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Date April 23, 1982
The main purpose of this thesis was to investigate current provisions for learning assistance to adult basic education (ABE) students in British Columbia's colleges and provincial institutes. A review of the literature in both adult basic education and learning assistance revealed little that was related to the topic delineated. Because of the lack of attention paid to the topic, the review of literature examined present knowledge about the characteristics of ABE students and implications for program planning and instruction in ABE. Following a review of learning assistance literature, it was concluded that there is at best, limited recognition of the adult basic education students' need for learning assistance. Some conclusions for guiding the development of learning assistance services to ABE students were formulated.

The study included analysis of the need for ABE programs in British Columbia using Census data. Current provisions for ABE programs in B.C. post-secondary institutions (excluding universities) were also examined. While a need clearly exists, provincial ABE programs were found to be unorganized and disjointed so that programs did not match the
documented needs. Comparison of ABE programs across institutions was limited because of differences in program objectives, record keeping procedures and program delivery. The nature and extent of ABE programs currently offered by B.C. post-secondary institutions, on a system-wide basis, were found to bear little relationship to the provincial distribution of the undereducated population. Data on those currently being served by ABE programs were found to be fragmented and unreliable, therefore few generalizations could be made about those currently being served in ABE programs and the target population as a whole.

Having established a context of ABE programs in B.C., the current provisions for learning assistance were investigated. A survey of 17 post-secondary institutions was conducted utilizing personal interviews and on-site visits. Learning assistance offerings were compared according to their objectives, services provided, facilities, organization, funding sources, costs, and staffing arrangements. Findings were classified into three categories: 1) campus learning assistance centres (seven institutions), 2) off-campus learning assistance services (eight institutions), and 3) ABE programs without learning assistance services (four institutions). Two
institutions offered both a campus-based as well as an off-campus learning assistance service. Several problems were identified including: 1) lack of a uniformly accepted definition for learning assistance, 2) lack of purposive funding, 3) a confused distinction between traditional ABE instruction, non-traditional ABE instruction and learning assistance services, 4) varying degrees of institutional support and 5) an inability to report and rationalize activities as actually conducted. Several suggestions for further research were offered.
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CHAPTER I

INTRODUCTION

Growing recognition that learning is a lifelong process essential to the social and economic health of a nation has influenced educational institutions to address the needs of educationally disadvantaged adults. Many of these adults have entered post-secondary institutions through an "open door" policy, enrolling in basic education programs such as adult basic education (ABE). These adult students do not fit the traditional mold of college student. Many of these "non-traditional" students require a wide range of supportive services as well as educational activities especially designed to suit their needs. Unfortunately, such supportive services are rarely available and many students fail to progress into regular college or training programs (Truesdell, 1975; Seaman, 1971).
One means of preventing the "open door" from becoming a "revolving door" is through the provision of learning assistance. Learning assistance consists of various kinds of supportive services to assist students in overcoming learning difficulties. The availability of learning assistance may mean the difference between a successful adult education experience and retention, and an adult education failure and drop-out.

Educational planners have shown that predicted demographic changes in the population, particularly those which are age related, will influence the nature of the clientele of post-secondary institutions (Morrison, 1976). In several areas of British Columbia, the numbers of traditional, younger, full-time students between the ages of eighteen and twenty-four years will decline in the next decade. This decline could be compensated for by increases in the number of other groups of consumers of post-secondary services.

One large sector of potential consumers is the educationally disadvantaged. In British Columbia, according to the 1976 Census, one adult in five has grade nine or less years of schooling and one in twenty-five adults has less than five years of schooling (Dickinson, 1978b). More than half a million of B.C.'s adult population have less than nine years of
schooling. Another potential sector is the large number of senior secondary school students dropping out with a Grade 10 or less education. In 1978-1979, 12 out of every 100 students in senior secondary schools dropped out (Ministry of Education, 1980c). Not only must post-secondary institutions be prepared to serve adults who are presently undereducated, but they must also recognize that many high school students presently dropping out with Grade 10 education or less will, at some future time, return to some form of post-secondary education and will need an alternative program to compensate for having failed to complete their secondary education (Ministry of Education, 1980b). These adolescent dropouts may return to school as adults, having experienced success and failures in adult life.

In Canadian society, educational attainment is valued not only for its beneficial effects in promoting social and economic mobility, but also for coping with rapid technological change (Porter, 1965). The highly educated are known to take advantage of opportunities to participate in educational activities, while the lesser educated tend not to take advantage of similar opportunities and thus continue to remain in a low position or to drop further behind (Johnstone & Rivera, 1965; Verner & Dickinson, 1974). The educationally
disadvantaged face many barriers to furthering their education. Some of these barriers relate to the extent to which prevailing societal values towards education are shared or not shared by educationally disadvantaged adults. Other barriers are related to characteristics shared with other disadvantaged groups in society: low income, large families, inadequate housing and a high incidence of poor health (Anderson & Niemi, 1969). In addition, many have a poor self-concept and lack self-confidence in unfamiliar surroundings (Puder & Hand, 1968). The educationally disadvantaged are further handicapped by poor verbal skills which limit their ability to communicate effectively with other groups in society (Verner, 1970).

Institutional practices may also contribute to the ongoing incidence of low levels of education among adults. Many post-secondary institutions have a limited program commitment to serve "non-traditional" adult learners. Frequently programs intended to serve these students fail to do so and many ABE programs targeted to reach the educationally disadvantaged have been shown to be successful in serving and reaching only the most highly educated and the most highly motivated of the potential ABE clientele (Mezirow, Darkenwald & Knox, 1975).

Many factors are thought to coalesce to build
barriers to learning for the educationally disadvantaged. Clearly, efforts such as learning assistance, which seek to reduce barriers to learning, should be investigated.

**Background and Need for the Study**

Traditionally, learning assistance has been concerned with remediating deficient academic skills in college students enrolled in university transfer and career programs. The concept of learning assistance in current use has now been expanded to include the concept of developmental education as well as remediation (Roueche, 1977). Remediation implies correction of student deficiencies in basic skills in order to make up for prerequisites required for admission into a program of study. Developmental education implies compensation or development of skills or attitudes, and may not have any relation to making a student eligible for entry into a specific program (Roueche & Wheeler, 1973). The target groups for learning assistance have expanded to include all educationally disadvantaged students, including ABE students, and not only educationally deficient "regular" college students (Lombardi, 1979).

Much of this expansion has been attributed to increased access to post-secondary institutions by
educationally disadvantaged adults as a result of national educational goals for lifelong education and open admission both in Canada and the United States (Cross, 1971). In addition, the need to retrain the labour force in higher skilled occupations has been taken up by post-secondary institutions and this in turn has brought many adults who are academically underprepared into the institutions.

Little has been written about the learning assistance needs of ABE students. Current knowledge about the characteristics of ABE students, their learning needs and educational goals, has not been fully explored in relation to the provision of learning assistance. There is a paucity of literature in this field. Cross (1977) conducted an historical review of research concerning remediation and developmental education for disadvantaged students and concluded that the research has been in turn, unsophisticated, emotionally charged, and of limited application. Similar statements may be made of evaluation studies of remediation programs in United States' junior colleges (Roueche, 1968).

Little research has been conducted on learning assistance for adult basic education and there are few descriptive articles which have investigated the Canadian experience in this field.
In British Columbia, learning assistance services to adult basic education students has recently been recognized as a rapidly expanding area of service in post-secondary institutions. The provision of ABE programs to adults with less than Grade 12 education has been sporadic and ad hoc (Ministry of Education, 1979). Like ABE programs, learning assistance to ABE students has developed at different rates and in different forms. Requests for funds for capital and operating expenditures have been made under different guises, with a variety of goals, client groups, and services being proposed. Funding bodies such as the Management Advisory Council and the Ministry of Education's Standing Committee have experienced difficulty in responding to an increased demand for funds, because the need, nature and extent of programs of learning assistance for ABE students has not been well documented. As a result, a rationale for an equitable distribution of funds based upon established criteria of effectiveness has not been formulated.

The need for the present study on the provision of learning assistance for ABE students was sparked by lack of a policy which could provide direction and support to guide the development of learning assistance programs in British Columbia's post-secondary institutions. It was further reinforced after the
present study undertook a preliminary review of the literature—which uncovered little that was directly applicable to the topic delineated: learning assistance and adult basic education. The literature did support the potential of learning assistance services in addressing the learning problems faced by many educationally disadvantaged students, but the absence of related literature indicates a need for further research.

**The Policy Context in B.C.**

The need for basic education of adults has been recognized in several policy statements issued recently by the Ministry of Education. In 1974, the Task Force on the Community College (Department of Education, 1974) recommended tuition free education for all British Columbia residents up to and including the Grade 12 level. The Report of the Committee on Continuing and Community Education (Ministry of Education, 1976) spoke directly to establishing adult basic education as a high priority. Not only did it reiterate the recommendation for free tuition for education to the Grade 12 level, but several recommendations concerning the delivery and content of basic education programs were made. Relating to learning assistance, it was recommended that:

(2.5) Informational and counselling services
be tailored to the needs of specific client groups. (p. 61)

(2.7) Diagnostic and remedial capabilities of existing counselling centres be upgraded to include appropriate up-to-date materials and resources for adults. (p. 61)

(3.6) Recognition be given to the fact that many adults have learning disabilities that must be accommodated through special instructional techniques. (p. 61)

(3.12) Adult basic education programs encompass social and personal development skills, as well as academic instruction. (p. 63)

Despite supportive policy statements, adult basic education has remained an area of relative neglect and low priority. The situation prompted the Committee on Adult Basic Education to issue a study of the province's need which resulted in an official statement of policy from the Ministry of Education. In a document, A Ministerial Policy on the Provision of Adult Basic Education Programs including English Language Training in the Public Education System of
British Columbia (Ministry of Education, 1980b) declared Ministry policy was, "to provide to all adult citizens and landed immigrants residing in the province access to adult basic education programs of high quality." (p. 1) The statement also articulated the Ministry's intent to provide supportive services as being:

- to provide financial support for programs which meet the specific need of the disabled adult including the learning disabled.

- to provide funding to ensure an adequate level of support services such as libraries, counselling, administration, and assessment of learning disabilities. (p. 1)

Within the policy statements and recommendations on adult basic education, one may perceive an indication of intent to support learning assistance services. Therefore, the introduction of policy to guide the development of learning assistance to ABE students would be congruent with ABE policy provisions currently in place.

**Purpose of the Study**

The purpose of this thesis is, 1) to investigate
the current provisions for learning assistance to adult basic education students in B.C. post-secondary institutions, 2) to assist in development of a policy on learning assistance services for ABE students by a) establishing a rationale for Ministry involvement and b) identifying key areas for program management and delivery decisions in post-secondary institutions.

Procedure

An exploratory review of literature about the provision of learning assistance services for ABE students was undertaken. In addition, a survey of B.C. post-secondary institutions (excluding universities) was conducted with structured interviews being used to gather data from college personnel.

The study was designed to provide answers to the following questions:

1. How many learning assistance centres are there?
2. What learning assistance services or functions are being provided?
3. How are learning assistance centres, services or functions administered and staffed?
4. Where are learning assistance centres, services or functions located?
5. How are the centres, services or functions
funded?

6. What are the objectives of learning assistance offerings?

7. What are the characteristics of students served?

8. What costs and benefits are associated with the provision of learning assistance services?

9. How are these costs and benefits measured?

10. What problems are encountered in the short term and long term operations of learning assistance centres, services or functions?

11. How were the provisions initiated and supported?

12. What are the measures of learning assistance service effectiveness?

The study was undertaken as part of a Ministry of Education funded study of learning assistance activities provided for adult basic education students in colleges and provincial institutes. An advisory committee was formed whose members included Ministry officials and college ABE practitioners. The Advisory Committee met twice, once at the inception of the study and once following completion of the on-site visits. During the initial meeting committee members assisted in clarifying the purposes and limitations of the study
and in identifying information sources, key issues and detailed questions to be answered by the study. At the final meeting, members reflected upon study findings and conclusions and assisted in highlighting important results on the basis of which recommendations to the Ministry of Education could be formulated.

The study began with a letter sent by the Ministry to the principals of B.C.'s 14 community colleges and three provincial institutes informing them of the purpose and need for the study and asking for their institution's cooperation.

Two telephone surveys were undertaken. The first was to follow-up the letter of notification and to elicit the names of college personnel who were knowledgeable about the full range of learning assistance offerings within their institution. A total of 15 such individuals were interviewed in the second telephone survey and information was requested on the following topics: 1) the name of the learning assistance centre (if any) and its coordinator, 2) the name(s) of any other individual(s) with responsibility for providing learning assistance, 3) the objectives of the program, 4) a detailed description of the services offered, client groups, facilities, staffing arrangements, administration, sources of funding, budget, evaluation methods and learning assistance
materials and equipment. Responses were recorded on a guided interview response sheet.

From the results of the telephone surveys, a profile of learning assistance activities was compiled describing the range of functions offered. The study originally intended to sample a representative number of institutions. However, the diversity of range of services was such that a representative sample of institutions could not be made and it was decided to survey all of the institutions.

Arrangements for on-site visits were made by telephone with the college contact. Information received in the telephone interviews formed the basis for structured on-site interviews (Appendix A). A detailed list of questions was developed and pilot tested at Northwest Community College. Subsequently the number of interview questions was shortened, open-ended questions were introduced and the interview was made less structured. Field visits were conducted between January and March, 1981 and a total of 57 individuals were interviewed (Appendix B). Of those, 23 were senior level administrators including college deans, 27 were program staff (mainly faculty members), and 7 were management personnel including bursars. An attempt was made to ensure reliability and accuracy of responses by ensuring that at least two individuals
were interviewed in each institution. In addition to interviews, data were also recorded about the physical description of the learning assistance facilities through direct observation wherever possible.

For each field visit, the interviewer wrote a summary report of data collected through interviews and field observations. Field visits were conducted by two interviewers operating independently: a professor of adult education who visited five institutions and the writer who visited 12 institutions.

Data were analyzed by establishing categories and comparing data within these categories following a procedure suggested by Holsti (1969). The construction of summary tables assisted in this task. Major categories for comparison were: models of service delivery, organization, administration, staff costs, sources of funding and client groups.

Limitations of the Study

Several limitations should be noted in interpreting the study findings. One limitation is in the study's scope. While learning assistance services are provided not only to ABE students but also to other students in the college, this study was only concerned with services provided to ABE students. However, where
a college or institute provided service to all students, the range and nature of such services were investigated.

As an exploratory survey, interview questions had to be sufficiently open-ended to permit interviews of administrators, instructors and management personnel. Little information was obtained which could be subjected to statistical analysis.

Finally, the term, "learning assistance" was not adequately defined at the beginning of the project. The definition was developed after preliminary field testing as: "any activity or service supportive of learning, conducted outside a regular program of instruction by someone other than the instructor." This definition permitted interviewees to describe learning assistance services as they perceived them without the limitations of an imposed definition. This was important because of the investigative nature of the study and because prior information about the nature and extent of services to ABE students was not available.

**Definition of Terms**

The following terms are clarified and defined for the purpose of their use in the thesis.

Basic Education is the provision of schooling up to Grade 12 for adults. In general adult basic education programs comprise activities through which participants acquire the basic skills in learning, reading, writing, spelling, listening, speaking, computation, and cultural comprehension which are required by adults to function in a complex society. (p. 1)

Adult basic education programs may be grouped into four categories:

1. **Basic Literacy:**

   Programs designed to provide adults with skills in learning, reading, writing, spelling, listening, speaking and computation, to the Grade 8 level, together with the coping and interpersonal skills that will assist adults to deal with real life
situations.

2. Academic Upgrading:
Programs designed to provide the prerequisite skills and certification required by adults to achieve their personal or career goals (e.g., adult secondary completion, Basic Training for Skills Development, College Preparation or Foundations).

3. Pre-Vocational:
Programs designed to facilitate adult entry into the labour force or vocational training (e.g., Basic Employment Skills Training, Basic Training for Skills Development, Employment Orientation for Women).

4. English Language Training:
Programs designed to provide non-English speaking adults with sufficient skills in English language, citizenship and cultural comprehension to participate effectively as citizens, workers, parents, and learners. (p. 1)
Learning Assistance -- this definition is taken from the Ministry of Education's Post-Secondary Activity Classification Structure Manual (PACS) (Ministry of Education, 1980d).

identifies those services which are designed to help students develop or improve basic skills required for successfully completing their courses. (p. 5.7)

Non-traditional Students -- is used to describe students who are not between the ages of 18 and 21 attending full-time and for whom education is a primary function. The term refers to adult part-time learners for whom education is a secondary rather than a primary activity. The non-traditional student clientele includes ethnic minorities, low income students, women, low academic, the handicapped, as well as adult part-time learners (Cross, 1979).

Educationally Disadvantaged Adult -- describes adults who have a level of education less than is recognized as needed to be a contributing member of Canadian society. In B.C., the level generally recognized as required is a Grade 12 level of education. The term, undereducated adult describes adults with 8 years or less of schooling.
Plan of the Report

The thesis comprises five chapters. The first chapter presents an introduction, background and need for the study. A description of the procedure followed to conduct the study is presented as well as steps used in analyzing data. Definitions of key terminology employed in the study are stated and selected policy statements related to adult basic education are reviewed. The final section of the introductory chapter presents a plan of the report briefly describing each of the five chapters and their contents.

The second chapter consists of a literature review examining three major subject areas. First, the psychological and social characteristics of educationally disadvantaged adults are discussed from two orientations: a) articles based upon studies of populations defined as "disadvantaged", of which educational disadvantage is seen to be part, and b) articles based upon studies of ABE students. Differences are drawn between the two orientations. The second area of literature reviewed relates to the implications which characteristics of the undereducated have for program planning and instruction. The final area of literature reviewed concerns methods of delivery of learning assistance services to ABE
students. In summary, Chapter Two establishes a rationale for providing learning assistance to educationally disadvantaged adults enrolled in ABE programs and explores efforts in delivering such services.

Chapter Three establishes the local context of need by examining social demographic studies concerned with the extent of undereducation in British Columbia. Factors such as ethnicity, occupation, age, sex and labour force participation are examined in light of demographic statistics of undereducation. Enrollment and program statistics for adult basic education in B.C. post-secondary institutions are reported to describe the extent of effort undertaken to serve the needs of a region's undereducated population.

The study findings are presented in the fourth chapter. The findings are organized under three major headings, campus-based learning assistance centres, off-campus learning assistance services and ABE programs without learning assistance services.

The final chapter presents a summary, conclusions and recommendations.
CHAPTER II

REVIEW OF THE LITERATURE

Knowledge about the characteristics of ABE students, their learning needs and their educational goals has not been related to the provision of learning assistance services. No studies were found which addressed the topic directly. In light of the absence of pertinent literature, this chapter reviews selected literature on 1) the social and psychological characteristics of the target population for ABE programs; 2) implications which the characteristics of ABE target populations may have for program planning and instruction; and 3) suggested models for delivering learning assistance services to ABE students. Following from the literature review, the characteristics of educationally disadvantaged adults are discussed in terms of how such knowledge may influence the design and delivery of learning
assistance services.

