sponsored by Manpower or the province. There is a total of 20 seats, two full-time staff and several support staff.

Thus, there has developed a wide variety of programs at Vancouver Community College to help meet the needs of the people, but is it enough? Why are Outreach Programs the ones to be axed? Why is a level

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[3] See Harley Robertson, "Developments in British Columbia Adult Training: A Few Examples," Training 75, Vol. 1, No. 2 (Fall 1975), p. 16.

one BTSD course considered experimental? Why are people below grade 4
not accepted? These questions apply not only to Vancouver, but to other
parts of the country as well.

Other Programs. -- Britannia Community Services Centre, a brand
new integrated community education, social and recreational services
complex which has been ten years in the planning was to provide an ABE
program in cooperation with Vancouver Community College but this
program has been shelved, for six months anyway as it is under the same
axe that cut the Outreach Programs. In a setting such as Britannia,
however, where so many facilities and activities are together, other
alternatives for upgrading adults of low educational levels should be
possible.

St. James Social Services in downtown Vancouver provides
instruction for illiterates from skid-row when the need is indicated.

The Indian Education Centre can handle a maximum of 28 Indian
student and upgrade their educational levels. It is viewed as an
educational half-way house and the average length of stay is three
months.

The Northern Training Centre for young mentally retarded adults
in Smithers has found that some of its clients mainly native peoples
are functionally illiterate as a result of isolation and "culture
shock" rather than mental retardation factors.

School boards operating programs will be mentioned later. Some
community colleges operate evening ADE classes in local schools for
nominal fees.

THE TERRITORIES

Yukon. -- No detailed information received, but an indication was
given by letter that literacy programs using BLADE were thriving in
many diverse Yukon communities. A previous letter to the NLC office in
1974 indicated that the instructors were locally hired people without
previous teaching experience and with educational backgrounds from
grade 9 to university who had been given some orientation and training.

Northwest. -- BTSD and FORT programs exist in the Northwest
Territories. There is a residential institution--the Adult Vocational
Training Centre in Fort Smith. Elsewhere, there are centres staffed by
adult educators. Illiteracy in the Northwest Territories is defined in
terms of the English language rather than the native tongue. No visits
were possible to the Territories.

SUMMARY

In a land the size of Canada with distinctly different geographic
regions, socio-economic backgrounds and twelve educational
jurisdictions there are of necessity variations in approaches to
providing ABE programs and literacy activities. The focus has been to
describe the existing delivery systems and programs with some emphasis
on the distinctiveness of the particular region in the field of ABE.
The dominance of Manpower supported programs is apparent.

Generally speaking, more people at the lowest educational levels participate in Manpower programs in Eastern Canada than in the West. Also in the East, programs such as BJRT tend to be longer than in the West and staff-student ratios are lower. The seasonal upgrading programs have been described to the writer as "disguised welfare". Geographic and economic factors obviously affect the training programs. One wonders, however, how much would be done or provided in the way of ABE and literacy activities without the Federal government's participation. Some alternatives have been identified but they are local, small efforts for the most part, the Laubach movement could be the possible exception. In terms of numbers of alternative programs, more exist in Ontario in Anglophone Canada than anywhere else.

<u>SCHOOL BOARD SURVEY</u>

Earlier in this report it was explained that a school board survey was undertaken in an effort to find out what was being done in literacy training or adult basic education at the local level. The covering letter and brief questionnaire are included in Appendix Ill. The mailing was undertaken prior to the lengthy mail strike and before any visits outside Ontario had been made. School Boards still operate programs in Ontario and it was assumed that this would be the case in other parts of the country. In the light of what has already been reported and in view of the responses given in the chart below it can be seen that the assumption was not valid for all parts of the country.

School Board Survey

Region	Number of Questionnaires Mailed	Number of Responses	Percent	Operating Programs
Newfoundland	14	3	38.5	--
Prince Edward Island	4	2	50.0	--
Nova Scotia	12	8	66.7	Yes
New Brunswick	13	5	38.5	--
Quebec	10	2	20.0	Yes
Ontario	75	30	40.0	Yes
Manitoba	23	6	26.0	--
Saskatchewan	15	11	73.3	Yes
Alberta	27	11	40.7	Yes
British Columbia	37	15	40.5	Yes
N.W.T.	2	1	50.0	--
Total	232	94	40.5	

Despite the mail strike, the response for such a blanket survey is higher than usually expected. Although most of the replies were negative, some indication of local conditions, attitudes and contacts were gleaned from many of the responses.

As already indicated in the Atlantic Region, night classes are under other jurisdictions--provincial department of continuing education in Newfoundland, the Federal Department of Regional Economic

Expansion in Prince Edward Island, New Brunswick Community College in New Brunswick. In all these places local school facilities and personnel may be used to deliver the program but the school board itself is not the authority for the classes. Only in Nova Scotia are school boards active in adult basic education.

In Anglophone Quebec, school boards could operate their own adult programs. In Manitoba there appears to be no school board activity. In Saskatchewan, some school boards originally provided sites and facilities for the province for Manpower-sponsored programs to serve geographic areas not covered by the technical institutes. Now, where school boards are active they have contracted out services to the local community college, thus the college is the ultimate authority rather than the board. In the remaining provinces--Alberta, British Columbia and Ontario, school boards in most cases have handed responsibility for provision of continuing education classes to the local community colleges, but some school boards are still operating independently. Below is a list of those school boards or districts who were operating literacy classes or low level academic upgrading at the time of the questionnaire mailing and who replied to the WLC office.

Region	Board
Nova Scotia	City of Halifax
	Dartmouth
	North Sydney
	Glace Bay
	Colchester-E. Hants
Quebec	P.S.B.G. Montreal
Ontario	Etobicoke
	North York
	Lincoln
	London
Saskatchewan	North Battleford
	Yorkton
	Prince Albert R.C.S.S.
Alberta	Edmonton
British Columbia	South Peace River S.D. #59
	Quesnel
	Langley
	Maple Ridge

Some of these replies and others from community colleges were discounted because they explained the BTSD programs which they provided and these have already been dealt with. Borne of the Nova Scotia programs were geared to rapid academic upgrading and preparation for the GED. This is an integrated kind of program from grades 7 to 10, and for this reason was discounted. The school boards which are left therefore are operating courses at the lowest levels and the number is reduced to 11. The cooperative school board ventures in Metropolitan Toronto were described in section IV of the report and these are not included here. Some of those Boards however, have night classes in

addition to the cooperative ventures. Boards not listed above and also
known to be operating classes are Scarborough City of Toronto, the City
of Ottawa, and Peel County.

A brief summary of the characteristics of the eleven Boards which
responded will now be given.

ORIGIN

Date.---Only two of the 11 school boards indicated that they
started classes in or before 1960. Two boards started classes in 1975,
the rest (7) all started in the late 1960's. Thus, as with findings
from the programs visited in Phase I (P.64) the programs are marked by
their recency. As an interesting historical note, someone in Nova
Scotia had dug into the archives and came up with 1907 as the date that
academic upgrading was first offered, although literacy classes as such
began in 1968.

Causes.--- The "archivist" just alluded to stated that evening
schools for men and women (separate) were opened "to extend
opportunities ... to those whose early education had been neglected,
and who had learned in the school of experience to appreciate the worth
of education."

