Organisation for Economic Cooperation and Development (OECD)
Activity on the
Recognition of Non-Formal and Informal Learning (RNFIL)

Report
Province of New Brunswick

Council of Ministers of Education, Canada (CMEC)

1. Contextual Factors

1.1 Demographic change

[Note: See raw data from Adult Literacy and Life Skills Survey (Statistics Canada-OECD, 2003); Adult Education and Training Survey (Statistics Canada, 2003) (informal job-related training), and OECD Education at a Glance 2005 and 2006.]

~25% participate in non-formal job-related training

What follows is **not** information about "learners" specifically, but the NB population in general.

New Brunswick's population is
…aging
The number of people aged 0 to 24 decreased dramatically between 1986 and 2001, while those aged 45-64 and 75+ increased considerably.[1] The 15 to 24 age bracket represented 17.5% of the population in 1986. In 2001 that percentage dropped to 13.2%. By 2031, those 24 years and younger will make up only 22% of New Brunswick's population, down from 29% today. At the same time, the proportion of people 65 and older will rise from the current 14.2% to 28.6% in 2031.[2] The median age of New Brunswick's population reached 40.3 years in 2005.[3] By 2030 it will be above 47.

…leaving
New Brunswick experienced the fifth straight census to census net loss through inter-provincial migration between 1996 and 2001. Nearly all (98%) of the outbound New Brunswickers were in the 15-44 age range; prime working years. What's worse, the net loss of 8,400 people in the last census was more than four times the 2,000 observed during the previous five-year period. In recent years, the powerful attraction of the Albertan labour market has had a significant impact on outward migration in the province between 2001 and 2006; we have experienced another net loss of 8,600 people, with 5,862 people leaving in the last two years alone.[4]

…slowly decreasing
New Brunswick's population grew by just 0.2% (1,400 people) between 1999 and 2005, compared to a national population increase of 6.3% or almost 2 million. The most recent population projections done in 2005 had shown that New

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[1] 2001 Census data
[2] Statistics Canada. *Population Projections for Canada, Provinces and Territories 2005-2031.*
[3] Department of Finance (March 2006). *The New Brunswick Economy.* Internet: http://www.gnb.ca/0160/budget/buddoc2006/NBEcon06_E_Final.pdf
[4] Statistics Canada Annual Demographic Statistics.

Brunswick's population was expected to grow by around 0.2% a year until 2025, after which time the population was projected to begin declining. However, the draw of the west for many New Brunswickers has changed all this. According to the most update Demographic statistics compiled by Statistics Canada, NB's population has already begun to decline, 20 years ahead of what was earlier projected, a direct result of increasing outbound migration.

…still evenly divided between urban and rural areas.
According to the 2001 Census, almost 50% of New Brunswickers live in rural areas. For all of Canada, only 20.3% of the population live in rural areas.

1.1(a) How have the profiles (age, ethnicity, sex, socio-economic backgrounds) of learners changed/diversified for overall post-secondary education institutions (higher education, further education and vocational education and training, professional training, etc.)? Is there any evidence of admission and graduation rates?

New Brunswick Community College – Collège communautaire du nouveau-brunswick (NBCC-CCNB)
Registration by Age and Sex – Academic years 1999-00 to 2001-02

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Recognition of Non-fc

R:\Appendix
5-Enrollments.pdf

R:\Appendix
7-Graduation.pdf

1.1 (b) What are the [impacts of??] demographic change (ageing population and migration) on participation in different sectors of education and training

1.1 (c) Is there any evidence of national policy on migration (e.g. the low-skilled or high skilled) with respect to demographic change?

1.1 (d) Describe any change of higher education institutional admission policies starting to practise recognition of non-formal and informal learning due to the demographic change?

The University of New Brunswick (UNB) has instituted the Bachelor of Integrated Studies, Degree completion program – PLAR is profiled as a component within the program that encourages learners to apply for PLA either as a means to meet

admission requirements or to further the amount of elective credit within the program. (http://extend.unb.ca/deg_cred/programs/bis.php)

1.2 Internationalization

1.2 (a) Describe any national policy or current practices of recognition of non-formal and informal learning as part of integration strategies of migrant population (highly skilled, low skilled and refugees)?

1.2 (b) Describe any national policies or higher education institutional approaches that are currently being taken to promote comparability/compatibility, visibility and portability of learning outcomes through non-formal and informal learning to promote cross-border mobility?

1.3 New ICT

1.3 (a) Provide any evidence of modularisation of learning and the new recording system opened up by new information and communication technologies be fully used to promote credit transfer?

NBCC-CCNB is in the process of converting from a program-based training delivery model to course-based delivery. This will enable students to gain credit on a course-by-course basis and should open up opportunities for recognition of relevant informal and non-formal learning activities.

NBCC-CCNB offers correspondence courses, continuing education/night school, hundreds of on-line courses, and contract training to more than 16,000 Brunswickers annually.

NBCC-CCNB recently adopted a common platform (WebCT) to be used for ICT-based course delivery use across the network.

1.3 (b) Provide a list of new qualifications that have been opened up by new information and communication technologies. Provide evidence, if any, that the certificates by the major industries carry more or equivalent currency in the labour market than academic qualifications.

Examples of "new qualifications" given in the guide include things like Microsoft and Cisco certification. These types of qualifications seem to be industry and even company-specific. There is nothing of this nature that is New Brunswick-specific.

1.3 (c) Describe current national policies or practices of e-portfolio as a tool to record learning outcomes or 'learning assets'? Which have been achieved and which have been challenges?

As a member of Campus Canada, UNB uses the workplace assessments conducted through Campus Canada. The Registrar's office maintains the assessments.

1.4. Economic developments and skills shortage/ mismatch

1.4 (a) Describe any legal framework, policy, programmes, research that address the issue of recognition of skills, experience and knowledge within the framework of human capital with respect to the economic developments or labour force issues. Are there any specific policies at the regional level concerning [items??] such as 'Regional Development' and 'Learning Regions'?

NBCC-CCNB Prior Learning Recognition policy (see also 2.1) states that:

"The college institutions may also recognize experiential learning by establishing equivalencies between non-institutional prior learning and available training programs. (**Experiential Learning:** Learning acquired through experience. This type of learning may be the result of formal or non-formal training programs or life or work experiences.)

The college institutions will establish appropriate mechanisms for the transfer of credits and the assessment and recognition of prior learning as part of the academic management of training."

1.4 (b) Describe overall skills mismatch/shortage situations in your country. Do you have any economic policies that address the issue of skills shortages or skills mismatch? In what sectors/industries has the issue been most conspicuous?

New Brunswick's particular demographic and educational factors may increase the difficulty of dealing with skills mismatches and shortages.

In 2005, 11.6 % of New Brunswick's working age population (15+) had less than a grade nine level of education.[5] At the same time, New Brunswickers participate in post-secondary education at a higher rate (37.4%) than the rest of Canada (33.9%) in 2002-03.[6] While 18 to 21 year-old New Brunswickers had a higher university participation rate than the rest of Canada in 2002-03 (30.2% compared to 19.7%), our college participation rate of 7.2% was well below the national figure of 14.3%. New Brunswick's participation rates in both university and college increased between 1990-91 and 2002-03, somewhat more than the national average increase during the same period.[7]

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[5] Labour Force Survey Historical Review 2005.
[6] Sean Junor and Alex Usher. (2004). *The Price of Knowledge 2004: Access and Student Finance in Canada.* Summary document for New Brunswick.
http://www.millenniumscholarships.ca/en/research/poknb.asp
[7] *The Price of Knowledge 2004.* NB Summary document.