The term "disadvantaged" has been used to describe characteristics of groups in a state of need or want. One of the most powerful, and the most commonly used indicator, has been economic deprivation as measured by level of income, unemployment and dependency upon government assistance. By adding adjectives such as "culturally" disadvantaged or "educationally" disadvantaged, the term "disadvantaged" takes on greater meaning (Anderson & Niemi, 1969). These descriptors begin to establish a relationship between certain antecedent conditions which have been associated with economic deprivation. Nevertheless, the term "disadvantaged" has been widely accepted to include persons who are educationally disadvantaged. This chapter is most concerned with those characteristics of the disadvantaged which are congruent with the characteristics of ABE students.

Literature on the social and psychological characteristics of ABE students may be grouped into two main categories: 1) studies of disadvantaged groups as a whole and 2) studies of ABE program participants. The following paragraphs reviews literature on characteristics of the disadvantaged adult and on characteristics of ABE students. Conclusions for program planning are drawn by comparing and contrasting
Characteristics of the Educationally Disadvantaged

Anderson and Niemi (1969) conducted a major review of literature concerning the characteristics of disadvantaged adults and concluded that the disadvantaged were members of a sub-cultural group who shared values and norms which were distinctly different from the dominant cultural group in North American society. The term, "disadvantaged" was applied to members of a poverty sub-culture. Poverty was defined as a state of economic need or want (Anderson & Niemi, 1969, p. 4). Two dimensions of disadvantagement identified were: 1) a state of economic deprivation and 2) a person’s self-perception of him/herself as poor (Whyte, 1971). Anderson and Niemi then used a two-dimensional conceptualization, which consisted of objective and subjective measures, to describe features that distinguished the disadvantaged poor from others in society. Their monograph described these differentiating features in socio-economic as well as social and psychological terms.

Anderson and Niemi (1969) found that the disadvantaged generally lacked self-confidence; had a poor self-concept and a high degree of dependency upon government assistance; were passive in accepting their
disadvantaged status; but had developed behaviour patterns which attempted to disguise their low status. The disadvantaged showed little awareness of the value of education in altering their disadvantaged state nor were there motivations for participating in educational activities very well developed. One study by Barnes and Hendrickson (1968) found that men enrolled in educational activities for vocational goals and women less for vocational interests than for personal needs for self-improvement. The disadvantaged preferred non-verbal forms of communication over verbal forms and responded more readily to facial and tactile signals. Their poor verbal skills limited their ability to communicate with those outside of their environment, thus encouraging them to retreat further into their familiar cultural environment (Anderson & Niemi, 1969).

Derbyshire (1966) stated that adult illiterates were members of an excluded minority group comprised of racial and ethnic minorities, the unemployed, the unschooled and the transient. Because of their cultural exclusivity, barriers to participation in the dominant social life of a community were erected by both the excluded and the dominant groups. From a study of black illiterates in an urban American setting, several personality traits were summarized by Derbyshire. The traits identified were thought to stem
from interacting with a restrictive and negative social
environment which had conditioned the educationally
disadvantaged adult's responses to others. Briefly, these were: insecurity, tendency towards physical
agression, lethargy, forced independence at a young
age, a present orientation, lack of motivation, passive
acceptance of their lack of status, high degree of
sensitivity to non-verbal clues and concrete rather
than abstract thinking. Similar characteristics of
disadvantaged adults were identified in a survey of
research conducted by Skene (1966).

Surveying the literature in psychological research
Puder and Hand (1968) identified some of the
personality characteristics which may interfere with
the learning processes of ABE students. A closed
social environment in which many ABE students live was
found to give rise to a close-mindedness and dogmatism.
The personality factors identified by Puder and Hand
which impair learning included: "alienation, avoidance,
hostility toward authority, withdrawal, violent
agression, fear of schools, self-image as an
illiterate, rejection of the desire 'to develop
intellectually, mental blocks against the world, rigid
value systems and others" (Puder & Hand, 1968, p. 91).

Davison (1972) suggested that the academic
functioning of the disadvantaged adult is handicapped
due to "conditions of social pathology, economic insufficiency and differences in cultural experiences" (Davison, 1972, p. 162). Further, she stated that among the disadvantaged, a readiness to learn was hindered because of a depressed innate learning ability, poorly developed communication skills and unfamiliarity with thinking strategies. Davison's review of research concluded that disadvantaged adults have experienced constant failure in life, feel inadequate, are unable to learn and have a low expectation of existence (Davison, 1972, p. 162).

Conclusions

The literature reviewed has perceived the disadvantaged from a theoretical stance in which disadvantaged adults belong to a sub-cultural group holding different values, beliefs and norms from the dominant or middle class group (Blum, 1970). From this assumption followed another, that the disadvantaged reside in a markedly different social and cultural environment devoid of positive reinforcements from the behaviours valued by the dominant culture. The absence of such support, in turn, fostered certain alleged pathological conditions and psychological traits in the disadvantaged which impeded their ability to learn. Consequently, a typical ABE student was viewed as
alienated from the traditional educational system by a vast cultural gap. Only by recognizing his cultural uniqueness formed through interacting with a harsh social, physical and economic environment, could members of the educational system, including ABE instructors, administrators and counsellors, meet the learning needs of ABE students (Burrichter & Ulmer, 1972). These earlier studies tended to perceive the disadvantaged as a homogeneous group. Later studies of ABE students concluded that a wide range of individual characteristics may be found among the educationally disadvantaged.

Characteristics of ABE Students

Relatively few studies have documented the social and psychological characteristics of ABE students. However, five related studies were reviewed.

A seven year study of both ABE students and the target population for ABE programs, conducted by the Appalachian Adult Education Centre (AAEC) (Eyster, 1973) isolated four service groups among adults with less than high school education in the United States.

Group I have a high belief in themselves and in public services, are personally and economically secure, are relatively easy to recruit through media methods, can be served in groups and have higher
academic skills. Therefore, they are able to manage printed material, and are cost-beneficial to serve because they can be recruited and taught through group methods.

Group II include those who have felt the detrimental effects of their lack of education, are also relatively easy and cost-beneficial to serve, and have time constraints due to their employment patterns of shift work, overtime and seasonal labour. As a group, they achieve the greatest economic and academic gain as a result of instruction. The main adjustment in service required to serve this group is flexible scheduling as rigid scheduling is virtually unusable.

Group III have a low level of computational and critical reading skills required for achieving a high school equivalency and a living wage. They are underemployed or sporadically employed and can only be reached through personal contact.

Group IV is the smallest group yet highest in priority of need. They are unemployed and unemployable and may be termed the "stationary poor". Their self concept is fatalistic and they are personally powerless in altering their self-perception of inadequacy. They require transportation, child-care, counselling, one to one services and home delivery of service. They are, therefore, expensive to serve. The Appalachian study
found Groups III and IV least often approached public agencies for information or educational services. While Groups I and II were well represented in almost all ABE classes, Groups III and IV tended to rely heavily on informal networks of communication among friends and relatives (Childers, 1973, p. 25) as their information sources and were poorly represented in ABE programs.

A national sample of urban ABE programs was surveyed by Mezirow, Darkenwald and Knox (1975) to examine the characteristics and perspectives of the students involved. The study found that the most distinguishing characteristic of ABE classes was "a range of diversity of student participants probably unprecedented in American education" (Mezirow, Darkenwald and Knox, 1975, p. 11). In few ABE classes were students found to form true groups, share experiences or in any way contribute to a socializing process among their peers. The groupings which operated within and without the ABE classroom were based on ethnic group, sex, age, country of origin and occasionally prior association. The study observed that the typical ABE student was low on almost any index of social well-being (Mezirow, Darkenwald and Knox, 1975, p. 38). However, a national survey of ABE students was cited which revealed only 14% were
unemployed and seeking work (Kent, 1973). Those who were employed held unskilled, semi-skilled or domestic jobs. Only one in seven was classified as skilled.

Mezirow, Darkenwald and Knox suggested a typology to classify motivations for attendance:

1. The Job Careerist--the largest distinct category comprised of predominantly young men and women who enroll to obtain the high school equivalency diploma in order to improve their competitiveness in the job market. However, it was noted that job careerism for ABE students meant a patchwork of discrete jobs, rather than the middle class progression through a hierarchy of increasingly higher paying and higher status jobs.

2. The Concerned Mother--a second major category consists of women who attend to become better mothers as well as to improve their job prospects.

3. The Self-Improver--this category tends to be older, often socially isolated and interested in self-improvement for social reasons. These individuals often attend ABE classes to
make up for missed schooling opportunities in their youth.

4. The Educational Careerist—places a high value on education and has a strong future orientation. Individuals in this group are often financed by immigrant parents who support their pursuit of higher education. Those who want to go on to college represent a small minority in ABE.

5. Troubled Youth—are usually under age twenty and are "socially deviant" in some way. They include the emotionally disturbed or retarded adolescent who may have unrealistic expectations of his/her learning ability, and high school "pushouts" who are angry, resentful and represent a discipline problem for the ABE teacher. Although a very small minority, troubled youth are likely found in daytime classes, are a disruption to mixed classes and demand a great deal of instructor attention.

The mass media were found to be ineffective as a means of recruitment in the Mezirow study since ABE students prefer informal, natural networks of
communication, and frequently cite friends and relatives as information sources. The expectations of ABE students about basic education were confused and uninformed. Contrary to the literature on the disadvantaged, Mezirow and associates did not find any examples of cultural or group cohesiveness. Moreover, most ABE students were found to possess a middle-class outlook and were to a limited extent upwardly socially mobile.

Kent (1973) conducted the first United States national longitudinal study of ABE students. Although Kent's sample excluded students over 44 years of age, there were more younger (16 to 29 years of age) students than older students (30 to 44 years of age), female students outnumbered male students by 62% to 38%, whites outnumbered blacks, and more than half the students had previously completed nine grades or more of schooling despite enrolling in studies primarily designed for the eighth grade and below. Functionally, they were still illiterate. At the initial interview the student educational goals were high with the majority expecting to complete high school equivalency and more than half hoping to attend college. About 70% expected to enroll for additional technical or vocational training. In Kent's study, ABE students were described as motivated to attend primarily for
educational rather than job-related reasons. Despite regular attendance and continuous intake, turnover was high—less than 40% of students surveyed initially were still enrolled and attending six months later.

A Canadian study conducted by Thomas in 1976 included a national survey of ABE programs and participants. Unfortunately, the findings on student characteristics were limited to interviews with ABE students enrolled in Canada Manpower sponsored programs in the province of Ontario. Despite the limited sample, it remains a benchmark study in describing the extent of demand as well as the characteristics of ABE students and programs in Canada. Thomas noted that: 1) there were more male students than female; 2) there were more younger (under 30 years of age) students than older students; 3) that government agencies were the main source of referral; 4) that educational reasons were given as motivation to participate; 5) the majority of students were unemployed or receiving government assistance at the time of entry; and 6) the majority had expectations and goals which were vocationally related (Thomas, 1976, pp. 102-111).

Two studies of personality characteristics and learning style preferences of ABE students concluded that in the areas tested, ABE students appear to differ slightly from other segments in the American population.
(Martin, Note 1; Manzo, et al, 1975). Manzo, et al found that ABE students were not unlike students writing the GED, stockbrokers, and elementary school children, --other groups who were tested with identical psychological tests. It was concluded that newly heightened aspirations appear to give rise to personality traits such as aggression, intensity, task orientation, authority, tendency toward conflict, and vulnerability. These traits are not as commonly found among more resigned individuals in the population. Martin (1978) reported that although ABE students have a negative sense of initiative, they did not lack a sense of industry and in many respects exhibited a positive and healthy ego state. Findings such as these should suggest that ABE students, in their essential characteristics, are like the majority in the population.

Further evidence that the majority of ABE students may not reflect the characteristics of the disadvantaged population described earlier in this chapter, can be found in a study of educational values of adult rural disadvantaged students (Conrad, 1974). Sixteen educational aims were rank ordered by 188 adult rural disadvantaged students enrolled in a Mountain Plains program. The students ranked a feeling for other people, a continuing desire for knowledge, and
emotional stability as their most important aims and a sense of civic responsibility and loyalty to America as least important. The authors of the study felt that the high ranking of self/personal/interpersonal aims appeared contrary to an assumption that vocational aims were most dominant among rural disadvantaged groups.

Conclusions

ABE students appear to occupy the upper strata within the disadvantaged population. Research findings about social and psychological characteristics are often contradictory, indicating a need for further study. However, a growing consensus in research is that ABE students as a group are diverse and not unlike the middle class in their essential characteristics; therefore, similar to those attributed to the segment of the adult population who have traditionally been acknowledged as the major consumers of adult education programs.

As the Appalachian study has suggested (Eyster, 1973), Group I and Group II, those easiest to reach and to serve, appear to comprise the bulk of the ABE student population. Groups III and IV, those most disadvantaged and most in need, are under-represented in the majority of ABE programs, and are therefore not represented in the populations studied when investigations of ABE student characteristics have been
Implications of the Characteristics of ABE Students for Program Planning and Instruction

The characteristics of the ABE population have several broad implications for program planning and instruction. The AAEC study (Eyster, 1973) describes how the service needs for each of the four ABE groups may be used as the basis for program planning. Each of the four groups identified requires a specific strategy with ABE programs tailored to the characteristics of individuals found within each of the four groups. Figure 1 summarizes the four groups and shows the relationship between individual characteristics and the design of delivery systems.

The characteristics of the undereducated population have several broad implications for program planning and instruction. The literature review indicated that ABE students appear to occupy the upper strata within the ABE population, an implication is that there are groups of educationally disadvantaged adults who are not being served by current ABE program offerings. Both ABE program planning and institutional management decisions can have a significant influence on who gets in and who stays in ABE programs. The
FIGURE 1

Relationship Between Individual Characteristics of Adults with Less Than High School and the Design of Delivery Systems of Public Services

SUMMARY OF FOUR GROUPS

Source: Eyster, 1973
method of delivery should be compatible with the cultural and social patterns of program participants (Verner, 1971). At the basis of program planning is needs identification. Many of the assumptions about the characteristics, needs, and institutional orientations of ABE students are beginning to be refuted in research. For example, the characteristics of educationally disadvantaged adults are not those of a large homogeneous group as earlier described. Studies have shown the potential ABE population consists of several sub-groups possessing different educational needs. The following paragraphs explore several implications which learning needs of these component groups in the ABE population may have for program planning and instruction.

Retention and recruitment practices in ABE programs are reflected in the nature of their clientele (Mezirow, Darkenwald & Knox, 1975, p. 144). In many situations, program management practices reflect the extent of an institution's commitment to serve the educationally disadvantaged. The programs of most educational institutions employ organizational patterns and instructional techniques suited only to the social and psychological needs of the majority groups in society. Many institutions demonstrate that they have problems adapting or creating programs which serve the
needs of the disadvantaged (Haggstrom, 1966; Davison, 1972). Despite a large and rapid increase in actual numbers and types of ABE programs and despite major efforts to disseminate educational innovations among educators, recent evaluation studies have shown that the most needy remain unserved (Mezirow, 1974; National Advisory Council on Adult Education, 1974). Cook (1977) suggested that the early literacy programs of the sixties were designed for a homogeneous target group and followed a specific model. New information about the nature and needs of the undereducated in society has identified the need for a variety of models suited to the demands of a diverse ABE clientele.

Since most ABE programs can be successfully accessed by individuals who are emotionally and economically secure, traditional adult education program planning practices appear to be successful in delivering basic education services to individuals in Group I. Methods of adult education employing group instructional techniques have been used successfully with increased efficiency in learning being reported in programs using contemporary techniques of individualized instruction (Eyster, 1973, p. 3). Because Group I individuals place value on education, have high levels of motivation, have a positive self-concept, and are purposeful in the pursuit of their
educational goals, they tend to attain and achieve gains in learning.

Adults who have Group II characteristics comprise the majority of students in the ABE classroom. They have suffered from undereducation in terms of their vocational and social development but still place a high value on furthering their education as a means of resolving their feelings of social inadequacy. This group are also relatively easy to serve in groups but they require flexible time scheduling as their employment patterns are sporadic or include shift work. They respond to group methods such as the class and instructional techniques such as the lecture and are relatively easy for the institution to reach.

To enroll students in this group, mass communication methods may be effective, however, many contact the institution through referrals from friends, relatives or social service agencies. The personal needs of this group are often assisted through government support agencies and services. Because they have experienced some personal failure as a result of their undereducation, an important prerequisite in planning instruction for this group is to structure learning opportunities whereby the student can experience success at learning and thus alleviate some of his previously established fears and anxiety about
continuing failure (Dickinson, 1972).

Group III and IV include those who are hardest to reach and serve. Group III individuals are far from mastery in those computational and critical reading skills that are required for functional competency. They are chronically unemployed and, if working, are rarely continuously employed. This group is typified by a willingness to participate in government or social service programs aimed at combatting undereducation and poverty which contrasts with the fatalism typified by members of Group IV.

Group IV, the "stationary poor", require active attempts on the part of the institution to reach them in their homes, and a personalized contact, if not one-to-one services. Door-knocking appears to be the only effective recruitment approach. With this group, fatalism is the overriding group characteristic; hope appears lost to them and they often exhort their children not to have expectations for improvement. They model resignation, thereby perpetuating the cycle of poverty. Members of this group are the "hard-core" disadvantaged.

The characteristics common to both Group III and IV are an orientation toward personalized face-to-face relationships, a tendency to rely on informal information channels (friends, relatives and
neighbours), disinclination to interpret their problems as information needs, or when they do, to take a less active role in pursuing information sources. Their needs tend to be immediate or crisis oriented and they lack a future orientation (Eyster, 1973, pp. 4-5).

Because of the depths of their disadvantagement, learning situations must provide clearly stated sub-goals which they can recognize and work towards as well as the major goals of improving their economic condition through development of their occupational skills (Eyster, 1973, p. 4). An institution planning to meet the needs of these adults must establish supportive services which include, transportation, child care, and counselling. Instruction should be individualized and all institution staff must be prepared to relate to Group IV individuals as people, not as professionals, technocrats or as representatives of an agency. Facilities to serve these groups must be accessible and familiar such as churches, neighbourhood centres, and the offices of ethnic associations.