The Halifax City School Board took over the program that had been
carried on by a group of sisters in a local university. Lincoln started
as a result of business inquiries. The Etobicoke Board expanded into
day classes in an Ontario Housing area when the need was expressed and
schools were freed up because of declining enrollments. In the case of
London, the cause was the discovery that students returning for
upgrading in secondary school subjects did not have the basics. A
completely volunteer project associated with the same Board was a
result of social worker referrals. In Montreal, it was the "suspicion
that ... many adults were functionally illiterate or close to it". In
Quesnel a group of non-status natives approached the board for literacy
training. In this same area there is an East Indian ethnic minority who
would also benefit from the program. Elsewhere, boards just said the
need was expressed.

Cooperation.---Four of the eleven school boards do not cooperate
with anyone else in provision of courses. Halifax and Dartmouth
cooperate with the Halifax County Literacy Council. Two school boards
depend on social agencies for referrals. One cooperates with the public
library and an adult counselling centre. Quesnel cooperates with the
E.C. Association of NonStatus Indians.

ORGANIZATION

Grade levels covered.--All but two Boards indicated that they
covered from 0 or grade 1 upwards. The two exceptions started programs
at grade 3 or 4. In all but two cases, reading/writing and arithmetic
were offered. In the exceptions, the emphasis was on the reading and
writing only.

The number of classes.--This varied from two to twelve. Two o f
the programs operated on a tutorial basis i.e. one-to-one, so could not
be characterized in this way.

Location.---Apart from the tutorial programs which operate in homes, all school boards except two meet in schools. The two exceptions meet in community facilities-a convent and a Mental Health Centre.

Timetabling.--Seven boards met only in the evenings and the most frequent timetabling arrangement seemed to be two nights a week, for two hours at a time. Four boards offered both day and night classes, but day classes again were usually held twice a week for two hours.

STUDENTS

Numbers in class.--Total numbers of people enrolled in a school board's program ranged from a high of 218 to a low of 18. The total numbers fox all 11 boards was 799 students. Thirty was the median.

Ratios, apart from the tutorial situation varied from 6 to 15 generally, with a maximum of 30 quoted in one instance.

Program Information.--

Response Categories	Number of Responses
Newspaper publicity	8
Word-of-mouth	6
Board publications	4
Radio spot announcements	4
Social and community agencies	8
Other	3
Total	33

The above chart represents the answers of the 11 board representatives to the question "How do the students come to know about the classes?" Word-of-mouth and referrals seem to balance off the media i.e. radio and newspapers.

Fees.--Eight boards did not charge a fee. Others charged fees from $2.00 to $10.00 a course.

INSTRUCTORS

Apart from tutorial situations, the numbers varied from three to ten. In all instances the instructors were overwhelmingly female and the majority were elementary school teachers. Five special education teachers were indicated. Others included a librarian and a reading consultant. Three boards used predominantly secondary school teachers.

In Quesnel, the instructors were native people who had been trained as tutors. Halifax utilizes many retired sisters who are ex-secondary school teachers in a tutorial capacity. High school and college students also tutor.

Associated with the London Board, is an Adult Basic Education Program that is also based on volunteer tutors who work on a one-to-one basis in the home or "in class" with one to two at the lower grade levels or one to four at the grades 4 to 8 levels.

One board is considering training volunteers to help the instructors. Six boards indicated that they did not use volunteers and did not indicate any further answers on this subject.

INSTRUCTION

Materials. -- The most commonly used instructional materials are Laubach, SRA, Reader's Digest, Mott Programmed Series. Five boards just indicated various kinds of materials without specifying names. e.g. "modified school curriculum", "basic materials", "varied". Eight boards felt they were geared to adult needs. Three had some reservations. The Quesnel board uses BLADE for tutoring the natives.

Methods. -- Five boards indicated instructional methods were mainly individualized and five indicated a combination of both. One indicated the instruction was mainly group-oriented.

Aids. -- Six boards indicated they used tape recorders; three indicated video equipment and one indicated the presence of remedial reading lab equipment.

OTHER COMMENTS

Eight boards indicated there were plans for expansion. Three specifically indicated that these would be daytime classes.

Some people indicated that the stigma of attending literacy classes was still strong and that it was difficult to identify or reach the illiterates because they have developed good defence mechanisms for hiding their problem.

Somebody was concerned that the compulsory education laws were not being enforced as evidenced by the large number of illiterates in their constituency. There were requests for development of Canadian reading materials with low vocabulary and high interest and the need to know what materials other people had found useful.

One respondent suggested group settings in neighbourhoods to attack the problem and another respondent said that thought was being given to develop community study groups for class members who complete the basic literacy course (0-4).

SUMMARY

It is obvious from this sample that school boards can still respond fairly creatively to the challenge of literacy training. They have the facilities, equipment and staff, even though as this survey has shown most are elementary teachers, and presumably without adult education experience.

The use of volunteers and community settings are effective aids in making students overcome their hesitancy about returning or coming to school and in helping build up self-confidence. The two programs relying strongly on volunteers and a community setting--Halifax and the London Adult Basic Education program have been going strong over the last six years or so.

The question of identification of the target population worries some school boards. Responses from some people who could not return the questionnaire, because they did not have an operating program, indicated some embarrassment that this was the case and filled it out hypothetically! Others indicated they felt there was a need for a study of this sort and would welcome any help that could be given to them. Yet others related how they had tried to advertize a program, but no one came. The question of identification and approach will be treated in the final section of this report. Suffice it to say now that school boards, if they are serious in their desire to help must move towards a more community-oriented approach and not see themselves as an educational system isolated from the mainstream of the rest of life.

CONCLUSIONS, QUESTIONS AND ISSUES ARISING FROM THIS PROJECT

This project was designed to survey the Canadian scene to find out what kinds of literacy activities were being carried out in Canada and to assess the nature and extent of the problem of functional illiteracy in Canada. The preparatory stage which should have preceded the summer Phase I did not take place. The circumstances which led to the hiring of staff all at once, the beginning of the project in the summer vacation months and subsequent budget problems were operational limitations on the project. Certain developments in W1,Cls overseas work and the lengthy mail strike also affected the project. Despite the many difficulties, however, it is felt that the project has met the objectives set for it.

Indications have been given by several people placed in different positions that the greatest need for planning for the future of literacy work in Canada is in the area of assessment of the size of the problem and the activities currently being undertaken to combat it. People in the field have expressed a desire to know what else is going on in the country. In many cases they have felt isolated and left alone to struggle through to the best of their capabilities. It is hoped therefore, that the present document will help to fill some of these gaps, despite its imperfections, and act as an information base from which any planning may proceed, as well as being a benchmark in time as to the "state of the art" of adult basic education in Canada.

This project has concentrated on Anglophone Canada. It would be very interesting to find out what kinds of literacy activities are being carried out in Francophone Canada. It will be remembered that the greatest absolute numbers in the target population, as defined in this report, are of French origin and in Quebec.

Also excluded from this study were the native peoples. What kinds of literacy training opportunities exist for them, either in their mother tongue, or one or other of the official languages? What special kinds of problems are encountered in trying to teach the native peoples English or French? Are they similar to, or different from those of New Canadians whose mother tongue is neither English or French?

Concern is being expressed about the numbers of Canadian immigrants who are attending ESI, classes and are illiterate in their mother tongue as well as English, or French. What are the problems inherent in double illiteracy and what methods are best suited to tackling them?

