

TAKING STOCK OF LIFELONG LEARNING IN CANADA *2005-2010*

PROGRESS OR COMPLACENCY?



Report to Parliamentarians
March 30, 2010



CANADIAN COUNCIL ON LEARNING **CCL CCA** CONSEIL CANADIEN SUR L'APPRENTISSAGE

Lifelong learning is key to national prosperity

“In a knowledge-driven economy, the continuous updating of skills and the development of lifelong learning will make the difference between success and failure, and between competitiveness and decline”

– David Blunkett, former U.K. Secretary of State for Education and Employment

“87% of Canadians agree that a highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future”

– Survey of Canadian Attitudes toward Post-secondary Education 2006

“A first priority for countries should be to develop a comprehensive and coherent vision for the future of tertiary education, to guide policy development ... in harmony with national social and economic objectives”

– OECD 2008



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

L'essentiel de mon propos

- Canada has much going for it in learning—and equally much to be concerned about
- As in the financial industry, so too in learning: “Past performance is no guarantee of future returns.”
- Looking to the future, the question is: “Is Canada setting conditions for success—or for failure to compete successfully?”
- Canada needs a coherent approach to lifelong learning—a “Learning Architecture”
- It is not too late to get things right. But time presses. If we in Canada are not prompt and effective, better organised and determined, international competitors will *“eat our lunch”*



Canada's Learning Paradoxes

Early childhood education and learning; we know its importance but do not act on it

- Investments in early childhood education are the lowest among OECD countries.
- One-quarter of our young children are entering school with behavioural or learning difficulties.
- We lack national measures to provide greater understanding of quality, access, financing and policy of early childhood education and learning programs.

K-12: Strong start for Canada but not holding the lead

- While the performance of Canadian elementary and high schools on international tests in reading and math has been consistently high, other countries are making rapid advances.
- International test scores in math, science and reading do not translate into graduates in engineering and science.



Canada's Learning Paradoxes

High educational attainment among adults; yet literacy levels remain low

Positives:

- Canada has one of the world's highest educational attainment rates. According to *2006 Census of Canada*, six out of every 10 adults aged 25 to 64 had completed some form of post-secondary education.
- Canada possesses a strong community college sector.

Negatives:

- 42% of Canadian adults—about 9 million Canadians—performed below internationally recognized standards for participation in a knowledge society.
- Literacy projections for 2001–2031 suggest little improvement.

Adult learning: Canadians 'get' lifelong learning but adult and workplace participation in learning is low

- Canada's performance lags in the provision of training days for managers and workers.
- In 2008, companies in Canada spent an average of \$787 per employee on training, learning and development—this represents a 40% decline over the past 15 years.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Canada's Learning Paradoxes

Education ethic: Canadians are united in valuing learning; yet our country is falling far short of its potential

- Almost all Canadians agree that adult learning is critical to success in and satisfaction with life.
- More than half (55%) of Canadians aged 16 to 65 lack levels of health literacy required to read nutrition labels, follow medication directions, understand safety instructions or make informed choices for their own healthy living.
- Underperformance in early childhood learning.
- Uncoordinated efforts inter-provincially, inter-jurisdictionally, inter-institutionally and between public and private sectors.
- Although the majority of Aboriginal students have aspirations to complete PSE, only 40% do so.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Positive Developments across the Lifecourse

- Canadians willing to make sacrifices to promote learning.
- Canada possesses strong educators at every level.
- Education in Canada is relatively well funded:
 - 5th out of 30 OECD countries in expenditures on all levels of education as a percentage of GDP.
 - Expenditures as a percentage of GDP and international ranking have increased since 2000.
 - 2nd out of 30 OECD countries in share of GDP for expenditures on PSE.
- Canadian youth are performing well in math, science and reading.
- Canada integrates immigrant students better than other countries.



Troubling Trends across the Lifecourse

- Lack of effective and responsive lifelong learning policies.
- Failure to address persistent low levels of literacy.
- Sparse national data.
- Absence of national measures and indicators.
- Absence of national objectives and benchmarks.
- Lack of co-ordination and cohesion inter-jurisdictionally; between public and private sectors — defects in convergence and harmonisation diminish learning opportunities across the lifecourse.
- Absence of adequate education/learning structures for the 21st century world.

“In a knowledge-driven economy, the continuous updating of skills and the development of lifelong learning will make the difference between success and failure, and between competitiveness and decline.”

-UK



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Education Processes and Structures

International overview of PSE processes and system-wide structures

| | MAJOR REVIEW IN LAST 5 YEARS | SYSTEM-WIDE GOALS AND OBJECTIVES | FUNDING ALIGNED WITH NATIONAL PRIORITIES | QUALITY ASSURANCE AGENCY(IES) IN PLACE | ONGOING MECHANISM FOR FEDERAL/STATE PLANNING | FEDERAL MINISTRY OF EDUCATION |
|---------------|------------------------------|----------------------------------|--|--|--|---|
| AUSTRALIA | Yes | Yes | Yes | Yes | Yes | Yes |
| EU | Yes | Yes | N/A | Under development | | |
| GERMANY | Yes | Yes | Yes | Process under development | Yes | Yes |
| U.S. | Yes | Under review | Limited federal money targeted | Yes | No | Yes |
| SWITZERLAND | Yes | Yes | * | Yes | Yes | Federal Office of Education |
| U.K. | Yes | Yes | Yes | Yes | N/A | N/A |
| N.Z. | Yes | Yes | Yes | Yes | N/A | N/A |
| CANADA | No | No | No | No | No The provinces and territories meet as the Council of Ministers of Education, Canada and the federal/provincial/territorial Forum of Labour Market Ministers meet regularly to share information | No Federal Human Resources Ministry funds labour market programs, research, literacy and other initiatives related to PSE |

*Available material not detailed enough to make conclusions at this time.