Despite the higher total post-secondary participation rate, New Brunswickers are less likely to have post-secondary credentials than the rest of Canada. Thirteen percent (13.1%) of New Brunswick's working age population (15+) had a university degree in 2005 compared to 18.2% nationally. All together in 2005, 42.6% of New Brunswick's population had a post-secondary certificate, diploma, or degree, compared to 48% of the Canadian population.[8]

1.4 (c) Provide any evidence of increasing or decreasing economic and social disparities in your country (e.g. poverty rate such as gini-co-efficiency) among certain groups (low skilled, immigrants, youth, older workers, etc.). Provide also, if any, relevant documents addressing policies issues (economic, social, labour market, etc.) that account for such trends.

Fifty-six per cent of New Brunswick adults (16-64) ranked lower than level 3 on the prose scale according to the 2003 International Adult Literacy and Skills Survey, suggesting they do not have the literacy skills required to meet the demands of life and work in a modern industrialized economy.

1.4 (d) Provide data, if any, which points to the recognition of non-formal and informal learning as a way of re-distributing human capital and solve the issue of skills mismatch and skills shortage and, therefore, a way to drive economic development.

1.4 (e) Provide data, if any, if there has been any study that points to a certain group that would benefit most from the recognition system for their skills (e.g. retirees, older workers, women, immigrants (highly- skilled or low-skilled), part-time workers, unemployed youth, etc.)?

1.4 (f) Provide data, if any, that discusses some issues linking between the recognition of non-formal and informal learning and the non-formal and informal economies.

1.4 (g) Please provide a list of occupations to which the recognition of non-formal and informal learning can be counted as a part of entrance (e.g. teachers, engineers, journalists, etc.). Of the list, which occupations are regulated professions, i.e., require certain qualifications (certificates, licences, etc.)?

If a learner gains recognition for his/her non-formal or informal learning from the NBCC-CCNB and goes on to complete a NBCC-CCNB program, then the initial recognition of his/her learning counts as part of the entrance to any related occupation. It is also possible, in theory, for a student to gain recognition for up to 100% of a program, but there have been no such cases yet.

NBCC-CCNB recognition of non-formal or informal learning is generally applied toward a college program. Such recognition likely carries no weight in the labour market or with other educational institutions on its own

1.5 Social Developments

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[8] Labour Force Survey Historical Review 2005.

1.5 (a) What are the newly evolved 'skills and competencies' to live in the knowledge economy which have been identified to date? Make a list of such skills and competencies.

According to federal information, "The Government of Canada and other national and international agencies have identified and validated nine Essential Skills. These skills are used in nearly every occupation and throughout daily life in different ways and at different <u>levels of complexity</u>.

There are nine Essential Skills:

- <u>Reading Text</u>
- <u>Document Use</u>
- <u>Numeracy</u>
- <u>Writing</u>
- <u>Oral Communication</u>
- <u>Working with Others</u>
- <u>Continuous Learning</u>
- <u>Thinking Skills</u>
- <u>Computer Use</u>"

(<u>http://srv108.services.gc.ca/english/general/Understanding_ES_e.shtml</u>)

"Essential Skills profiles describe how each of the nine Essential Skills is used by workers in a particular occupation."
<u>http://srv108.services.gc.ca/english/general/search_e.shtml</u>

1.5 (b) Provide evidence, if any, that recognition of this type of learning has lead to the uptake of further learning or progression in a profession?

The New Brunswick pilot project, Passerelles d'accès, had, as its goal, to develop and offer an innovative support that will accelerate integration into the workforce for adults wishing to improve their employability. PLAR was used to assess and provide credit for essential skills and academic training, and a workplace practicum was provided.

1.5 (c) Provide evidence, if any, of recognition of this type of learning contributes to democracy and citizenship?

1.6 Others

1.6 (a) Provide other contextual factors or trends that you think are influential – directly or non-directly – that drive changes of institutional and technical arrangements and stakeholder behaviour concerning recognition of non-formal and informal learning which have not been addressed in Component 1.1, 1.2, 1.3, 1.4, and 1.5.

Favourable, active government and institutional policies – some issues that may prevent full uptake include lack of standardization among institutions as to what non-formal and informal learning "counts" as well as the lack of an arm's length body to grant recognition based on the institutions' and professions' articulated standards and, perhaps, help assess and/or set the standards.

There is a growing need in Atlantic Canada for International Credentials and Competency Assessment and Recognition, which is impacting academic institutions, regulatory bodies, employers and other stakeholders concerning non-formal and informal learning. The Atlantic Provinces are presently working together to establish an Atlantic ICCAR centre (to include non-formal and informal learning assessment) which will address the component

1.6 (b) Provide historical backgrounds concerning recognition of non-formal and informal learning in your country.

- Note emergence of **CAPLA** - http://www.capla.ca/Background.php
- role of HRSDC re Essential Skills - http://www.hrsdc.gc.ca/asp/gateway.asp?hr=en/hip/hrp/essential_skills/essential_skills_index.shtml&hs=sxc
- development of **TOWES** [Test of Workplace Essential Skills is effective testing and training that uses workplace documents to accurately measure the three essential skills that are needed for safe and productive employment: Reading Text, Document Use and Numeracy.] - http://www.towes.com/
- **Canadian Adult Achievement Test** - The CAAT is a unique measure of an adult's current functional level in mathematics, reading, and language. This battery of achievement tests has been designed specifically for the Canadian adult, regardless of his or her previous school experience. CAAT helps determine an individual's present educational level and readiness for literacy instruction, general academic upgrading, core skills development and vocational selection - http://www.creativeorgdesign.com/caat.htm
- The Conference Board of Canada's **Innovation Skills Profile** - The Innovation Skills Profile isolates the unique contribution that an individual's skills, attitudes, and behaviours make to an organization's innovation performance by focusing on creativity and continuous improvement skills, risk taking skills, relationship building skills, and implementation skills. The Innovation Skills Profile is designed for employers and employees. It is relevant to all organizations–regardless of size, function, or sector. The Innovation Skills Profile can also be applied beyond the workplace by educators and students - http://www.conferenceboard.ca/education/learning-tools/

- Also from the Conference Board of Canada - **Employability Skills 2000+** are the critical skills you need in the workplace - whether you are self-employed or working for others.

2. Description of Institutional Arrangements

2.1 Political and legal framework

General Information – Adult Literacy, Apprenticeship, and NBCC-CCNB

New Brunswick's adult literacy initiatives are targeted to adults who are eighteen years of age and over, are out of school, and have not yet achieved those academic skills comparable to a grade nine level of formal education. Literacy is viewed as a life-long process: a continuum of learning and skill acquisition. New Brunswick's goal is to cultivate and support systems and resources, which provide a range of accessible literacy services so that every citizen has an opportunity to achieve an optimal level of personal literacy skill. Although there is no specific legislation mandating literacy services in the province, literacy has been promoted through a range of policies, structures, and resources.

For adult literacy, a continuum of learning has been established with academic services for grade levels 1-9 being provided through the Community Adult Learning Program (CALP). Grade nine completions are recognized for entry to the New Brunswick Community College (NBCC-CCNB) system for further academic studies.

[Note: The adult literacy training that is provided by New Brunswick's Community Adult Learning Program (CALP) is included as a case of non-formal learning defined in the guide for the report as *"learning through a programme that is not usually evaluated and does not lead to certification"*.[9] Although learning is evaluated or assessed in the program, a certificate is not issued but the learning is recognized by NBCC-CCNB when students seek admission for further academic studies.]

The Department of Post-Secondary Education, Training and Labour, through the Apprenticeship and Certification (AAC) Branch, administers the *Apprenticeship and Occupational Certification Act* and its *General Regulation*. Apprenticeship has no legal framework governing PLAR but has a provincial policy whereby the Apprenticeship Program Standards Section determines any match between the completed training and New Brunswick Curriculum. There is no fee associated with the PLAR service.

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[9] OECD activity on Recognition of Non-formal and Informal Learning: Guidelines for Country Participation, page 4

NBCC-CCNB has no legal framework or provincial policy but has institutional policies instead.