More work needs to be done on devising a more suitable measure or yardstick than level of schooling for gauging the real extent of functional illiteracy. This is particularly important in view of the concerns of many educators and instructors about declining standards of literacy in the high school population. Should there be a greater move toward, competency-based education as in the U.S.A., or a return to higher academic standards'., In terms of incorporating any such device or measure into the Census for statistical purposes, one has to plan now for the 1991 Census! (The 1981 Census questions were all settled by

the end of 1975.) Statistics also need to be released more quickly, so that they are not historical by the time they reach the public.

This report is largely factual, there has been an underlying assumption that education is a good thing and that literacy is part of that. Education is defined in the writer's mind as the process which changes the learner rather than "systems". When a person starts learning, he/she becomes involved in growth dynamics which can change the learner's living and social environment. Several approaches to literacy training and adult basic education have been described, but there has been no great probing into philosophical bases or the politics of illiteracy. There has been no effort to evaluate whether programs lead to "domestication" or "liberation" - concerns of the followers of Paulo Freire. One encouraging thing may be noted, however, - the instructors saw literacy and adult basic education programs as means to an end, not ends in themselves. The next question that must then be asked, however, is - What is the end? Answers to this question would give clues to philosophical orientations and commitments.

In a holistic approach, the effects of functional illiteracy on a person's whole life and his own development need to be examined. It has been seen that many students have poor self-images, lack confidence, are withdrawn, w re doing "nothing" until they entered literacy or ABE programs. Yet these are the motivated students, and a minute percentage of the overall target population. How are the "silent majority" managing? How do we begin to identify this majority?

This leads into another aspect of the ABE scene which was not examined in this project - the role of the referral agencies and counsellors who determine the fate very often, of would-be clients. How sensitive are they to the real needs of the client? Does the client just become "a seat" in a sponsored ABE program? Are only the low-risk candidates referred? What happens to the high-risk people, if they are not accepted? How can one overcome the attitude "I've been a failure all this time, 1 may as well stay one?"

What are the responsibilities of local school boards, libraries, community agencies and provincial governments in helping those adults who cannot gain entry into sponsored programs? For that matter, are they even aware of the situation? Do they care? Has all the responsibility been shifted to Manpower and/or the community colleges? How many colleges have outreach programs to serve those who are not eligible for sponsorship? How many organizations employ community animateurs to assess community needs and make contacts with the potential students?

It has been seen that the typical Canadian in need of ABE according to the 1971 Census, is in his/her fifties; yet, in all the programs visited, it is the younger population that predominates, especially in the Manpower programs. In view of the latter's attitude towards training as a means to employment, and as the youth unemployment rate is high; in terms of budgets and priorities, the emphasis on youth can be understood, but does this mean that the older population has to be neglected? Is it their fault that they missed out on educational opportunities, or had bad school experiences, or that a particular learning disability or perceptual problem was not detected

in elementary school? How can one help them to overcome the feeling of shame and stigma which are attached to not being able to read or write?

Some Outreach Programs have been established as offshoots of educational institutions. Why are these the first to go when there are budget cuts? Is it because they are less establishment-oriented? Is there a fear that they may prove to be successful where more conventional approaches have failed and therefore a retreat and an entrenchment in the more conventional modes becomes necessary to protect the status quo2 Do we have the will to aid those who are disadvantaged or are we concerned only with token attempts to solve our consciences?

Thirty seven percent of the out-of-school adult population (over 15 years)have no more than elementary schooling. Seven percent or just under one million persons have no more than grade 4 schooling. We have seen that the situation has become a little better since 1961, statistical We have also seen that more APE programs and literacy activities have come into operation over the last seven years in a response to expressed needs. There are the beginnings of good delivery systems for adult basic education; do they go far enough? Does everyone know that they exist? Can they be capitalized upon and better utilized? In times of financial restraint, there should be more moves towards increased information sharing and co-operation to efficiently utilize existing facilities.

What percentage of the adults in the target population could be persuaded to take advantage of APE and literacy activities if they realized they were not alone in their problem? How would we handle the demand, indeed, could we?

Costs of education are high at most times. They are even higher for the ABE student because of the necessity of lower ratios of students to staff. In addition, the support services that are needed can be costly in human terms as well as monetary ones. Essentially, in Canada, the population in need of literacy training is a remedial one, rather than a mass population who have had little or no exposure to literacy training and ARE, as is the case in the Third World.

Instructors or coaches need to be emotionally strong, but sensitive people, with good human relations skills, in order to handle the attitudes of students. These qualities and skills, as we have seen, are considered paramount by administrators, but are they aware of instructors' needs for further training in human relations skills? Where is the training for instructors, in changing over from a group-oriented method of instruction to an individualized one? Where is the training in reading problems? Where is the training in detection and handling of learning disabilities in adults? What are the faculties of education doing in this regard? How responsive is the administration in an institution to an instructors' request for training? Do all instructors need training? Do they know they need training? At the school board level, it is often assumed that an elementary school teacher, because he/she can teach English, is the right person to teach adults. It is often painfully obvious to an observer familiar with pedagogical and andragogical situations, that the teacher has had no or little experience with adults, and is unaware of the changes in approach. Yet, does this actually matter to the student? In many cases,

they are so delighted that someone is helping them at last, that this is the only thing that matters.

It has been found from experience in other countries, that the best teachers in literacy training are the non-professionals. The each-one-teach-one approach and the use of volunteers as tutors in Canada has confirmed that housewives, students, retired people and people from many different walks of life can be used effectively in literacy training. Why cannot we more effectively capitalize and harness this source of human energy? Costs would be decreased. A volunteer tutor can help boost a person's confidence and morale and help improve their reading skills to a point where the student may eventually feel ready to continue learning in another situation - a study group, a night class at community college or school board, or by correspondence. Once people realize that they can learn, that they are not "dummies", they can begin to take charge of their own destinies.

If a home tutoring situation is not possible, because there are not enough volunteers to go around, could not small groups be set up in community settings to help adults learn, as in the case of London's Adult Basic Education program? Ratios should be kept low, 4 or 5 students to one instructor would be a maximum. Volunteers, because they give their time freely, should not be exploited. There should be back-up support for them by local libraries, information centres, social agencies, service clubs and educational authorities. The latter could provide some funds to make it possible to hold training workshops and to purchase any necessary materials for students and tutors. Information centres and libraries could work together to disseminate information, help in the detection and referrals of potential students, and in the provision of additional materials. Sections of libraries could be designated low vocabulary, high interest areas, near the large print books. Librarians could help students enjoy their newly-found reading or improved reading skills.

Social agencies and public health nurses are perhaps among some of the best people to detect those who are illiterate. They can then hook into the local school board or community information centre to find out what is available. It just takes some initiative and a willing desire to help. An example of how this can work was brought to the writer's attention. A public health nurse visiting an Ontario Housing unit, discovered a 26 year old sole support mother with three children who was not able to read the notes brought home from school by her grade 1 child. On inquiry, she learned of the local school board's literacy classes and made arrangements for the mother to attend. A babysitter had to be found. A local church group was contacted and a young person volunteered to sit. A local community college student, as part of a field assignment, came in once or twice a week to listen to the mother read. This case gives some idea of the processes and human support that are sometimes necessary to aid one person. Cooperation appears to be the key.