Thus the different component sub-groups within the target population for ABE possess different characteristics and have special service needs. Effective ABE programming for these groups need to be tailored to these special features and service needs.
Implications for Instructional Techniques

Mezirow, Darkenwald and Knox (1975) observed the most common method of organizing ABE students for instruction to be the traditional class method. Instruction tended to rely heavily upon accepted pre-adult teacher-student transactions such as "present-recite/test-correct, searching out and turn-taking" (Mezirow, Darkenwald & Knox, 1975, p. 150). Their study identified several innovative program delivery methods in addition to those employing traditional instructional techniques which were institutionally based. These innovative programs were often in pilot demonstration phases and had as their objective the recruitment of those ABE students who were the hardest to reach. Among the innovative practices described were situations in which the teacher responded to small groups and individuals within the classroom rather than the class as a whole, and when the instructional content was guided by classroom interaction rather than by published curriculum. Other innovative programs employed educational technology or instructional systems such as the use of computer assisted instruction, teaching machines or educational television, the use of learning labs or centres as an alternative or supplement to regular classroom activity, and "armchair" or home learning and mobile
learning units. These approaches attempted to take ABE out of a institutional base into the homes or neighbourhoods of ABE students. Frequently indigenous, trained para-professionals were employed in these outreach activities.

Although there is a high level of interest in these innovations in the field of ABE because they hold promise for groups who require one-to-one instruction (Cross & Valley, 1974), there is little published research available on their effectiveness.

Extant research on three innovations, computer assisted instruction (CAI), television and individual prescribed instruction using ABE students as subjects has provided both positive and negative evidence (Cross, 1976). The studies have, therefore, been the subject of some controversy. A review of the research in these three areas was undertaken by Wanda Cook (1977).

According to Cook, immediate feedback, self-pacing and active response of the student were identified as positive factors influencing learning but CAI might be better suited to some students than to others since individual characteristics of students have been found to have an influence on the effectiveness of CAI. Even simplified CAI systems were more expensive to operate than conventional instructional techniques, they were
intimidating to students and did not result in improved learning gains.

The sixties, Cook reports, exposed television as an inadequate method of promoting literacy but interest in its use has persisted through the seventies. The use of television as an educational medium for teaching adults basic education must "overcome problems of time, funding, follow-up and apathy on the part of potential students" (Cook, 1977, p. 114).

Individualized instruction involves diagnosing a student's learning problems and prescribing an individually tailored instructional program suited to the learner's interests and level of achievement. The diagnostic approach requires constant informal evaluation and fine tuning of the prescribed instructional program. Two studies reported significant gains in ABE students' achievement with this approach (Collings, 1971; Nevada, 1971). Individualized prescribed instruction holds promise for some ABE students but Cook identified two problems with this approach, a lack of suitable materials and a need for trained instructors in diagnosing and prescribing instruction (Cook, 1977, p. 121).

The present state of ABE program delivery may be characterized as emerging chameleon-like, slowly changing and adapting to the needs of its clientele.
While traditional delivery methods still predominate, there is interest in new delivery methods that promise to take ABE to adults who have not yet been adequately served.

There is insufficient data to make a definitive statement about any particular ABE service delivery model or instructional technique (National Advisory Council on Adult Education, 1974; Mezirow, Darkenwald & Knox, 1975; Cook, 1977). The present situation of experimentation and eclectism is likely to continue for some time. Nevertheless, present knowledge about ABE student characteristics has several implications for program planning and instruction:

1. The educationally disadvantaged are not a monolithic group; an "average" ABE student may exist statistically, but in no other realm. At least four differentiated service groups have been identified within the target population for ABE.

2. The method of ABE delivery should be determined by the characteristics of individuals within the group it is designed to serve.

3. The method chosen to deliver ABE programs largely determines who gets in and who stays in.
4. Adults require instructional techniques and materials which are specially designed to suit their immediate needs and which are relevant to their perception of reality (Cass, 1971; Dickinson, 1972).

5. Group instructional techniques and mass communication methods are the most commonly used instructional and recruitment methods in ABE. But these recruitment methods and instructional techniques are not responsive to the lifestyle and needs of the least literate and most needy groups. One to one approaches and personal, face to face communication are recommended if these groups are to be served.

6. Instructional techniques must be chosen with care. Group techniques are appropriate only for the most literate and highly motivated ABE student groups. Initial approaches to the least literate and poorly motivated require individualized instruction, easily recognized and attained sub-goals and the provision of supportive services such as child care, transportation, and counselling.
Delivering Learning Assistance Services
to ABE Students

The majority of learning assistance services in community colleges have emerged in response to developmental education programs. Lombardi (1979) reviewed recent literature on developmental education and concluded that the term referred to four phases of programs which were designed to help students overcome or compensate for:

1. Deficiencies in grades or subjects required for admission to a senior institution or to colleges and transfer programs [pre-transfer].

2. Deficiencies in reading, writing, speech, arithmetic, study habits, motivation and other personality traits [remedial]

3. Deficiencies in literacy and basic skill subjects necessary for a high school diploma [ABE].

4. Physical or mental handicaps that impose limitations on the functioning of students [handicapped]. (Lombardi, 1979, p. 1)

Supportive learning assistance services for ABE
has been a neglected area of study. A search of the literature in the areas of ABE, developmental education and learning assistance revealed no studies focusing specifically on the topic. The major emphasis of related extant research has remained with remedial and pretransfer programs, the traditional domain of colleges. The question of how to deliver learning assistance services to the diverse range of ABE programs has simply not been investigated. One reason for this neglect may be that relative to other programs in post-secondary institutions, both learning assistance services and ABE are relatively recent educational innovations. Deviran and associates have documented that 56% of the centres now operating in the United States have been developed since 1970 (Deviran, Enwright & Smith, 1975). Similarly, ABE programs have a relatively recent membership in the college fraternity, with most of the ABE programs being established in post-secondary institutions within the last decade.

The Nature of Learning Assistance Services

Learning assistance services may be very useful to ABE students because individual attention is provided through tutoring, individualized prescribed
instruction, an emphasis on fulfilling student needs and goals rather than course requirements and objectives, diagnostic and prescriptive tests for identifying learning difficulties, and the use of para-professionals as tutors. In some learning assistance centres, a variety of instructional systems are used including electronic technology, tutoring sessions, non-credit classes which may be of short or long duration, group study rooms and counselling (Roueche & Snow, 1977, p. 124). Most learning assistance centre staff function as an extension of the course instructor, and supplement or augment regular instruction.

Roueche and Snow (1977) have found that learning assistance centres attract students who are educationally "high risk" as well as students who perform well and want to do better. Stigmatization of attending, a possible consequence of a combination of high remedial orientation combined with low achievements, is thus avoided. Learning assistance centres are usually staffed by generalists who have received training in the diagnosis of learning needs and development of individualized plans to remedy student problems. Within a college setting, a learning assistance centre bridges a structural gap between developmental laboratories, traditional libraries and
the classroom (Roueche & Snow, 1977).

Counselling and Instruction

There also appears to be a trend towards the melding of counselling and instructional responsibilities. Many learning assistance centres include counsellors as part of the core support service.

A growing recognition among educators that personal growth and self-development learning opportunities are an essential part of developing a person's total ability to function effectively can be seen reflected in the management of many learning assistance centres. In this respect, ABE programs and learning assistance services share a common experience. Students who possess poor self-esteem as a result of years of failure need learning activities which are designed to help in the development of self-esteem as well as achieving increased cognitive knowledge in basic skills. Successful support services appear to have implemented strategies which combine effective counselling and instruction (Roueche & Snow, 1977; Mink, 1977). A number of staffing strategies have been tried including, team teaching approaches with instructors and counsellors merging roles and functions; peer helpers for counselling and tutoring; and para-professionals who work under professional
supervision. Roueche and Snow (1977) caution that not all of the various staffing approaches have received unanimous support by the field or have been supported by research studies. These staffing strategies, while not yet confirmed as effective, represent practices which are based on the widely held belief that students with limited success in previous schooling experience need to feel personally secure before they can achieve gains in academic achievement (Cross, 1976; 1979; 1981).

**Staffing Characteristics**

According to Deviran, Enright & Smith (1975) a noteworthy characteristic of learning assistance centres is staffing. The use of para-professional, part-time and peer tutors as well as full-time professional staff is a characteristic of the majority of learning assistance centres. Roueche and Snow (1977) have made similar observations, and have concluded that a combination of full-time instructors and part-time peer tutors appeared to be the most prevalent and also the most effective form of staffing (Roueche & Snow, 1977, p. 91). In addition to full-time instructional staff, full-time professional counsellors have been found to be more effective than part-time staffing. The most successful learning assistance programs identified in colleges where 70% of
high risk students completed an accredited program of study investigated by Roueche and Snow possessed several distinctive staffing characteristics: 1) instructionally, the separation of counsellor and instructor is unwise; 2) instructors who are trained in counselling are more effective; and 3) counsellors who teach human development and assist faculty through consultation in their curriculum development make a significant contribution. Peer tutors and counsellors who are trained in self-concept development techniques have also been reported to contribute significantly to the success rate of low self-esteem students (Roueche & Snow, 1977, p. 97). The least effective staffing arrangement, according to Roueche and Snow (1977), is that of relying on para-professional staffing. Three possible reasons were suggested for this finding: 1) para-professionals tend to replace full-time instructors in staffing centres, 2) para-professionals possess inadequate skills thus limiting their effectiveness, and 3) staff problems are created as a result of role conflicts (Roueche & Snow, 1977, p. 92).

Organizational Structure

In addition to staffing characteristics, Roueche and Snow also found that organizational relationships had a strong influence on the effectiveness of learning
assistance centres (Roueche & Snow, 1977, p. 92). Effective centres were found to have a strong institutional relationship with both academic departments and student services.

Beyond these specific elements of staffing and organizational relationships, Roueche and Snow concluded that learning assistance centres comprise only a part of a college's total efforts to assist students with a high predisposition to failure. Roueche and Snow (1977) suggested that for a college to be successful in establishing a learning assistance centre, consideration must be given to:

1. The teacher—who decides what is to be learned, how the subject matter is to be taught and what the learning environment will be;

2. Supportive services—providing a supportive learning climate is everyone's business, including administrators, counsellors and students. Each of these parties may be a help or a hindrance to the teacher who is the main manager of the learning climate. Supportive services in a college include counsellors, peer tutors as well as the learning assistance centre.

3. Proper organizational support—including the
establishment of a department or division of developmental studies, developing effective communication paths for recruitment and publicity, organizing simple but meaningful registration and orientation activities, selecting competent staff members, providing ongoing staff development, systematizing instructional methods, establishing course objectives and instructional techniques which reflect an integration of cognitive, affective and psychomotor skills, ensuring systematic evaluation, and the dissemination of evaluation reports.

The elements comprising learning assistance described in the preceding paragraphs would be of obvious support to many ABE students who have experienced previous academic failure. It is clear, however, that greater attention needs to be paid to ensure that ABE students have effective access to such support.

Models of Delivering Learning Assistance to ABE

At present, one predominant organizational model for the delivery of learning assistance services is reflected in the literature—the campus-based learning
assistance centre. For campus-based ABE programs, access to these centres may require flexible scheduling, administrative support and faculty cooperation. ABE student participation should not, however, be left to self-selection on the basis of traditional publicity and recruitment methods. Immediate and personal recruitment approaches will likely be more effective in reaching ABE students than the traditional publicity methods of posters, handouts and advertisements in the college newspapers.

Other possible delivery modes need to be considered when designing learning assistance services for ABE programs. As described earlier in this chapter, ABE programs may be delivered through off-campus locations in neighbourhoods, isolated communities, homes and mobile learning units. Many of these methods of organizing ABE learners do not lend themselves to the traditional campus-based learning assistance centre.

But at the present time, few exemplary models for the delivery of learning assistance services to ABE decentralized programs exist. Consequently more demonstration projects must be implemented and studied before clear directions for the delivery of learning assistance services can be identified. Two efforts which have been documented are the Camden and Newark
ABE Learning Centres (Sourifman, 1970). The Appalachian Adult Education Centre's four models for interrelating library services and ABE programs may also contain helpful guidelines for establishing such services.

Summary

In summary, some limited conclusions which may guide the development of learning assistance services for ABE are:

1. Learning assistance services should be tailored to the diversity of individual characteristics within component groups in the ABE target population.

2. Learning assistance services should be coupled with ABE delivery modes. These services should be available to students and instructors wherever and whenever the ABE programs are delivered. ABE programs designed to reach the most needy are often scheduled in the evenings and are located in outreach locations. Careful consideration needs to be given to the range and extent of learning assistance services which can be provided at the required times in such locations.

3. Some learning assistance activities may not
meet the needs of all ABE students. Research has shown that mediated methods, particularly those relying on educational technology may initially threaten ABE students with low literacy levels. These technological aids should be introduced slowly and with care.

4. Both individually prescribed instruction and self-paced instruction are presently used in ABE classrooms. Learning assistance services should supplement these existing efforts to individualize ABE instruction by providing support in diagnostic and prescriptive testing and in helping to integrate human development techniques in class activities and in the curriculum.

5. Some of the needs of educationally disadvantaged adults which cannot always be effectively met in the course of normal ABE instruction, together with activities which could support these needs are identified in Figure 2.
<table>
<thead>
<tr>
<th>Learning Needs</th>
<th>Learning Assistance Activities</th>
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<tbody>
<tr>
<td>Fundamental learning</td>
<td>Focused diagnostic assessment and testing.</td>
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<tr>
<td>deficiency: reading, writing, computation.</td>
<td>Intensive tutorial instruction focused on particular problems.</td>
</tr>
<tr>
<td>Inadequate study skills.</td>
<td>Short courses and workshops on relevant topics. Preparation of learning materials, tutoring in study-reading, listening, library use, vocabulary development.</td>
</tr>
<tr>
<td>Preparation for and writing tests, note-taking, time management.</td>
<td></td>
</tr>
<tr>
<td>Emotional problems associated with low self-esteem and poor motivation.</td>
<td>Personal and group counselling. Human relations skill building activities.</td>
</tr>
</tbody>
</table>
Short term correctable learning difficulties beyond skill level of instructor. Consultation between learning specialist and regular ABE instructor.

Unclear educational or vocational goals and objectives. Intensive one-to-one group counselling. Career exploration courses.

Learning assistance services can not only support ABE students but instructors as well. Many instructors in ABE have been performing several of the learning assistance activities listed in Figure 2 as part of their regular instructional duties. The availability of learning assistance services may provide them with the support to more effectively manage the learning climate. In the past, ABE instructors have been trained to be "jack of all trades", and have been expected to cope with a wide range of individuals entering their classroom. Very little support has been available either to teacher or student.

As ABE programs become part of a comprehensive developmental program in post-secondary institutions, services such as learning assistance may become more readily available. It will then be possible to
evaluate the effectiveness of learning assistance services to determine whether they are as beneficial to the ABE student as they appear to be for other non-traditional students.
CHAPTER III

ADULT BASIC EDUCATION IN BRITISH COLUMBIA

Chapter Three examines the need for and provision of Adult Basic Education (ABE) in British Columbia through an analysis of demographic data concerning the extent of undereducation in British Columbia and data on community college ABE programs. The educational status of British Columbia's population according to the 1971 and 1976 Census is described in relation to the demographic variables of sex, age, labour force participation, income and ethnicity. College and school district distributions are also examined. Current provision for ABE are documented through program enrollment statistics and number and type of ABE programs offered in the college regions. Finally conclusions and implications for the provision of learning assistance services to ABE programs in British Columbia are presented.
The sources of demographic data for this chapter are the analyses of the 1971 and 1976 Census data conducted by Dickinson and published in 1978 and 1979. Other statistical information was obtained from the Statistics Canada Yearbook on Vital Statistics (Canada 1976). For data on ABE programs and student enrollments, the sources were annual reports of the Ministry of Education published by Educational Data Services (Ministry of Education, 1980c) and special tabulations prepared by the Ministry of Education.

One major limitation of the ABE student enrollment data is the lack of a single coherent system for the documentation of the activities of all provincial providers of ABE and related programs. At best, the limited data presently available are an approximation of participation that does not permit a detailed analysis.

**Characteristics of the Undereducated**

Broad recognition over the last twenty years has been given to the extent of undereducation in Canadian society. An assumption which has prevailed and given impetus to this recognition, has been that technical and social changes increase the need for a literate work force. The level of education required for
minimal labour force participation in a technologically progressive society has been generally recognized to be completion of eight years of schooling (Thomas, 1976). Years of schooling completed is the one official measure of the educational level of the Canadian population. The Census category of less than five years of schooling has been widely accepted as a definition of functional illiteracy (Verner, 1964). The B.C. Ministry of Education's policy on ABE declares education up to and including the Grade 12 level as basic education for adults. The ABE Consortium at the University of British Columbia (1979) and the Committee on ABE (Ministry of Education, 1979) nevertheless considered those adults who have not attained the eighth grade level as the target population of highest priority. This study has been developed with a similar view.

Years of Schooling

Data on the educational levels of the undereducated population in British Columbia, are reported aggregated to the category of completion of eight years of schooling or less. In British Columbia at the time of the 1971 Census, there were 378,695 adults or 24.0% of the population with less than nine years of schooling while the 1976 Census recorded 326,415 adults representing 19.1% of the population. Since the
earliest Census reporting levels of education conducted in 1921, there has been a persistent proportion of the adult population which has not attained more than five years of schooling (Verner, 1964).
TABLE 1

ADULT ILLITERACY IN BRITISH COLUMBIA
1921 – 1971

<table>
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<tr>
<th></th>
<th>1921</th>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population aged 20+</td>
<td>157,761</td>
<td>260,425</td>
<td>325,506</td>
<td>552,954</td>
<td>742,672</td>
<td>1,069,705</td>
</tr>
<tr>
<td>No. of Illiterates</td>
<td>5,975</td>
<td>5,802</td>
<td>18,034</td>
<td>26,545</td>
<td>36,033</td>
<td>43,135</td>
</tr>
<tr>
<td>% Illiterates</td>
<td>3.78</td>
<td>2.20</td>
<td>5.54</td>
<td>4.80</td>
<td>5.55</td>
<td>4.31</td>
</tr>
<tr>
<td><strong>Rural</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population aged 20+</td>
<td>171,690</td>
<td>187,813</td>
<td>250,602</td>
<td>229,950</td>
<td>248,262</td>
<td>304,340</td>
</tr>
<tr>
<td>No. of Illiterates</td>
<td>16,718</td>
<td>15,038</td>
<td>30,838</td>
<td>26,391</td>
<td>21,662</td>
<td>16,395</td>
</tr>
<tr>
<td>% Illiterates</td>
<td>9.78</td>
<td>8.00</td>
<td>12.30</td>
<td>11.47</td>
<td>8.72</td>
<td>5.39</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population aged 20+</td>
<td>329,449</td>
<td>448,238</td>
<td>576,108</td>
<td>782,904</td>
<td>990,934</td>
<td>1,374,045</td>
</tr>
<tr>
<td>No. of Illiterates</td>
<td>22,693</td>
<td>20,840</td>
<td>40,872</td>
<td>52,936</td>
<td>57,695</td>
<td>59,530</td>
</tr>
<tr>
<td>% Illiterates</td>
<td>6.88</td>
<td>4.65</td>
<td>8.48</td>
<td>6.76</td>
<td>5.82</td>
<td>4.33</td>
</tr>
</tbody>
</table>

Source: Dickinson, 1978a
For the 50 year period, 1921-1971, the proportion of adults with less than five years of schooling in B.C. has ranged from 6.9% in 1921, to 4.3% in 1971 with a high of 8.5% in 1941. While there has been a gradual decline in the proportion of adults with less than Grade 5 in the population since 1941, there has been an increase in the actual numbers of adults from 22,693 in 1921 to 59,530 in 1971. The population of illiterate adults has more than doubled while their proportion in the population has declined by one-third over this period (Table 1).