“A picture is worth a thousand words”

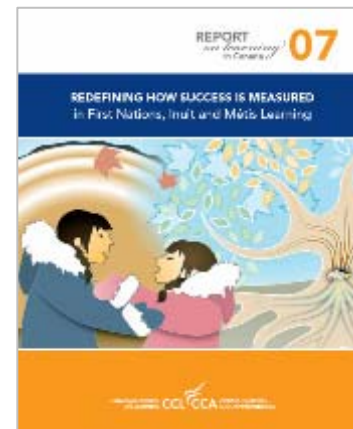
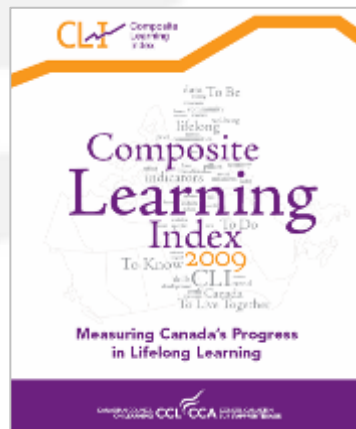


Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Measuring Lifelong Learning in Canada

- What gets measured, gets done.
- CLI is a national tool that promotes local action.
- CCL has developed a series of tools that monitor Canada's progress in lifelong learning over time, and for its many communities.
- These tools also provide an opportunity to redefine our notion of 'learning' through holistic perspectives.



Taking Stock of Lifelong Learning in Canada, 2005–2010
Progress or Complacency?

Composite Learning Index

- Until the CLI, there has been no way of measuring how well communities in Canada are doing across the full spectrum of learning.
- CLI is a tool for community leaders to improve learning conditions.
- Identifies the important contribution of learning to economic and social well-being;
- Highlights the multi-dimensional character of learning;
- Shows that learning conditions and their impact on economic and social well-being can be measured over time and in different geographic contexts.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Pillars of Learning

| | |
|----------------------------------|---|
| Learning to Know | Literacy, numeracy, general knowledge and critical thinking |
| Learning to Do | Technical, hands-on skills that are closely tied to occupational success |
| Learning to Live Together | Civic engagement, respect and concern for others and social and interpersonal skills |
| Learning to Be | Development of the mind, body and spirit through personal discovery, creativity and achieving a healthy balance in life |

Inspired by the Four Pillars of Learning developed for UNESCO by Jacques Delors.

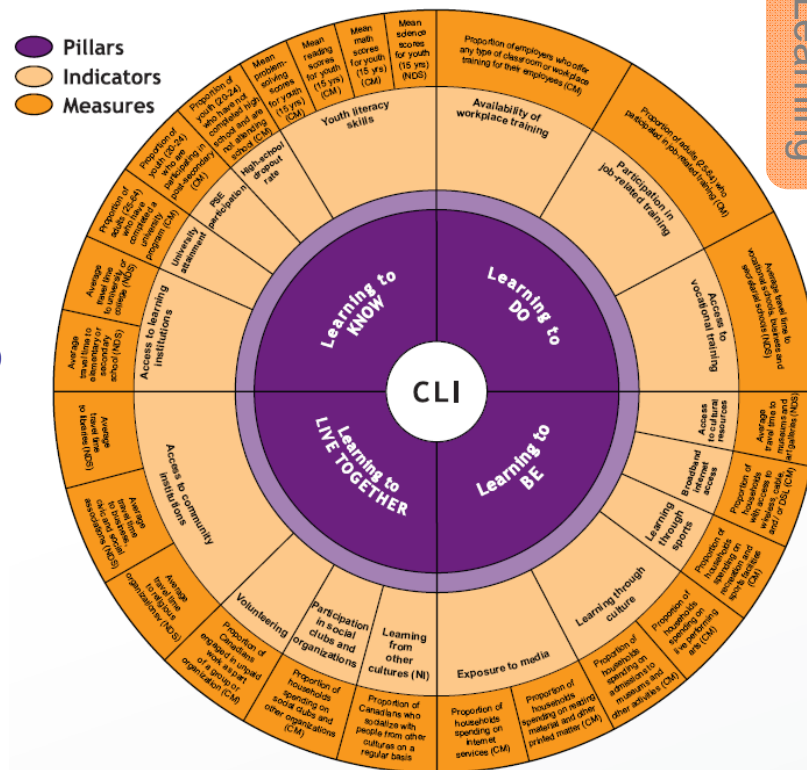


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Progress or Complacency?

