



Accountability and Adult Literacy • www.literacyandaccountability.ca •

Provincial Adult Literacy Profile Fundors, Providers and Accountability

Northwest Territories

| | |
|--|--|
| Total population (2007) | 42,600 |
| First Nations (2006) | 20,635 (reporting aboriginal identity) |
| Immigrant (2006) [Visible minority, 2001] | 2,815 [1,545] |
| Francophone (2006) | 975 |
| Urban (2001) | 41% |
| Rural (2001) | 58% |
| Senior/65 yrs and older (2007) | 2,200 |

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

[NWT Summary Tables:

<http://www40.statcan.gc.ca/101/pro01/pro112-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 the Northwest Territories, Department of Education, Culture and Employment
/ECE

- Funds the delivery of Adult Literacy and Basic Education (ALBE) programs and services, which are described as “the essential foundation to the attainment of personal, career and educational goals”

Key Recent Statements and Directions

ECE has repeatedly underscored the vital importance of ALBE and expressed its commitment to promoting and supporting it. In its most recent Departmental Directive, it reiterated its commitment to “providing lifelong, community-based learning opportunities for adult residents in order that they may be full participants in the social, economic, cultural and political development of the NWT”.

ECE envisions ALBE as a collaborative effort whose success requires “shared responsibility, resources and cooperation between agencies, Aurora College, aboriginal organizations, claimant groups, employers, government and community organizations in order to deliver quality programs”. In its Strategic Plan 2005-15, it outlines the long-term goal of building “a more integrated Adult Learning Network” based on enhanced “linkages” — cooperation, information-sharing, joint initiatives — between Aboriginal governments, training parties, employers, Aurora College, college Community Learning Centres, and school bodies.

ECE Funding Streams supporting ALBE

1. Adult Literacy and Basic Education Fund
2. Community Literacy Projects Fund
3. Community Skills for Work Fund (programs may include adult literacy and basic education)
4. Learning Support for People with Disabilities

Recipients of ECE funding

1. Aurora College (receives bulk of support)
2. other service providers
3. community-based, non-governmental organizations (including Community Education Councils, Bands, Friendship Centres and local women’s groups) for the delivery of basic literacy projects

Funding amounts

In 2004-5, Aurora College received \$31,954,000 in base funding and support for special projects. What percentage of this amount went towards supporting ALBE could not be ascertained.

Populations served — adults and local communities needing adult basic education support and services, including:

- aboriginal population
- employees/job-seekers/employers
- inmates
- adults with special needs/disabilities

Volunteers: statistics not located

Number of learners

Aurora College ALBE enrolment numbers for full-time and part-time students for the past decade indicate that the delivery of ALBE programming accounts for a significant percentage of Aurora College's overall enrolment of about 1,200 students:

- ALBE enrolments for 2004/05 accounted for 21.2% of the College's total full-time equivalent enrolments.
- ALBE programs had fairly steady enrolments, with core courses English and Mathematics enrolments consistently higher than all other ALBE courses.

Family Literacy

ECE funds a renewable 3-year program in family literacy, offered through the NWT Literacy Council.

Public — Other Funding

1. First Nations Government and aboriginal organizations
2. Band Councils
3. Federal government (Office of Literacy and Essential Skills, Human Resources Development Canada, Social Sciences and Humanities Research Canada)
4. Educational/cultural establishments (Aurora Research Institute, Prince of Wales Northern Heritage Centre)

Private Funding

Additional support is provided by the Northwest Territories Literacy Council, the native Women's Association of the Northwest Territories and the private sector, from corporations and individuals.

Sources Section 1

<http://www.nwt.literacy.ca/resources/annreprt/2007-08/annual07-08.pdf> (2008)

<http://www.ece.gov.nt.ca/>

http://www.ece.gov.nt.ca/PDF_File/Buildingonoursuccesses.pdf (2005)

http://www.ece.gov.nt.ca/Divisions/adult_literacy/indexAdult.htm

http://www.ece.gov.nt.ca/Divisions/ECE%20Publications/towards%20postsec%20exc_web.pdf (Jan. 2007)

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

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

2. Providers

As literacy rates in the NWT are among the lowest in Canada, the ECE believes that there is “a demonstrated need to deliver adult literacy and basic education programs through a wide range of delivery agencies”.

Direct ECE Delivery

ECE directly delivers programs and services through its six career centres, the Prince of Wales Northern Heritage Centre and the NWT Public Library Service.

