

LONDON COUNCIL FOR ADULT EDUCATION

Minutes of: LCAE General Meeting September 21, 2004

Present: Donna Moore (UWO, Toastmasters), Sheila Lupson (LCRC), Nancy McQuillan (LUHC), Lara Leitch, Margaret Maciejewski (LPL), Deb Mountenay (EMOLTB), Tom Crouch (Nokee Kwe), Christine Glenn (LCRC), Robin Rundle Drake (City of London), Carmen Sprovieri, Alice Brona (LACW), Frances Shamley (OHCC), Heather Jeffrey (Hutton House), Mac Hey, Dianne Rumney (TVDSB), Colleen Pickering (Fanshawe), Erin Mason (LTC), Carole Perraud (ACFO), Nicole Kovacs (Pathways), Becky House (TVDSB), Larry Porter (TVDSB), Belinda Gorman, Anne Marie Curtin, Sharon Collins (UWO), Jeny Wallace (LEDC), Kameal Mina, Anne Everatt (Fanshawe), Debra Curtis (Fanshawe), Pat Matthews (HRSDC), Sheila Carson (TVDSB), Carl Zajc (LEDC), Arthur Gibson (HRSDC), Carl Sinclair, Bill Neville (LDCSB), Ron Pauls (TVDSB), Anne Langille (WIL), Paul Hubert (Pathways)

Regrets: Joe Swan, Greg Prekupec, Bob McMillan, Donna Smith

Guest: Kathleen Wynne, MPP

Welcome and Introductions – Donna Moore

- Donna thanked everyone for coming to the LCAE meeting and welcomed them to the London Unemployment Help Centre (LUHC). She thanked LUHC for hosting the meeting and the Elgin, Middlesex, Oxford Local Training Board for providing lunch.
- Nancy McQuillan offered greetings from the London Unemployment Help Centre.
- Donna welcoming all the new attendees to the meeting and a special welcome was extended to Kathleen Wynne, our Guest Speaker.
- Donna circulated copies of the Committee sign-up sheet, the Location for meetings sheet, the Membership form, and Additional Agendas for this meeting.

Minute Promotions:

- Nancy encouraged everyone present to give her a written copy of their announcements so they could be included in the minutes.

- **Donna Moore – UWO** – Centre for New Students: Adult learners new to degree programs at Western were offered two new orientation options from the Centre for New Students including a campus tour held on Saturday, August 28th, an online orientation that included chat rooms. These activities were in addition to our standard one-day in person orientation that includes visits to key resource areas on campus as well as a chance to meet other adult learners. Participation doubled over previous years, and the online orientation was particularly popular.
- **Donna Moore – Toastmasters** – Developing Public Speaking and Leadership Skills. Seven (7) clubs locally; new website for these clubs is www.toastmasterslondon.org.
- **Nancy McQuillan – LUHC** – Announced that their AGM was to take place on October 1st at 4:00 – 7:30 p.m. at the Hilton. Denise Bissonnette is the guest speaker and anyone is welcome to attend.
- **Sheila Carson – TVDSB** – With the closing of Empress, new sites have opened in the northwest and southwest ends of the city. Next to Sir Frederick Banting Secondary School is a 5 classroom building specifically developed for Adult ESL. It is called Banting Annex. At this time full and part time day classes are running. The air conditioning will be most welcome next summer, making this site an ideal location for summer programming. In the high demand Westmount area, two full time day classes are running out of Saunders SS. In the south end, the South London Community Centre is undergoing expansion. In the interim, space has been found at White Oaks Public School. Construction is to be completed in the late spring/early summer of 2005. Evening classes are centralized at the Wheable Centre with three night programs responding to the desires of the learner for more class time. Citizenship Preparation classes are offered at White Oaks PS on Wednesday evenings, at Beacock Library on Thursday evenings and Saturday mornings at the Crouch Library on Hamilton Road. For information, call 452-2660, ext. 224. ESP Courses: TOEFL Preparation Courses offered at Wheable: Monday to Friday, 9:15 – 11:45 a.m. and Tuesday, Wednesday, and Thursday 3:00 – 5:00 p.m. and 6:30 – 9:00 p.m. TSE Preparation Course, Monday evenings from 6:30 – 8:30 p.m. Pronunciation, Monday evenings from 6:30 – 8:30 p.m.
- **Nicole Kovacs – Pathways** – Pathways has started their Property Maintenance Training Program on October 18, 2004. The program was developed in collaboration with industry employers.
- **Bill Neville (LDCSB)** – Bill circulated copies of the most recent calendar from the Centre for Lifelong Learning.