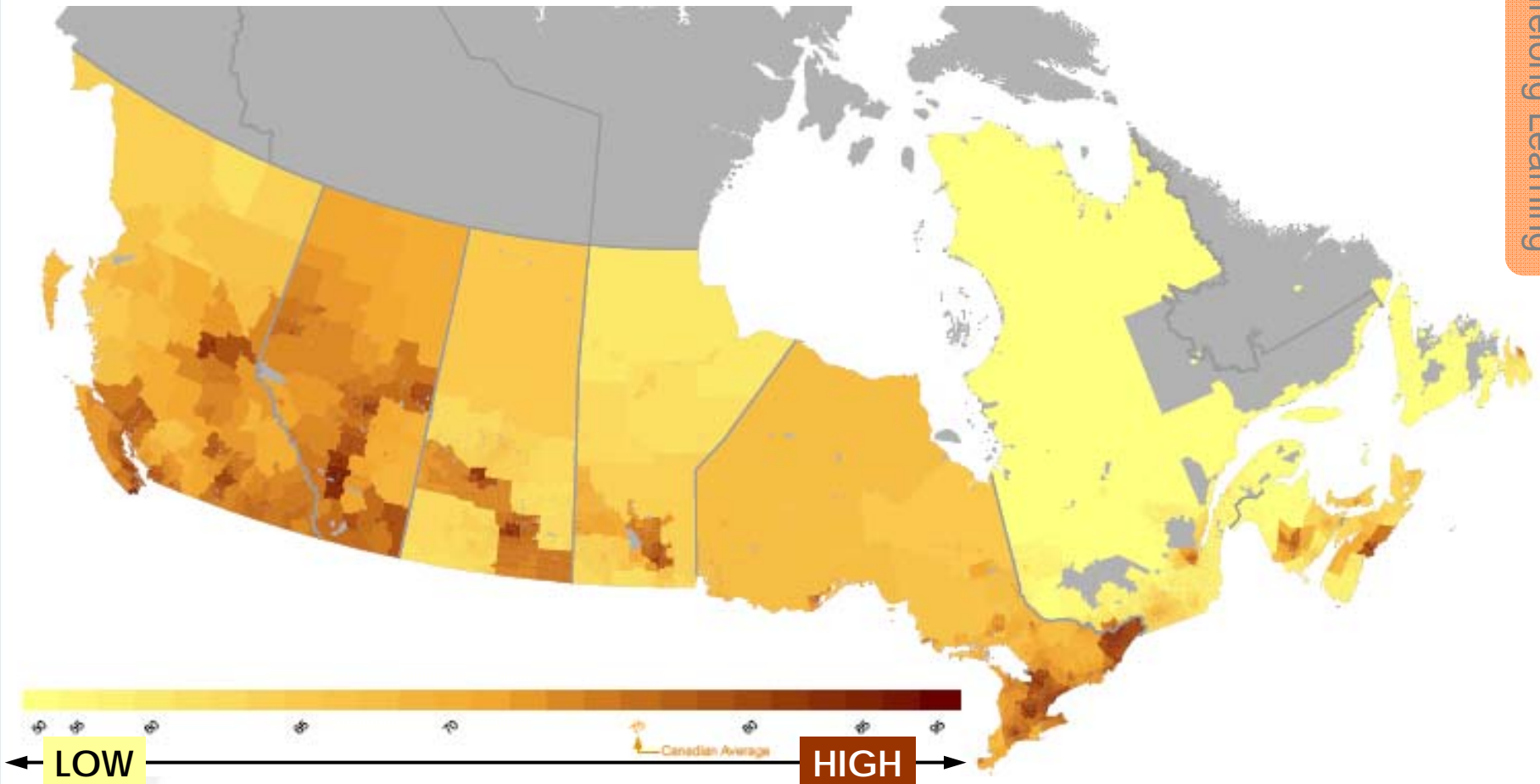
What does the CLI represent?

- The CLI combines a variety of indicators (17) to generate numeric scores representing the state of lifelong learning in Canada and its many communities (4,700).
- A high score means that a particular community has the learning conditions to succeed economically and socially.



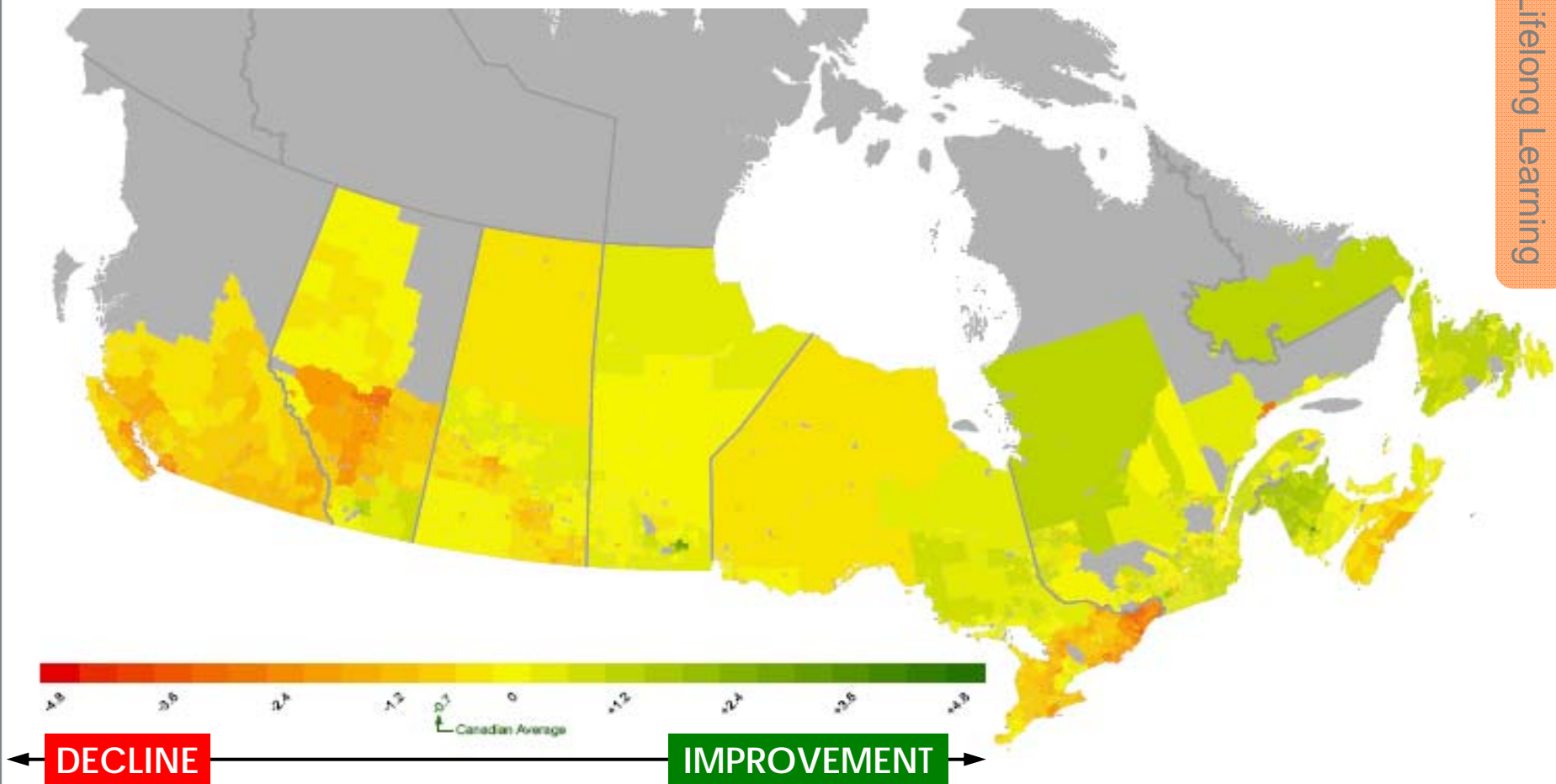
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 Progress or Complacency?

