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Provincial Adult Literacy Profile Funders, Providers and Accountability

Nunavut

Total population	31,100
(2007)	
Inuit (2006)	24,915

Immigrant (2006)	450
[Visible minority, 2001]	(210)

Francophone (2006)	370
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Urban (2001)	32%
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Rural (2001)	68%
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Senior/65 yrs and older (2007)	1%
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<http://www.statcan.gc.ca/start-debut-eng.html?gaw=08001>

[Nunavut Summary Tables:

<http://www40.statcan.gc.ca/101/pro01/pro113-eng.htm>]

Methodology

One objective of Connecting the Dots is to provide the first pan-Canadian overview of funding, delivery, and accountability practices in adult literacy services. The Provincial/Territorial Adult Literacy Profiles is one of the deliverables that helps meet that objective. Each profile offers a “snapshot” of adult literacy funding, services and accountability practices for a specific province or territory. It was constructed exclusively on the basis of online research using a variety of web sites. No interviews with literacy funders, providers or practitioners were conducted in this process. Online research for this profile was conducted between December 3 and 19, 2008, and represents the information that was publicly available at that point in time. It should not be used for further research purposes without validation. The date when web pages were last modified is noted when such information was indicated.

1. Funders

Public — Provincial Government

Government of Nunavut (GN), Department of Education/DE

Key Recent Statements and Directions

The most recent **Adult Learning Strategy** released by DE underlines the importance of improving both literacy levels and the delivery of adult education and training — this goal is presented as a “key strategic priority”. According to the Strategy, “adult learning and career preparedness must cover areas ranging from literacy and upgrading to adult basic education, as well as other specific certifiable courses and programs that will provide individuals with the knowledge and skills they need to move into more skilled areas of the workforce”

The DE Strategy also points to the importance of collaboration among various bodies and organizations — DE and its principal partner Nunavut Arctic College, other government organizations, communities, the non-profit and private sectors and Inuit organizations — in “defining the adult education mission in Nunavut” and providing adult education services.

Five-Year Plan

The DE Strategy calls for a 5-year “strategic investment in a dedicated program of literacy and adult basic education at the community level”, which would constitute the first phase of “an on-going strategy that will evolve over time”. An important recommendation of the Strategy is the establishment of a Colleges and Adult Learning Division in the DE.

Recipients of funding

Primarily Nunavut Arctic College (NAC), for Adult Basic Education Programs (ABE). NAC acts as a funding agency for local organizations and initiatives.

ECE Funding Streams

1. ABE
2. Community Initiatives Fund
3. Support Services Fund

Funding amounts NAC received about \$22,000,000 in funding from the GN in 2006. What portion of this amount went towards supporting ABE could not be ascertained.

Populations served

A wide range of adults and local communities receiving adult basic education support and services tailored to their specific regional needs.

According to the Adult Learning Strategy, among all adult learners in the province, those needing and seeking literacy, life skills and basic education is “by far the largest group”.

Volunteers: statistics not located

Number of learners

Overall enrolment at Arctic Nunavut College in 2005-6 was over 1,254. Of this total 451 learners were enrolled in programs that might have an ABE component (academic, career development, personal development).

Public — Other Funding

1. other provincial government departments (Department of Culture, Language, Elders & Youth, Department of Community & Government Services)
2. Government of Nunavut and Inuit organizations
3. federal government (National Office of Literacy and Learning, Human Resources Development Canada, Department of Canadian Heritage, Northern Secretariat)

Private and Non-Profit Funding

Additional support is provided by the private sector, from corporations, foundations and individuals. In the non-profit sector, the Nunavut Literacy Council offers small grants to literacy initiatives.