R:\NBCC Prior
Learning Recognition

RELEVANT PART OF REFERENCE DOCUMENT ASSOCIATED WITH ABOVE POLICY

Student Fees - Other than Tuition Fees

Category F - Prior learning recognition

Fees

A) Transfer of credits
There is no fee for the PLAR service in the case of credit transfers.

B) Experiential learning
The assessment and demonstration of experiential learning may occasion some costs for the training institution in materials or honorariums for experts or qualified persons. NBCC-CCNB has set a base rate of $50 for a course, a module, or a group of units of instruction with durations of up to 30 hours. There will be an extra fee of $25 for each additional 15 hours, up to a maximum of $400 per school year.

Registered students who have paid a portion of their tuition will be charged only 50% of the regular fee.

C) Contract training
In the case of contract training, the cost of PLAR activities is included in the total billable costs.

2.1 (a) Describe, if any, clear political will or statements and policy responses in your country on lifelong learning which are explicitly linked to recognition of non-formal and informal learning.

In December 2005, the Province of New Brunswick released *Lifelong Learning: Quality Adult Learning Opportunities*, a policy statement on adult and lifelong learning. It included six objectives, one of which was to "increase learning and employment opportunities through the use of Prior Learning Assessment and Recognition".

2.1 (b) Do you have legal regulatory frameworks concerning recognition of non-formal and informal learning? Please state – yes, under development/discussion, or no. For those who answered 'No', describe possible reasons for the inexistence as well as possible future prospects. For those who answered 'yes' or 'under development/discussion', please answer the following questions:

No – the Adult and Lifelong Learning Policy Statement was released by Premier Bernard Lord. Since its release, a provincial election was held and Shawn Graham is now Premier of NB. As of December 2006, future prospects for a legal regulatory framework for PLAR have not been determined.

2.1 (c) Describe the aim(s) and principles stated in the framework?

- Increase access to PLAR assessment services

- Integration of PLAR services into professional employment counselling and case management services

- Development of PLAR applications for apprenticeship and certification

- Advance and support PLAR utilization in the workplace

- Advance and support PLAR utilization and recognition in post-secondary education and training programs

- Increased opportunities for adult learners through credit transfer and articulated programming among post-secondary institutions

2.1 (d) Describe the historical background that this issue has been taken up. What are the most important drivers of legislation? If there has already been reform of the legislation, describe the change and the pressure which made the change.

N/A

2.1 (e) What areas of competencies do governments have or intend to have? Are there any specific areas that are/ to be regulated by law or by social partners for professional recognition?

Unknown at this time

2.1 (f) Describe, if any, operational systems to put the legal framework into practice. Who set up the system(s)?

N/A

2.1 (g) Provide information, if it exists, on any evaluation of how they work or how they have not worked.

N/A

2.1 (h) Describe outreach activities or awareness-raising activities of the framework or the operational systems. How are the objectives of outreach/awareness-raising activities articulated? Which audience(s) do the activities mainly target?

Nothing at this time

2.2 Governance and the role of government

The Province of NB plays an advocacy role on behalf of post-secondary education (universities and private training institutions); in the case of the NBCC-CCNB, which is part of the NB Department of Post-Secondary Education, Training, and Labour, the Province has responsibility for policy development and implementation.

2.2 (a) List all actors in governance and create a matrix of who (e.g., government, quasi-government, assessment centres, public educational institutions, private for-profit education providers, professional bodies, etc.) does what (provides academic/ professional recognition, overseas assessment, etc.) for non-formal and informal learning. If there is more than one body who is responsible for an action (e.g., recognition), list all actors involved and describe how is the coordination managed?[10] If more than one ministry of a government is involved, specify which ministries have competencies for what. How clear are the different roles by different actors communicated among themselves as well as to users?

Within each ministry, roles are clearly defined. Note that as a result of recent restructuring of ministries, the public may be somewhat confused as to those roles. Universities operate independently from government. Currently there is no one provincial body with responsibility for PLA/R. PLA/R candidates must approach each institution separately. The Department of Post-Secondary Education, Training and Labour maintains a website for PLAR that provides general information about PLAR and has links to post-secondary education institutions in NB: http://www.gnb.ca/0105/plar%2Dera/

Apprenticeship Training

The Province of New Brunswick, through the Apprenticeship and Certification Branch of the Department of Post-Secondary Education, Training, and Labour, is mandated to provide apprenticeship training. Apprenticeship is a three-way partnership among the apprentice, the employer, and the Province of New Brunswick. It is a structured training program where the apprentice masters the skills of the trade by spending 80 percent of the time learning on the job and 20 percent of the time in a classroom environment. Apprentices receive a Diploma of Apprenticeship and a Certificate of Qualification once they have mastered the

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[10] See Component 4.1 for complementary data.

skills and the knowledge of their chosen occupation. Any credit gained through the PLAR process reduces the duration of the training program.

Adult Certification

The Province of New Brunswick, through the Apprenticeship and Certification Branch of the Department of Post-Secondary Education, Training, and Labour, is mandated to provide General Educational Development (GED) Testing, in both official languages, to all New Brunwickers who meet the eligibility requirements.

General Educational Development (GED) is an international testing program for adults who have been unable to complete high school. It is recognized that adults acquire knowledge, skills, and concepts through working, training, travelling, reading, and other informal learning. GED Tests measure the level of "educational maturity", gained through experience, which is often equal to, or above, the level of a high school graduate.

In the last two years, the Department has increased flexibility, thereby allowing more candidates the opportunity to gain this high school equivalency. There is no formal classroom training necessary to write these tests.

The Adult High School Diploma (AHSD) is intended as an alternative to GED and is a 'regular" high school diploma best suited for adults who are only a few credits short of receiving a regular high school diploma. The AHSD requires nine (9) academic credits. Candidates who meet the eligibility requirements may challenge any academic high school course exam. If they receive a passing grade of 60%, they may use that credit toward their AHSD. The AHSD is available in both official languages.

The Certification Unit administers provincial examinations for many academic courses developed by the NB Department of Education and taught in NB public high schools and NBCC-CCNB. Individuals may challenge without formal training and any who pass receive an academic credit for that course. [Fewer than a dozen per year challenge successfully in this manner; most successful candidates participate in some form of formal training prior to writing a provincial examination.]

As well, the Department of Post-Secondary Education, Training and Labour, through the Apprenticeship and Certification Branch, administers an Oral Language Proficiency Test, an assessment of an individual's overall ability to communicate in either official language in both professional and social settings. An official certificate is issued to each candidate indicating his/her level of oral proficiency according to a New Brunswick Scale. The levels are Basic, Intermediate, Advanced, and Superior. [In 2005-06, 1150 candidates were assessed.] No formal training is required prior to this assessment.

<u>Partners in the governance of adult literacy training</u>

The Adult Literacy Services Branch, Adult Learning and Skills Division of the Department of Post-Secondary Education, Training and Labour (PETL), carries out the mandate for adult literacy in the Province. A primary function is coordinating the delivery of community-based adult literacy training. This is done through a partnership with the nonprofit organization, Literacy New Brunswick Inc. and literacy committees comprised of community volunteers. The following matrix sets out the players, their roles, and how they work together.

