

## Provincial Adult Literacy Profile Funders, Providers and Accountability

### Quebec

<b>Total population</b> (2007)	<b>7,700,800</b>
First Nations (2006)	108,425
Immigrant (2006) [Visible minority, 2001]	851,555 [497,975]
Francophone (2006)	5,877,660
Urban (2001)	80%
Rural (2001)	20%
Senior/65 yrs and older (2007)	1,105,500

<http://www.statcan.gc.ca/start-debut-eng.html?gaw=08001>

[Quebec Summary Tables:

<http://www40.statcan.gc.ca/l01/pro01/pro105-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 Quebec, Ministry of Education, Leisure and Sports/**MELS**

MELS funds the delivery of Literacy programs and services, working closely with:

- the Ministry of Employment and Social Solidarity/MESS
- the Ministry of Immigration and Cultural Communities/MICC

Together, these ministries are largely responsible for implementing Quebec's **2002 Government Policy on Adult Education and Continuous Training and Education** (Politique gouvernementale d'éducation des adultes et de formation continue) and accompanying **2002-7 Action Plan**. The Action Plan specified the focuses for development — basic education/formation de base (adult literacy falls under basic education, up to Grade 9), job-related continuing education and training, recognition of prior learning and competencies, and shared responsibility for funding and education.

### **Key Recent Statements and Directions**

Since mid-2007, MELS and MESS have been working together on the implementation of the government's policy and the development of a new Action Plan for the next five years. They have also been collaborating with all the ministries involved in the various aspects of adult education, as well as with other partners. The new plan, to be issued in 2008-9, is structured around four priorities:

- increasing the level of competencies in literacy and adult basic education
- improving accessibility to training programs for both employed and unemployed adults
- facilitating the integration of immigrants into Quebec society and workplaces through cultural and language training
- recognizing the skills and competencies of adults and responding to their qualifications needs

### **Recipients of funding**

- School Boards/Adult Education Centres
- community groups

### **Funding streams**

Formal Sector: School Boards Allocation

Non-Formal Sector: PACTE (Programme d'action communautaire sur le terrain de l'éducation/Program for Community Action in the Area of Education), for community groups

### **Funding amounts**

2007–8: MELS invested \$284 million in Adult Basic Education and \$564 million in vocational training.

### **School Boards/Adult Education Centres**

Funding is a closed envelope — a set sum is available per board for adult education for the current year based on the number of ETPs (full-time students, 1 ETP usually covers 4-5 students because they are not all registered for a full year or full-time) enrolled in all adult education classes in June of the prior academic year. The Boards receive the money, or are eligible for funding per registered student, up to the maximum number of ETPs for a given year. The funding also depends on respecting the criteria, specifically a minimum number of students to start up a class. The minimum number varies from region to region. An adult education centre can decide to offer a class if it does not have the requisite number of students registered, but it will not receive government funding. The board or the adult education centre decides how to allocate the funds and whether to offer a literacy class.

### **Community Groups**

- 2007-8 PACTE Budget: \$16,900,000, increased by \$3.2M compared to the previous year. PACTE provides a total of \$16,431,421 in core funding to four educational sectors (181 groups offering services in literacy, school drop-out prevention, training to community groups and street schools). The balance is allocated to service agreements on a short-term basis.
- Total budget for literacy groups: \$12,513,974 (132 groups)
- Total budget for Anglophone literacy groups: \$1,085,798 (14 groups)

**Populations** served — wide range of individuals, families, demographic groups, including:

- adults under age 30 without qualifications
- adults 45 years or older on the job market
- individuals with special needs
- immigrants
- Aboriginal communities

**Learner Profile** of Adults Enrolled in General Adult Education in the English Sector (School Boards), 2001-2:

- Allophones made up the largest group of adults enrolled in General Adult Education offered through the English School Boards, accounting for almost two-thirds of enrolments (60.7%). Anglophones comprised close to one-third (32.2%) of the student population, and Francophones represented 6.4%. There were also 61 people reporting a Native mother tongue.
- A total of 9,619 women and 8,887 men were enrolled in Adult General Education in the English sector.
- 45.7% were 25 years old or younger and 42.4% were between 25-44.
- The **literacy service** had the highest proportion of students — 6,972 students, or 37.7% of the student population. *This service was used by a large number of allophones, primarily enrolled in Montréal. The situation was very different at the provincial level, where literacy students represented only 8.3% of the total student population.*

### **Learner Profile** of Adults Enrolled in Literacy Classes at Both School Boards (Anglophone and Francophone) 2001-2:

- 62.6% were Allophones, 33.5 % were Francophones and 3.1% were Anglophones.
- 54.1% chose English as the language of literacy instruction.
- 54% were women, 46% were men.
- 54% were between the ages of 25-44 and almost 20% were between 44-64.
- 52.2% were enrolled in classes offered in the Montreal region

**Volunteers:** statistics not located

### **Number of learners**

- 2001-2: 18,506 students were enrolled in General Adult Education at the English School Boards and 164,204 at both School Boards (Anglophone and Francophone)
- 1999-2002: In the English School Boards, adults enrolled in literacy classes more than doubled, to 6,972 students.
- 2001-2: 13,645 students were enrolled in literacy classes at both School Boards (Anglophone and Francophone) — between 1999-2002, the number increased by 36%
- 2001-2: 7,974 learners participated in literacy programs offered by community groups (Anglophone and Francophone)

2005-6: Learner enrolment in Francophone and Anglophone literacy programs:

- total for all School Boards: 15,209
- total for Anglophone school boards (2004-2005 and 2006): 9,209
- community groups — difficult to measure. The 2002-07 Action Plan projected an increase of 1,000 learners enrolled in community literacy programs and by 2003-04 this goal was surpassed by 7%.

### **Business/Industry Funding**

Quebec's **Act to Foster the Development of Manpower Training** (passed in 1995) requires employers with a payroll of over \$1 million to invest 1% of their payroll towards the provision of education and training for their employees, including workplace literacy. The Act also specifically earmarks funds for literacy and French-language training. Companies that do not make such investments must pay into a special fund to support training. The law was modified in 2007 — although 1% is still directed at training, more of the funds are allocated towards opportunities and resources for the development of skills in workplaces.

### **Private and Non-Profit Funding**

Additional support is provided by the private sector, from corporations, foundations and individuals.

### **Sources Section 1**

<http://www.mels.gouv.qc.ca/>

[http://www.formulaire.gouv.qc.ca/cgi/affiche\\_doc.cgi?dossier=912&table=0#15](http://www.formulaire.gouv.qc.ca/cgi/affiche_doc.cgi?dossier=912&table=0#15)

[http://www.mess.gouv.qc.ca/grands-dossiers/plan\\_formation.asp](http://www.mess.gouv.qc.ca/grands-dossiers/plan_formation.asp)

[http://www.ccsd.ca/pubs/2007/literacy/workplace\\_literacy\\_exec\\_sum.pdf](http://www.ccsd.ca/pubs/2007/literacy/workplace_literacy_exec_sum.pdf)

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

[www.acsq.qc.ca/down/48591.ppt](http://www.acsq.qc.ca/down/48591.ppt)  
[http://www.mels.gouv.qc.ca/sections/publications/publications/SICA/DRSI/PrincStatEduc2005-2006\\_Edition2007\\_08-00182F.pdf](http://www.mels.gouv.qc.ca/sections/publications/publications/SICA/DRSI/PrincStatEduc2005-2006_Edition2007_08-00182F.pdf)  
<http://www.mels.gouv.qc.ca/dfga/politique/formationgenerale/pdf/41-3032-18a.pdf> (May 2005)  
<http://www.mels.gouv.qc.ca/dfga/politique/formationgenerale/pdf/41-3032-19.pdf> (April 2005)

## **2. Providers**

### **School Boards/Adult Education Centres**

- a. linguistically based, with nine Anglophone school boards and two special status boards offering services to Anglophones
- b. 191 Adult Education Centres in total (Anglophone and Francophone)
- c. all the Centres offer as many as ten different programs, including literacy, secondary school completion, programs leading to vocational training and post-secondary education, and programs to encourage social and socio-professional integration
- d. instruction to be provided by trained teachers

The Adult Basic Education program is divided into two levels: Level I provides the standard base for all learners (knowledge and capacities usually conveyed in the first eight years of schooling) and Level II provides adults with the opportunity to earn a first diploma, called the *diplôme d'études secondaire*.

### **Community groups**

- a. at least 13 groups delivering literacy services to adults exclusively (funding is provided to about 180 community groups in total offering services in literacy, school drop-out prevention, street schools, and training to community groups)
- b. focus primarily on adults who do not wish to return to school, but prefer to pursue their education without necessarily obtaining official recognition, or who are not yet ready to enter or re-enter the school system
- c. instruction based on one-on-one tutoring using trained volunteer tutors and small group classes with paid practitioners (Note: Most francophone groups do not use volunteer tutors, but paid facilitators who teach small groups)

MELS-funded literacy classes are open to all adult Quebec residents (an adult defined as aged 16 on 30 June before registration). Registration is free, although certain fees may apply.