Data from the 1976 Census show adults aged 15 years and over with less than five years of schooling to be 3.9% of the population and the total number of such illiterates to be 56,620 as compared to a total of 59,530 (4.3%) in 1971. This is the first observed decline in real terms in the growth of the illiterate population in British Columbia in over 50 years. While these figures are not directly comparable, because the decennial Census reports on the population aged 20 years and over and the 1976 Census data reports on the population aged 15 years and over, it is highly likely that mortality rates account for a large proportion of the decline.

Age

One interesting feature of the distribution of
levels of education is the relation between education and age. As might be expected, older adults have fewer years of schooling than younger adults. According to the 1971 Census, 41,255 adults aged 50 and over half completed less than five years of schooling. This group represents 66% of all those with less than five years of schooling. Among those adults with five to eight years of schooling, there were 171,280 individuals aged 50 years and over. This number represents approximately 54% of all adults with this level of education. In 1976, 64.05% or 36,265 of those with less than five years of schooling were over the age of 55 and 141,600 or 52.5% in this age group had between five to eight years of schooling. The most severe literacy problems are to found with the province's older adults. Two-thirds of the least literate group are comprised of those 55 years and older and over half of those with five to eight years of schooling are in this age grouping (Table 2).

Since the older age group accounts for a large percentage of the least educated population, the decrease in the extent of undereducation for adults with less than five years of schooling between the 1971 Census and the 1976 Census, from 62,070 to 56,620, is most likely attributable to the effects of mortality. Similarly, the decline in the rate of undereducation
for adults with five to eight years of schooling from 20.1% in 1971 to 15.8% in 1976 is also in large part attributable to the effects of mortality.

Young adults between the ages of 15 and 24 represent 0.7% of those with less than five years of schooling and 5.4% of those with five to eight years of schooling. This age group contained the lowest percentage (6.1%) of those in the population with less than nine years of schooling (Table 2).

Sex

According to the 1976 Census, a slightly larger proportion of women (3.4%) than men (3.2%) had completed less than five years of schooling (Table 3). However, a larger proportion of men (16.9%) than women (14.2%) had completed between five and eight years of schooling. Between the 1971 and 1976 Census, a greater decline was observed in the proportion of males in the population with less than five years of schooling (5,340 or .91%) than females with less than five years of schooling (105 or .37%). Similarly there was a greater decrease in the proportion of males with less than nine years of schooling (5.9%) than females with less than nine years of schooling (3.9%) in the same time period. Males, therefore, appeared to experience a gain of 6% in the proportion of those completing more than eight years of schooling while females reported an
### Table 2

Population Aged 15 and Over, Not Attending School Full-Time, by Age Group and Educational Level, 1976

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Total Adult Population</th>
<th>Below Grade 5 No.</th>
<th>%</th>
<th>Grade 5-8 No.</th>
<th>%</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 - 24</td>
<td>315,520</td>
<td>2,235</td>
<td>0.7</td>
<td>16,890</td>
<td>5.4</td>
<td>19,125</td>
<td>6.1</td>
</tr>
<tr>
<td>25 - 34</td>
<td>381,790</td>
<td>3,560</td>
<td>0.9</td>
<td>22,775</td>
<td>6.0</td>
<td>26,335</td>
<td>6.9</td>
</tr>
<tr>
<td>35 - 44</td>
<td>276,775</td>
<td>6,290</td>
<td>2.3</td>
<td>36,590</td>
<td>13.2</td>
<td>42,880</td>
<td>15.5</td>
</tr>
<tr>
<td>45 - 54</td>
<td>267,045</td>
<td>8,270</td>
<td>3.1</td>
<td>51,940</td>
<td>19.4</td>
<td>60,210</td>
<td>22.5</td>
</tr>
<tr>
<td>55 - 64</td>
<td>225,320</td>
<td>9,020</td>
<td>4.0</td>
<td>58,130</td>
<td>25.8</td>
<td>67,150</td>
<td>29.8</td>
</tr>
<tr>
<td>65 or more</td>
<td>241,815</td>
<td>27,245</td>
<td>11.3</td>
<td>83,470</td>
<td>34.5</td>
<td>110,715</td>
<td>45.8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,708,265</td>
<td>56,620</td>
<td>3.3</td>
<td>269,795</td>
<td>15.8</td>
<td>326,415</td>
<td>19.1</td>
</tr>
</tbody>
</table>

Source: Dickinson, 1978a

### Table 3

Population Aged 15 and Over, Not Attending School Full-Time, By Sex and Educational Level, 1976

<table>
<thead>
<tr>
<th>Sex</th>
<th>Total Adult Population</th>
<th>Below Grade 5 No.</th>
<th>%</th>
<th>Grade 5-8 No.</th>
<th>%</th>
<th>Total No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>842,190</td>
<td>27,130</td>
<td>3.2</td>
<td>142,065</td>
<td>16.9</td>
<td>169,195</td>
<td>20.1</td>
</tr>
<tr>
<td>Female</td>
<td>866,070</td>
<td>29,490</td>
<td>3.4</td>
<td>127,730</td>
<td>14.7</td>
<td>157,220</td>
<td>18.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,708,265</td>
<td>56,620</td>
<td>3.3</td>
<td>269,795</td>
<td>15.8</td>
<td>326,415</td>
<td>19.1</td>
</tr>
</tbody>
</table>

Source: Dickinson, 1978a
increase of only 4%. In light of the fact that there was little variation in the numbers of women with less than five years of schooling, it is unclear why there is such a large difference for males with the same level of schooling, unless the difference is once again attributable to mortality.

In Canada, the trend has been that the mortality rate for males in this age group is considerably higher than for females, and that the mortality rate for males over time has been increasing while the females mortality rate has remained fairly stable. For British Columbia, the vital statistics show that between the ages of 50 and 75, almost twice as many males die as females. After the age of 79, men and women approach a more equal distribution in the number of deaths. These statistics and mortality trends present evidence that mortality is a major variable in explaining the greater decrease in the proportion of males completing nine years of schooling than women completing the same number of years between the times of the 1971 and 1976 Censuses.

Labour Force Participation

There is evidence that a strong relationship exists between level of schooling and labour force participation. The higher the number of years of schooling completed, the greater the level of labour
force participation. Conversely, the lower the number of years of schooling completed, the lower the level of labour force participation and the higher the incidence of unemployment. For those who have attained a university degree, labour force participation reaches 79.7% and unemployment is a low 3.3%. In contrast, labour force participation is only 42.6%, and unemployment in 1976 was as high as 12.7% for those with eight years of schooling or less (Table 4).
# Table 4

Level of Labour Force Participation, and Unemployment
By Educational Level

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>No. in Pop.</th>
<th>% Labour Force Part.</th>
<th>% Unemployed</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-8 years of schooling</td>
<td>312,000</td>
<td>42.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Some high school</td>
<td>1,008,000</td>
<td>60.8</td>
<td>11.5</td>
</tr>
<tr>
<td>Some post-secondary</td>
<td>224,000</td>
<td>66.8</td>
<td>6.9</td>
</tr>
<tr>
<td>Post-secondary certificate or diploma</td>
<td>180,000</td>
<td>71.8</td>
<td>5.8</td>
</tr>
<tr>
<td>University degree</td>
<td>149,000</td>
<td>79.9</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1,873,000</strong></td>
<td><strong>61.1</strong></td>
<td><strong>9.5</strong></td>
</tr>
</tbody>
</table>

**Note:** Labour force data is obtained by sampling techniques. The estimates obtained are for the total population aged 15 years and older not just those out of school.

**Source:** 01/79 Report of the Committee on ABE, Ministry of Education.
The consequences of a lack of education are widely recognized to be lower levels of income, dependence on government support, lack of economic and employment prospects, and fewer job choices.

The highest rates of undereducation reported in the 1971 Census are for those adults employed in 1) the primary industries of fishing and trapping where 38% of the work force has less than nine years of schooling, 2) agriculture with 34.2%; and 3) forestry with 33.4% of its work force reporting less than nine years of schooling (Dickinson, 1978a, p. 16)

A disproportionate number of undereducated young adults are found among the unemployed, indicating that undereducated youth are more likely to benefit from higher levels of education. Lack of education is a greater barrier to the employment of youth than it is to older adults (Table 5).

Income

Income levels as reported in the 1971 Census bear little relation to existing income levels in 1981 and are extremely outdated. However, it is still interesting to note that almost 75% of those with less than five years of schooling had an annual income in the lowest recorded income categories (0-$2,000), while only 2% of this group reported annual incomes greater than $10,000 per annum, the highest income category
Table 5

Levels of Unemployment By Age Group
And Educational Level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Percentage 15-24 years</th>
<th>Unemployed 25+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 to 8 years</td>
<td>20.9</td>
<td>7.1</td>
</tr>
<tr>
<td>Some high school</td>
<td>12.9</td>
<td>5.7</td>
</tr>
<tr>
<td>Some post-secondary</td>
<td>12.7</td>
<td>5.2</td>
</tr>
<tr>
<td>Post-secondary diploma</td>
<td>12.0</td>
<td>3.9</td>
</tr>
<tr>
<td>University degree</td>
<td>10.8</td>
<td>2.5</td>
</tr>
<tr>
<td>All levels</td>
<td>13.2</td>
<td>5.3</td>
</tr>
</tbody>
</table>


01/79 Report of the Committee on ABE, Ministry of Education.
reported in the 1971 Census (Table 6). Years of schooling appears to be strongly and positively associated with income levels. Individuals with more than eight years of schooling completed are highly represented in the $10,000 per annum and over category (85.66%) while individuals with less than five years of schooling are poorly represented in this income range (0.92%). It is highly likely that this association persists in contemporary terms and will be reported similarly in the 1981 census.

As noted in the report of the Special Senate Committee on Poverty in Canada (Canada, 1971), there is a definite relationship between educational level and poverty. The Report of the Committee on Adult Basic Education (Ministry of Education, 1979), also remarked on this relationship and noted that a study of welfare recipients in East Vancouver reported more than 52% of those on social assistance had completed nine or less years of schooling. The study concluded that lack of education is probably a major barrier to employment for more than 50% of those on welfare assistance in East Vancouver. The study findings must be tempered, however, by other studies which show that the great majority of welfare recipients receive assistance because they are either permanently disabled, single parents with young children or ill (The Federal-
Provincial Study Group on Alienation, 1971). It is unknown exactly how many of those with less than nine years of schooling face insurmountable social or health barriers to their participation in the labour force. In the literature, it is now generally accepted that low levels of education contribute towards a dependency syndrome and it is possible that for those who successfully complete ABE programs, the change in level of education alone may not be sufficient to ensure their competitive participation in the marketplace.

One additional factor contributing to the association between low levels of income and few years of schooling is that a large percentage of individuals in the lowest income categories likely consist of senior citizens receiving retirement pensions and forms of government assistance or income support. Unfortunately, data are not available to confirm or disconfirm this possibility. However, Statistics Canada reports that in 1971 more than 65% of those with less than five years of schooling are over age 60 and are not in their highest income earning years.

If one examines only those in their economically productive years and not receiving government income assistance, then it is obvious that higher years of schooling enable one to accrue greater financial benefits in Canadian society. Since "need" is a
Table 6
B.C. Total
Years of Schooling by Income, 1971

<table>
<thead>
<tr>
<th>Income</th>
<th>LT 5 No.</th>
<th>LT 5 %</th>
<th>5-8 No.</th>
<th>5-8 %</th>
<th>MT 8 No.</th>
<th>MT 8 %</th>
<th>Total No.</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>39,875</td>
<td>2.53</td>
<td>148,200</td>
<td>9.40</td>
<td>395,520</td>
<td>25.11</td>
<td>583,590</td>
<td>37.05</td>
</tr>
<tr>
<td>Under</td>
<td>6,515</td>
<td>.41</td>
<td>37,435</td>
<td>2.37</td>
<td>212,650</td>
<td>13.50</td>
<td>256,590</td>
<td>16.29</td>
</tr>
<tr>
<td>$2,000-$2,999</td>
<td>2,570</td>
<td>.16</td>
<td>13,930</td>
<td>.88</td>
<td>62,825</td>
<td>3.98</td>
<td>79,330</td>
<td>5.04</td>
</tr>
<tr>
<td>$3,000-$5,999</td>
<td>6,365</td>
<td>.40</td>
<td>41,520</td>
<td>2.63</td>
<td>188,920</td>
<td>11.99</td>
<td>236,795</td>
<td>15.03</td>
</tr>
<tr>
<td>$6,000-$9,999</td>
<td>5,480</td>
<td>.34</td>
<td>57,325</td>
<td>3.63</td>
<td>220,125</td>
<td>13.97</td>
<td>282,940</td>
<td>17.96</td>
</tr>
<tr>
<td>$10,000 or more</td>
<td>1,260</td>
<td>.07</td>
<td>18,210</td>
<td>1.15</td>
<td>116,340</td>
<td>7.38</td>
<td>135,805</td>
<td>8.62</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62,060</td>
<td>3.94</td>
<td>316,625</td>
<td>20.10</td>
<td>1,196,380</td>
<td>75.95</td>
<td>1,575,065</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Dickinson, 1978a
Note: LT = Less Than; MT = More Than
relative concept, often tied to income and ability to earn income, those adults with less than eight years of schooling definitely constitute a "needy" group in society in terms of their ability to acquire personal and social capital.

**Ethnicity**

The data on levels of schooling and ethnicity reported in the 1971 Census reveal that the highest levels of undereducation are to be found among those adults whose ethnic origins are Native Indian, Inuit (Eskimo) and European. More than half of the Native Indian adult population (58.6%) were reported to have less than nine years of schooling. Almost half of the Inuit population (47.05%) were also in this category and almost one-third (31.6%) of the European ethnic population had completed less than nine years of schooling. These three ethnic groups combined had a total of 123,945 adults with less than nine years of schooling. However the British Isles ethnic group which had only 17.9% of its population with less than nine years of schooling, because of its predominant majority had 166,250 adults in this category of undereducated. (Table 7)

In urban areas, the largest group of people with less than five years of schooling consisted of those from European backgrounds (Dickinson, 1978a).
Table 7
B.C. Total
Years of Schooling by Ethnicity, 1971

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>LT 5</th>
<th>5 - 8</th>
<th>MT 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>British Isles</td>
<td>15,860</td>
<td>1.00</td>
<td>150,390</td>
<td>9.54</td>
</tr>
<tr>
<td></td>
<td>1.70</td>
<td>16.17</td>
<td>82.12</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>25.55</td>
<td>47.49</td>
<td>63.82</td>
<td>59.03</td>
</tr>
<tr>
<td>European</td>
<td>17,285</td>
<td>1.09</td>
<td>88,965</td>
<td>5.64</td>
</tr>
<tr>
<td></td>
<td>5.14</td>
<td>26.49</td>
<td>68.35</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>27.84</td>
<td>28.09</td>
<td>19.18</td>
<td>21.31</td>
</tr>
<tr>
<td>Native Indians</td>
<td>5,670</td>
<td>.35</td>
<td>11,925</td>
<td>.75</td>
</tr>
<tr>
<td></td>
<td>18.89</td>
<td>39.73</td>
<td>41.36</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>9.13</td>
<td>3.76</td>
<td>1.03</td>
<td>1.90</td>
</tr>
<tr>
<td>Eskimo</td>
<td>20</td>
<td>.00</td>
<td>60</td>
<td>.00</td>
</tr>
<tr>
<td></td>
<td>11.76</td>
<td>35.29</td>
<td>52.94</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>.03</td>
<td>.01</td>
<td>.00</td>
<td>.01</td>
</tr>
<tr>
<td>Asian</td>
<td>8,790</td>
<td>.55</td>
<td>10,515</td>
<td>.66</td>
</tr>
<tr>
<td></td>
<td>15.87</td>
<td>18.99</td>
<td>65.12</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>14.16</td>
<td>3.32</td>
<td>3.01</td>
<td>3.51</td>
</tr>
<tr>
<td>Other</td>
<td>14,475</td>
<td>.91</td>
<td>54,757</td>
<td>3.47</td>
</tr>
<tr>
<td></td>
<td>6.46</td>
<td>24.45</td>
<td>69.07</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>23.32</td>
<td>17.29</td>
<td>12.92</td>
<td>14.21</td>
</tr>
<tr>
<td>TOTAL</td>
<td>62,065</td>
<td>3.94</td>
<td>316,625</td>
<td>20.10</td>
</tr>
<tr>
<td></td>
<td>3.94</td>
<td>20.10</td>
<td>75.95</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Dickinson, 1978a

Note: LT = Less Than
MT = More Than
In rural areas, native Indians were the largest group with less than five years of schooling (4,435 or 25.95% of that category). The highest proportion of rural adults with five to eight years of schooling was also found among native Indian adults with 42.46% of native Indians reported in this category. During the ten year period 1961 to 1971, there has been a major improvement in the percentage of the population with more than eight years of schooling, from 18.9% in 1961 to 41.4% in 1971. This has been matched with a corresponding reduction in the percentage of the native population with less than five years of schooling, from 26.7% in 1961 to 18.9% in 1971 (Blunt & Middleton, 1978). The rural native adult population remains the single most educationally disadvantaged group in British Columbia. They are observed as the largest ethnic group in special ABE classes (Ministry of Education, 1979).