List of 'who does what' for non-formal and informal learning and recognition of such learning …

Who	What
Adult Literacy Services Branch, PETL	Overall management of delivery of community-based adult literacy training for grade levels 1-9
Adult Literacy Services Branch - Regional Literacy Coordinators, PETL	- provision of professional support to Regional Literacy Committees - provision of andragogical support to literacy teachers - supervision of literacy teachers on behalf of Regional Literacy Committee
Literacy New Brunswick Inc.	Provision of grant funding to Regional Literacy Committees
Regional Literacy Committees	Management and administration related to operation of literacy classes providing literacy training in communities with assistance /collaboration of regional literacy coordinators.
Literacy Teachers	Provision of instruction and evaluation of adult learners (18 years of age and over)
NBCC-CCNB	Recognition for prior learning as per policy included in 2.1
Apprenticeship, PETL	Recognition for prior learning as per policy implemented and administered by the Apprenticeship and Certification Branch
Certification, PETL	- GED Testing and awarding of GED Diploma - Awarding of AHSD - Administration of provincial examinations and awarding of credit per course - Administration of Oral Language Proficiency Test
University of New Brunswick	Academic recognition
St. Thomas University	System of challenge for credit examinations – credit recognition (30 credit hour maximum per candidate)
Université de Moncton	http://www.umoncton.ca/
Mount Allison University	No PLA/PLAR system in place

2.2 (b) Create the above same matrix for recognition of formal learning for comparative purposes.

List of 'who does what' for formal learning and recognition of such learning …

Who?	What?
NB Dept. of Education	Recognition of learning K-12
NB Dept. of Post-Secondary Education, Training and Labour	• Advocacy role for universities and private training institutions • Direct responsibility for adult literacy • Direct responsibility for NBCC-CCNB • Direct responsibility for Apprenticeship and Certification
NBCC-CCNB	Recognition for learning as per policy included in 2.1
Universities (4)	Academic recognition of formal post-secondary learning

2.2 (c) Describe the competencies (direct and indirect role) of government in the practice? Which of the following three models would your country be classified with respect to governance: 1) a 'predominance-of-industry' model; 2) a 'predominance-of-public authorities' model'; and 3) a 'shared responsibility' model11. Explain why that model fits into your country context. If there is a trend to shift to another model, describe driving forces for such change. Describe the details. If none is suitable to your country, describe your own country model.

'Predominance of public authorities' – NB has no legal requirement for the recognition of non-formal and informal learning. Universities and the NBCC-CCNB recognize these types of learning on their own initiative. In the past, Government, either directly through line departments or indirectly through Government commissions, has strongly encouraged these institutions to provide such recognition where appropriate.

A shift to a 'shared responsibility model' may be possible. The essential skills framework noted in 1.5, for example, could be used by employers to help them assess and recognize certain skills.
http://srv108.services.gc.ca/english/general/employer_e.shtml

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[11] See UNESCO UIE Report (Draft) at: http://www.unesco.org/education/uie/pdf/recognitiondraftsynthesis.pdf

New Brunswick's Community Adult Learning Program as outlined in 2.2 (a) would be classified as a shared responsibility model.

2.2 (d) Describe, if any, inter-ministerial approaches to the issue? Describe also the policy objectives behind such approaches as well as positive results and challenges to date.

The Department of Education (K-12) and the Department of Post-Secondary Education, Training and Labour (post-secondary education and skills training) worked together to develop the "Policy Statement on Adult and Lifelong Learning: Lifelong Learning – Quality Adult Learning Opportunities". To date, there is no direction on next steps.

2.3 Resources

2.3 (a) Who is/are the financing body (ies) for the recognition of non-formal and informal learning? What is the policy thinking behind such financing? What is the annual budget 2004/2005? (Please convert to Euro.) Provide data, if possible, on the breakdown of how the budget has been spent.

No dollars are allocated specifically for PLAR. Generally, individual institutions use existing resources.

2.3 (b) If the system has existed for some years, please provide the budget data since it existed. Has there been any increase/decrease of budget for recognition of non-formal and informal learning since a framework/system has been taken up? If so, describe any elements that have driven such change.

N/A

2.3 (c) Who pays for the assessment and recognition processes? If an individual is to pay, how much does it cost him/her? Break down the costs by levels assessed or by types of subjects assessed, if relevant. Are there any cost-sharing arrangements between educational institutions and employers, between education institutions and government, etc.? Describe the costs arrangements.

The GED Testing fee is $40 for each testing session or rewrite.   The Adult High School Diploma application fee is $25. Applicants are responsible for these fees unless a sponsoring agency or training institution agrees to pay the fee.

Apprenticeship does not have a fee associated with PLAR services.

UNB does not have a fee structure for assessments at this time (December, 2006).   A fee structure is under review that will compensate faculty for assessments and cover some administrative/ consultation with learners – the learner will pay this fee. The consultation/admin fees may very well be covered in the cost of a preparatory workshop.

For NBCC-CCNB, part of the cost is paid by students. The real cost of doing the assessment varies according to program/course area, number of courses, etc. See also 2.1.

Student Fees - Other than Tuition Fees

Category F - Prior learning recognition

The assessment and demonstration of experiential learning may occasion some costs for the training institution in materials or honorariums for experts or qualified persons. NBCC-CCNB has set a base rate of $50 for a course, a module, or a group of units of instruction with a duration of up to 30 hours. There will be an extra fee of $25 for each additional 15 hours, up to a maximum of $400 per school year.

Registered students who have paid a portion of their tuition will be charged only 50% of the regular fee.

2.3 (d) How many assessment centres and/or assessors exist to date, if any? Where are such assessment centres located? Please specify the areas/regions with characteristics of such areas/regions (e.g. the average income, the income disparity, etc.) How was the decision made where to locate such centers? How much does it cost to maintain such centres and/or assessors? How many training programmes exist: specify how many in a given year, if there are significant increases per year? How much does it cost to train such assessors? Break down by levels assessed, if relevant.

GED testing sessions take place on a regular basis in most of the eleven NBCC/CCNB campuses.

Apprenticeship has eight (8) Regional Offices. Apprenticeship officers in these sites are the apprentice's first contact and assist the apprentice in completing a request for a PLAR. The request is forwarded to Central Office where staff from the Program Standards Division completes the assessment.

The NBCC-CCNB has eleven (11) campuses and offers more than 100 programs. Students can access prior learning assessment services through each of these sites. The student's first contact is generally Student Services located on each campus. The Department and faculty in charge of the appropriate content area then conduct the assessment.

The Atlantic Canada initiative to develop an International Credentials and Competency Assessment and Recognition centre, lead by NB (see Component 1.6a), is based on a hybrid approach combining academic and competency (formal and informal learning) assessments for newcomers.

2.4 Others

2.4 (a) Provide any other institutional arrangements that you think are the most important characteristics that exist in your country, which have not been addressed in above Component 2.1, 2.2, and 2.3.

N/A

3. Description of Technical Arrangements

3.1 Qualifications, qualification systems, qualification framework

3.1 (a) What term does your country use for 'Recognition of non-formal and informal learning'? Please provide the original term in your own language as well as the literally translated term in English. Please describe if the term has certain connotations, implications, specific associations, etc.

Prior Learning Assessment (PLA) or Prior Learning Assessment and Recognition (PLAR)

3.1 (b) Describe if recognising of non-formal and informal learning is linked to qualifications, qualification systems, or qualifications frameworks in your country. Provide data, if any, the impact of such linkages.

Credit granted for non-formal and/or informal learning against an NBCC-CCNB program can be linked to occupational qualifications if the learner completes the program or if his/her learning is determined to be the equivalent of program completion.

See also 1.4.g).

Similarly, any credit awarded through PLAR in Apprenticeship is applied to the apprentice's Progress Record Book and fast tracks the apprentice's progress through the training program.

Both the GED and the ADHS are accepted by many post-secondary education and training institutions for entry into specific programs.

Universities normally have "mature student/ adult learner" policies.

3.1 (c) What kinds of qualifications (e.g. certificates, diplomas, degrees, licenses, etc.) are more linked to recognition of non-formal and informal learning? What are the difficulties or obstacles in linking recognition of non-formal and informal learning to qualification framework?

Successful GED and AHSD applicants receive a Diploma given by the Province of New Brunswick. However, in most post-secondary education and training institutions, it is difficult to assess non-formal and informal learning against specific formal course content. Also, since there is usually no budget allocated specifically for PLAR and in

most cases, the responsibility for PLAR is an add-on, the additional burden to staff and faculty can be considerable.