### **Types of Adult Literacy Programs Offered**

A range of programs is offered locally, tailored to the needs of communities, demographic groups individuals and families and responding to their specific daily, academic and vocational needs.

### **Provincial Organizations**

**The Quebec English Literacy Alliance/QELA** — an Anglophone literacy network comprised of 21 organizations working in the field of Adult Literacy. QELA's work involves networking, training and information-sharing activities and advocating for the advancement of literacy in Quebec.

**Quebec Literacy Working Group/QLWG** — a provincial committee of School Board representatives, committed to promoting, advancing and supporting adult, youth and family literacy in the English sector.

**Literacy Volunteers of Quebec/LVQ** — a coalition of volunteer community groups offering literacy services to Quebec's Anglophone population. LVQ coordinates and helps member councils support adult English speakers in their efforts to acquire basic skills in reading, writing, listening, speaking and mathematics, and to promote literacy in general. LVQ also encourages communication between Anglophone community and literacy groups.

**Literacy Foundation** — a non-profit organization working “to ensure that everyone—adults and children—have access to reading and writing”. To achieve its goals, the Foundation provides services in the areas of referral, prevention, support to organizations, awareness and fundraising.

**Provincial Organization of Continuing Education Directors/PROCEDE** — a provincial organization of Adult Educators providing adult and vocational education services to the English-speaking adult population of the province.

**Quebec Association for Adult Learning/QAAL** — “advocates for a culture of lifelong learning”. Its activities include raising public awareness of adult learning issues and facilitating the exchange of information and resources.

**The Association of Teachers of English of Quebec/ATEQ** — provides leadership in the development of teaching theory, practice and resources to teachers in order to develop excellence in the classroom.

**Leading English Education and Resource Network/LEARN** — an educational foundation whose activities include: providing e-learning services and support to all English School Boards, private schools, community organizations and the private sector in rural and urban settings, promoting pedagogical collaboration and innovation using information technology, modelling best practices, and publishing quality learning materials to support educators implementing competency-based practices in the classroom.

All of the organizations have comprehensive web sites with extensive links for practitioners and learners. Annual Reports are posted.

**Organizations Promoting/Providing Practitioner Training and PD**  
MELS

## **Sources Section 2**

<http://www.mels.gouv.qc.ca/>

[http://www.formulaire.gouv.qc.ca/cgi/affiche\\_doc.cgi?dossier=912&table=0#15](http://www.formulaire.gouv.qc.ca/cgi/affiche_doc.cgi?dossier=912&table=0#15)

[http://www.formulaire.gouv.qc.ca/cgi/affiche\\_doc.cgi?dossier=9180&table=0](http://www.formulaire.gouv.qc.ca/cgi/affiche_doc.cgi?dossier=9180&table=0)

<http://www.mels.gouv.qc.ca/dfga/politique/formationgenerale/pdf/41-3032-18a.pdf> (May 2005)

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<http://literacyvolunteersqc.ca/funder.php>

[http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I\\_13\\_3/I13\\_3.html](http://www2.publicationsduquebec.gouv.qc.ca/dynamicSearch/telecharge.php?type=2&file=/I_13_3/I13_3.html)  
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<http://literacyvolunteersqc.ca/>  
<http://www.fondationalphabetisation.org/en/foundation/>  
<http://www.geocities.com/Athens/Forum/8331/>  
<http://doe.concordia.ca/qaal/>  
<http://www.qela.qc.ca/en/home/>  
<http://www.learnquebec.ca/en/?language=en>  
<http://www.nald.ca/litweb/province/qc/qlwg/index.htm>

### **3. Accountability/Reporting**

The revised Adult Basic Education Program calls for assessment and accountability to support the success of the adult learners.

#### **School Board Reporting to MELS**

Through Annual Reports, regular reporting of registration and attendance records, and a yearly audit by MELS. School board Adult Education Centres must have a school success plan connected to the educational project listing priorities. The documents are posted on the School Boards' web sites and aggregate statistics appear in various reports, reviews and documents posted by MELS.

#### **Community Groups**

Through Annual Reports, including an Activity Report, an Action Plan for the coming year, financial data, internal documents if modified, and a statistics form listing figures for:

- individuals contacted in connection with the group's various activities
- volunteers, hours, tasks
- number of learners in literacy classes, on social outings, in workshops, etc...

Starting in 2009, future statistics will include a more detailed breakdown of all the activities engaged in by the community groups.

#### **MELS Reporting**

Annual Reports are posted, including data on expenditures and performance.

#### **Sources Section 3**

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