School boards should hook into the community resources. Many are concerned and willing to help, but must realize that the potential candidate has to be reached by means other than an advertizement in a brochure or pamphlet where the vital information is probably lost among a plethora of other course offerings. A concentrated publicity drive would be necessary, using all avenues and the media to utmost

advantage. The NewStart experiences proved that many people did not know what services were available to them, and did not relate the fact that services were available, when they knew about them, to themselves.[1] They had been detached from the mainstream of life for too long. A concerted publicity drive would help potential students realize that they were not alone with their problem, that reading could be fun, that help was available.

The limitations to the Manpower-supported programs exclude many people. Is Canada ready for a Right to Read program? There are the experiences of the U.S.A. and the U.K. to learn from. The U.S. started a Right to Read program in 1971 with the aim of eradicating illiteracy by 1980. The U.K. started a campaign in 1973 with the aim of substantially reducing illiteracy by 1985. The media approach used by the BBC could be adapted for North American tastes. At the same time, we could learn from the U.S. experience in relation to organization and administration, as in size and its federal system of states, it is more akin to Canada than the U.K.

A national campaign or directive from the federal government would help increase the visibility of the problem and do the necessary consciousness raising. It would then be up to the individual provinces or some other nongovernmental organizations to take up the challenge of implementation at the local level, with back-up support from the press, media, libraries, schools and community agencies. Canada's illiteracy rates are higher than those in the U.K. and the U.S.A. A Right to Read program for this country would represent a demanding but exciting challenge.

A word of explanation, lest some feel that Canada could not handle an overeducated population! Many people who desire to read, do so for quite simple objectives - to cook more imaginative meals for the family (by reading recipes hitherto ignored); to help their children with their homework; to read blueprints at work; to read for pleasure; to keep the farm accounts, etc. Are these objectives to remain unfulfilled?

At the Manpower Training at the Crossroads Conference held in Ottawa in January, 1976, concern was expressed by some people about the numbers of illiterates and disadvantaged people who were still not being touched by present programs. Some feeling was communicated that alternatives would have to be found for literacy training. A Right to Read campaign represents such an alternative, that is worthy of serious consideration.

World Literacy of Canada undertook this project, because of its concern about the Canadian scene and its desire to play a role on that scene. There has been as thorough a documentation of the literacy scone in Canada as possible in the time available. Essentially it has consisted of looking at the variations in the delivery of Manpower-supported programs, along with some of the alternatives that were brought to our attention. There is room for more innovative approaches and programs. This project and report have raised many more

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[1] See Department of Regional Economic Expansion, Who Knows? Ottawa: Information Canada, 1973.

questions which need to be followed-up by discussions, research and action.

The present writer has limited experience in the international literacy field. It is for others with greater experience to draw analogies between what has been presented in this report and experiences elsewhere. However, before concluding, seine of the major areas of concern to those in the Canadian field will again be stressed. These are:

1. Functional literacy for <u>all</u> Canadians, regardless of sex, age. place of residence.

2. Elimination of the stigma and shame attached to illiteracy in our society.

3. Identification of those in need of literacy training.

4. A variety of 'outreach' and community activities to provide the necessary services and support.

5. Problems of funding and financing programs that are not federally or provincially supported. Problems of allocation of funds to ABE programs within larger educational institutions.

6. Improved networking and communication between those working in the field.

7. Development of programs which include and are sensitive to the whole person, rather than just catering to a narrow academic need.

8. The development of adult materials of high interest and low vocabulary with Canadian content.

9. More professional development and training opportunities for those engaged in ABE.

10. More realistic, lower ratios for those involved in ABE programs with students at the lowest levels. More volunteer and counselling support at this level.

11. The decline in school standards, which will put an extra burden on adult upgrading programs.

12. An increase in the visibility of and consciousness-raising about the whole problem.

There is much to be done. Are we ready for the challenge?

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APPENDIX I - Additional Statistics

Table Al. Population 15 years and over not attending school, 1961.

Region	Total	No Schooling	%	Less than grade 5	%	Grades 5-8	%
Canada	11,046,605	176,524	.69	848,261	7.68	4,141,561	37.49
Nfld.	241,345	13,291	5.51	44,319	18.36	82,862	34.33
P.E.T.	61,297	573	.93	3,817	6.23	25,010	40.80
N.S.	438,467	6,382	1.46	28,543	6.51	150,065	34.22
N.B.	336,203	9,164	2.73	35,385	10.52	145,755	43.35
Quebec	3,117,580	31,891	1.02	367,183	11.78	1,322,327	42.42
Ontario	3,895,452	44,836	1.15	194,261	4.99	1,471,078	37.76
Man.	568,928	16,497	2.90	45,378	7.98	184,531	32.43
Sask.	553,625	17,103	3.09	42,579	7.69	215,991	39.01
Alberta	784,832	15,636	1.99	42,396	5.40	252,350	32.15
B.C.	1,026,989	15,956	1.55	42,670	4.15	286,940	27.94
Yukon	8,826	489	5.54	388	4.40	2,403	27.23
N. W. T.	13,061	4,706	36.03	1,342	10.27	2,249	17.22

Table A2. Canadian population 15 years and over showing labour force activity by age group and sex, 1971.

	Total	Labour force	% total[1]	Unemployed	% Labour force
Total	15,189,505	8,813,340	58.0	695,950	7.9
M	7,540,470	5,760,245	76.3	424,645	7.3
F	79649,035	3,053,095	39.9	271,315	8.8
15-19	2,112,695	884,445	41.9	201,105	22.7
M	1,075,000	500,915	46.5	109,660	21.8
F	1,037,695	383,530	36.9	91,445	23.8
20-24	1,885,895	1,408,370	74.7	149,645	10.6
M	943,035	816,010	86.5	92,210	11.3
F	942,860	592,360	62.8	57,435	9.6
25-34	2,892,420	1,992,015	68.9	115,655	5.8
M	1,464,420	1,355,920	92.5	71,950	5.3
F	1,428,000	636,095	44.5	43,705	6.8
35-44	2,528,170	1,739,080	68.8	82,305	4.7
M	1,287,265	1,194,700	92.8	51,740	4.3
F	1,240,905	544,380	43.8	30,565	5.6
45-54	2,293,635	1,539,030	67.1	72,815	4.7
M	1,133,660	1,023,710	90.3	45,670	4.4

	Total	Labour force	% total[1]	Unemployed	% labour force
F	1,159,975	515,320	44.4	27,145	5.2
55-64	1,732,740	986,340	56.9	52,325	5.3
M	854,515	684,280	80.0	36,555	5.3
F	878,225	302,060	34.3	15,770	5.2
65 +	1,743,940	264,050	15.1	22,105	8.4
M	782,570	184,700	23.6	16,860	9.1
F	961,370	79,350	8.2	5,245	6.6

[1] Participation rate.

Table A3. Canadian population 15 years and over showing labour force activity by age group and sex for those with less than grade 9 schooling, 1971.