Measuring the State of Learning



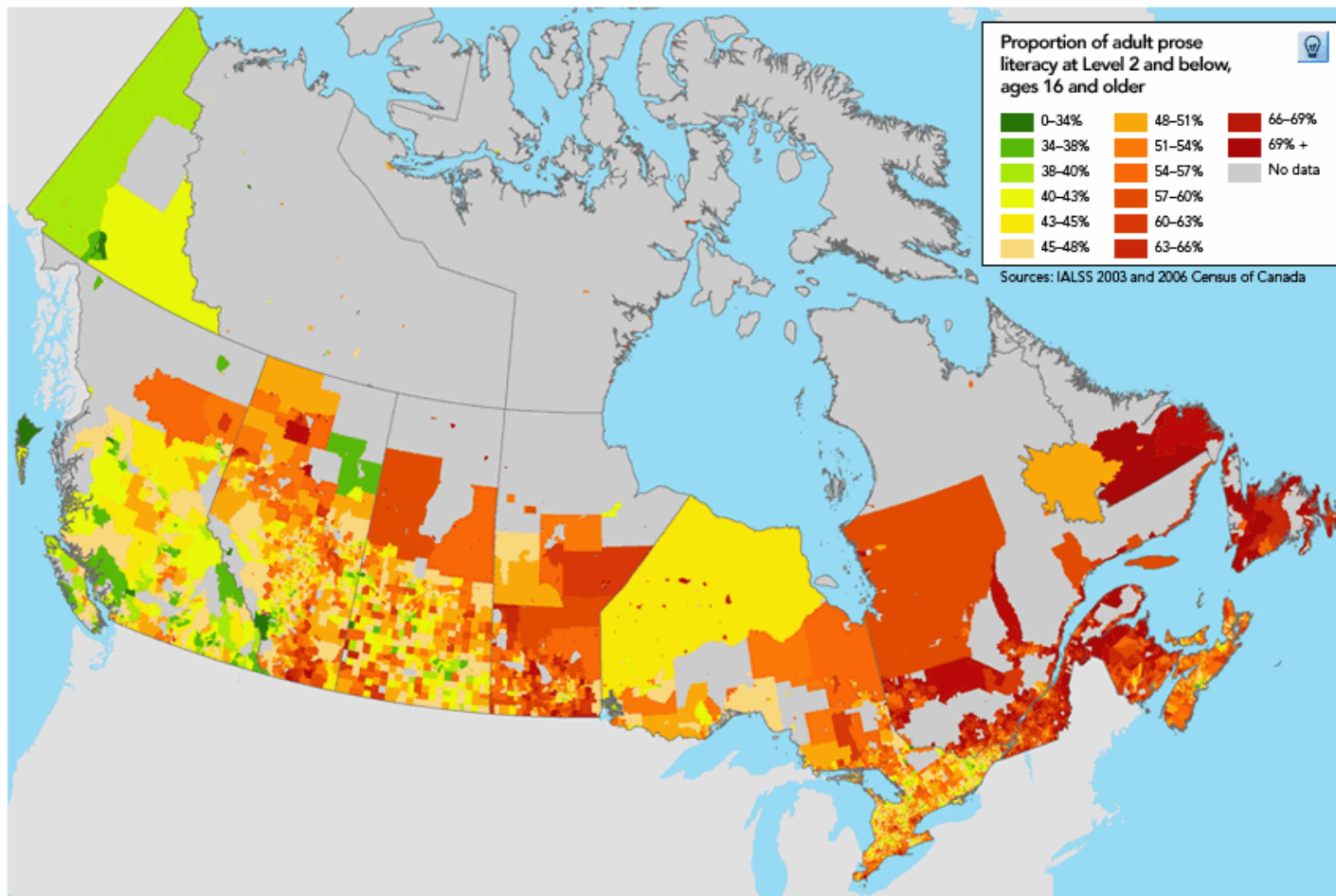
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Progress or Complacency?

Measuring Progress in Learning



Taking Stock of Lifelong Learning in Canada, 2005–2010
Progress or Complacency?

Monitoring Canada's Progress in Literacy



Taking Stock of Lifelong Learning in Canada, 2005–2010
Progress or Complacency?

Learning to Know in Early Childhood and K–12

Positive Developments

Early Childhood Learning

- 87% of Canadians agree that learning during the preschool years is critical to success in life.
- Canada has several successful provincial models of early childhood learning.

Learning in K–12

- Canada's youth are competitive in internationally standardized testing.
- Canada is more egalitarian than other countries.



Learning to Know in Early Childhood and K–12

Troubling Trends

ECL: Not all children reaching their full potential

- 25% of Canadian children entering school lack the foundation needed for successful acquisition of literacy and numeracy skills.
- As a proportion of GDP, Canada's public expenditures on early childhood services, including child care, were the lowest among 14 OECD countries.
- Canada lacks shared, national indicators of progress. At present, there is no way to know how our children are progressing.