Delivery through Other Agencies

1. **Aurora College** — the majority of ECE’s programs and services are delivered by education authorities and Aurora College.
 - a. Aurora College is the primary delivery agent for adult and post-secondary education in the NWT, including basic adult education, skilled-based training, certificate, diploma and degree programming.
 - b. Its programs are offered at three campuses in Inuvik, Fort Smith and Yellowknife, and at community learning centres in most NWT communities.
2. **Learning Centres** — Aurora College operates Learning Centres for continuing education programs (these may be administered by community organizations).
3. **Non-government Organizations** — ECE partners with numerous non-government and community-based organizations, through a series of contribution agreements, to support the delivery of programs and services across the NWT.
4. ECE also works closely with all other **GNWT Departments** to deliver its programs and services. In particular, it collaborates with other social programs departments such as the departments of Health and Social Services, Justice, NWT Housing Corporation, and Municipal and Community Affairs.
5. ECE collaborates with several **federal government departments**, including Human Resources and Skills Development Canada; Department Indian Affairs and Northern Development; Citizenship and Immigration Canada; and Canadian Heritage. Through such partnerships, ECE may jointly manage services or deliver services on behalf of federal departments.

Types of Adult Literacy Programs Offered

Besides ALBE, offered primarily through Aurora College, several types of programs are offered under the NWT Literacy Strategy:

1. Literacy Programs and Support for Seniors Program
2. Learning Support for Persons with Disabilities Program
3. Workplace Literacy Program
4. Literacy Programs and Support for Correctional Centres Program

Provincial Organizations

The **Northwest Territories Literacy Council** “promotes and supports literacy in all the official languages of the NWT”. It helps local communities develop literacy projects, provides resources to literacy practitioners and others in the community, develops a variety of materials (teaching,

learning and promotional) for literacy practitioners, teachers and others, offers input on territorial and federal literacy policies and conducts research on literacy issues pertinent to the NWT.

The coalition has a comprehensive web page with extensive links for learners and practitioners. Annual reports are also posted.

Organizations Promoting/Providing Practitioner Training and PD

1. NWTG/ECE-funded agencies
2. The Northwest Territories Literacy Council (NWT Literacy Coalition)

Sources Section 2

<http://www.nwt.literacy.ca/membership.htm> (2008)

http://www.ece.gov.nt.ca/PDF_File/Buildingonoursuccesses.pdf (2008)

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

3. Accountability/Reporting

Reporting by ECE

In its 2005 Report on Post-Secondary Education, ECE affirms that, “Accountability in the education system is a priority”. The report details expenditures and provides statistics and analyses on outcomes and performance based on data provided largely by Aurora College (on enrolment, programs, program completion, etc...). The College also gathers information, supplied to ECE, through its Graduate Survey (measuring how graduates rate their educational experience, as well as the labour market success of its graduates).

Reporting to ECE

According to the ECE Departmental Directive, ECE establishes program standards and the accountability framework to be used by the agencies and programs it funds. For ALBE:

- ECE establishes the curriculum standards and clear learning outcomes.
- “Quality standards” are maintained by ECE through cooperation with service providers to evaluate programs (these standards are outlined in a document prepared by the Department to guide ALBE program delivery: Quality Standards for Adult Literacy and Basic Education)
- Evaluations are completed on a continuous, participatory basis.
- Evaluation plans document input from learners, practitioners, community members and other stakeholders, statistics, written reports and financial statements from the program.
- ECE requires that the results be reflected in the program revisions and development.

Family Literacy Program Reporting

At the end of the renewable 3-year program, a **summative evaluation** is conducted. The 2008 evaluation consisted of 35 interviews with family literacy providers and stakeholders, as well as a 1-day evaluation workshop with long-term family literacy practitioners. Information gathered included:

- number of family literacy training institutes
- number of family literacy facilitators trained
- number of community family literacy projects

- number of participants in projects

Non-Academic Outcomes among Adult Literacy Learners Project

This NWT Literacy Council project “recognizes that **non-academic outcomes** (including increased self-esteem, increased confidence, more positive attitude to learning) are often ignored in the formal assessment of learners or project outcomes”. The project seeks to capture these outcomes among current and former learners by having these individuals tell their stories, highlighting their achievements, and then comparing these to their instructors’ perceptions of their achievements.

Sources Section 3

<http://www.nwt.literacy.ca/resources/annreprt/2007-08/annual07-08.pdf> (2008)

http://www.ece.gov.nt.ca/PDF_File/Buildingonoursuccesses.pdf

http://www.ece.gov.nt.ca/Divisions/adult_literacy/indexAdult.htm

http://www.ece.gov.nt.ca/Divisions/ECE%20Publications/towards%20postsec%20exc_web.pdf (Jan. 2007)