	Total	Labour force	% total[1]	Unemployed	% labour force
Total	5,081,325	2,401,500	47.3	193,475	8.1
M	2,612,925	1,771,385	67.7	140,665	7.9
F	2,468,400	630,115	25.5	52.810	8.3
15-19	271,165	93,170	34.4	21,065	22.6
M	156,855	61,555	39.2	14,135	22.9
F	114,310	31,615	27.6	6,930	21.9
20-24	247,590	147,110	59.4	20,600	14.0
M	128,745	101,855	79.1	14,545	14.2
F	118,855	45,255	38.0	6,055	13.3
25-34	669,030	395,240	59.1	34,725	8.8
M	346,860	298,375	86.0	25,485	8.5
F	322,170	96,865	30.0	9,240	9.5
35-44	918,250	575,565	62.7	38,555	6.7
M	488,075	429,230	87.9	28,085	6.5
F	430,175	146,335	34.0	10,470	7.1
45-54	970,345	586,500	60.4	35,820	6.1
M	500,120	425,245	85.0	25,485	5.9
F	470,225	161,255	34.2	10,335	6.4
55-64	893,820	458,475	51.3	29,885	6.5
M	462,480	346,375	74.8	22,760	6.5
F	431,340	112,100	25.9	7,125	6.3
65 +	1,111,100	145,435	13.1	12,820	8.8
M	529,780	108,750	20.5	10,160	9.3
F	581,320	36,685	6.3	2,660	7.2

[1] Participation rate.

Table A4. Canadian labour force[1] 15 years and over, by industry for males, showing level of schooling, 1971.

Industry	Total Male Labour Force	Less than grade 9
All industries	5,665,715	1,745,830
%	100	30.81
Agriculture	369,625	180,445
%	100	48.82
Forestry	71,025	38,415
%	100	54.09
Fishing & Trapping	24,540	16,040
%	100	65.36
Mines	129,675	45,035
%	100	34.73
Manufacturing	1,302,635	430,200
%	100	33.03
Construction	511,940	228,420
%	100	44.62
Transportation, Communication & Other Utilities	577,085	175,820
%	100	31.56
Trade	803,100	197,260
%	100	24.56
Finance, Insurance & Real Estate	173,825	20,400
%	100	11.74
Community, Business & Personal Service Industries	865,340	182,255
%	100	21.06
Public Administration and Defence	476,225	91,880
%	100	19.29
Industry Unspecified or Undefined	380,700	139,660
%	100	36.69

Table A5. Canadian labour force[1] 15 years and over, by industry for females, showing level of schooling, 1971.

Industry	Total Female Labour Force	Less than grade 9
All industries	2,961,210	614,410
%	100	20.75
Agriculture	111,560	48,870
%	100	43.81
Forestry	3,355	805
%	100	23.99
Fishing & Trapping	900	390
%	100	43.33
Mines	9,365	600
%	100	6.41
Manufacturing	404,695	146,365
%	100	36.17
Construction	26,280	3,820
%	100	14.54
Transportation, Communication & Other Utilities	113,980	10,760
%	100	9.44
Trade	466,190	82,190
%	100	17.63
Finance, Insurance Real Estate	184,235	9,505
%	100	5.16
Community, Business & Personal Service Industries	1,176,045	199,825
%	100	16.99
Public Administration Defence	163,360	9,835
%	100	6.02
Industry Unspecified or Undefined	301,245	101,450

| | % | 100 | 33.68 |

[1] Excludes persons looking for work, who last worked prior to January or who never worked.

Table A6. Male persons 15 years and over who worked in 1970, by 1970 employment income groups for Canada, 1971 Census.

		Total	Less than Grade 9	% of Canadian total
Total		6,093,085	1,937,070	31.79
	%	100	100	
No employment income		69,760	18,655	26.74
	%	.14	.96	
Less than $1,000		616,405	169,325	27.47
	%	10.12	8.74	
$1,00O-$1,999		440,775	148,310	33.65
	%	7.23	7.66	
$2,000-$2,999		392,415	156,750	39.94
	%	6.44	8.09	
$3,000-$3,999		439,515	189,805	43.19
	%	7.21	9.80	
$4,000-$4,999		485,260	207,825	42.83
	%	7.96	10.73	
$5,000-$5,999		571,635	236,905	41.44
	%	9.38	12.23	
$6,000-$6,999		620,095	232,010	37.42
	%	10.18	11.98	
$7,000-$7,999		601,175	196,695	32.72
	%	9.87	10.15	
$8,00om$9,999		821,420	216,030	26.30
	%	13.48	11.15	
$10,000-$11,999		441,000	84,925	19.26
	%	7.24	4.38	
$12,00O-$14,999		284,735	42,835	15.04
	%	4.67	2.21	
$15,000-$19,999		168,495	37,005[a]	11.98[b]
	%	2.77	1.91	

$20,000 and over	140,395		
%	2.30		

[a] $15,000 and over.
[b] Percentage of $15,000-$19,999 and $20,000 and over totals.

Table A7. Female persons 15 years and over who worked in 1970 by 1970 employment income groups for Canada, 1971 Census.

	Total	Less than Grade 9	% of Canadian total
Total	3,493,190	737,335	21.11
%	100	100	
No employment income	243,755	88,985	36.51
%	6.98	12.07	
Less than $1,000	775,635	154,505	19.92
%	22.20	20.95	
$1,000-$1,499	275,195	65,575	23.83
%	7.88	8.89	
$1,500-$1,999	207,890	52,625	25.31
%	5.95	7.13	
$2,000-$2,999	416,180	120,595	28.98
%	11.91	16.36	
$3,000-$3,999	465,055	119,645	25.73
%	13.31	16.23	
$4,000-$4,999	397,995	70,640	17.75
%	11.39	9.58	
$5,000-$6,999	453,490	48,350	10.66
%	12.98	6.56	
$7,000-$9,999	196,460	12,045	6.13
%	5.62	1.63	
$10,000 and over	61,545	4,365	7.09
%	1.76	.59	

Table A8. Heads of families showing education level by family type, 1971.

	Total all families	Husband-Wife Families	Less than grade 5	Grades 5 - 8	One parent family	Grade 5	Grades 5-8
Canada	5,076,090	4,605,485	310,515	1,473,145	470,605	48,245	165,310
%	100	90.73	6.12	29.02	9.27	.95	3.26
Nfld.	108,240	98,555	17,935	32,565	9,690	2,575	3,435
%	100	91.05	16.62	30.08	2.95	2.38	3.17
P.E.I.	24,365	21,930	1,365	8,790	2,435	200	970
%	100	90.00	5.60	35.08	9.99	.82	3.98
N.S.	181,305	162,295	9,265	52,025	19,210	19655	6,960
%	100	89.42	5.10	28.66	10.58	.91	3.83
N.B.	140,715	127,035	14,485	50,430	13,685	2,140	5,90C
%	100	90.28	10.29	35.84	9.73	1.52	4.19
Quebec	1,357,375	1,222,175	120,065	479,785	135,205	19,970	61,770
%	100	90.04	8.85	35.35	9.96	1.47	4.55
Ontario	1,883,840	1,718,580	82,275	501,435	165,265	10,755	51,595
%	100	91.23	4.37	26.62	8.77	.57	2.74
Manitoba	235,765	213,490	15,210	66,600	22,275	2,810	7,360
%	100	90.55	6.45	28.25	9.45	1.19	3.12
Sask.	216,335	198,230	14,855	72,590	18,100	2,475	6,815
%	100	91.63	6.87	33.55	8.37	1.14	3.15
Alberta	382,655	348,810	15,735	89,410	33,845	2,385	8,760
%	100	91.16	4.11	23.37	8.84	.62	2.29
B.C.	534,680	484,950	17,055	117,760	49,735	2,765	11,525
%	100	90.70	3.19	22.02	9.30	.52	2.16
N.W.T.	10,610	9,450	2,230	1,750	1,160	520	220
%	100	89.07	21.02	16.49	10.93	4.90	2.07

