

## ADULT EDUCATION POLICY FRAMEWORK REVIEW

### Opening Statement

In April 2018, the Ministry of Advanced Education, Skills and Training released the Adult Education Policy Framework<sup>1</sup>; however, considering the policy objectives, which include accessibility, sustainability, transferability and accountability, there is a need to broaden its scope and make the framework implementable. The COVID-19 pandemic has made it apparent that enhancing the scope of e-learning is essential.

### Background

The Framework's purpose was to *"provide the context, policy objectives and key policies pertaining to domestic students at public post-secondary institutions (PPSIs) in:*

- *Adult Basic Education (ABE);*
- *English Language Learning (ELL) (also known as English as a Second Language); and,*
- *Adult Special Education (ASE).*

These programs are 'pre-post-secondary' level programs that provide a key pathway for many students transitioning to post-secondary education, training, and the labour market."<sup>1</sup>

The following suggestions may be considered to make it broader and more extensive:

1. Delivery of AVE, ELL and ASE programs through a centralized learning portal with options of e-learning, blended learning and delivery through learning centres.  
A participant must be enrolled through a centralized learning portal (administered by the Minister) and can be provided with following options along with provision to switch during the course of the program:
  - a. Pursue the program online at the participant's own pace
  - b. Pursue the program in a dual (blended) mode with partially online and partially at the learner centre or through satellite mode
  - c. Choose a learning centre (the mandated colleges and institutions, and/or other participating agencies, if any). The learning centre can also facilitate the enrolment process, in case the participant approaches the centre directly.

The Centralized Learning Portal shall support and facilitate the policy objectives of accessibility, transferability, accountability along with sustainability in the long run.

Accessibility – the centralized learning portal would facilitate the expanded reach in accessibility of the programs with provision of an E-Learning medium as well as a blended learning mode with e-learning and in-person learning with participants having the option of pursuing the program at a self-paced mode. These mediums would support government policy of successful student progression by extending an environment supporting all adult participants including those with complex life experiences and other identified variety of reasons.

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<sup>1</sup> [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/adult\\_education\\_policy\\_framework.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/adult_education_policy_framework.pdf)

Transferability – the suggested model would facilitate the seamless movement of participant between B.C. institutions that deliver these programs. The model would simplify the provincial articulation with centralized enrolment and learning centres' could easily access the records if a participant chooses to pursue or continue the course with them.

Accountability – with extended access and simplified transferability, the aspect of accountability may also be projected to be more transparent.

- The model would address the aspect of reporting requirements and monitoring adult education targets, since each participant will be enrolled centrally.
- Moreover, aspect of continuous assessment of the participant and individual education plans for fundamental level students and low literacy students could be incorporated through the model.
- The model would facilitate the collaboration and partnership between school districts, Indigenous nations and institutes, and/or community-based organizations to deliver the relevant programs more effectively.
- The model would facilitate the Adult Upgrading Grant

Sustainability – A centralized model while addressing the objectives of accessibility, transferability and accountability would further facilitate sustainability in the long run.

- With wider reach and accessibility, the model would contribute towards the vision of providing support to adult learners towards completion and advancement of education.
- With self-paced and other various options along with simplified transferability, the model would facilitate the participant in training and enable them towards employment opportunities to succeed in B.C.'s communities and the economy.
- While assisting continuous assessment and individual education plans, real time reporting and monitoring of education targets and enabling collaboration between various institutions and community, the model would support sustainability.

### **Why Is This Important to Business**

A better educated population gives businesses a larger talent pool. If an individual has to travel to a designated school for adult education, they must sacrifice time at the workplace, at home, and doing other activities, enabling individuals to gain more education through e-learning will diminish the time spent away from the workplace and home.

### **THE CHAMBER RECOMMENDS**

The Provincial Government:

1. Make the Adult Education Policy Framework broader and more extensive by developing a centralized learning portal with options of e-learning, blended learning and delivery through learning centres.

**Submitted by the Surrey Board of Trade**