3.1 (d) Describe if there are differences in such linkages depending on whether the qualifications are professional or academic recognition? Can the link to the qualification systems legitimacy of such recognition be a means for establishing 'legitimacy' both in working life and in the educational system ?

Unknown

3.1 (e) If your country has a national qualification framework or is in the process of establishing one, has the development towards recognition of non-formal and informal learning been one of the drivers for your country to establish one? Is the development of the qualification framework and its implementation in practice with the recognition of non-formal and informal learning in pararell?

Unknown

3.1 (f) What are some potential threats of recognition of non-formal and informal learning to higher education institutions, employers, and individuals? How can resistance from the higher education sector be overcome to embed the recognition of non-formal and informal learning into the qualification framework?

The most often cited concern with recognizing non-formal and informal learning has to do with the perception that such recognition may dilute academic standards and the quality of graduates. There is also an issue around time required to adequately assess non-formal and informal learning within existing budgets and work loads.

3.2 Credit accumulation and transfer

3.2 (a) Describe any formal credit arrangements for non-formal and informal learning, if they exist. What are general policies, objectives, and legislative, regulatory of sectoral agreement frameworks for such credit arrangements? How are the arrangements used - at similar levels, between different levels, or between different sectors. Provide data, if any, of actual users (number of users, at what level, which sector, transition path, etc.)

See Component 2 – data is provided at the end of the report

3.2 (b) Who is/are responsible for credit arrangements for non-formal and informal learning? Is it different from the arrangements for formal learning?

Each post-secondary institution (universities and NBCC-CCNB) has responsibility for credit arrangements for NFIL. Exceptions are outlined in Component 2.

3.2 (c) How is a credit counted? Number of hours in a course? Please specify how credits are counted on what base in your country.

Apprenticeship has a block system where examinations are written on blocks of training. Depending on the occupation, there may be two, three, four, or five blocks.

NBCC-CCNB is in the process of converting to a credit system. "For some programs, transfer to this new Credit system could take some time; therefore, the Certification policy still permits, <u>for the immediate</u>, certification according to a specified duration or specified number of courses"

A credit is a "standard used to express the value of each component (course, work experience, research, etc.) of a program by attributing, in accordance with a convention, a certain number of points that can accumulate until the total set for delivery of a diploma has been reached. One (1) credit corresponds to 45 hours of nominal learning time. (An estimate of the total learning time required from a nominal (average) student to enable them to achieve the outcomes of a course. Nominal hours include all learning time, direct teaching, supervised and unsupervised study, assessment etc. required to achieve the course outcomes.) A credit course is assigned a minimum credit value of one (1) and a maximum credit value of four (4).

3.2 (d) What are the incentives or disincentives for participants to gain credit and providers to give credit?

GED Diplomas are recognized throughout North America by community colleges, including NBCC-CCNB, by the military, and by employers. Most post-secondary institutions recognize the GED as equivalent to a high school diploma for entry into post-secondary education and skills training. Employers usually accept the GED as an equivalent to high school for job recruitment and hiring, as well as for promotion.

The NB AHSD is recognized by community colleges including NBCC-CCNB, as well as by the military, universities, and employers. Post-secondary institutions in New Brunswick and other Canadian provinces recognize the NB AHSD as the equivalent to a high school diploma and accept it for entry into post-secondary education and skills training. Employers accept the NB AHSD as the equivalent to a high school diploma and accept it for job recruitment and hiring, as well as for promotion.

For Apprenticeship participants, gaining credit for non-formal learning shortens the amount of time it takes for them to complete an apprenticeship program and has financial implications as the apprentice may be certified earlier. For Apprenticeship, granting credit for prior learning can provide valuable trained workers, shorten apprenticeship times, and efficiencies with regard to training dollars.

For NBCC-CCNB participants, gaining credit for non-formal and informal learning could shorten the amount of time it takes for them to complete a program. For providers, granting credit for prior learning can be an incentive for potential learners to attend their particular institutions.

3.2 (e) Describe, if any, how the recognition of non-formal and informal learning is integrated in your Vocational Education Training system through credit system: e.g. the dual system to integrate experiential learning.

Unknown

3.2 (f) Provide data, if any, how the recognition of non-formal and informal learning is integrated in your HED system through credit system: e.g. research on the growing number of take-up of internships, etc.

None available

3.3 Assessment methods and procedures

3.3 (a) Describe the assessment arrangements. Who carries out assessments, and with what type of approaches? Who validates the results of the assessments? How long will the assessment procedures take? If methods or procedures vary depending on sectors, list the name of the sectors and the methods used for the recognition for the sector. What assessment procedures do participants go through to get their non-formal and informal learning recognised? Describe different stages.

In Apprenticeship, the Program Standards Officer assesses the prior learning. The assessment is validated by the Program Standards Officer responsible for the particular occupation. The length of time the assessment procedures take depends on availability of curriculum and the complexity of learning that is being assessed.

In NBCC-CCNB, the Department Head and/or teaching staff in the relevant program area assess the prior learning. The length of time the assessment procedures take depend on the type and amount of learning that is being assessed. The College does not have program-specific procedures for prior learning assessment. The methods of assessment can range from testing, to portfolio, to demonstrations.

At UNB, faculties carry out the assessments based on the nature of the learning as it relates to courses and programs offered at UNB. Each faculty manages this process individually, and some faculties have specific guidelines as to how much overall PLA may be open within the faculty and what specific courses are eligible for PLA. The College of Extended Learning provides administrative oversight of PLA processes at UNB (Fredericton and Saint John). The length of assessment is dependant on the depth and breadth of the evidence being assessed. Some faculties have instituted a 3-month timeframe from the time of submission.

Portfolio, or a hybrid of portfolio, is used to demonstrate learning based on the outcomes of a course or program.

UNB has two programs that incorporate PLAR within or as part of their program:

- BEd – adult education – includes a 48 credit hour block that incorporates informal and non-formal learning – learners prepare for their portfolio assessment by taking a degree credit course;

- Nursing (Post RN) - reduced program requirements (57 credit hours) overall for practising RNs to obtain a BN. PLA is also available within the program for a limited number of courses.

Application Procedures for PLA
If the learner is currently admitted, or in the process of admission to a UNB degree program, as a starting point, he or she will bring to a meeting with the Coordinator of PLA Services a detailed résumé which outlines:
- educational background, both formal (e.g., institution-based courses/programs) and non-formal (e.g., work-based seminars, workshops, and self-study);
- work experiences including specifics regarding responsibilities for each position held; and any other personal/professional information that may be relevant for PLA.

After an initial meeting, the Coordinator will be able to give the learner an indication of how to proceed (i.e., whether the situation will be taken to the next level (Dean's office of the faculty through which credit is being sought), and if so, what the learner will need to provide as documentation for that committee

In order to make an assessment of the learning as it relates to the program the learner may wish to enter (or may already be registered in), the faculty-based assessment committee needs to understand the following components. It is the learner's responsibility to provide documentation outlining:
- prior knowledge/skills;
- relevance of his or her learning related to the desired outcomes of the program/course(s) for which the Prior Learning Assessment credit is being sought;
- evidence of learning, which is achieved through one or more of the following methods:
  - o challenge exam
  - o product or skill demonstration
  - o interview with content specialist
  - o portfolio of learning experiences

Each case is treated individually and assessments are completed in a variety of

ways to suit individual situations.

The Coordinator of PLA Services provides the learner with help in preparing this documentation. For example, a non-credit course, CALS 5001: Creating your Personal Learning Portfolio, is offered periodically. An assessment by the faculty-based Prior Learning Assessment Committee of the candidate's case will ensue after the appropriate documentation is received. The Coordinator of PLA Services will provide a response and make recommendations to the learner regarding his or her Prior Learning Assessment application.