APPENDIX II

I.   INTERVIEW SCHEDULE FOR PROGRAMME CO-ORDINATOR OR ADMINISTRATOR

NAME Date

TITLE Time Begun

NAME OF ORGANIZATION   Time ended

PHONE Total time

ADDRESS

NAME OF PROGRAMME

OTHER PROGRAMME RESPONSIBILITIES

1.   ORIGIN

A.   When did the programme begin ?

B.   What were the causes that led to this programme

C.   Any additional comments about the origin (changes of location,
      anecdotal material) ?

2. <u>GOALS</u>

A.   What are the goals (aims, objectives) of the programme

B.   Who determines the goals ?

C.   What methods are employed for determining whether the goals are
      being met ?

D.   How successful is the programme in meeting the goals ?

3. <u>STAFFING</u>

A.   How many instructors are involved in the programme ?

      Full-time   Part-time   Volunteers

      M   F   M   F   M   F

      Total   Total   Total

B.   What factors are looked for in selecting the instructors

Academic Qualifications   Personal Qualities (list)
Training & Experience

Ci)   Is there an orientation session for instructors ?   Yes   No

ii)   Who

iii)   Length

iv)   Describe

Di) Are there any in-service training sessions ?   Yes   No

ii)   Who

iii)   Length

iv)   Describe

Ei)   Are there any methods for evaluating instructors ? Yes   No
       (Formal and Informal)

ii)   Describe

N.B.   If no volunteers in the programme proceed to 4.

Fi)   Is there an orientation session for volunteers ?

       Who

       Length

G.   How are the volunteers acquired

H.   How are the volunteers selected

I.   What kind of time commitment are the volunteers expected to make?

J.   What are the functions of the volunteers ?

K.   Any additional comments on staffin97 (e.g. Differences between
       summer and winter programmes and effects on staffing) ?

4.   CLIENTELE

A.   What restrictions are there on numbers of clientele?

13.   How many students are currently in the programme ? M   F

                                                           Total

C.   Do you have a waiting list?   Yes   No
       How many ?

D.   How do the students know about the programme ?
       Government referrals (specify)
       Private agency referrals (specify)
       Publicity (specify and pick up)
       Other:

E. What are the admission requirements for the students?

F. What is the intake procedure for the students

G. How many of the student are sponsored

non-sponsored?

other ?

H. How many students are in each of the following age brackets ?

15-24   25-44

45-64   65 over

(If figures are not available try for   a) approximations

b) average age

I. How many students were in the programme last session

J. List the following factors, in order of priority, which determine when a student leaves the programme.

health

employment opportunity

time allocations

behaviour

academic achievement

lack of day care centres

personal factors

location

other

K. How many students left during the programme last session ?

L. Is it possible to give a breakdown of this number for the reasons stated in J above ?

M. Is there any follow-up of the students after they leave ?

Yes   No

If yes, describe.

N. Are there any follow-up programmes available for students ?

0.   Any additional comments on clientele?

5.   PROGRAMME CONTENT AND ORGANIZATION

A.   What instructional materials are used

       BLADE

       LINO

       AIM

       SRA

       PROGRAMMED

       NONE

       OTHER

B.   What instructional aids are used?

       Movies

       Slides

       Video equipment

       Tape recorder

       Field trips

       Other

C.   What instructional methods are used ?

       Group

       Individualized

       Other

D.   What is the student/instructor ratio ?

E.   What counselling services are available ?

F.   What flexibility is there for making programme changes ?

G.   What are the time limitations of the programme ?

H.   How often and when are classes held ? Why ?

I.   Are there any plans for programme expansion ?

     Describe.

K.   Are there any major differences between summer and winter
     programmes?

L.   Any additional comments on programming?

6.   <u>FUNDING</u>

A.   What are the funding sources?

     Government (specify)

     Non-government (specify)

     Private individuals (specify)

     Other

B.   Do funding bodies place any limitations on these allocations ?

                                        Yes   No

C.   What is the total budget ?

D.   Any additional comments on funding ?

INTERVIEW SCHEDULE FOR PROGRAMME INSTRUCTOR

Name of Organization   Date

Name of person interviewed   Time begun

Home Address   Time ended

Title or position of person interviewed   Total time

---

1.   PROGRAMME

A.   What are the contents of the programme ?

        Communications

        Math

        Life Skills-describe

        Trade Skills-describe

        Crafts-specify

        Other-specify

B.   What are the timetable arrangements ? (Pick up copy if available)

C.   How long is the programme ?

        Are you satisfied with the length of the programme   Yes   No

        Why ?

D.   What is the student/teacher ratio ?

E.   Does this meet the students needs ?   Yes   No

F.   Do you have any volunteers   Yes   No

        If yes, i)   How many ?   F   M

                                                                 Total

                ii)   What are the functions of the volunteers ?

                iii) Do you need more volunteers

If no,   i)   Do you need volunteers ?

                ii)   What would be the functions of the volunteers ?

G.   What instructional materials are used ?

BLADE

        LING

        AIM

        SRA

        PROGRAMMED

        NONE

        OTHER

H.   Which of the above do you find most useful ?

        Comments :

I.   Do you feel that the materials are geared to adult needs ?

                                                        Yes   No
        Could they be improved?

J.   What instructional aids are used ?

        Movies

        Slides

        Video equipment

        Tape recorders

        Field trips

        Other

K.   What instructional methods are used ? (Estimate the percentage of

        time given to each method).

        Group

        Individualized

        Other:

L.   Are there sufficient funds for instructional materials and

        equipment?   Yes   No

        Comments:

M.   What resource or support services are available to your

        programme?

Counselling

    Work experience

    Resource people

    Clinics (free)

    Use of recreational facilities

    Other

N.   What other resources would be beneficial to the programme ?

O.   What flexibility is there for making programme changes ?

P.   Are there any plans for programme expansion ?

Q.   Are there any differences between summer and winter programmes ?

2.   GOALS

A.   How do you perceive the goals, aims, objectives of the

      programme ?

B.   How are the goals being met ?

C.   Are there any obstacles ? Specify.

D.   Do you see the programme as a means to an end or an end in

      itself ?

E.   Any other comments on goals ?

3.   CLIENTELE

A.   What restrictions are there on numbers of clientele ?

B.   How many people are currently in the programme?

                                              M   F

                                              Total

C.   How many students are sponsored?

      non-sponsored ?

      other ?

D.   What are the admission requirements for student ?

E. Are you satisfied with the admission requirements ?

Why?   Yes   No

F. How do you perceive student/student relationships ?

G. How do you perceive the role of the instructor ?

H. What evaluation procedures are used for students in the

programme ?

Describe (formal and informal)

I. How many students did you have in the programme last session ?

J. Were there any dropouts ?

How many ?