Levels of Education by College Region

Dickinson (1979) examined 1976 Census data and reported levels of education for adults with less than nine years of schooling by school district and college region. Table 8 presents this data from the Dickinson (1979) study. The data shows great variation among college regions with respect to the incidence of undereducation and illiteracy. Within a college region
<table>
<thead>
<tr>
<th>College Region</th>
<th>Number of Adults With Grades:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4 or less</td>
<td>5 - 8</td>
<td>8 or less</td>
</tr>
<tr>
<td>Vancouver</td>
<td>16,750</td>
<td>51,210</td>
<td>67,960</td>
</tr>
<tr>
<td>Douglas</td>
<td>9,655</td>
<td>57,645</td>
<td>67,300</td>
</tr>
<tr>
<td>Okanagan</td>
<td>5,495</td>
<td>27,585</td>
<td>33,080</td>
</tr>
<tr>
<td>Camosun</td>
<td>3,470</td>
<td>21,840</td>
<td>25,310</td>
</tr>
<tr>
<td>Malaspina</td>
<td>2,730</td>
<td>19,175</td>
<td>21,905</td>
</tr>
<tr>
<td>Fraser Valley</td>
<td>2,645</td>
<td>16,250</td>
<td>18,895</td>
</tr>
<tr>
<td>Cariboo</td>
<td>3,290</td>
<td>14,085</td>
<td>17,375</td>
</tr>
<tr>
<td>New Caledonia</td>
<td>2,635</td>
<td>14,480</td>
<td>17,115</td>
</tr>
<tr>
<td>Selkirk</td>
<td>3,115</td>
<td>8,750</td>
<td>11,865</td>
</tr>
<tr>
<td>Northwest</td>
<td>2,135</td>
<td>8,435</td>
<td>10,570</td>
</tr>
<tr>
<td>Capilano</td>
<td>1,155</td>
<td>8,850</td>
<td>10,005</td>
</tr>
<tr>
<td>East Kootenay</td>
<td>1,415</td>
<td>8,225</td>
<td>9,640</td>
</tr>
<tr>
<td>North Island</td>
<td>965</td>
<td>6,885</td>
<td>7,850</td>
</tr>
<tr>
<td>Northern Lights</td>
<td>1,165</td>
<td>6,390</td>
<td>7,555</td>
</tr>
</tbody>
</table>

Source: Dickinson, 1978
there is a tendency for higher levels of undereducation to occur in areas of population concentration, therefore great variation exists amongst school districts within a college region. Even within a single school district, such as Vancouver School District 39, concentrations of low levels of education in certain geographically distinct neighbourhoods can be identified. The incidence of low levels of education in Vancouver is highest in the older, inner city core neighbourhoods. Information which helps to clarify and define location, levels of schooling and concentrations of the undereducated population in a college region assists in planning and allocating resources for facilities and programs in ABE.

Another significant phenomenon with respect to the geographic distribution of undereducated adults is that in 1971, almost three-quarters of the undereducated lived in urban centres, but the rates of undereducation were almost identical for both urban and rural centres. The highest incidence of undereducation was found amongst rural males (33.3%) and the lowest amongst urban females (21.1%). In every age group, there was a higher proportion of rural than urban residents with lower levels of education. However, in actual numbers, more adults with eight years of schooling or less were enumerated in urban areas (Dickinson, 1979).
The college regions of Vancouver (67,960) and Douglas (including Kwantlen) Community Colleges (67,300) had more than double the numbers of adults with eight or less years of schooling than all other college regions. However in terms of rates of undereducation, Northern Lights had the fewest in actual numbers (7,555), but ranked the highest among college regions in terms of the percentage of its population with less than nine years of schooling (26.1%). Okanagan College also has a significant population in need of adult basic education and ranked third in actual numbers (33,080) and fourth in terms of percentage of the total population with less than nine years of schooling (23.8%). Selkirk (6.7%) and Vancouver Community Colleges (5.3%) had the two highest proportions of college region populations with five years of schooling or less.

An examination of school districts for levels of undereducation reveals a disturbing picture. The highest rate of illiteracy in the province, according to 1976 Census data, exists in the Nishga School District in the Northwest College region. There, 39% or the adult population have completed only eight years or less of schooling. In the Selkirk College region, there is an illiteracy rate of 36.1% in the Grand Forks School District, which also has the highest provincial
rate of illiteracy among adults with less than five years of schooling (6.7%). Castlegar, another school district within the same college region, not only has the second highest illiteracy rate in the province of 11.2%, but also has the fourth highest percentage of adults with eight or less years of schooling (31.3%). Okanagan College district experiences a higher level of undereducation in two school districts, Keremeos (33.8%) and South Okanagan (32.4%).

The three college districts, Selkirk, Northwest and Okanagan contain between them, five school districts where more than 30% of their adult population have completed less than nine years of schooling. Vancouver college region contains the highest number of undereducated adults in the province.

Current Provisions

Various ABE programs have been provided by the Ministry of Education through community colleges, provincial institutes, approved programs delivered through local school districts and the Correspondence Branch. High school equivalency may only be obtained after successful completion of the General Educational Development (GED) examination. This section will report mainly on community college provisions in ABE.
There is a proliferation of names, classifications and categories by which adult basic education is described in British Columbia. The Ministry of Education classifies basic education and development related programs offered through colleges and provincial institutes, under one "activity classification" for purposes of budgeting and financial planning. That classification includes seven categories: English Language and Citizenship, Basic Training, Orientation Programs, Programs for the Handicapped, Basic Academic, Learning Skills and Personal Development. However for policy purposes, ABE programs are defined by the Ministry to include: Basic Literacy, Academic Upgrading, Pre-Vocational and English Language Training.

ABE programs are funded by a number of different Ministry sources, as well as by the federal government through the Canada Employment and Immigration Commission (CEIC). These different funding sources are concerned with different educational goals. Moreover, these diverse funding sources request different accountability criteria, thus data collection by which comparison across types of programs can be made is virtually impossible.

A further three categories of programs have been developed for the purposes of describing current types
and numbers of ABE programs offered in post-secondary institutions (Ministry of Education, 1980a). These are: 1) Academic Upgrading and Related, 2) Employment Orientation and 3) English Language Training. Under Academic Upgrading and Related there are presently reported 43 different programs offered by B.C. post-secondary institutions, including 15 programs titled "Basic Training [for] Skills Development", 11 programs named, "College / Achievement / Foundations / Preparatory", and only seven programs described as Adult Literacy/Academic Upgrading/Basic Education. Under the heading Employment Orientation Programs, there are a total of 31 different program descriptions including, Basic Employment Skills Training (eight), Basic Job Readiness Training (five), Employment Orientation for Women (six) and nine other related program titles. In the third and smallest category of programs, English Language Training Programs, a total of 16 different programs are offered, with the majority (11) labelled, "English Language Training". There at least appears to be more consistency in labelling English Language Training programs than in the other program categories (Appendix C).

An analysis of types of programs provided by institutions in 1980 showed that Selkirk College offered the greatest number of Academic Upgrading and
Related programs (six), North Island College followed with five, and Fraser Valley, Northern Lights and Vancouver each offered four programs in this category. Capilano, Cariboo, Douglas and Northwest Colleges each offered one program under this category. For Employment Orientation programs, Vancouver offered six types, while three institutions, North Island, Selkirk and the Open Learning Institute did not offer any. Under the category, English Language Training, the main post-secondary institutional provider was Vancouver Community College which offered 10 of the total 16 programs in the province.

Thus the range and nature of ABE programs vary greatly among the college regions in B.C. Similar programs are offered under different titles, with different educational objectives and for varying lengths of time. A survey of educational objectives for ABE programs indicates that there are two main goals, entry into the work force and entry into further training or education (Ministry of Education, 1980a). Accurate data describing number of actual classes and student enrollments in these classes are impossible to ascertain due to the dearth of reliable data. The Report of the Committee on Adult Basic Education (Ministry of Education, 1979), described ABE in British Columbia as "ad hoc and spasmodic". It further
commented on the inadequacy of data by stating:

Responsibility for programming is often diffused throughout an institution so that records are rarely available in one place. Both students and institutions tend to be transient, which complicates the record keeping process. Similar programs are offered under different titles, and use of traditional classroom method is by no means universal, so data on student enrollments are not always consistent. (Ministry of Education, 1979, p. 11)

One estimate of classes and enrollments was provided in a survey undertaken by the Committee on Adult Basic Education (Ministry of Education, 1979). It was estimated that ABE currently involves more than 500 classes and 6,000 students per year. But this figure reports mainly Canada Manpower (Canada Employment and Immigration Commission) related courses and enrollments in 1976-77. Completion rates in these programs ranged from 51.4% for BTSD to 90.9% for Employment Orientation courses for women. A total of 529 classes were conducted in the province during 1976-77, with 117 available for full-time students, 185 for part-time and 227 for either full or part-time students. The majority (344) of these classes were
conducted in the Lower Mainland and Fraser Valley Regions of the province.

A total of 6,588 students were reported in the survey although not all institutions were able to provide enrollment figures. A total of 1,987 students were reported enrolled as full-time, 2,793 as part-time and 1,808 as either full-time or part-time students.

The Ministerial statement of policy on ABE (Ministry of Education, 1980b) reported a figure of student participation in ABE programs almost six times the total estimated by the Committee on ABE: "In 1978-1979, approximately 40,000 men and women participated in adult basic education, including English Language Training" (Ministry of Education, 1980b, p.1). "Participation" was not defined in the statement, although it is likely that the figure accounts for the full range of ABE programs and providers in the province for that year.

College provisions for ABE vary widely and regional variation appears unrelated to the target population identified in Census data. It is difficult to draw comparisons between different college regions in terms of the extent college ABE programs have been able to meet regional needs of undereducation because of inadequate and inconsistent data. Enrollment information was obtained from the Ministry of Education
for 1979-80 for part-time ABE courses delivered through continuing education programs and part-time and full-time academic upgrading courses (Table 9). In addition, information about college-planned capacity in ABE occupational upgrading courses was obtained (Table 10). These sources portray a snapshot of participation in ABE.

Northern Lights College contained the highest provincial proportion of its adult population with less than nine years of schooling (26.1%) of any of the college regions. However, it ranked fourteenth out of a total of 15 colleges in terms of this population participating in part-time ABE courses, with a participation rate of six for every 1,000 adults in the college region with less than nine years of schooling. Northwest and Okanagan College each had 23.8% of their total adult population with less than nine years of schooling, but where Northwest College had a participation rate of 35 per 1,000 in part-time ABE programs, which was the highest rate of participation in the province, Okanagan's rate of participation was seven per 1,000 for a ranking of twelfth out of 15 providers. North Island outstripped all other colleges in part-time and full-time Academic Upgrading Courses in 1979-80 with a rate of participation of 40 per 1,000 population. Camosun College ranked second with a
Table 9

Participation Rates and Rank Order in Part-time ABE Programs and Full and Part-time Academic Upgrading Courses

<table>
<thead>
<tr>
<th>Provider College Region</th>
<th>Part-Time ABE Programs</th>
<th>Rank</th>
<th>Full-Time and Part-Time Academic Programs</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMOSUN (SD)</td>
<td>11</td>
<td>9</td>
<td>22.5</td>
<td>2</td>
</tr>
<tr>
<td>CAPILANO (SD)</td>
<td>8</td>
<td>11</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CARIBOO (C)</td>
<td>7</td>
<td>13</td>
<td>15.6</td>
<td>4</td>
</tr>
<tr>
<td>DOUGLAS (SD)</td>
<td>31</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>DOUGLAS (Kwantlen)</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>EAST KOOTENAY (C)</td>
<td>26</td>
<td>5</td>
<td>8.3</td>
<td>5</td>
</tr>
<tr>
<td>FRASER VALLEY (C)</td>
<td>15</td>
<td>8</td>
<td>2.3</td>
<td>11</td>
</tr>
<tr>
<td>MALASPINA (C)</td>
<td>10</td>
<td>10</td>
<td>4.1</td>
<td>7</td>
</tr>
<tr>
<td>NEW CALEDONIA (C &amp; SD)</td>
<td>23</td>
<td>16</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>NORTH ISLAND (C)</td>
<td>30</td>
<td>3</td>
<td>40.0</td>
<td>1</td>
</tr>
<tr>
<td>NORTHERN LIGHTS (C)</td>
<td>19</td>
<td>7</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>NORTHWEST (C)</td>
<td>6</td>
<td>14</td>
<td>3.0</td>
<td>9</td>
</tr>
<tr>
<td>OKANACAN (C &amp; SD)</td>
<td>35</td>
<td>1</td>
<td>7.6</td>
<td>6</td>
</tr>
<tr>
<td>SELKIRK (C)</td>
<td>7</td>
<td>12</td>
<td>3.1</td>
<td>8</td>
</tr>
<tr>
<td>VANCOUVER (C)</td>
<td>28</td>
<td>4</td>
<td>16.8</td>
<td>3</td>
</tr>
<tr>
<td>PACIFIC VOCATIONAL</td>
<td>5</td>
<td>15</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

NOTE:  
1. C = College provider  
   SD = School District provider  
2. Source: 1979 - 1980 Enrolment Data from Continuing Education Division and 1976 Census Data  
<table>
<thead>
<tr>
<th>Provider</th>
<th>Academic Upgrading and Related Program</th>
<th>Employment Orientation</th>
<th>English Language Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CAMOSUN</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>2. CAPILANO</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3. CARIBOO</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4. NEW CALEDONIA</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>5. DOUGLAS</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>6. EAST KOOTENAY</td>
<td>3</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>7. FRASER VALLEY</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. MALASPINA</td>
<td>3</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9. NORTH ISLAND</td>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10. NORTHERN LIGHTS</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>11. NORTHWEST</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>12. OKANAGAN</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>13. PACIFIC VOCATIONAL</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>14. SELKIRK</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>15. VANCOUVER (KEC)</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>16. OPEN LEARNING INSTITUTE</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>44</strong></td>
<td><strong>30</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

Source: A Classification of ABE Programs, Ministry of Education, Post-Secondary Department, 1980.
participation rate of 22.5%. The lowest participation rate in 1979-80 for academic upgrading courses was Fraser Valley College (2.3%) (Table 9). Douglas, Kwantlen and New Caledonia data were not available.

Calculations on seating capacity in full-time occupational training courses showed Vancouver Community College with the largest student capacity of 2,516 student contact months (SCM) (SCM= number of students times the number of months of training), followed by Kwantlen with 1,864 SCM, and Pacific Vocational Institute with 1,780 SCM. The lowest planned capacity was found in Camosun College which planned only 120 student contact months. For fiscal year 1979-80, the total planned capacity for occupational training in the province amounted to 10,198 student contact months (Table 11).

Occupational training was the second largest category of ABE programs documented for the involvement of post-secondary institutions in ABE. Since 1968-1969, enrollments in college preparatory programs has attracted a younger (under age 25) adult population. However, numbers of adults over age 25 began to show sharply increased enrollments in 1974 and this increase has remained fairly stable up to the present.

Enrollments over a ten year period since 1968-69, show a pattern of growth typified by a three year
Table 11

Planned College Capacity 1979 - 1980
For Full-Time ABE Occupational
Upgrading Courses by Student Contact Months

<table>
<thead>
<tr>
<th>Provider</th>
<th>Number of Student Contact Months (SCM)</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAMOSUN</td>
<td>120</td>
<td>15</td>
</tr>
<tr>
<td>CAPILANO</td>
<td>1,500</td>
<td>8</td>
</tr>
<tr>
<td>CARIBOO</td>
<td>1,524</td>
<td>7</td>
</tr>
<tr>
<td>DOUGLAS (KWANTLEN)</td>
<td>460</td>
<td>14</td>
</tr>
<tr>
<td>EAST KOOTENAY</td>
<td>1,864</td>
<td>2</td>
</tr>
<tr>
<td>FRASER VALLEY</td>
<td>330</td>
<td>11</td>
</tr>
<tr>
<td>MALASPINA</td>
<td>690</td>
<td>13</td>
</tr>
<tr>
<td>NEW CALEDONIA</td>
<td>1,763</td>
<td>4</td>
</tr>
<tr>
<td>NORTH ISLAND</td>
<td>864</td>
<td>9</td>
</tr>
<tr>
<td>NORTHERN LIGHTS</td>
<td>800</td>
<td>12.</td>
</tr>
<tr>
<td>NORTHWEST</td>
<td>1,726</td>
<td>5</td>
</tr>
<tr>
<td>OKANAGAN</td>
<td>830</td>
<td>10</td>
</tr>
<tr>
<td>SELKIRK</td>
<td>1,701</td>
<td>6</td>
</tr>
<tr>
<td>VANCOUVER</td>
<td>2,516</td>
<td>1</td>
</tr>
<tr>
<td>PACIFIC VOCATIONAL INSTITUTE</td>
<td>1,780</td>
<td>3</td>
</tr>
</tbody>
</table>

plateau followed by a spurt in enrollment, followed again by a plateau. The greatest increase in enrollments occurred in the 1974-1975, an increase of 2,669 enrollees over the previous year (Table 12).
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17 and under</td>
<td>1,229</td>
<td>18</td>
<td>16</td>
<td>14</td>
<td>6</td>
<td>23</td>
<td>16</td>
<td>282</td>
<td>265</td>
<td>212</td>
<td>203</td>
<td>174</td>
</tr>
<tr>
<td>18</td>
<td>2,123</td>
<td>22</td>
<td>67</td>
<td>64</td>
<td>84</td>
<td>120</td>
<td>71</td>
<td>311</td>
<td>351</td>
<td>336</td>
<td>358</td>
<td>339</td>
</tr>
<tr>
<td>19</td>
<td>1,705</td>
<td>30</td>
<td>84</td>
<td>77</td>
<td>130</td>
<td>139</td>
<td>69</td>
<td>295</td>
<td>280</td>
<td>292</td>
<td>261</td>
<td>308</td>
</tr>
<tr>
<td>20</td>
<td>1,497</td>
<td>11</td>
<td>58</td>
<td>61</td>
<td>105</td>
<td>85</td>
<td>75</td>
<td>204</td>
<td>230</td>
<td>251</td>
<td>219</td>
<td>198</td>
</tr>
<tr>
<td>21</td>
<td>1,171</td>
<td>7</td>
<td>45</td>
<td>34</td>
<td>74</td>
<td>72</td>
<td>49</td>
<td>186</td>
<td>181</td>
<td>183</td>
<td>179</td>
<td>161</td>
</tr>
<tr>
<td>22</td>
<td>883</td>
<td>9</td>
<td>42</td>
<td>34</td>
<td>55</td>
<td>37</td>
<td>49</td>
<td>117</td>
<td>152</td>
<td>132</td>
<td>124</td>
<td>132</td>
</tr>
<tr>
<td>23</td>
<td>689</td>
<td>3</td>
<td>20</td>
<td>23</td>
<td>49</td>
<td>38</td>
<td>31</td>
<td>95</td>
<td>111</td>
<td>118</td>
<td>98</td>
<td>103</td>
</tr>
<tr>
<td>24</td>
<td>551</td>
<td>2</td>
<td>18</td>
<td>22</td>
<td>26</td>
<td>22</td>
<td>16</td>
<td>66</td>
<td>106</td>
<td>97</td>
<td>82</td>
<td>94</td>
</tr>
<tr>
<td>25 - 29</td>
<td>1,781</td>
<td>2</td>
<td>42</td>
<td>39</td>
<td>77</td>
<td>75</td>
<td>63</td>
<td>274</td>
<td>299</td>
<td>289</td>
<td>308</td>
<td>313</td>
</tr>
<tr>
<td>30 - 34</td>
<td>898</td>
<td>0</td>
<td>20</td>
<td>17</td>
<td>44</td>
<td>27</td>
<td>22</td>
<td>128</td>
<td>164</td>
<td>154</td>
<td>151</td>
<td>171</td>
</tr>
<tr>
<td>35 - 39</td>
<td>550</td>
<td>0</td>
<td>15</td>
<td>7</td>
<td>22</td>
<td>15</td>
<td>13</td>
<td>75</td>
<td>96</td>
<td>93</td>
<td>110</td>
<td>104</td>
</tr>
<tr>
<td>40 and over</td>
<td>865</td>
<td>0</td>
<td>16</td>
<td>11</td>
<td>14</td>
<td>27</td>
<td>34</td>
<td>132</td>
<td>177</td>
<td>148</td>
<td>137</td>
<td>169</td>
</tr>
<tr>
<td>Not Reported</td>
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<td>35</td>
<td>0</td>
<td>46</td>
<td>20</td>
<td>141</td>
<td>1,153</td>
<td>7</td>
<td>92</td>
<td>119</td>
<td>92</td>
</tr>
</tbody>
</table>

Sub-Total: 129 478 403 732 700 649 3,318 2,419 2,397 2,349 2,358

ABE Student Characteristics

Only one study of ABE students in B.C. was found and this study was restricted to Canada Manpower sponsored BTSD enrollees for the period 1972-1977 (Blunt and Middleton, 1978). Nevertheless it remains the only longitudinal study of ABE participants to date. It is of particular interest because it clearly shows how employment policies have influenced the characteristics over time of BTSD (Basic Training for Skills Development) enrollees in the province. The study also commented on regional and institutional variation in retention and completion rates of BTSD students and identified student characteristics contributing to successful completion. BTSD courses are designed to provide occupationally oriented skills and knowledge through academic upgrading so that students may enter directly into employment or vocational skills training. In 1978 Canada Manpower-sponsored students accounted for approximately 75% of the total student enrollment in BTSD courses.