Sources Section 1

<http://www.gov.nu.ca/education/eng/index.htm>

http://www.gov.nu.ca/education/eng/pubdoc/English_ALS_FINAL.pdf

<http://nac.nu.ca/files/Annual%20Program%20Plan%202006-07.pdf>

http://nac.nu.ca/files/NAC_Ann_Rep_Eng.pdf

<http://www.nunavutliteracy.ca/english/resource/funding/sources.pdf>

<http://www.nald.ca/alsurvey/searches/searchresult.asp?Type=location>

<http://www.oise.utoronto.ca/CASAE/CONFINTA%20VI/CANADA%20FINAL%20CONFINTA%20VI%20EN.pdf> (Oct. 2008)

2. Providers

According to the DE Strategy, there is currently a wide variety of organizations that offer adult education and training in the region. The system of program and course delivery is described as “fragmented, inconsistently applied, frustrating to adult learners and rarely leads to the stated objectives”. One of the recommendations of the Strategy is to offer ABE (including pre-employment programs) within “one integrated structure”.

Current Delivery of ABE

1. **Nunavut Arctic College** — the primary deliverer of ABE in the region
 - a. offering 6 levels of study of ABE (basic literacy through to coursework at the Grade 12 level)
 - b. ABE program helps students learn or re-learn the skills they need to meet employment, personal or educational goals
 - c. program locations include the various NAC campuses, as well as local Community Learning Centres (CLCs) supported by NAC
2. **Community Learning Centres (CLCs)** — help serve the needs of people in isolated communities who might have difficulty accessing NAC’s main campuses
 - a. offering a wide range of programs (including literacy)

- b. programs heavily influenced by local economies and community development opportunities

Types of Adult Literacy Programs Offered

Besides ABE through NAC, other possible programs (for example, in family literacy) could not be identified through the online sources consulted. Literacy programs offered in Inuit communities often have an Inuit language/literacy component.

Provincial Organizations

The Nunavut Literacy Council /NLC

Promotes literacy and supports literacy initiatives in the four official languages of Nunavut: Inuktitut, Inuinnaqtun, English, and French. The NLC supports literacy in various ways. It provides information, resources and training for people interested in or involved in literacy and basic education projects, assists community groups with local literacy projects, develops teaching and learning resources, operates a Literacy Resource Centre, holds public awareness events, supplies the GN, the public and the media with information about literacy and provides input on policy. The Council has a web page with extensive links for learners and practitioners.

Organizations Promoting/Providing Practitioner Training and PD

1. GN/DE-funded organizations
2. Nunavut Literacy Council (Nunavut Literacy Coalition)

The DE Strategy calls for providing on-going professional development opportunities for adult educators and instructors. It also recommends that current adult educators and instructors complete skills and teaching abilities assessments, and that certification standards and a program ensuring certification and continued career progression be developed.

Sources Section 2

http://www.gov.nu.ca/education/eng/pubdoc/English_ALS_FINAL.pdf
<http://nac.nu.ca/files/Annual%20Program%20Plan%202006-07.pdf>
<http://nac.nu.ca/node/157>
http://nac.nu.ca/files/NAC_Ann_Rep_Eng.pdf
<http://www.nunavutliteracy.ca/>
<http://www.nald.ca/alsurvey/searches/searchresult.asp?Typee=location>

3. Accountability/Reporting

The DE Strategy recommends that measures be adopted to improve quality assurance and accountability in ABE. Specifically, it calls for the implementation of a “coordinated process to ensure [that] accountability is identified, program performance and services are measured, and results are made publicly available”. The Strategy’s recommended action includes:

1. the development of an evaluation framework that can be adapted for use with formal literacy programs, as well as non-formal programs delivered at the community level
2. support for the development of criteria that will authorize and enable credible supporting agencies to certify programs

3. ensuring that program evaluative procedures are consistent and relevant
4. ensuring that the evaluative process is constructive, avoiding the completion of unnecessary forms or over-reporting
5. the development of performance measurement training programs for staff to ensure consistent evaluative procedures are followed

Sources Section 3

http://www.gov.nu.ca/education/eng/pubdoc/English_ALS_FINAL.pdf