K. Why did they dropout?

Health

Employment opportunity

Academic achievement

Behaviour

Lack of day care centres

Location

Personal factors

Other

L. Is there any follow-up of the students after they leave ?

                                              Yes   No

                                              Describe:

M. Are there any follow-up programmes available for students ?

                                              Yes   No

                                              Describe:

N. Any additional comments on clientele ? (Any differences between

summer and winter programmes)?

4.   <u>TRAINING</u>

A.   What kind of training opportunities are available for

      instructors ?

      i)   Outside the organization?

      ii)   Within the organization?

B.   In which of the following areas do you think there is the

      greatest need for training ?

      Curriculum

      Interpersonal skills

      Field work

      Other

C.   Any additional comments on training?

Literacy activities may be carried out in many different ways and
settings as indicated below.

A.   <u>Community Colleges</u>

i)   The best known programmes in adult basic education are those
operated through the Department of Manpower. These usually take place
under the auspices of a community college. I need your help in
selecting colleges for visiting purposes. I am particularly interested
in those colleges which have shown some initiative in attempting
innovative approaches to adult basic education, but 1 need some
information on them all. Please fill in the table below and use the
attached sheet if you find it helpful to record the information or feel
free to use your own system. I would like a complete list of all
colleges.

ii) It would be extremely helpful to have enrolment figures for BTSD
and BJRT programmes over the last few years (1970-75) and projections
for the current year if you could supply them.

<u>Table 1</u>

Total Number of Community Colleges in your province	Number having BTSD programmes	Number having BJRT programmes	Number planning BJRT for the future

B.   <u>Other Government-Operated Adult Basic Education Courses</u>

Are there any other centres in the province which operate federal or
provincial sponsored ABE courses? (e.g. trades or vocational
institutes)

If so, how many?

Please specify a) types of centres/organizations and b) types of
programmes, c) addresses on attached sheet.

C.   <u>Non-government Operated Literacy Activities/Adult Basic Education
      Programmes</u>

From our study so far. we have found that organizations such as those
listed below are also involved in literacy activities. Please check the
list carefully and a) tick off any of these organizations that you know
of operating in your province; b) on the attached sheet please give
names and addresses of contact people; and c) add to the list any other
organizations etc. not already on the list which you know to be engaged
in literacy activities.

libraries
literacy councils
independent adult day schools
private individuals
the Y's
salvation army
school boards
trade unions
women's institutes

D.   <u>Miscellaneous Section</u>

a) What is the age of compulsory education in your province ?

b) Do you have any, or know of any studies or reports pertaining to
adult basic education programmes; innovative approaches to ABE;
illiteracy rates; future trends in ABE; drop-outs in the regular
system? If so, could you please send copies to me. or use the space
below to point me to their source ?

c) What do you see as the major priorities in ABE in Canada ?

ENCLOSED IS A SELF-ADDRESSED ENVELOPE WHICH I HOPE YOU WILL BE ABLE TO
USE.

THANK YOU FOR YOUR COOPERATION

world literacy of canada

692 coxwell avenue, toronto, ontario . M4C 3B6

telephone: 416·465·4667   cable: worldlit

September 26, 1975.

Dear

      WLC has received funding from government sources and private foundations
to undertake a study of the nature and extent of literacy activities in Canada.
The major objectives of our project are attached to this letter.

      This summer, the major thrust of our project was to identify and describe
literacy activities in Ontario. We had a team of 4 people working on this
project. We found that the best approach was the personal one and used the
telephone as a major communication instrument. Now, for the next few months we
want to identify as many literacy activities as possible across Canada and
visit selected activities programmes in order to get the feel of what is
happening across the country in this field. Unfortunately, in some respects,
our initial contacts now have to be by mail, but I am hoping that you will
respond and be able to cooperate with me.

      Enclosed with this letter is a listing of some questions and concerns, If
you could take time to read this and answer it as fully as possible, it would
help me immeasurably in planning visits. I would particularly appreciate being
put in touch with people or organizations engaged in literacy activities as an
alternative to the Manpower programmes, but want to include representatives of
the latter in my schedule as well.

      It is anticipated that I shall be visiting Eastern Canada in November and
Western Canada in January, hence a fairly speedy response from you is desirable
in order to make the necessary contacts and connections.

      One outcome of our study will be a directory of the literacy activities
and programmes we have identified. We hope that this Will be of use to people
in the field. We are also hoping that there will be a national workshop on ABE
to be hold in the Spring of 1976. Preliminary plans are now being made for
this. Another objective for field visits, therefore, is to become aware of
possible resource people to participate in the workshop. So far, we have met
with considerable interest and enthusiasm for this project and people have been
most helpful. If you have any input whatsoever, I would be most grateful. I
hope to hear from you and maybe have the chance of meeting you in the
not-too-distant future.

      Yours sincerely,

      Audrey M. Thomas,
      Director, Canada Project.

CANADA PROJECT

The three major objectives of our study have been set out below. It is anticipated that as information becomes available other objectives may be apparent.

Objectives

1. To attempt to identify the adult population in need of literacy activities [*] in Canada.

2. To identify and describe literacy activities being undertaken by existing organizations, communities and individuals.

3. To document and co-ordinate the information gathered and share this with interested organizations and individuals with a view to future literacy activity planning in Canada.

STUDENTS INTERVIEW SCHEDULE

DATE

TIME BEGUN

TIME ENDED

TIME TOTAL

1.   How did you hear about this programme?

      What made you decide to take it?

2.   What were you doing before you started in the programme?

3.   Do you find money a greater problem since you started here?

---

[*] Literacy activities may include those skills of communication (reading, writing, speaking and listening)5 computation, problem solving and interpersonal relationships which are necessary for an adult to function in our present society.

4. How do the people you live with feel about you taking part in this programme?

5. What do you want to do when you leave the programme?

6. How do you like the contents of the course? (i.e. various components of the programme)

7. Do you have any homework?

8. What would you do to change the programme?

9.a) Can you talk to your instructor about any problems?

  b) Is there a counsellor there when you need one?

10. Do you know anyone else who would like to be in the programme?

Please use this sheet to indicate responses to section A, or as an adjunct to your own lists. Check those columns from (2) to (6) which apply to the college named.

(1) Names Address, telephone of Community College. Name of contact person.	(2) BTSD Levels I & II in operation	(3) BJRT in operation.	(4) BJRT planned	(5) Innovative Approaches to ABE - Specify	(6) Recommend for visit

Please use this sheet, if you wish, to indicate the responses to section B and C.

Types of Centres/ organizations	Types of Programmes	Names, addresses, phone numbers of contacts

October 10, 1975

Dear Sir:

World Literacy of Canada has received funding from government sources and private foundations to undertake a study of the nature and extent of adult literacy activities in Canada. The major objectives of our project are attached to this letter.

We have had a team of four people working on this project over the summer and have identified different kinds of literacy activities and programmes carried out in a variety of ways and under various auspices. We concentrated mainly on Ontario. Now, we want to identify as many adult literacy activities as possible across Canada.

The school boards are very often engaged in this type of activity through academic upgrading classes in their continuing education or night school programmes. AS most of these programmes do not get underway until October, we have refrained from contacting you until this time.

Attached is a brief questionnaire which would give us some information on your board's involvement in this area. Please could you read it through and either fill it in yourself, or pass it on to someone within your system who would be better able to do this ? If you have a published brochure or any written material about these activities which you could forward, they would be welcomed.