K–12: Boys are falling behind

- The dilemma of high school dropouts:
 - Boys reading and writing: consequences for human capital
 - Boys more likely to drop out of high school and much less likely to participate in or succeed in university.
 - Male learners have difficulty accessing and completing opportunities in the skilled trades.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in Early Childhood and K–12

Troubling Trends

Enormous economic cost of dropping out to Canadians

Example:

- High-school dropouts cost Canada's social assistance programs and criminal justice system more than \$1.3 billion annually.
- Costs to the individual are significant—a high-school dropout can expect an income loss of over \$3,000 per year, compared to individuals with a high-school diploma.

Without convergent, harmonised learning outcomes

- Lack of shared trans-Canadian learning outcomes in key subjects by grade and age, making it difficult to remain internationally competitive.
- Lack of trans-Canadian learning outcomes for citizenship and civics diminishes social cohesion and renders participation in democratic practice less likely. (this is harmonisation, not standardisation, nor a national curriculum).



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in PSE

Positive Developments

Canada's expenditures on PSE high in comparison to other OECD countries

- 87% of Canadians agree that a highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future.
- Combined annual public and private expenditures on PSE in Canada totals \$34 billion.
- Canada 2nd out of 30 OECD countries in share of GDP for expenditures on PSE.

Strong participation in PSE

- In 2005, 58.1% of Canadian youth aged 20 to 24 completed or attend a tertiary education—placing Canada in 3rd position among 24 OECD countries.
- The proportion of young adults participating in PSE has increased steadily since 1990.

Strength of educators

- Canadian community colleges are generally considered by to be a strong and responsive component of Canadian PSE.
- Canada's PSE educators are recognised internationally for their quality and for their record in research and peer-reviewed publications.

Educated immigrant population

- 43% of immigrants who arrived in Canada in 2006 had completed a university degree prior to immigration.
- Although 23% of Canadians aged 25 to 64 were born outside Canada, immigrants accounted for nearly one-half (49%) of the doctorate holders in Canada and for 40% of adults with a Master's degree.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in PSE

Troubling Trends

PSE critical for innovation; yet we are losing ground

- Canada's PSE participation rates are among the highest in the OECD. Participation rates in university in particular are not among the highest in the OECD.
- Spending on R&D in higher education increased by 150% over a decade.

Combined public and private expenditure on education, by level of education, Canada

| | Pre-elementary, Elementary, Secondary | Trade-vocational | College | University | All Post- Secondary | All Levels Combined |
|---|--|------------------|---------|------------|------------------------|------------------------|
| (Millions of 2001 Constant Dollars) | | | | | | |
| 1997–1998 | 40,209 | 6,168 | 5,066 | 13,214 | 24,448 | 64,657 |
| 1998–1999 | 41,545 | 6,909 | 5,099 | 13,778 | 25,786 | 67,332 |
| 1999–2000 | 41,501 | 5,587 | 5,757 | 15,316 | 26,660 | 68,160 |
| 2000–2001 | 41,304 | 5,808 | 5,667 | 16,580 | 28,055 | 69,359 |
| 2001–2002 | 42,295 | 5,632 | 5,824 | 17,466 | 28,921 | 71,216 |
| 2002–2003 | 43,696 | 5,366 | 5,720 | 19,231 | 30,317 | 74,013 |
| 2003–2004 | 45,722 ^e | 5,395 | 5,801 | 21,232 | 32,428 | 78,150 ^e |
| 2004–2005 | 48,235 ^e | 5,485 | 5,914 | 22,598 | 33,998 | 82,233 ^e |
| Percentage Change 1997–1998 to 2004–2005 | 20 | -11.1 | 16.7 | 71.0 | 39.0 | 27.2 |



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in PSE

Troubling Trends

PSE critical for innovation; yet we are losing ground

- Canada ranks low in the OECD for graduates in science and engineering, key drivers of productivity—20th out of 29 OECD countries for first degrees and 18th for PhD graduates in science and engineering.
- Canada has markedly improved postgraduate education at the Master's level but lags OECD countries at the doctoral level: a driver of research, development and innovation.
- Canada's poor performance in completion of apprenticeships is linked to underdeveloped industry/education/government partnerships. Specifically, securing apprenticeships is the principal bottleneck—not the image of the trades.

Canada is a poor performer in R&D

- Canada is obliged to expend more per capita on PSE largely because the private sector in Canada fails to provide an appropriate share of research capacity. As a consequence, teaching and learning suffer on Canadian campuses.
- Key driver of poor productivity.

Canada depends more than other countries on public sector for R&D

- Average funding from industry is much higher in other OECD member countries (63.8%) and the EU (55%), compared to Canada's 49.5% share.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in PSE

Troubling Trends

Dilemma in male human capital

Males less likely to hold university and college credentials:

- In 2006, 42% of those aged 25 to 34 with an undergraduate degree were male compared to 58% of females.
- Among those with college diplomas, fewer males (44%) had college diplomas than females (56%).
- In 2007, 61% of all university undergraduate completers were female and 39% were males.

Quality not adequately monitored

- Out of 30 OECD countries, Canada is the only country that does not have a formal PSE accreditation system of programs and post-secondary institutions.
- Canada lacks an informational framework through which to understand, measure or clearly demonstrate the quality of its PSE sector.

Are immigrant skills meeting labour-market needs?