Introduction of Guest Speaker:

- Donna Moore Introduced our Guest Speaker, **Kathleen Wynne**, Parliamentary Assistant to the Minister of Training, Colleges, and Universities, who was here to speak on the Adult Education Review.

Guest Speaker – Kathleen Wynne:

- Kathleen Wynne provided an excellent overview of the Adult Education Review, which included:
What is the Adult Education Review:

- Joint project of the Ministry of Education and MTCU to develop a coordinated and effective system of Adult Education programming in keeping with the government's economic and social priorities.
- To get the information needed to develop a framework for Adult Education that is accountable, accessible and of high quality, recognizing the Adult Education is an important bridge into post secondary education and training and must be recognized as a critical piece of the education continuum.

Why the Need for a Review?

- Critical for economic and social goals; program offered are disconnected, learner's can't navigate the system.
- Lack of cohesion and coordination, lack of clear links into the post secondary system and the labour market, lack of programs that develop "soft employability skills".

The Story in Numbers:

- 28% of Canadians participated in some Adult Education and training activities in 1997/20% in Ontario.
- 47% of labour force are baby boomers approaching retirement.
- 25% of Ontario students who began grade 9 may not graduate.
- Illiteracy rate is 20% of Ontarians without basic literacy skills.
- OSSTF states that 50% of adults returning to adult credit program are able to get off welfare.

Who Are Adult Students?

- Kathleen commented that considerable discussion went in to defining who are adult students.
- They are parents, grandparents and neighbours of the children in our schools. They create the environment that shapes our children.
- Adult students are those brave individuals who have returned to school to conquer literacy skills, be they people in their middle years who need to retrain, young women who left high school early for family reasons, school leavers who have returned to complete their high school diplomas, or new Canadians who bring a wealth of experience but need language training.

Kathleen discussed what Adult Education Allow, What they did (released a "Discussion Paper" with several questions), Who they talked to (more than 500 people involved in Adult Education, 20 meetings in five cities, 6 meetings with learners, 50 written submissions, 175 online responses. In terms of What Programs were Part of the Review, Kathleen stated that ESL/FSL, basic literacy and numeracy, credit and non-credit programs, continuing ed., distance delivery and correspondence, adult Native language programs, Citizenship preparation, and academic upgrading were included in the review.

Kathleen gave an overview of What Message did we Hear from Stakeholders?. These included: Strong agreement on themes that should be part of policy framework, such as: recognition of Adult Education at the provincial level; coordination and linkage; learner pathways; funding, accountability and outcomes; access issues; innovation in teaching and learning.

Also heard was that Colleges, schools, community agencies, libraries, training boards, and universities **all** have a role to play in this endeavour. In communities (such as ours) where agencies and institutions work together, both the learners and the community win.

Where Should We Go From Here?

Kathleen stated that if we believe that our goal should be a **learning society** and education should be a lifelong endeavour, then we must engender a seamless system. This would mean students would be clear which institutions offer which programs; it would mean their student achievement would be tracked and valued throughout their lives; and it would mean the paths would be clearer between one program and the next

Also, links must be made both within the system and back into the system for students who return.

Questions:

- The main question was what can groups like LCAE do? Kathleen said that this kind of model (LCAE) is exactly what communities need to be doing. She suggested that once the paper is out (final paper – hope to have it out in the fall), that LCAE as a group respond to it.

Sheila Lupson thanked Kathleen Wynne on behalf of LCAE.

Meeting Adjourned.