There are two other matters in which you may be able to help me. Firstly, if you know of any other organizations or individuals engaged in adult literacy work in your locality, 1 would very much appreciate knowing about them. Secondly, if your board has done any research and produced any reports or statistics which relate to adult illiteracy, I would like to have a copy or know how to obtain such material.

It could be that your board, for various reasons, is not involved in this kind of activity at all. If this is the case, I would appreciate a brief reply to this effect in order to have as complete a return as possible from this mailing.

We are hoping for several outcomes of this study. One of these will be a national workshop on adult basic education (ABE) in the spring of 1976 to give those who are interested an opportunity to get together and share experiences and concerns. So far we have met with considerable interest and enthusiasm for this project and people have been most helpful. I hope for your cooperation.

Yours sincerely,

Audrey M. Thomas,
Director, Canada Project.

QUESTIONNAIRE - ADULT LITERACY ACTIVITIES

For purposes of our study, please note that:

1.   We are interested in anyone 15 years and older who is not attending the regular school system on a full-time basis, but is participating in a literacy activity.

2.   Literacy activities may include those skills of communication (reading, writing, speaking and listening), computation, problem-solving and interpersonal relationships which are necessary for an adult to function in our present society.

3.   In terms of academic upgrading, we are interested in any courses or classes being held from the 0 to grade 8 level inclusive.

4.   Classes in English for New Canadians are not part of this study.

Please complete the questionnaire, if applicable, add any other relevant material and return as soon as possible to:

                              Canada Project,
                              World Literacy of Canada,
                              692 Coxwell Avenue,
                              TORONTO, Ontario
                              M4C 3B6

Name of School Board

Date questionnaire filled in

Position of respondent

<u>Introductory</u>

1.   When did your Board first hold literacy or academic upgrading courses ?

2.   What were the causes that led to these courses being offered?

3a.   Do you cooperate with any other organizations or agencies in providing adult literacy or upgrading courses ?

                        Yes   No

b.   If yes, please specify.

<u>Organization</u>

4a.   What grade levels are covered by the courses you offer ?

b.   If several grades are covered by one course, please indicate how the 0 - 8 levels are broken down and what subject areas or activities are covered at these levels.

c.   How many classes are operated for each course ?

5.   Where do you hold the classes ?

6a.   When do you hold the classes ?   Daytime   Evening

b.   Please outline the timetabling arrangements for your classes i.e. frequency of classes, length of class sessions, length of complete course etc.

                        Daytime   Evening

<u>Students</u>

7.   What is the total number of students involved in the current classes?

8.   How many students are there per class ?

9.   How do the students come to know about the classes ?

10a.   Is there a fee for students ?   Yes   No

b.   If yes, how much ?

<u>Instructors</u>

11.   How many instructors are involved in these classes

                  Male   Female   Total

12.   Who are the instructors ?

      elementary school teachers   secondary school teachers
      special education teachers   other (please specify)

13a. Are any volunteers used?   Yes   No

b.   If yes, i) how many?

      ii) what are the functions, of the volunteers ?

C.   If no, i) do you need volunteers

            ii) what would be the functions of the volunteers ?

<u>Instruction</u>

14a. What curriculum materials are used ?

b.   Are these geared to adults ?   Yes   No

15.   What instructional methods are used ?

            mainly group-oriented   mainly individualized
            combination of both   other (specify)

16. What instructional devices are used
            movies   other (please specify)
            tape recorders
            video equipment

<u>General</u>

17.   Are there any plans to expand the number of classes? Yes   No

      Are there any plans to expand the course offerings ? Yes   No

      If yes in either instance, please specify.

<u>Any other comments</u>. This questionnaire is by no means exhaustive, if
you wish to comment on any aspect of your experience in teaching adults
of low educational attainment or the problem of adult functional
illiteracy, please do so.

      It would be helpful to me to have some feedback on
characteristics of the student population, in order to build up a
profile, attendance rates, motivation, follow up, age group, ethnic
group etc. Any problem areas which you feel should be investigated etc.
could be listed.

IF YOU WISH TO BE INFORMED ABOUT OUR STUDY AND/OR WOULD BE INTERESTED
IN THE WORKSHOP WE PROPOSE HOLDING IN SPRING 1976 PLEASE INDICATE YOUR
NAME AND ADDRESS BELOW.

List of Programs Visited in Phase I (excludes pretests)

BJRT Programs at:

Algonquin College of Applied Arts & Technology, Ottawa
Confederation College of Applied Arts & Technology, Thunder Bay
Fanshawe College of Applied Arts & Technology, London
George Brown College of Applied Arts & Technology, Toronto
Mohawk College of Applied Arts Technology, Hamilton
Sault College of Applied Arts Technology, Sault Ste. Marie
St. Clair College of Applied Arts & Technology, Windsor

BTSD (Levels I and/or II) Programs at:

Algonquin College of Applied Arts Technology
Cambrian College of Applied Arts Technology, Sudbury
Canadore College of Applied Arts Technology, North Bay
Confederation College of Applied Arts & Technology
Elliot Lake Centre for Continuing Education
Sault College of Applied Arts & Technology
St. Lawrence College of Applied Arts Technology, Kingston

Correctional Programs at:

Collins Bay Penitentiary
Burtch Correctional Institute
Thunder Bay Adult Training Centre

Work Activity Projects at:

Brantford
Kingston

Other Programs

Adult Day School
Craig Reading Clinics, Orillia
East End Training Centre, Toronto
Frontier College, Toronto and two sites
    - South Bay Mines, Northern Ontario
    - Dundas County Co-op, Morrisburg
The Hamilton & District Literacy Council, Hamilton
"Right to Read", Parliament Street Library, Toronto

List of Organizations and Programs Visited in Phase II (outside Ontario)

Maritime Provinces

New Brunswick Community College, Fredericton
Adult Education Centre, Fredericton (BTSD)
Saint John Basic Employment Training Program (BJRT)

Halifax County Literacy Council Nova Scotia Department of Education, Continuing Education Division and local supervisors. Nova Scotia

Department of Education, Adult Vocational Training Activity and Adult
Vocational Training Modules in Halifax (BISD, BJRT)

Charlottetown, P.E.I., BTSD and BJRT locations.

<u>Prairies</u>

Red River Community College, Winnipeg (Outreach centres and main
campus.)
Department of Continuing Education, Regina, Saskatchewan
Wascana Institute of Applied Arts and Technology, St. Pat's Annex,
Regina
Provincial Correctional Centre, Regina
Parkland Community College (Yorkton-BTSD, BJRT)
Saskatoon Region Community College and rural night class
Radius Tutoring Project, Saskatoon
Training Research and Development Station, Prince Albert
Provincial Correctional Centre, Prince Albert
Natonum Community College, Prince Albert
Prince Albert Federal Penitentiary

Department of Advanced Education and Manpower, Edmonton
Alberta Vocational Centre, Edmonton
Grant McEwan Community College
Alberta Vocational Centre, Calgary

British Columbia-<u>Vancouver Region</u>:
B.C. Vocational School, Burnaby (BTSD)
Douglas College, New Westminster
Vancouver Community College King Edward Campus (EOW, BEST, Adult Basic-
Education, BTSD) Outreach centres (BTSD & BJRT)
Indian Education Centre, Vancouver
Britannia Community Services Centre, Vancouver