- Since 1996, the proportion of post-secondary graduates in the trades who immigrated to Canada dropped by half, from 10% to 5%.
- Immigrants admitted to Canada have over the last decades been disproportionately high on university qualifications and disproportionately low and decreasing in trade skills that are now in high demand in this country.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in PSE

Troubling Trends

- Canada is unique in the developed world for having no national strategy for PSE, no acknowledged and accepted goals, no benchmarks, and no public reporting of results based on widely accepted indicators.
 - Canada is also unusual for having no quality-assurance system, no qualifications framework and no system of accreditation. This makes it difficult for both Canadian and international students to navigate the sector to their advantage.
 - Canada has the greatest deficiencies in acquisition and use of data on learning after high school of any OECD country. This renders the country incapable of: matching labour market demand to supply; providing adequate information on which students can base study and career decisions; establishing accountability for resources expended and determining how much and what progress is being made.
- Taking these last three issues together, Canada is setting the conditions for failure in PSE, not for success.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Know in PSE

Troubling Trends

Fundamental data gaps still exist:

- Do not have the information required to assess PSE capacity in relation to labour-market needs.
- No useful picture of the country's private providers of PSE (who they are, what they do, their capacity, their enrolment figures, what happens to their graduates).
- Very little information since 1999 about community colleges regarding faculty, enrolment or capacity.
- Only a limited picture of part-time faculty at our universities.

International overview of PSE processes and system-wide structures

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Progress or Complacency?

Learning to Know in PSE

Troubling Trends

Need for a PSE Data Strategy

A PSE strategy would offer a pragmatic approach that would promote mobility, efficiency, effectiveness and equity across the country, while providing benefits to all levels of our society:

- Learners: improved information regarding opportunities, better choices and responsive learning;
- Institutions: improved and more responsive programs;
- Governments: improved access to information on a national basis and more effective planning;
- Business and Labour: improved ability to predict and respond to changes in Canada's workforce.



Learning to Do for Skills Development

Positive Developments

Individuals, not companies, are seizing responsibility for learning

- 36% of working-age adults participated in job-related education or training in 2008, an increase from 30% in 2002.

Some employers making effort to improve the skills of workers

- 59% of Canadian workplaces offered some form of workplace training in 2005, an increase from 54% in 1999.
- Of employees that did participate in job-related training, 91% had employer support, an increase from 88% in 2002.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Do for Skills Development

Troubling Trends

Low-literacy levels limit Canada's potential

- Data collected over the past decade indicate little or no improvement in the literacy levels of Canadians. On the prose- and document-literacy scales, 42% of Canadian adults—about 9 million Canadians—perform below Level 3, the internationally accepted minimum considered necessary to succeed in today's economy and society.
- Rates of adult literacy in Canada in the context of a knowledge society and economy are projected to stagnate until 2031.

Many Canadians unaware and not participating

- Many workers with insufficient literacy skills were overly confident about their own abilities and felt literacy skills had little impact on their job or on future employment prospects.
- Individuals with low-literacy skills often express no interest in pursuing training and see little reason to do so, regardless of the financial incentives available.
- Many Canadians (38%) have not participated in education and training activities in the last six years (2002–2008).
- Twice as many Canadians (67%) with less than high school were disengaged from education and training activities, compared to those with PSE (30%).

Declining training efforts hampering our productivity

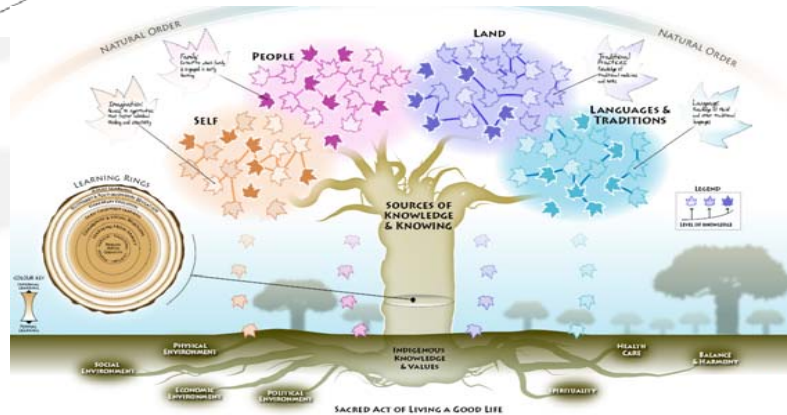
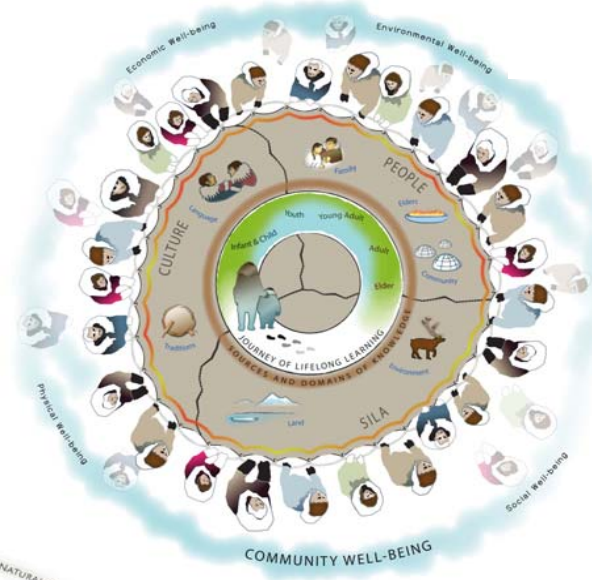
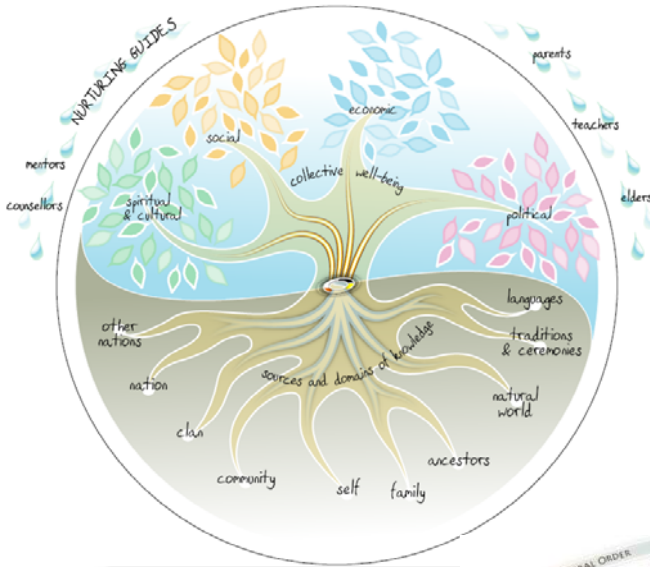
- Canadian productivity continues to decline relative to other developed economies, especially the U.S.
- Canada's performance lags in the provision of training days for managers and workers.
- Companies in Canada spent an average of \$787 per employee on training, learning and development in 2008, representing a 40% decline over the past decade and a half.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Be/Live Together: Aboriginal Learning