If credit is granted for specific course(s), it will appear on his or her UNB transcript as a "CR" for each course. In some instances there may be an award of an unassigned credit towards a program (e.g., for elective courses); this also appears as "CR" on the transcript.

Awarding partial credit for a course is also an option (partial credit does not appear on the student's transcript). When partial credit is awarded for a course, the student will be asked to perform additional work to complete the course requirements and receive full credit for the course. Additional work will be specified in writing by the committee.

[Note: Information for the other universities is not available at this time.]

3.3 (b) Describe different types of assessment methods and procedures. Provide data on advantages and challenges for the different types of assessment (e.g. competence-based assessment, summative assessment, portfolio assessment, etc.) What are the principle drivers of costs of different types of assessments to different actors? Provide evidence, if any, of certain types of assessment may become beneficial or a barrier to participants (e.g. psychological, financial, etc.).

Each PSE institution is responsible for the development of assessment methods and procedures. All of the above mechanisms are used: competency-based assessment, summative assessment, portfolio development, and challenge examinations, etc. Since specific dollars have not been allocated for PLAR, the cost of developing appropriate assessments is always an issue. Similarly in NBCC-CCNB, the high cost and time needed to develop competency profiles, train assessors, and undertake competency assessments is an issue as well. Financial barriers are considerable and faculty/staff may not be as supportive of PLAR as they would be if appropriate financial and human resources were allocated for PLAR.

3.3 (c) Describe the current relationship between academic standards, professional standards, and occupational standards in your country. Who owns and controls such standards?

It depends on the occupation. Some occupations are regulated by legislation and in many of these cases the standards are set by the occupation's association(s). In other cases, governments may set the standards. In cases such as the Red Seal apprenticeship programs, the standards are national in nature.

3.3 (d) Has the issue been raised in your country of how the assessment practice should be balanced with the right of individuals to have their learning completely independent of assessment and recognition processes be retained? Describe the debate to date, if any.

None to date

3.3.e) How is the recognition of non-formal and informal learning quality-assured in your country? Who is responsible for the quality assurance process? How is the issue of quality assurance treated in the internationalisation context?

When NBCC-CCNB recognizes prior learning, it is assuming the quality assurance responsibility for the credit it grants towards one of its programs. At this point, credit is granted toward a college diploma or certificate, not as a stand-alone entity. For instance, NBCC-CCNB's recognition of a learner's informal or non-formal learning toward a college program would likely have no standing with other institutions if the learner decided not to pursue the college program.

For externally accredited programs, quality assurance is the responsibility of the accrediting body.

Each university is responsible for its quality assurance process.

See Component 2 for specifics relating to Apprenticeship, Certification, etc.

Re. quality assurance in the context of internationalization, again, each PSE institution is responsible for its own QA process.

3.4 Others

3.4.a) Provide any other technical arrangements that you think are the most important characteristics that exist in your country, which have not been addressed in above Component 2.1, 2.2, and 2.3.

None to report

4.0 Stakeholder Behaviour

4.1 Characteristics of stakeholders[12]

4.1 (a) Identify all possible stakeholders involved (with specific characteristics) and complete the list below concerning non-formal learning and informal learning in your country to complement the list for Component 2.2. The 2.2 list is to map out governance and the role of government while this list aims to map out the relationships between providers of non-formal learning or types of informal learning, recognisers of such learning, recognition to be received, regulatory of such recognition, and main users of such recognition. Please note, due to the difference of the nature of non-formal and informal learning, that the grid for non-formal learning uses a provider of non-formal learning or an input-side as a starting base- first column – as non-formal learning seems to be more recognised after going through a non-formal learning programme. On the other hand, the grid for informal learning uses output/ skills as a starting point because it is not feasible to list all types of informal learning where there is no such supplier as the individual is the active entity to create such learning opportunities. Therefore, there is a separate grid for non-formal and informal learning. The annex also aims to examine characteristics of users for aggregation of data, but please provide micro-level data about users in this section.

Non-formal Learning (Characteristics of Stakeholders Grid)

Provider of non-formal learning (e.g. universities, for-profit private companies, company's in-house training, government, NGOs, etc.)	Recogniser of such non-formal learning (e.g. government, quasi-government, universities, companies, professional bodies, trade unions, etc.)	Types of recognition received (e.g. academic qualifications – degrees, diplomas, credits, awards, certificates, professional qualifications, etc.)	Regulator (e.g. quality assurance agency, professional body, government, etc.)	Main user(s) (Specify)	
NBCC-CCNB: contract and non-regular training	NBCC-CCNB: Contracting entities, including employers	Certificates	Self-regulated	☑	Working professionals
				☐	People after army service
				☐	High skilled immigrants
				☐	Low skilled immigrants
				☑	Retired people (Specified the retirement age in your country.)
				☑	Unemployed (over 30 years old)
				☑	NEET (Not in Employment nor in Education or Training) age between 15/16-30
				☑	Others (Specify) General population
Community-based adult literacy through the Community Adult	NBCC-CCNB	Entry to further academic upgrading or	Self-regulated	☐	Working Professionals
					People after army

Learning Program (CALP)		other programs granted on basis of achievement in CALP		☐	service
				☐	High skilled immigrants
				☐	Low skilled immigrants
				☐	Retired people (Specified the retirement age in your country.)
				☐	Unemployed (over 30 years old)
				☐	NEET (Not in Employment nor in Education or Training) age between 15/16-30
				☑	Others (Specify) Adults (predominantly unemployed or not in the labour force) who are 18 years of age or older
GED	Community Colleges, military, employers	Diploma	GEDTS in Washington, DC	☑	People after military service
				☑	Immigrants
				☑	Unemployed
				☑	NEET
				☑	Those wanting admission to post-secondary education and training
AHSD	Community Colleges, military, universities, employers	Diploma	Province of New Brunswick	☑	People after military service
				☑	High school dropouts
				☑	Those wanting admission to p-s education or training
Universities Non-credit programs by universities Professional certifications,i.e., computer/ITTI/CPA/CGA	University undergraduate level	Course credit	Faculty	☑	All of the above

Informal learning (Characteristics of Stakeholders Grid)

Types of skills gained by informal learning (e.g. ICT skills by using computers, literacy by reading books, numeracy, business protocol, negotiation skills, etc.)	Recogniser of informal learning	Types of Recognition received	Regulatory body	Main users (specify)	
All of the above and more.	Various	Various	N/A	☑	Working professionals
				☑	People after army service
				☑	High skilled immigrants
				☑	Low skilled immigrants
				☑	Retired people (Specified the retirement age in your country.)
				☑	Unemployed (over 30 years old)
				☑	NEET (Not in Employment nor in Education or Training) age between 15/16-30
				☑	Others (Specify)

4.2 Access

4.2 (a) What are the eligibilities to go through the recognition process? If it differs in different sectors/levels (e.g. HEd, VET, upper secondary, basic education, professional, etc.), describe different eligibilities for different levels/sectors.

There are no different eligibilities.

4.2 (b) How many educational institutions (in comparison with the total number of educational institutions) at different levels practise the recognition of non-formal and informal learning as an admission policy?

All of New Brunswick's publicly-funded post-secondary institutions (i.e., four universities and NBCC-CCNB) have policies on prior learning recognition.

4.2 (c) Describe the situation of access to information and communication. Is there one-stop information service centre or help-desk concerning questions which may arise about the recognition system? What medium has been used (leaflet, CD-ROM, website, etc)? If there is a website, please provide the figure of 'click ratio (how many clicks per month – please provide all the records available since the launch of the website.').Attach an example. What media channels have been used to publicise the existence of such medium (newspaper, journals, free journals, publicity on the metro, etc)? Specify the names of such media channels.