Analysis of data showed an overall increase in enrollments from 3,164 in fiscal year 1972-73 to 4,930 in 1975-76, an increase of 1,766 enrollments or 55.8%. This growth was attributed to the increased purchases of training days from the province and the increased provision for continuous intake into BTSD courses.
Several changes in the characteristics of BTSD enrollees, including an increasing proportion of young adults, females, and single adults were found. Additionally there was an observed increase in mature women returning to the labour market as well as a decline in the numbers of enrollees who were previously employed prior to entering training. The income levels of most students were on or below the poverty line in 1976-77. Immigrant enrollees were observed to have higher levels of academic schooling and had superior work experience than Canada-born enrollees. A decline in the proportion of immigrant enrollees was observed over the four year period studied.

Most of the changes in enrollee characteristics were attributed to three factors: 1) 1972 amendments to the Adult Occupational Training Act (AOTA) to enable younger and less experienced adults to enter training, 2) changes in the purchasing patterns of BTSD which resulted in fewer training spaces in lower level BTSD courses which had tended to provide training opportunities for older rather than younger adults and 3) increases in inflation and unemployment rates which caused an influx of young unemployed adults into BTSD and also encouraged the return of women to the labour force.

Student characteristics identified with better
completion rates included females rather than males; married or previously married, rather than never married; older rather than younger; more rather than less education; work experienced rather than inexperienced; and foreign-born rather than native-born Canadian.

Large variations in completion status of students between institutions were noted, and further variations were found over time within the same institution. For example, Northern Lights consistently had high non-completion rates, ranging from 70% to 46%, while Capilano College had consistently lower non-completion rates ranging from 34% to 12%. Seven institutions had annual variations in completion rates of ten per cent or greater.

The study concluded that BTSD did not appear to be a provincial program, but rather a collection of different regional programs with varying pre-requisites for entry and standards for completion (Blunt and Middleton, 1978, p. 49).

The study also found that BTSD programs were not meeting the stated goal of preparing students to enter into skills training as only six of every 100 BTSD enrollees successfully completed a skills training course during the period 1973-1977. For those that did enter training, their performance was found to be lower
than students who had never participated in BTSD.

Reasons for non-persistence in training were recommended as an area for further investigation, especially reasons for withdrawal, trainee motivation, need for counselling, and the effects of various instructional techniques. Variations in institutional programming were also identified as being worthy of investigation.

Summary

An attempt has been made in this chapter to provide an analysis of the need for provision of ABE in British Columbia. The target population for ABE was defined as those adults over the age of 15 who had not attained high school completion. Several demographic trends were found to influence the decline in the numbers of the undereducated in the years between 1971 and 1976, including an aging population and the concomitant effects of mortality. Within the defined target group for ABE, a priority population was established as those with less than nine years of schooling. The characteristics of this group were that they were older, female, unemployed, had low incomes and had European and Native Indian ethnic backgrounds. In rural areas, Native Indians were the largest group
of undereducated, while in urban communities adults from European backgrounds comprised the most significant group.

Data on those currently being served by ABE programs were found to be fragmented and unreliable. Few comparisons could therefore be made between the characteristics of the undereducated population and those students currently participating in ABE programs.

An examination of ABE program offerings in post-secondary institutions revealed that there was little relationship between the numbers and types of programs offered and the size and nature of the undereducated population in a college region.

The goals for the majority of ABE programs centred around facilitating entry into skills training or employment, or facilitating entry into higher education opportunities. These program goals were found to determine the demand population for ABE, and to a large extent, the nature of the present ABE clientele.

An analysis of program enrollments in college preparatory courses identified the majority of students to be under 25 years of age. An analysis of student characteristics over a four year period of Manpower-sponsored BTSD enrollees, revealed that younger single male adults predominate.

It may be tentatively concluded that present ABE
programs are geared predominately to serve the needs of younger adults, aged between 15 and 24, who are potentially good candidates for direct entry into the labour force, despite being the smallest group of undereducated in the population. Those not well served were older adults and Native adults residing in rural communities.

The age characteristics of the undereducated population was one of its most distinguishing demographic features and appeared to account for other dimensions as well. Due to the concentration of older persons, the undereducated population was more likely to be, out of the work force, female, ill or physically disabled and poor or receiving government assistance. Given these age characteristics, it may be unrealistic to expect that a large portion of the undereducated population can be served through present ABE offerings.

ABE programs geared toward vocational or academic goals may also not be appropriate responses to the needs of Native rural adults. In many rural communities, slow economic growth is a fact, and increased level of basic education alone may not significantly affect the income level or employability of this target group. Therefore present ABE programs may not prove attractive to any but younger Native adults who are prepared to move from the social and
family networks of their communities to take up employment or further training elsewhere in the province.

Limited data on completion rates within ABE programs were examined. While admittedly unrepresentative of the entire operation, two studies found institutional variation in completion rates as well as major regional variation. Very low completion rates were evidenced in some ABE programs. It is clear that further investigation is necessary to identify the primary causes of non-completion and dropout.
CHAPTER IV

SURVEY FINDINGS

This chapter reports findings from an exploratory survey of 17 post-secondary institutions in British Columbia (Dickinson, Cookson and Lee, Note 2), which was undertaken to describe current provisions for learning assistance services to ABE students. The study employed structured telephone and on-site interviews of college personnel.

The learning assistance activities observed are classified into three categories: 1) campus learning assistance centres, 2) off-campus learning assistance services and 3) ABE programs without learning assistance services. The basis of categorization was the method of delivery and organization utilized by post-secondary institutions to provide learning assistance services to ABE programs. The first category describes learning assistance services
organized formally as a distinct functional unit or centre for reporting, program delivery, planning and costing purposes. This category accounts for the majority of learning assistance services to ABE students. Of a total of seventeen post-secondary institutions surveyed, seven had learning assistance centres serving the entire college; Camosun, Capilano, East Kootenay, Pacific Vocational Institute (PVI), Selkirk, North Island, and Vancouver Community College (VCC, King Edward campus), four had ABE learning centres; Cariboo, Fraser Valley, Selkirk, and VCC (King Edward campus), and two institutions, Vancouver Community College and Selkirk College, had ABE as well as campus learning assistance centres. Four post-secondary institutions; Douglas, Malaspina, Northern Lights, and the College of New Caledonia, delivered decentralized learning assistance services. The third category was comprised of four institutions which did not provide any specialized learning assistance services for their ABE students; Northwest and Okanagan College, the Open Learning Institute (OLI) and the British Columbia Institute of Technology (BCIT).

Due to the general lack of documentation of learning assistance activities, colleges were not always able to provide relevant information under each heading. Moreover, off-campus learning assistance
services tended to be temporary in nature and relatively less well documented. Thus strict comparisons among the three categories which follow is difficult. The following sections are presented in an order which best fits information obtained by the study.

**Campus Learning Assistance Centres**

**Location**

The seven centres in this category are referred to as campus learning assistance centres although some were titled differently by the institutions. On Vancouver Island and in the Lower Mainland area, college learning assistance centres were located at Camosun College, North Island College, Vancouver Community College, King Edward Campus (KEC), Capilano College and Pacific Vocational Institute. In southeastern B.C., they were at East Kootenay College and Selkirk College.

Camosun College did not operate its learning assistance centre in 1980-81. However, its Board had stated an intention to reinstate the service in 1981-82, therefore, it was included and described as it operated in 1979-80. Both Vancouver Community College
(KEC) and Selkirk College operated a campus learning assistance centre and an ABE learning assistance centre. North Island College perceived its entire college operation to consist of "learning centres" serving the educational needs of its regional population. Because its operations and philosophy are unique, its learning assistance services and centres are described separately where appropriate.

Objectives

The objectives of campus learning assistance centres were: 1) to provide support services for accessing learning opportunities, and 2) to remove barriers to learning for the entire student population. Activities were viewed as an adjunct to regular college instruction in that the services and programs were not usually part of a regular college credit program. The nature of services was predominantly instructional, aimed at developing basic skills in mathematics, English, reading and study skills. Priority was placed on services addressing student-centred and student-identified needs.

The purposes and aims of services provided by campus learning assistance centres may be characterized as follows:
1. Diagnosis and assessment--facilitating an appropriate entry level as a means of ensuring realistic student progress, including identifying learning disabilities and physiological weaknesses affecting learning ability.

2. Remedial--ensuring the development of weak or deficient basic learning skills and attitudes.

3. Developmental--providing resources and opportunities for developing a learner's capabilities or potential.

4. Supportive--providing a supportive environment for self-appraisal and establishing realistic learning goals, and

5. Preventive--helping returning and non-traditional students adjust to demands of college life.

Any one service may meet several of the purposes listed above.
Services and Functions

Services reported by all seven campus learning assistance centres included the following: drop-in and scheduled one-to-one tutoring, small group tutoring, diagnostic and assessment testing for placement level, referral services, access to commercially-prepared and centre-prepared materials, quiet, supervised study areas, and self-paced learning materials.

In addition to services listed above, four college learning assistance centres also provided credit and non-credit courses, workshops or seminars of varying lengths on topics such as: writing the college essay, vocabulary development, thinking with clarity, conceptual blockbusting, spelling improvement, study skills (time management), reading improvement, communication skills, and stress management. Informal inquiries revealed no evident pattern among college learning assistance centres as to the length of the workshops, seminars and courses on the basis of subject matter. Courses on similar topics varied greatly in length, ranging from one one-hour session to 18 one-hour sessions. Some learning assistance centres provided diagnostic and assessment testing services for: 1) diagnosing learning difficulties, 2) writing prescriptions for teaching purposes, 3) assessing entry level in English competency and mathematics competency,
and 4) remedial testing at an instructor's request. Five centres also had a capacity for programmed instruction employing audio-visual aids in mathematics, reading, and spelling. Three centres used computer-assisted instruction and a fourth centre expected to purchase a computer terminal for its learning assistance centre in 1980-81.

The centres at Capilano, Selkirk, and Camosun colleges were developing or delivering services to learning disabled adults on a pilot basis.

Special Services for ABE. Special programming efforts observed for ABE included providing outreach services in locations where classes were conducted. Drop-in tutoring was available on a limited basis to off-campus ABE students, but at Selkirk, Capilano, East Kootenay and Camosun colleges, learning assistance personnel made scheduled visits to outlying ABE centers. In-class presentations and workshops was another method of serving the ABE student. Indirect services included faculty consultation which involved advising on reading and learning problems and conducting readability analyses of textbooks on request. ABE programs also made use of diagnostic and assessment services provided by learning assistance centres. Generally, counselling services were available through referral to a counsellor.
Facilities

Campus learning assistance centres were usually located on the main campus. Facilities varied considerably in size, furnishings, and equipment. Camosun College and Pacific Vocational Institute's learning assistance centres were temporarily housed in unused classroom space. Capilano, Vancouver (KEC), Selkirk (Castlegar), and North Island had permanently allocated space and this appeared to have resulted in facilities that were better planned and equipped for the specific use. East Kootenay had located its learning assistance centre in a portion of the college library. North Island facilities included mobile vans and a ship as well as conventional building sites.

Furnishings in the temporarily-sited centres were basic, consisting of a group work tables and chairs, a desk for the instructor, blackboards, shelving, bulletin boards and racks for handout materials. In the more permanent facilities, furnishings also included a lounge area with comfortable chairs, coffee tables, and lamps; a reception area with desk, typewriter, and file cabinets; a study area with carrels for individual work and for work with AV and VTR materials, group work tables, chairs, shelving and other display furnishings; and a separated office area for tutors and instructors. Some centres had
typewriters available for student use. Computer terminals were available at North Island, Vancouver (KEC), and Pacific Vocational, while Capilano College had budgeted for a computer terminal in its 1980/81 budget.

Size of facility ranged from a low of 500 sq. ft. at Capilano College, to as much as 2,000 sq. ft. at Vancouver Community College (KEC). Size did not seem as important a factor as use of the space in terms of furnishings and equipment provided and atmosphere created. All interviewed expressed dissatisfaction with the amount of space available for learning assistance operations, and most of the centres had proposed expansion and redevelopment.

Organization

Three of the seven campus learning assistance centres were located for budgeting purposes in the Student Service Division, two in the Community Education Division, and one each in Academic Services and Instructional Services. The administrative responsibility for Selkirk College's centre was split and in a state of flux.

The organizational location of campus learning assistance centres within an academically "neutral" administrative unit such as student services appeared
to have important consequences for the centre's ability to serve the entire student population. By not being too closely associated with one particular instructional division, campus learning assistance centres seemed better able to surmount "image" problems that could have been barriers to the provision of services to students in a wide range of programs.

Costs and Funding Sources

Capilano College had the highest total cost for learning assistance personnel ($101,700) in 1980-81 followed by Vancouver Community College (KEC) ($70,850), Pacific Vocational Institute ($60,000), East Kootenay Community College ($12,261), and Selkirk College (Castlegar) ($8,000). A personnel cost of $56,612 was projected for Camosun College had it been operating with the same staff and a 10% budget increase in 1980-81 compared with 1979-80. Data were not obtainable for North Island College. Personnel costs for full-time equivalent staff were as follows:
<table>
<thead>
<tr>
<th>Institution</th>
<th>FTE</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Camosun College (est.)</td>
<td>1.75</td>
<td>$30,635</td>
</tr>
<tr>
<td>Pacific Vocational Institute</td>
<td>2.00</td>
<td>30,000</td>
</tr>
<tr>
<td>Selkirk College (Castlegar)</td>
<td>1.50</td>
<td>30,000</td>
</tr>
<tr>
<td>Capilano College</td>
<td>4.15</td>
<td>24,506</td>
</tr>
<tr>
<td>Vancouver Community College</td>
<td>3.00</td>
<td>23,617</td>
</tr>
<tr>
<td>East Kootenay Community College</td>
<td>0.50</td>
<td>23,322</td>
</tr>
</tbody>
</table>

The majority of the college learning assistance centres identified in the study were funded from the ongoing college budget. With the exception of North Island College which had requested monies for learning assistance from the Academic Council under Activity Code 111, Function 1, and East Kootenay's centre which was funded internally, the remaining five colleges had been or would be requesting support from the Management Advisory Council under Activity Code 814, Function 8, Student Support or Function 7, Instructional Support.
Pacific Vocational Institute's learning assistance program was funded from the Academic Council under Activity Code 110, Function 1, Discipline Cluster 6100. This funding arrangement was not expected to continue in the future. It arose when there was a drop in BTSD enrollments and two BTSD instructors were assigned to staff the learning assistance centre. The Director of Student Services stated that in the coming fiscal year, learning assistance requests would be submitted to the Management Advisory Council.

Costs of operations other than salaries varied widely among centres. Higher costs of operation may reflect major purchases planned such as computer or audio-visual equipment.

The range of non-personnel costs for 1980-81 was as follows:
<table>
<thead>
<tr>
<th>Institution</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacific Vocational Institute</td>
<td>$15,000</td>
</tr>
<tr>
<td>Capilano College</td>
<td>14,000</td>
</tr>
<tr>
<td>Selkirk College (Castlegar)</td>
<td>13,000</td>
</tr>
<tr>
<td>Camosun College (est.)</td>
<td>3,353</td>
</tr>
<tr>
<td>Vancouver Community College (KEC)</td>
<td>2,500</td>
</tr>
<tr>
<td>East Kootenay Community College</td>
<td>600</td>
</tr>
</tbody>
</table>

**Staffing**

A common educational background among campus learning assistance centre personnel was not found. Four of the seven centres were staffed by personnel trained to the graduate level, indicating that a Master's degree may be perceived as desirable although not required. Educational background of learning assistance personnel included professional preparation in special education, psychology, educational and personal counselling, mathematics, reading, English and science education, ABE or ESL instruction, as well as the more generalized arts, humanities and sciences programs.

Centres extended their capacity to provide services by using full-time and part-time professional, para-professional, and volunteer staff. North Island
College learning centre personnel were responsible for providing the full range of college services including learning assistance. Vancouver Community College (KEC) employed ten individuals in part-time positions, and Selkirk College (Castlegar) had five part-time positions.

In smaller centres where few people were involved in the delivery of learning assistance services, administrative duties were not formally designated. The larger programs had designated planning and administrative duties to an individual staff member as part of their formal job responsibilities. At Capilano College, for example, the coordination role had been divided into two positions: an internal coordinator whose main responsibility was to oversee day-to-day administration of the centre, and an external coordinator whose main responsibility was program development and planning.

Measure of Usage

A daily record of student contacts, requests for services, and a "turnstile" count was not kept on a routine basis in most centres. Because of this lack of information and a lack of standardized record keeping procedures, an analysis of usage across all centres was impossible. Some centres provided estimates on 1)
individual weekly usage, 2) duration of an average contact, and 3) percentage of students seeking tutoring assistance. These were reported in four categories: ABE/ESL, University Transfer/Career, Vocational, and Non-college or Community. Some centres were unable to compile this information in time for this report.