Taking Stock of Lifelong Learning in Canada, 2005–2010
Progress or Complacency?

Learning to Be/Live Together: Aboriginal Learning

Positive Developments

Informal learning in Aboriginal communities is abundant

- Aboriginal youth participate in extracurricular activities at rates equal to or above Canadian youth.
- Aboriginal communities nurture social relationships for intergenerational learning.
- Aboriginal people have strong sense of community involvement through activities such as volunteering.

Aboriginal people on equal footing when it comes to colleges and trades

- Aboriginal people are on equal footing with non-Aboriginal Canadians for attainment of college and trades credentials.
- 18% of off-reserve Aboriginal adults are enrolled in a PSE distance education courses.
- There is no gap in employment rates for Aboriginal and non-Aboriginal people who have attained a university degree

Aboriginal people are maximizing opportunities to learn about their culture and traditions

- Aboriginal children living off-reserve regularly participate in cultural gatherings and ceremonies.
- Four in 10 Aboriginal youth living off-reserve interact with Elders regularly each week.
- Half of off-reserve Aboriginal adults took part in traditional activities such as hunting, fishing or trapping.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Learning to Be/Live Together: Aboriginal Learning

Troubling Trends

Systemic education gaps persist between Aboriginal and non-Aboriginal learners

- Non-Aboriginal youth in Canada are 3 times more likely to complete a high-school diploma than Aboriginal youth, and almost 5 times more likely than Inuit and First Nations living on-reserve.
- Although the majority of Aboriginal students have aspirations to complete PSE, only 41% do so.
- Non-Aboriginal people in Canada are 3 times more likely to complete a university program than Aboriginal people.

Most First Nations communities have no broadband infrastructure to foster learning

- Although many Aboriginal people are pursuing distance learning, only 17% of First Nations communities have access to broadband services.

Persistent social and economic challenges dramatically undermine success

- Only one-third of Inuit children and First Nations children living on-reserve are read to daily, compared to two-thirds of Canadian children.
- Almost 1 in 5 Aboriginal youth have a parent who was a student at a residential school.
- 35% of Aboriginal youth live with a single-parent—more than twice that of non-Aboriginal youth.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

The Way Forward for Aboriginal Learning

- Need for a greater recognition of an Aboriginal vision of learning.
- Need to use CCL's new Holistic Lifelong Learning Framework to:
 - Develop more informed solutions that recognise the diverse needs of Aboriginal communities.
 - Evaluate the success of policies and programs based on Aboriginal values and goals.
 - Shift the current focus of policy and program development from one that reacts to learning deficits alone, to one that recognises, builds upon and celebrates strengths.
 - Develop solutions that simultaneously address the social and economic conditions in Aboriginal communities that impact learning outcomes.
 - Assist in challenging the negative stereotypes related to Aboriginal learning in Canada.



The Way Forward in Early Childhood and K-12

Early Childhood

- Need for common, shared, national indicators of progress. At present, there is no way to know.
- Need for goals/benchmarks/objectives for the country, with provincial and regional determination of mode of provision of service.
- More financial support for ECDL, flexibly deployed, so that parents themselves can decide on which model they prefer.

K-12

- Given current demographics, the school must become the hub for community learning for both informal or non-formal learning opportunities.
- Canada should develop school-industry partnerships that make apprenticeship training in high school a possible avenue.
- Canada should develop convergent, harmonised learning outcomes for all key subjects, using carefully determined international criteria (these are common learning outcomes – not a standardised national curriculum).
- Canada needs trans-Canadian learning outcomes in key subjects by grade and age including citizenship and civics.



The Way Forward in PSE

Making the sector more intelligent:

- A national post-secondary strategy should possess three essential characteristics: clearly stated objectives, both general and for specific periods of time; measures to assess achievement of objectives; and a systematic goal of cohesion and coherence among all the facets—as is the case in the EU and other developed countries.
- Emulate the European Union in converging all forms of education and training across jurisdictions, thereby promoting mobility and quality. This implies harmonisation across jurisdictions—not standardisation.
- Create systems of accountability through agreement on national indicators for success in PSE, learning from EU, Australia and other political entities.
- Create a pan-Canadian PSE data and information strategy which acts as the basis for indicator development and policy decisions.
- Establish goals and measurable objectives for Canadian PSE for both the short and the long term.
- Create and maintain a national forum on PSE, including both governments and NGOs, that would: establish national goals, indicators and data and would agree on mechanisms to monitor and report annually to Canadians on progress with respect to agreed goals.
- Construct a pan-Canadian framework for quality assurance.
- Establish a Canadian qualifications framework.