In NB, there is no one-stop PLAR information centre. General information and links to PSE institutions can be obtained at:
http://www.gnb.ca/0105/plar%2Dera/e/index-e.asp

At UNB, the College of Extended Learning serves as the main point of contact for PLAR. Students can access information through the university calendar, website and print brochure.
http://extend.unb.ca/deg_cred/gen_info/gen_info_prior_learning.php

General information on credit transfer is available at:
http://www.gnb.ca/0105/credits/e/index-e.asp

Data on the use of websites is not available at this time.

4.3. Participation[13]

4.3 (a) How many people have actually taken up the process at different educational levels? Provide any evidence on the patterns of participants (gender, age, socio-economic groups, ethnicity, employment status, marital status, educational levels and their family educational levels)?

Based on a 2004 PLA study of UNB processes and levels of participation, the following data is available (excluding the block credit portfolio reviews through the Faculty of Education) based on 219 learners who completed the PLA process between 1998-2004.

Out of nine assessing faculties, the Nursing Faculty has assessed the majority of learners at 38% (92/219). Arts assessed 20% (50/219); Business Administration assessed 15% (37/219); Computer Science 9%(20/219); Engineering, Forestry and Kinesiology 7%/ (15/219); and Education 11% (24/219). 66.2% were female, reflective of the high number of BN/RN students who petitioned for PLA. The Faculty of Business Administration showed an increase of 47.3% in 2003-2004 and a further increase of 13.6% in the first half of 2004-2005. This trend may continue as the need for higher education credentials increases in the labour market.

Key employment sectors were nursing 93/219; governments 23/219; private sector 36/219; military 34/219; and self-employed 5/219. Private sector and government also had a high number of learners who did not complete the process: 84/136.

4.3 (b) Provide details of any survey – national household survey, user survey, etc. – that explains any linkage of the background of participants and the uptake of the recognition process.

N/A

4.3 (c) Provide evidence, if any, that the recognition of non-formal and informal learning worked as an innovative pathway for disadvantaged groups to get on the 'learning leads to learning' and 'training leads to training' track ? Who constitutes the 'disadvantaged group' in your country?

N/A

4.4 Incentives and disincentives

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[13] Note that some of the questions are to complement data to be collected in Annex.

4.4 (a) Provide evidence of any, if not all, that the recognition of non-formal and informal learning functions as a transitional or multi-directional pathway in your country (e.g., a way to further studies, shorten study period, find a job, change a job, get a better salary, etc.) If it functions as a way to find a job from the unemployment status, is there any evidence that the length of unemployment influences the transition.

Same survey results for UNB (1998-2004) – 56 telephone surveys include the following benefits to PLA:

85.7% of surveyed learners indicated that PLA "confirmed and gave value to their prior learning"; 76.8 reduced class time; 67.9% - increased self-awareness; 64.3% - increased self-confidence; 69.6% - saved money; 7.1%- helped gain employment; 30.4% helped clarify career goals and direction; 73.2 helped move more quickly through program; 41.1% motivated their return to school; 66.1% had increased time for family and other activities; 7.1% assisted in admission to the BIS program; 5.4% said there was no benefit. When respondents were asked to rank these benefits, the top three benefits were: helped them move more quickly through their program; saved money; and allowed more time for family/commitments, community, and leisure.

No other data is available at this time.

4.4 (b) Provide evidence, if any, of detailed case studies where the actual length of studies was shortened by their recognition of non-formal and informal learning (e.g. number of such cases, the maximum and minimum reduced length and, thus, the costs of the study, the most practised subject areas, etc.)

None available

4.4 (c) Provide data, if any, of the returns of investments for different stakeholders. Any evidence of better private returns of investment (e.g. earnings) afterwards? Any evidence of fiscal returns? Any evidence of recognition that this type of learning contributes to democracy and citizenship as social outcome of learning?

None available

4.4 (d) Provide data, if any, of practices of fiscal incentives for employers (e.g. tax incentives).

N/A

4.4 (e) Has the government made an explicit statement about promoting equity and social cohesion by using the recognition of non-formal and informal learning? If so, what kinds of schemes exist?

No

4.4 (f) Describe a situation in your country if stigmatisation exists for the recognition of non-formal and informal learning (as opposed to the formal recognition) in the academic

word and/or in the labour market? If yes, have there been any attempts to change such effects and to increase up-take of such recognition? What strategies have been tested so far?

N/A

4.4 (g) Describe any incentives or levers that promoted public-private partnership in the recognition practices in the labour market? What schemes or incentives exist to encourage SMEs to engage in the recognition arrangements?

N/A

4.5 Others

4.5 (a) Provide any arrangements of collective bargaining that exists in your country. If there are accomplishments gained by collective bargaining for recognition of non-formal and informal learning, please provide details (driving forces, technical arrangements, beneficiaries, etc.)

N/A

4.5 (b) Provide any other technical arrangements that you think are the most important characteristics that exist in your country, which have not been addressed in above Component 3.1, 3.2, and 3.3.

N/A

5. Case studies on benefits and barriers

A number of OECD activities (OECD 2003a, 2003b, 2004a, 2004b, 2005a, 2005b, 2005c) and existing work outside OECD (European Commission; ILO; ECOTEC; UNESCO Institute of Education; ASEM) all point to the importance of recognising non-formal and informal learning and facilitating credit accumulation and transfer. However, currently, the existing work provides the evidence of benefits in fragments. This section aims to collect data in a systemic way by case studies. The Secretariat has identified benefits from existing work and framed them into categories, being aware that some overlap in categories: i.e. economic, educational, social and personal. Please provide some evidence with case studies if such benefits are identified in your country. On the contrary, if tension or resistance exists as barriers to such benefits, please also describe such cases.

There is no data available in New Brunswick to identify the benefits of and barriers to the recognition of non-formal and informal learning. We agree in principle with the benefits listed in Component 5 but have no specific data (other than anecdotal) to substantiate them.

5.1 Economic benefits

5.1 (a) Shortening the formal education process and thus reducing direct costs of learning and opportunity costs for individuals.

5.1 (b) Increasing the visibility of non-formal and informal learning outcomes and thus enhancing potential benefits for future economic gains.

5.1 (c) Improving the allocation of human capital within organisations by matching the appropriate demands and supplies of skills and competencies.

5.1 (d) Reducing skills shortages or skills mismatch by allowing more mobility within the labour market (occupational mobility).

5.1 (e) Ensuring labour force to support economic growth by the active use of the potential labour population (older workers, women, immigrants, unemployed youth, etc.).

5.1 (f) Ensuring labour force to support economic growth by improving productivity of the current labour force.

5.2 Educational benefits

5.2 (a) Reshaping the established concept of education from 'terminal education' to 'lifelong learning'.

5.2 (b) Providing flexible personalised learning pathways.

5.2 (c) Raising educational attainments levels by increasing the completion rates of secondary education qualifications.

5.2 (d) Increasing the tertiary participation rates of non-traditional learners.

5.2 (e) Improving the teacher work force through more flexible entrance to teaching occupation.

5.3 Social benefits

5.3 (a) Building social institutions to arrange smoother transition from education to work and from work back to education; increasing socio-cultural equity and social cohesion by providing pathways for formally excluded disadvantaged groups to be included.

5.3 (b) Leading to the better societal values (e.g. promotion of democracy, intercultural understanding, better health, lower criminal rates, etc).

5.3 (c) Enhancing flexibility to allow more mobility within the education and training sector (e.g. between VET and HE and from FE to HE, etc).

5.4 (d) Building a stepping stone for prisoners to be re-integrated into a society.

5.4 Personal benefits

5.4 (a) Empowering individuals to have more control over where and when they learn.

5.4 (b) Developing the aspirations of those who have 'dropped out' to resume learning and to complete a qualification.

5.4 (c) Reducing the stigma of qualifications associated with non-formal and informal learning.

5.5 Others

5.5 (a) Describe any cases where you identify other benefits or barriers to such benefits.