For five centres reporting, the median number of students contacted on an individual basis was 60 per week. The median duration of a student contact was 45 minutes. Those figures are not too useful because they mask major differences in the nature of the services provided and the characteristics and needs of the students served. One campus learning assistance centre reported that the duration of contact for a basic literacy student was one hour compared with ten minutes for a college preparatory student. On an hourly basis, the centres reported an average of 1.33 students served every 60 minutes. However, Vancouver Community College (KEC) reported serving as many as 10 students every 60 minutes and more than 1,100 per week.

**ABE Users.** ABE students comprised the majority of clients for Vancouver Community College (KEC), 60% of the users of the centre were enrolled in Academic Grades 9-12 programs and 30% in ESL programs, all of whom were part-time students. Both Pacific Vocational
Institute and East Kootenay Community College reported that 30% of their users could be described as ABE students, while Selkirk College (Castlegar) reported that only 10% of its users could be described as ABE students. On the basis of these estimates it appears that, with the exception of Vancouver Community College (KEC) and Pacific Vocational Institute, where there were concentrations of ABE classes, ABE students were not major users of campus learning assistance centres. Contacts in the institutions offered several explanations of the low usage: 1) many ABE programs are conducted in off-campus locations, therefore access to main campus learning assistance centres is difficult, 2) ABE programs provide similar assistance as part of the curriculum design and many of its program goals are identical with learning assistance centre goals, 3) the learning assistance centres operated on a demand basis and many ABE students may lack the initial self-confidence to ask for help, 4) campus learning assistance centres served the highly motivated student who wants to do better, 5) learning assistance centres had their historical roots in reading and study skills centres which were traditionally designed to assist university transfer and career technical students and this traditional view may have had a negative influence on how services were perceived by some ABE students,
and 6) lower requests for services by ABE students may have reflected a lower per capita enrollment in college programs or a relatively smaller per capita percentage of the adult population in a college region.

Off-Campus Learning Assistance Services

Two forms of decentralized learning assistance services were found. The first model involved servicing a cluster of ABE programs in off-campus or multi-campus locales. Learning assistance services in this model resembled campus learning assistance centres. The second model consisted of learning assistance to ABE provided through informal methods involving less structured and undifferentiated or reduced staffing arrangements.

A. ABE Learning Assistance Services

Four colleges including Cariboo, Fraser Valley, Vancouver Community College (KEC) Neighbourhood Learning Centres (KEC) and Selkirk (Trail) had developed a non-traditional approach to ABE instruction with a capacity to provide learning assistance services. Most of these centres were in a relatively early stage of development, characterized by temporary funding sources, experimental strategies, and tentative
organizational structures. A description of the situation as it existed in early 1981 may not, therefore, hold for long into the future. Moreover, these centres experienced difficulty in responding to specific questions about the nature of services provided, student usage and costs because of the close integration between learning assistance services and ABE instruction. Thus the findings are less detailed than the preceding section.

Objectives

Not all centres were able to provide clearly stated objectives, but their program goals seemed to centre around:

1. Providing an alternative to traditional classroom instruction in ABE,
2. Offering a more accessible and flexible method of ABE instruction better suited to the needs of many undereducated adults,
3. Paying greater attention to teaching processes of "learning how to learn",
4. Providing expert consultation to ABE instructors working with students with learning problems or disabilities as well as providing special training for such students,
5. Providing referral and academic counselling
services to undereducated adults seeking appropriate educational routes for attaining their personal goals.

Location

Learning assistance services were delivered in locations central to ABE program participants. At Cariboo College, the learning assistance program was housed in the basement of the ABE building in downtown Kamloops, at Selkirk College the services were located in the Trail extension centre, and at Fraser Valley College the services were available in the ABE Learning Centres at Chilliwack, Abbotsford, and Mission. Vancouver Community College's (KEC) centres were located in neighbourhood public libraries at Britannia, South Hill, Mount Pleasant and Hastings Library.

Facilities

The facilities varied greatly in size from as large as 2,500 sq. ft. to as small as 204 sq. ft. The facilities provided the basic requirements of quiet study areas, group work areas, and materials display areas. Furnishings included work tables and chairs, study carrels, blackboards, bulletin boards, shelving,
and audio-visual equipment.

Costs and Funding Sources

The Ministry of Education, Division of Continuing Education Standing Committee supplied funding for three learning centres through allocations of "VN-1" and Request for Additional Course (RAC) funds. Of the four centres, only Vancouver's KEC Neighbourhood Learning Centres received ongoing support through the regular college budget. Its submission was reported to the Ministry under Function 1, Major Program 30, Activity Code 111, P.D.C. 6111. However, the most recent addition to the series of neighbourhood centres, at Hastings Library, was supported internally within the college through redirected operating budget and surplus funds. The major portion of program costs for these services was absorbed in salaries and benefits.

A problem encountered by administrators in the area of funding was expressed as an inability to report learning assistance activities as actually conducted. The problem appeared to stem from several sources, including confusion over the use of Ministry forms and documents for reporting purposes, definition of the term "learning assistance" and appropriate activities under this term, lack of understanding as to the appropriateness of requesting funds from a particular
funding Council versus another, and the perceived similarity between ABE programs and learning assistance services. An often-voiced request was for Ministry officials to provide funding guidelines, and once having established them, to organize orientation workshops for the field.

Organization

The organizational location of ABE learning centres by three colleges was under an ABE coordinating division which centralized all ABE and ABE-related programs. In Fraser Valley College, the division was labelled "Developmental Studies"; at Vancouver it was "Communication Arts"; and at Selkirk, presently undergoing reorganization to bring about centralization and coordination of their ABE programs, "Programmed Studies" under an ABE coordinator. At Cariboo College, the organizational location was under a coordinator of ABE within the "Education" division with the services actually supplied through the Pretechnical Program.

Staffing

ABE instructors were employed to staff ABE learning assistance centres on a part-time or full-time basis. Cariboo College had 0.5 FTE staff members
working on ABE learning assistance compared with 2.0 at Selkirk College (Trail), 4.0 at Vancouver Community College (KEC) Neighbourhood Learning Centres, and 4.5 at Fraser Valley College. Paraprofessionals and volunteers were used to augment staffing levels, but only one college provided inservice training for volunteers. Familiarity with ABE curriculum materials and the learning needs of undereducated adults appeared to be the main requirements for employment in the ABE learning assistance centres.

Services and Functions

Individualized prescribed instruction appeared to be the main service provided, followed by drop-in and scheduled one-to-one tutoring. All centres had a capacity for testing services which were used for assessing entry placement level in work materials, for diagnosing learning problems, and for planning instruction. Remedial instruction in basic mathematics, reading, spelling, and English was offered primarily to students enrolled in ABE programs but occasionally to students from other programs on a drop-in, referral, or formally agreed upon basis between departments.

Materials and subject matter were often designed to meet the immediate course-related or personal
learning problems of students. For example, the KEC Neighbourhood Learning Centres of Vancouver Community College tutored in immediate survival tasks such as how to fill out forms, how to write letters, or how to apply for a job.

Academic counselling and referral to appropriate educational programs or community service agencies was also available. This was reciprocated by community agencies referring individuals to these centres for assistance with learning problems.

Non-instructional services were provided within a context of removing economic, psychological or cultural barriers to learning. Personal counselling and referrals to other agencies would fall within this category.

It was noted that learning assistance services were not meant to replace traditional methods of instruction but were designed to augment regular instruction. Often instructors were not able to deal adequately with students who required intensive tutoring or who showed signs of a learning disability. The services were aimed at providing increased entry and continuation into ABE programs and at retaining "marginal" students.

Only Vancouver Community College offered free services to the community. In other colleges the
policy regarding fees was that all clients were fee-paying or sponsored. Only in exceptional cases were fees waived.

Users

The target population for ABE learning assistance services consisted of:

1. those who cannot attend ABE classes on a full-time or part-time basis,
2. those with specific remedial problems,
3. those who require specific diagnostic and prescriptive instruction,
4. those enrolled students who are deficient in a basic skills area required for competency in their program area,
5. those who are experiencing difficulty in course work, who require additional assistance in the form of short-term tutoring, and
6. those in the community who by choice prefer an open drop-in learning situation.

Measure of Usage

Actual enrollment statistics for learning assistance were difficult to obtain. An indication of
usage was obtained for Cariboo College which estimated 60 students per week. The service was available 40 hours per week from 0900 to 1700. The Neighbourhood Learning Centres at Vancouver Community College reported that extended hours of operation increased usage. At the Britannia Centre, which was open six and one half hours in the day and two and one half hours in the evenings, the average number of students served was 150 per week for an average duration of 5 to 15 minutes with one tutor present. If two tutors were present, the average duration of contact was lengthened. At the centres open only in the mornings, 20 to 25 people were reported to use the service in an average week.

Decentralized Learning Assistance Services

Of the seventeen institutions visited, four reported learning assistance services delivered through methods not using a centre. These were Douglas, Malaspina and Northern Lights College and the College of New Caledonia.

At Douglas College, learning assistance has not been differentiated from the individualized and self-paced ABE instructional program. Functions that were performed separately in other colleges were considered part of the ABE instructor's responsibility. At the Coquitlam campus the ABE staff provided tutoring for
students enrolled in other program areas on an irregular and informal basis. The full-time instructor at the Newton campus spent the equivalent of half-time providing tutoring and testing services for both ABE and vocational students.

Malaspina College had not always operated without a learning assistance centre. For two years, it had operated a Downtown Study Centre in a shopping mall. When Provincial special project and Federal monies were withdrawn, the decision was made not to fund it in the base budget. Learning assistance is now confined to two ABE courses conducted for three hours on two evenings a week. Students enrolled in ABE who were in need of special help were referred to the mathematics course or to the English improvement course on a drop-in basis. Although not considered in this study as learning assistance for ABE program participants, the College sponsored a small study skills program. The bulk of the full-time instructor's time was devoted to teaching several sections of an English improvement course. University transfer students were the main users of the drop-in study skills centre, which was located in the library. Participation from other areas of the college has been negligible thus far.

Learning assistance activities at the College of New Caledonia, Prince George campus, primarily
supported full-time students enrolled in the Basic Training for Skill Development (BTSD) program and the Volunteer Adult Literacy Training (VALT) program. The half-time VALT coordinator provided orientation to illiterate and semi-illiterate adults, conducted diagnostic reading tests, provided regular in-service training of volunteer tutors, and consulted with tutors about specific learning problems encountered by the adult learners.

The BTSD program was expanded in fall, 1980. Part of the VALT coordinator's responsibility included recruitment efforts directed not only at the VALT program, but also for BTSD Level I. As a consequence, almost all of the 18 full-time Level I students enrolled in January, 1981 had been recruited by the VALT Coordinator.

Learning assistance for full-time students in the BTSD program was provided or coordinated by an ABE Coordinator who reported working three-quarter time although employed half-time. Approximately one-third of her time was devoted to pre-entry testing, three times per month for three to four hours. Tests were scored and the results sent to Student Services who then notified applicants about the time and place to appear for instruction. A two-day orientation for new students admitted to the program at the beginning of
each month included a tour of college facilities and an introduction to the variety of college programs and to self-paced learning packages used for BTSD instruction. A short one to one and one half hour study skills session was taught in the initial three days after entry to the BTSD program by the staff.

The ABE Coordinator at the College of New Caledonia counselled students whose academic performance may be lagging. Regular college counsellors were not normally available to ABE students as these counsellors' time was spent almost entirely with students from other program areas.

A short meeting once a month with all BTSD instructors was held to identify students in need of counselling. Difficult learning problems were referred to Student Counselling or to various community agencies. Besides testing, orientation, counselling students, and consulting with instructors, the ABE Coordinator was also responsible for completing all paperwork for reports of the BTSD department.

Instructors at all levels of the BTSD program mentioned the need to boost students' reading comprehension skills. Recognizing the nonavailability of the college counsellors and the reluctance of BTSD students to go to them, several of the instructors agreed that there was a definite need for additional
counselling assistance. Learning assistance services were funded with unused Request for Additional Course (RAC) funds from other programs.

At Northern Lights College, limited learning assistance functions were carried out both in the daytime and evening hours in Dawson Creek. Very little learning assistance was available at satellite centres.

Learning assistance for the daytime ABE program was limited to counselling. A full-time person worked mornings teaching in the BTSD program and afternoons counselling in the office of Educational Support Services. Approximately one-half hour was spent each morning counselling new and prospective BTSD students as well as enrolled students. Approximately one hour each afternoon was spent counselling BTSD students. Salary was derived from both BTSD instructional and counselling budgets.

Learning assistance was also offered to a part-time academic upgrading program sponsored by the Community Services Division at the Friendship Centre in downtown Dawson Creek. This program ran three evenings per week. This service was designed to meet a variety of learning needs on a drop-in basis for part-time learners seeking academic work in basic literacy, BTSD, basic job readiness training, and self-paced academic instruction. One part-time instructor, herself a
recent BTSD program graduate, and two volunteer aides comprised the staff. Approximately twelve people enrolled in January of 1981.

**ABE Programs Without Learning Assistance Services**

No special efforts in programming for learning assistance were provided by Northwest and Okanagan College, the Open Learning Institute and British Columbia Institute of Technology (BCIT).

Learning assistance was not presently available for ABE students at Northwest Community College. Because of the college's emphasis on decentralization plans, student support services, including counselling and library services, have been secondary priority. Those college personnel interviewed saw a potential for creating a learning assistance capability within the Learning Resources Centres which are being developed in the smaller college centres.

A Technology Fundamentals Program begun at the B.C. Institute of Technology in January, 1981, offers learning assistance services to conditional entry students. Its intent was not to serve ABE students but to provide remediation in basic skills for pre-entry students. Its target population was mainly mature students who had been out of school for a substantial period of time. These students were considered to have
sufficient maturity, motivation, and work experience to be considered potentially good technology students. The 28 students enrolled in the program were specially screened and selected. They were not accepted as regular students because they lacked the necessary prerequisites in basic skills. The program was supported by cost recovery and by each of the core academic departments contributing staff time. The students were enrolled as continuing education students and not as regular day students.

Although there is a mathematics learning centre for university transfer students at Okanagan College, learning assistance is not provided for ABE students. One explanation for the apparent lack of such activities may be found in the decentralized and separately administered organization of the variety of ABE programs which include college preparatory courses, BTSD, basic literacy, BEST, ESL, and BJRT.

There was no coordination among the programs in the different geographical areas within the college district or between the Kelowna campus ABE program and the extensive part-time evening high school completion program maintained by the Community Education Services Division or the GED testing program conducted by the College Financial Awards Officer. The acting Dean of the Vocational Education Division, however, was in the
midst of a review of all ABE programs prior to making recommendations to the Education Vice-President for appointment of a full-time ABE Coordinator to bring together all of the various programs for adults with less than twelve years of schooling. This could set the stage for eventual provision of learning assistance services.

Perhaps as a reflection of its relative newness to the arena of service to adults with less than 12 years of formal educational attainment, as well as some of the special conditions imposed by its distance learning format, the Open Learning Institute reported no formal learning assistance activities for students enrolled in its basic education programs. Because provision of telephone tutorial assistance was seen to be central and integral to the instructional delivery format, it was not considered a provider of separate or formally structured learning assistance services.

**Summary**

Learning assistance services for ABE students were found to vary considerably among provincial post-secondary institutions (excluding universities). Most noteworthy was the absence of standard measures of service which could be used to compare learning assistance services across post-secondary institutions.
At this point, it is not possible to make comments as to the relative effectiveness of the various learning assistance programs presently in operation.

It is possible to differentiate among the current learning assistance efforts on the basis of their delivery mode and client focus. Four types of delivery modes representing a range of organizational structures may be identified: 1) undifferentiated, 2) isolated activities, 3) planned cluster of activities, and 4) organized programs.

Of the four delivery modes, undifferentiated and isolated activities represent relatively poor service to ABE. Learning assistance services are provided on a low priority, ad hoc basis; thus the effectiveness of such efforts may be questioned. Planned cluster of activities and organized programs represent a larger commitment by the institution to provide learning assistance services to its ABE students, and may be considered a more sophisticated and comprehensive approach.

On the basis of client focus, learning assistance services may be distinguished as either, 1) non-ABE focused or 2) ABE focused. ABE-focused programs were based within the ABE programs and had little connection with other college programs. Non-ABE focused programs comprised services mainly available to students in
programs of study other than ABE and most of the assumptions of student needs underlying the provision of services, were those originating from the traditional college perception of needs for younger, full-time, day students. These distinctions are not pure ones, and various combinations and permutations of client-focus may be found. However, the study found that the majority of learning assistance services to ABE students tended to fall in the ABE-focused category.

The following chapter presents conclusions and recommendations based on the review of literature and the study findings.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate current provisions for learning assistance for ABE students in B.C. post-secondary institutions. The post-secondary institutions surveyed included all provincial colleges and institutes, but excluded universities. Learning assistance refers to those supportive services supplementary to regular instruction in ABE programs and may include the following services: orientation to educational programs and services, diagnostic assessment and placement testing, intensive tutoring and self-paced instruction, educational guidance and counselling, and consultation with learning specialists on learning problems and teaching strategies. Seventeen B.C. post-secondary
institutions were surveyed utilizing personal interviews and on-site observations.

Three areas of literature were reviewed, (1) social and psychological characteristics of the target population for ABE programs; (2) implications for program planning and instruction; and (3) suggested models for delivering learning assistance services to ABE students. Several important findings were noted, including a growing consensus in research that the ABE target population does not constitute a homogeneous sub-cultural group in society, rather there are many sub-groups, each having unique characteristics and service needs. Sufficient accumulated research and documented evidence to indicate clear directions for more effective programming for ABE were also noted. In several national studies, it was reported that the majority of ABE programs reached only a fraction of the undereducated and illiterate population (Mezirow, Darkenwald & Knox, 1975). While very little specific literature was uncovered pertaining to ABE and learning assistance services, in the literature reviewed it was suggested that learning assistance may hold promise for supporting the learning needs of ABE students. Colleges with learning assistance centers reported higher levels of student persistence than colleges without these centers (Roueche & Snow, 1977).
The need for and provision of ABE in British Columbia was described through an analysis of demographic data and data on community college ABE programs. An interesting feature of the undereducated population is the relationship between education and age. The largest group of undereducated adults were reported to be sixty years and over. The smallest group was reported in the 15-24 age category. While rates of undereducation were similar for urban and rural areas, almost three-quarters of the undereducated lived in urban centers. The characteristics of the least educated group were: (1) older, (2) rural residents, (3) Native Indian or European in background and (4) low income earners. ABE enrollment data were found to be inconsistent and unreliable, therefore few comparisons among program types and institutions could be made.