Learning from the EU

Sixteen core indicators for monitoring progress *Towards the Lisbon Objectives:*

- Participation in pre-school education
- Special needs education
- Early school leavers
- Literacy in reading, mathematics and science
- Language skills
- ICT skills
- Civic skills
- Learning to learn skills
- Upper-secondary completion rates of young people
- Professional development of teachers and trainers
- Higher-education graduates
- Cross-national mobility of students in higher education
- Participation of adults in lifelong learning
- Adult skills
- Educational attainment of the population
- Investment in education and training

Five EU benchmarks for 2010:

- Fewer early school leavers;
- Decrease the percentage of low-achieving pupils in reading literacy;
- More young people should have completed upper-secondary education;
- Increase the number of tertiary graduates in Mathematics, Science and Technology (MST), with a simultaneous decrease in the gender imbalance;
- More adults should participate in lifelong learning.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

Charting Progress in the EU

Country performance progress in each Benchmark area, period 2000-2006

| | Low performers in reading | Early school leavers | Upper secondary education | MST Graduates | Lifelong learning |
|----------------|---------------------------|----------------------|---------------------------|---------------|-------------------|
| EU | | | | | |
| Belgium | | | | | |
| Bulgaria | | | | | |
| Czech Republic | | | | | |
| Denmark | | | | | |
| Germany | | | | | |
| Estonia | ++ | | | | |
| Ireland | | | | | |
| Greece | | | | | |
| Spain | | | | | |
| France | | | | | |
| Italy | | | | | |
| Cyprus | | | | | |
| Latvia | | | | | |
| Lithuania | - | | | | |
| Luxembourg | | | | | |
| Hungary | | | | | |
| Malta | | | | | |
| Netherlands | | | | | |
| Austria | | | | | |
| Poland | | | | | |
| Portugal | | | | | |
| Romania | | | | | |
| Slovenia | ++ | | | | |
| Slovakia | | | | | |
| Finland | | | | | |
| Sweden | | | | | |
| United Kingdom | + | | | | |
| Croatia | + | | | | |
| Turkey | | | | | |
| Iceland | | | | | |
| Norway | | | | | |

| | ABOVE EU BENCHMARK | BELOW EU BENCHMARK |
|------------------------|----------------------|------------------------|
| INCREASING PERFORMANCE | MOVING FURTHER AHEAD | CATCHING UP |
| DECREASING PERFORMANCE | LOSING MOMENTUM | FALLING FURTHER BEHIND |



Taking Stock of Lifelong Learning in Canada, 2005-2010

Progress or Complacency?

The Way Forward in Skills Development

- Increase strategic investment in Canada's *human* infrastructure to equal the current level of federal investment in *physical* infrastructure.
- Establish financial incentives—such as subsidies, national and sectoral training funds, loans, tax credits and deductions—that encourage businesses to offer training, and individuals to participate in adult learning.
- Provide targeted, non-financial support to employers, such as information, advisory and referral services; national recognition, qualification and certification systems, including recognition of prior learning; support for innovative training approaches; sharing and dissemination of best practices.
- Support and promote the development of targeted, innovative, accessible education and training programs to address the social inequalities experienced by groups at risk, such as basic literacy skills and retraining initiatives for older workers.



The Way Forward in Skills Development

- Match existing labour needs with the existing labour supply through skills training and learning opportunities, coupled with workforce adjustment programs and other measures.
- Facilitate decision-making by individuals, businesses and stakeholder organizations by better integrating labour-market information with post-secondary education and adult learning counselling and support services.
- Fund research to determine which methods of adult learning best promote resilience—and combat poverty—among Canadian workers and businesses. Such work will enable us to set standards, measure and report on progress, and establish an authoritative body of knowledge upon which to build future policies, programs and services for Canadian workers and businesses.
- Create forward-looking, evidence-based government policies that position individual Canadians and businesses to become world leaders within and beyond traditional industries, especially with respect to emerging green technologies, services and economies.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

The Way Forward for Skills Development

CCL has developed and shared five principles that could guide government financial assistance to enterprises that would improve workplace education and training.

This cannot happen until we have in place:

- A comprehensive approach: a tool box or kit of validated and proven practices
- Co-financing and co-responsibility
- A coalescence of partners
- A focus on demonstrating value for money and effort
- Validation/affirmation of individual achievement through certification and recognition



The Way Forward: Summing it Up

Learning from other jurisdictions:

- Apply lessons learned from other countries.
- Like many other jurisdictions throughout the developed and developing world, Canada should actively and urgently build convergence and harmonisation across provinces and territories in order to optimise learning opportunities and results at all levels.

Making the sector more intelligent:

- Clearly stated national objectives.
- Agreed measures to assess achievement of objectives.
- Broad dissemination of outcomes throughout Canada.
- Systematic building of coherence among all players.

Structures required:

- Close and intensive co-operation between central, provincial and regional governments.
- Participation in ongoing fora of institutional and educational representatives; industry and learner organisations.
- Canada needs to put in place, similar to Australia, a federal/provincial/territorial council of ministers with responsibility for education and skills development (in addition to and apart to the Forum of Labour Market Ministers).

Increased accountability:

- Accountability provisions need not be onerous.
- Through transparent national reporting of outcomes to the Canadian people, accountability will be successful—not through one level of government reporting to another.
- Increases in transfers from the federal government to provinces and municipalities in the learning field must be made conditional on agreement to common measures, indicators and information.



Taking Stock of Lifelong Learning in Canada, 2005–2010

Progress or Complacency?

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- Canada has much going for it in learning—and equally much to be concerned about.
- As in the financial industry, so too in learning: “Past performance is no guarantee of future returns.”
- Looking to the future, the question is: “Is Canada setting conditions for success—or for failure to compete successfully?”
- Canada needs a coherent approach to lifelong learning – a “Learning Architecture.”
- It is not too late to get things right. But time presses. If we in Canada are not prompt and effective, better organised and determined international competitors will “*eat our lunch.*”