6. Conclusion

6 (a)   Which national goals, if any, in your country, are 'the recognition of non-formal and informal learning' most closely associated with? Are these goals associated with lifelong learning agenda or something else? If something else, specify.

In NB, we want to ensure post-secondary education is accessible, affordable, and provides adequate skills training opportunities. We need citizens who attend our post-secondary education institutions and learn to become confident, creative citizens. We also have a goal to improve the number of low- and middle-income students attending our universities and colleges. We want to ensure that New Brunswickers receive the skills training they need, where they need it and when they need it. These goals are associated with a lifelong learning agenda.

6 (b)   What strategies (short-term, mid-term, and long-term) are needed to operationalise the 'recognition of all types of learning outcomes – including formal, non-formal and informal learning' in your country? What are the most challenging tasks for policy-makers in the due course?

A common national framework and provincial operational guidelines are needed. NB would benefit immensely by having a one-stop centre for PLAR to direct and assist learners.

6 (c)   Address important policy issues for your counties which have not been addressed in any of the previous Components.

N/A

6 (d)   Please describe how much the 'Lifelong Learning for All' strategies are implemented at post-compulsory education level in your country?

The previous government had released a quality learning agenda that established a policy framework for learning. It described a complete vision for the continuum of learning in New Brunswick over the next decade. As yet, the current government has not released specific details regarding a new strategy but has promised to respect the direction of the previous framework and notes the value and importance of higher education and of lifelong and adult learning.

6 (e) Please list some 'factors' which you think as unforeseeable and yet necessary conditions to realise the 'Open Learning Society' scenario, which gives value to formal, non-formal and informal learning.

- Specific funding and resources allocated for the recognition of non-formal and informal learning

- Improved operational processes of assessing and awarding PLAR

- A centralized provincial strategy and approach

- A communications strategy that informs the learner, post-secondary institutions, employers, etc. about the benefits of PLAR

OECD
RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING
New Brunswick Background Report

- **ANNEX 1. PROPOSED TABLES FOR THE ANALYSIS AND THE PREPARATION OF THE COMPARATIVE REPORTTABLE OF CONTENTS FOR ANNEX**

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W8 – Expenditure per participant in the recognition process by level of education *W9 – Expenditure per participant in the recognition process by the aggregated level of learning* *W10 – Expenditure per participant in the recognition process by domain of recognition* *W11 – Expenditure per participant in the recognition process by labour force status*	
3.3. Characteristics of participants in the recognition process of non formal and informal learning	
W12 – Population sizes from 1990 to 2005 *W13 – Distribution of participants in the recognition process by age* *W14 – Distribution of participants in the recognition process by type of subject* *W15 – Distribution of participants in the recognition process by assessment method* *W16 – Distribution of participants in the recognition process by reason for undertaking a recognition process* *W17 – Distribution of participants in the recognition process by labour force status* *W18 – Distribution of employed participants in the recognition process by occupational status* *W19 – Distribution of employed participants in the recognition process by industry* *W20 – Distribution of participants in the recognition process by educational attainment* *W21 – Distribution of participants in the recognition process by aggregated educational attainment* *W22 – Distribution of participants in the recognition process by place of birth* *W23 – Distribution of participants in the recognition process by aggregated place of birth* *W24 – Distribution of participants in the recognition process by duration of recognition process* *W25 – Distribution of participants in the recognition process by region of residence* *W26a– Participation and non participation in the recognition process* *W26b- Reasons for not participating in the recognition process*	
3.4. Outcomes, for individuals, of participation in the recognition proces	
W27 – Distribution of participants in the recognition process by level of attainment after the recognition process *W28 – Distribution of participantsin the recognition process by labour force status before the recognition process and 6 months after the end of this process* *W29 – Distribution of participants in the recognition process by labour force status before the recognition process and 12 months after the end of this process*	
3.5. Enterprises and employers	

	W30 – Distribution of employed participants in the recognition of non-formal and informal learning by size of the establishment they are working in
3.6. Recognition providers	
	W31 – Characteristics of recognition providers, delivering a formal recognition (qualification, certificate, credits, etc.) for non-formal and informal learning
3.7. Educational institutions	
	W32 – Distribution of students that received recognition by size and by level of educational institutions *W33 – Characteristics of students that have changed field of study during the year* *W34 – Characteristics of recognition provided by education institutions*
3.8. Mobility and transition	
	W35 – Distribution of students that have changed education institution during the year *W36 – Distribution of students that have changed field of study during the year* *W37 – Distribution of students (newly graduates or drop-out students) that have found a job* *W38 – Distribution of geographically mobile students during the year* *W39 – Distribution of employed people that have changed job during the year* *W40 – Distribution of employed people that have went back to full-time formal study by using the recognition of non-formal and informal learning during the year* *W41 – Distribution of employed people that have undertook part-time formal study while working by using the recognition of non-formal and informal learning during the year* *W42 – Distribution of unemployed people that have found a job by using the recognition of non-formal and informal learning during the year* *W43– Distribution of active people that have changed job during the year*
3.9. Broad types of non formal programmes that lead to recognition	
	W44 – Broad types of non formal programmes that are being recognised – Year yyyy
4. Tables for the female population	
	Table F12-F44
5. Tables for the male population	
	Table M12-M44
6. Tables for future projection	
6.1. Estimated proportion (%) of provision of formal and non-formal learning programmes at post-secondary education and training	
	Table FP1 – Proportion of provision of formal and non-formal learning programmes
6.2. Estimated proportion (%) of participation in formal and non-formal learning	
	Table FP2 – Proportion of participation in formal and non-formal learning programmes
6.3. Estimated proportion (%) of recognition of formal and non-formal learning	
	Table FP3 – Proportion of recognition of learning outcomes from formal and non-formal/informal learning opportunities

Though NBCC-CCNB has a Prior Learning Recognition Policy as per answers provided in 1.4 (a) and 2.1, the College has no database indicating the number of learners applying for prior learning recognition per year. By extension, the College does not have any information concerning the sex or age of the individuals, the type of credits or courses for which recognition is sought, etc.

Implementation of the Prior Learning Recognition policy has been done within existing resources, with no earmarked monies set aside for this purpose. The college can offer no breakdown of associated expenditures or an overall total.

OECD
RECOGNITION OF NON-FORMAL AND INFORMAL LEARNING
New Brunswick Background Report

**Participants in non-formal learning through the
Community Adult Learning Program (CALP)
by grade level of registration and gender
2004-05**

Grade Level	Male	Female	Total
Grades 1-6	247	249	496
Grades 7-9	180	279	459
GED preparation	277	310	587
Total	704	838	1542

**Participants in non-formal learning through the
Community Adult Learning Program (CALP)
by grade level of registration and gender
2005-06**

Grade Level	Male	Female	Total
Grades 1-6	249	226	475
Grades 7-9	195	295	490
GED preparation	226	243	469
Total	670	764	1434

**Participants in non-formal learning through the
Community Adult Learning Program (CALP)
by educational attainment prior to entering CALP by grade level and gender
2004-05**

Grade Level	Male	Female	Total
Grades 1-6	86	85	171

Grades 7-9	321	411	732
Grades 10-12	261	299	560
GED preparation	2	1	3
Total	670	796	1466

Participants in non-formal learning through the
Community Adult Learning Program (CALP)
by educational attainment prior to entering CALP by grade level and gender
2005-06

Grade Level	Male	Female	Total
Grades 1-6	89	88	177
Grades 7-9	348	423	771
Grades 10-12	257	331	588
GED preparation	0	0	0
Total	694	842	1536

Participants* in Non-formal PLAR through the Apprenticeship Program
2005-06

Year	Male	Female	Total
2005	86	2	88
2006	90	4	94
Total	176	6	182

- Participants may or may not have received credit toward an apprenticeship program.

GED and AHSD Statistics for 2005 – 2006

GED	English	French	Total
	1179	294	1473
AHSD	English	French	Total
	58	116	174