ABE programs were examined and three types of ABE offerings were classified. Of these, the largest number of program types was found in Academic Upgrading and Related Courses, followed by Employment Orientation Courses and English Language Training programs. The range and nature of ABE programs varied widely among college regions in British Columbia. But this variation bore little relationship to regional variation in the distribution of the undereducated.
According to the 1976 Census statistics, college regions possessing high levels of undereducated in their population were: Northern Lights, Okanagan, Selkirk and Vancouver Community College. Examination of school districts within a college region assisted in identifying specific areas with high rates of undereducation. The highest rate of illiteracy in the province was found in the Nishga School District in the Northwest College region; Grand Forks and Castlegar School Districts in the Selkirk College Region also showed high rates of illiteracy and undereducation.

Available ABE enrollment data were analyzed. The analysis indicated that Northwest College had the highest rate of participation in part-time ABE courses in the province (35/1,000) while the lowest rate was found in Vancouver Community College (5/1,000). In full and part-time academic upgrading courses, North Island College (40/1,000) reported the highest rate of participation while Fraser Valley College reported the lowest (2.3/1,000). For three colleges, Douglas, Kwantlen and New Caledonia, enrollment data on academic upgrading courses were not available. Planned seating capacity in full-time occupational training courses was examined in terms of student contact months (SCM). Vancouver Community College reported the largest planned seating capacity (2,516 SCM) followed by
Kwantlen (1,864 SCM) and Pacific Vocational Institute (1,780 SCM). The lowest planned capacity was found at Camosun College with only 120 SCM. Enrollment data in college preparatory programs were examined for historical trends. Since 1968-69, enrollments in college preparatory programs had consistently attracted a younger (under age 25) adult population. However, numbers of adults over age 25 began to show sharp increased enrollments in 1974 and this increase has remained fairly stable up to the present. An examination of enrollments also revealed an interesting pattern of growth with rapid increases, followed by three-year plateaus. The greatest increase occurred in 1974-75, possibly a result of increased recruitment efforts by community colleges.

In summary, an examination of available ABE enrollment data and descriptions of courses or programs offered at B.C. colleges showed little overall coherence. Some colleges programmed at the higher academic levels in ABE while others were more vocationally oriented. In college preparatory courses, an older clientele was noted as a strong, stable trend, which appears likely to continue. The diversity in range of program goals makes it virtually impossible to draw conclusions about provincial goals for ABE which may be applicable across all offerings.
The Survey

The study surveyed seventeen post-secondary institutions through interviews with college personnel and field observation. The provisions for delivering learning assistance services to ABE programs ranged from a full and comprehensively planned service to undifferentiated, ad hoc service. Several problems were identified including: (1) a lack of a widely understood definition of learning assistance, (2) lack of purposive funding, (3) confused distinctions between traditional ABE instruction, non-traditional ABE instruction and learning assistance services, (4) varying degrees of institutional support and (5) an inability to report and rationalize activities as actually conducted.

The findings were classified into three categories: (1) campus learning assistance centres, (2) off-campus learning assistance services and (3) ABE programs without learning assistance services. In category one, seven post-secondary institutions had established a campus-based learning assistance center servicing the needs of the entire college. ABE students represented a minority of users in most of these centers. The second category was comprised of eight colleges which had established a non-traditional approach to ABE instruction that had a capacity to
provide learning assistance services. These services were offered in off-campus locations in close proximity to ABE programs. Of the eight colleges in this category, four offered learning assistance services through a less specialized and undifferentiated model. The final category consisted of four post-secondary institutions which did not at the time provide learning assistance services to ABE programs. Since Vancouver Community College (KEC) and Selkirk provided both college-wide campus based and ABE only learning assistance services, the total number of programs identified (19) exceeds the total number of institutions surveyed (17).

Conclusions

Learning assistance services to ABE students in British Columbia post-secondary institutions appear in need of direction and leadership. While some admirable efforts were found in a handful of post-secondary institutions, the general situation throughout the province revealed a large number of adult learning needs were not being adequately met and many institutions providing learning assistance services to ABE students have struggled to do so. No provincial policy exists to ensure that ABE students will have supportive services such as learning assistance in
their local institution. Funding and administrative support was found to be both fragile and temporary, particularly in those programs specifically targeted at ABE students. Unfortunately, learning assistance services to ABE students appears to be following the same historical ad hoc and spasmodic growth pattern of other provincial ABE programs. It would be a detriment to ABE students if this were to continue.

A tendency was observed for institutions that had a strong ABE thrust to provide specialized learning assistance services. Learning assistance centers serving the entire college appeared to provide somewhat more comprehensive services than those servicing only ABE programs, but the proportion of ABE students using these learning assistance centers was observed to be lower than those using ABE-focused learning assistance services. Programs which focused on ABE students as a client group offered a more limited range of service but had the advantage of catering solely to ABE students, teachers and programs, thus insuring greater contact and more intensive ABE student usage. Unfortunately conclusive evidence to substantiate such a statement cannot be made due to poor enrollment records and a lack of standardized service measures. Comparative data were simply unavailable.

The method selected for program delivery appeared
to have a significant impact on usage by ABE students. Locating learning assistance services both spatially and temporally in close proximity to ABE students, appeared to increase usage. Extended hours of operation were also reported as having a positive effect on ABE student usage. Findings in the literature generally substantiate these "successful" program planning practices.

Because individualized prescribed instruction was the most common service found in ABE-focused learning assistance services, there appeared to be an overlap between regular ABE instruction and learning assistance services. An unclear distinction was found between learning assistance services as (1) supplemental to traditional instruction or (2) an alternative to traditional instructional techniques.

Lack of clearly defined objectives and a lack of consensus as to what constituted learning assistance caused problems for funding and management support particularly in the ABE-focused programs. Learning assistance literature clearly described the activity as augmenting regular instruction and supportive of both teacher and learner. The distinction in practice needs to be examined and a decision made as to the functions which should be considered as learning assistance services.
While concern for establishing a climate for personal growth was often voiced in the literature both in ABE and learning assistance, a strong commitment to this concept was not noted in this study. Counselling services were not observed to be an integral core service in the majority of learning assistance offerings investigated.

Roueche and Snow (1977) and Cross (1976) cited research findings indicating that successful developmental programs had a strong concern for personal growth as well as academic performance. Perhaps this concern for personal growth is related to a more mature stage of development. Most B.C. learning assistance provisions are in an emergent stage of development and an orientation to personal as well as academic growth may be observed in subsequent years.

Staffing arrangements were a noteworthy feature of learning assistance services throughout the province. Few programs had permanent full-time staff assigned to plan, coordinate and deliver learning assistance services. The majority of learning assistance services, regardless of organizational structure, utilized temporary, part-time or seconded personnel to staff their programs. At institutions visited, learning assistance staff possessed varying levels of credentials for specific learning assistance functions.
Few had received specialized training. The tendency to employ volunteer, temporary, part-time and seconded staff as a way of extending services exacerbates the problem of lack of professionally trained personnel. Further, few institutions had organized in-service training programs. There is a need to develop professional development programs for learning assistance personnel. Moreover, there is a definite need to provide learning assistance personnel with training and information about the characteristics and needs of ABE students.

The range of services in many institutions were limited. The most comprehensive services were offered through campus-based learning assistance centers serving the entire college community. However, as mentioned earlier, ABE student users constituted a small proportion of the consuming group in these centers. Clearly, there is a need to offer a comprehensive range of learning assistance services which meets the needs of ABE students. How this may be accomplished is a subject of the next section.

**Suggestions for Further Research**

One of the obvious preliminary steps to beginning research on the subject of learning assistance and ABE is the need to implement and document programs which
demonstrate effective methods of delivering learning assistance services. The literature search found a dearth of descriptive material on this topic.

These demonstration projects should be designed so that full documentation, evaluation and dissemination of findings are possible. The demonstration projects should build upon proven methods of reaching ABE students. Prior research in the field of adult basic education suggests that differentiation among major ABE target groups for recruitment, program planning, development and reporting purposes is required.

One best program delivery mode for reaching all groups in the ABE target population does not exist and it is doubtful, given their heterogeneity, that one will be found. It is highly unlikely, therefore, that one best method for delivering learning assistance to ABE will be developed. But qualities, elements and components of exemplary models may be developed which will serve to increase the knowledge base.

At present, in British Columbia, post-secondary learning assistance offerings may be grouped into three distinct organizational structures comprised of several different program delivery methods. The field has responded to a service demand, however, there is now a need to move beyond this stage into one concerned with consolidation and improvement. Three or four of these
program efforts could now be selected for a research and demonstration project. Questions which could be posed for research might include:

1. Does the provision of learning assistance services reduce the dropout and turnover rates of ABE students?

2. Which service delivery methods are successful with which groups of ABE students?

3. What standards of effectiveness are appropriate to which service delivery method aimed at which ABE target group?

4. What are the program design considerations and how are judgements made?

5. What organizational structures within the institution are appropriate for specific program delivery methods?

6. What are the perceived barriers to implementation of the "ideal" service delivery approach in any given case?

7. What is the relationship between program delivery methods in ABE and methods in delivering learning assistance? e.g. centralized, multi-class sites, scattered class sites, mobile learning sites, distance education, learning centers, etc.?

8. What is the relationship between learning
Few consistent record keeping procedures or service indicators existed to report student usage or services provided. Therefore comparisons across centers by selected indicators was not possible. Research is needed on the development of appropriate record keeping procedures as well as service indicators which accurately reflect the nature of services provided.

Learning assistance services tended to rely heavily on part-time, temporary, and seconded personnel for staffing purposes.

There was little indication of core competencies which should be available in the staffing complement comprising learning assistance services. Research is required on the impact of various staffing strategies on program effectiveness and vitality. Secondly, an investigation of core competencies required in the establishment of any learning assistance service is needed. Thirdly, training needs; pre-service and in-service, should be identified.

Learning assistance services not only support the needs of learners but also provide support for the ABE instructor through expert consultation on matters such as testing for learning disabilities and in designing and developing learning materials or strategies for
specific learning problems. If counselling services are also available as an integral part of learning assistance, then the instructor has an additional resource available for dealing with many of the personal, social, health and financial difficulties experienced by many ABE students. Stress and burnout have been mentioned as an occupational by-product in ABE. Does the provision of learning assistance reduce the level of stress experienced by ABE instructors? If the answer is affirmative, then features of a reciprocal supportive relationship can be identified and reinforced.

An important research question in terms of institutional planning is whether the provision of learning assistance services to ABE students is best provided through a centralized, campus based center serving the entire student body or through a service which focuses upon and is delivered through the ABE program structure. Even more fundamental is the question of whether institutions which provide learning assistance to their ABE students can demonstrate greater benefits and returns over institutions that do not provide such a supportive service. The provision of learning assistance may make a difference to student performance, however, these questions can only be answered with further experimentation and
documentation. It is hoped that this study was able to contribute to the beginning of efforts in this direction in British Columbia.
APPENDIX A

List of On-Site Interview Questions

A. Financial

What are the funding sources for the learning assistance operation?
How much was spent annually over the past few years to support learning assistance? Can you provide copies of budget submissions and expenditures? How would you like to see funding support changed? What Ministry of Education budget categories and codes are employed by your College for submitting funding requests? Have these or will these budget categories change? Why? What problems are encountered, internal and external, in obtaining funds to support learning assistance operations? What accountability measures are used and are these adequate?

B. Facilities

In how many locations on and off campus are learning assistance services offered? Describe physical layouts, resources available and room dimensions (sq. ft.) of the space allocated to learning assistance in each of these locations. Are space and facilities adequate? What plans for expansion do you have?

C. Organization

Who has administrative responsibility for learning assistance? Can you show or draw an organizational chart indicating the location of learning assistance operations? How many areas of the College are 1) offering learning assistance services or 2) receiving learning assistance services? Is there more than one administrator responsible for various learning assistance services? How would this affect funding? What is the nature of linkages between learning assistance and other areas of the College and between local community or provincial groups?

D. Staffing

Describe the staffing of learning assistance operations in your College (numbers, job descriptions, qualifications of present staff, desired qualifications, staffing strategy, part-time/full-time, seconded, volunteer, para-professional, etc.). What are the advantages and disadvantages of your present staffing strategy? What would be ideal? What professional development opportunities do staff have? What are training needs of learning assistance personnel?

E. Usage

Who are the users of learning assistance services? What are their characteristics by program area, services required, needs? What proportion of total users do ABE students comprise? Do ABE students have special or unique learning needs? Can you provide documentation or records of usage?

F. Services

What program delivery strategies are used? What instructional and counselling strategies are used? Describe all services available and when available. What service needs do ABE students have and how are these met? What suggestions for change and improvement do you have which the Ministry of Education can assist?
INDEX OF NAMES

All principals and chief executive officers in the following institutions were contacted by mail. Persons interviewed for the study are listed under their affiliated institutions. Those with program responsibility for learning assistance are marked with an asterisk.

<table>
<thead>
<tr>
<th>Name of Institution</th>
<th>Persons Contacted</th>
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<tbody>
<tr>
<td>Camosun College</td>
<td>* Ann Forester, Learning Assistance Centre, Counsellor and Instructor</td>
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<tr>
<td>Lansdowne Campus (Main Campus)</td>
<td>Al Fraser, Director of Student Services</td>
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<td>1950 Lansdowne Road</td>
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<td>2055 Purcell Way</td>
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<td>Cariboo College</td>
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</table>
Fraser Valley College
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* Brian Colby, ABE Coordinator, Nanaimo
* Andy Martin, Study Skills Coordinator/Instructor
John Rostron, Assistant Dean of Community Education Services

Bill Conrod, Dean of Continuing Education
* Rindy Crampton, ABE Coordinator
Fran Gee, Volunteer Adult Literacy Program Coordinator
Michael Gee, BTSD Instructor
* Paul Ramsay, Director of ABE
Hadley Williams, BTSD Instructor

* Adele and Nigel Bailey, Tutors, Woss Lake Mobile Learning Centre
* Sandy Hutchison, Local Tutor, Campbell River
Chris Laithwaite, Bursar
* Colin M. Liske, Centre Director, Campbell River
* John Tayless, Director, Academic Program

Chris Dixon, Chairman, Academic, Career and Technical Programs
Blanche Guam, Counsellor, BTSD Instructor
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Richard Lee, Chairman, Community Education Services
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Grant Douglas, Chairman, English Department
* May Archer Young, English Department, Learning Centre

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Rosemary Cunningham, Librarian
Allan Dawe, Dean, Adult Basic Education Programs

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* Dave Armstrong, Director, Career Advisory and Student Services
APPENDIX C

A BREAKDOWN OF ADULT BASIC EDUCATION PROGRAMS BY INSTITUTION

1. CAMOSUN COLLEGE

Academic Upgrading and Related Programs
Adult Academic Upgrading
College Preparatory

Employment Orientation Programs
Basic Employment Skills Training (BEST)
Basic Job Readiness Training (BJRT)
Employment Orientation for Women

2. CAPILANO COLLEGE

Academic Upgrading and Related Programs
Basic Training for Skill Development

Employment Orientation Programs
Basic Employment Skills Training
Career Alternatives

English Language Training Programs
3. **CARIBOO COLLEGE**

   **Academic Upgrading and Related Programs**
   Adult Basic Education

   **Employment Orientation Programs**
   Basic Employment Skills Training
   Employment Orientation for Women

   **English Language Training Programs**
   English as a Second Language

4. **COLLEGE OF NEW CALEDONIA**

   **Academic Upgrading and Related Programs**
   Basic Training for Skill Development
   College Preparatory
   Volunteer Adult Literacy Tutoring

   **Employment Orientation Programs**
   Basic Job Readiness Training

   **English Language Training Programs**
   English Language Training
5. **DOUGLAS COLLEGE**

**Academic Upgrading and Related Programs**

Basic Training for Skill Development

**Employment Orientation Programs**

Basic Employment Skills Training

Employment Orientation for Women

6. **EAST KOOTENAY COLLEGE**

**Academic Upgrading and Related Programs**

Basic Training for Skills Development

College Foundations

General Education Development

**Employment Orientation Programs**

Basic Employment Skills Training

Employment Orientation for Women

Occupational Orientation

Pre-technology Training

7. **FRASER VALLEY COLLEGE**

**Academic Upgrading and Related Programs**

Academic Upgrading
General Education Development Testing Program
College Achievement Program
College Preparatory

Employment Orientation Programs
Employment Preparation Training

8. MALASPINA COLLEGE

Academic Upgrading and Related Programs
Adult Basic Education
Basic Training for Skill Development
College Foundations

Employment Orientation Programs
Career Choices

9. NORTH ISLAND COLLEGE

Academic Upgrading and Related Programs
Adult Basic Education
Adult Literacy
Basic Training for Skill Development
College Preparation
General Education Development Test
English Language Training Programs
English as a Second Language

10. NORTHERN LIGHTS COLLEGE

Academic Upgrading and Related Programs
Adult Basic Education
Basic Training for Skill Development
College Preparation
Upgrading at the Friendship Centre

Employment Orientation Programs
Basic Job Readiness Training
Employment Orientation for Women
Pre-Technical Class

11. NORTHWEST COLLEGE

Academic Upgrading and Related Programs
Basic Training for Skills Development

Employment Orientation Programs
Basic Employment Skills Training
Career Exploration
Employment Orientation for Women
Workers Education
12. **OKANAGAN COLLEGE**

Academic Upgrading and Related Programs
Basic Training for Skill Development
College Preparation

Employment Orientation Programs
Basic Employment Skills Training

13. **PACIFIC VOCATIONAL INSTITUTE**

Academic Upgrading and Related Programs
Advanced Placement
Basic Training for Skill Development

Employment Orientation Programs
Women's Exploratory Apprenticeship Training (Pre-employment)

14. **SELKIRK COLLEGE**

Academic Upgrading and Related Programs
Adult Basic Education I
Adult Basic Education II
Basic Skills Improvement
Basic Training for Skill Development
College Preparatory
General Education Development

English Language Training Programs
English as a Second Language

15. VANCOUVER COMMUNITY COLLEGE: KING EDWARD CENTRE

Academic Upgrading and Related Programs
Basic Training for Skill Development (Level 1)
Basic Training for Skill Development (Level 2/3)
Basic Training for Skill Development (Level 4)
College Foundations

Employment Orientation Programs
Basic Employment Skills Training
Basic Job Readiness Training
Basic Job Readiness Training Outreach Centres
Employment Orientation for Women
Vocation Orientation for the Hearing-Impaired
Vocation Orientation for Youth

English Language Training Programs
English Language Training--Britannia Community Services Centre
English Language Training—Extension Programs, Evening Classes
English Language Training—Half-time and Remedial Classes
English Language Training—Homefront Learning
English Language Training—Improve Your Pronunciation
English Language Training in Library
English Language Training—Manpower
Neighbourhood English Classes
School Canadiana

16. OPEN LEARNING INSTITUTE

Academic Upgrading and Related Programs
Grade X Completion
Grade XII Completion
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Reference Notes
