



Adult learning typology

Adult Learning and Returns to Training Project

Karen Myers | Natalie Conte | Kjell Rubenson

May 2014



SOCIAL RESEARCH
AND DEMONSTRATION
CORPORATION

SOCIÉTÉ
DE RECHERCHE
SOCIALE APPLIQUÉE

The Social Research and Demonstration

Corporation (SRDC) is a non-profit research organization, created specifically to develop, field test, and rigorously evaluate new programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies.

Since its establishment in December 1991, SRDC has completed over 100 projects and studies for various federal and provincial departments, municipalities, as well as other public and non-profit organizations. SRDC has offices located in Ottawa, Toronto, and Vancouver.

For information on SRDC publications, contact

Social Research and Demonstration Corporation
55 Murray Street, Suite 400
Ottawa, Ontario K1N 5M3
613-237-4311 | 1-866-896-7732
info@srdc.org | www.srdc.org

Vancouver Office
128 West Pender Street, Suite 301
Vancouver, British Columbia V6B 1R8
604-601-4070 | 604-601-4080

Toronto Office
481 University Avenue, Suite 705
Toronto, Ontario M5G 2E9
416-593-0445

Published in 2014 by the Social Research and
Demonstration Corporation

Table of contents

Introduction	1
Report purpose	1
Companion reports	1
1. Defining adult learning	2
2. Defining adult learners	4
2.1 Proposed definition	4
2.2 Sensitivity analysis	5
3. Five types of adult learning	6
3.1 Proposed typology	6
3.2 Classifying adult learning	8
4. Dimensions of adult learning	10
5. Profiles of each learning type	12
5.1 Profile of foundational learning	12
5.2 Profile of higher education	13
5.3 Profile of workplace-related learning	14
5.4 Profile of other labour market-related learning	15
5.5 Profile of personal/social learning	16
6. Definitions of key terms	18
References	21
Definitions of “adult learner” in use or recently used by HRSDC	23
Examples of hybrid adult learning programs from selected provinces	24
The typology in a comparative perspective	28
Defining adult learning and education	28
Previous adult learning typologies	29
Sensitivity analysis of “adult learner” definition using data from ASETS	40
Using sample data from the ASETS to explore dimensions of adult learning types	42
Foundational learning	42
Higher Education	43

Introduction

Report purpose

This *Typology* report is one in a series of papers that have informed the development of an analytical framework for the *Adult Learning and Returns to Training Project*. This larger project is a three-year multi-disciplinary and collaborative effort to further the knowledge base of conceptual, analytical and methodological issues concerning the scope and measurement of adult learning activities and their associated financial and non-financial returns to individuals, firms and society at large.

The Typology Report presents a proposed typology for classifying adult learning activities. The Typology Report has three broad objectives:

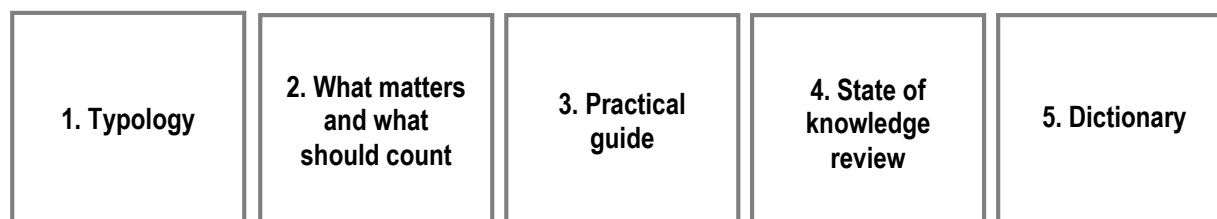
First, to propose a working definition of an adult learner and adult learning.

Second, to present a proposed approach to classifying adult learning activities which is informed by how various types of adult learning are designed and delivered in practice.

Third, to identify and describe adult learning activities in terms of a set of key dimensions such as provider, payer, purpose, duration, design and delivery.

Companion reports

The analytical framework for the *Adult Learning and Returns to Training Project* consists of five companion reports. This *Typology* is the first report, which proposes a typology of adult learning activities created for this project. The second report, entitled, *What Matters and What Should Count*, provides a high-level conceptual framework for understanding a wide range of outcomes associated with various types of adult learning. The third report, the *Practical Guide*, is intended to be a user-friendly guide to understanding key methodological issues in the literature on returns to adult learning. The fourth piece is the *State of Knowledge Review*, which reviews the existing literature and summarizes what we know and do not know about the efficacy of various types of adult learning. The fifth piece is a *Dictionary* report that provides definitions for key concepts from all of the companion reports.



1. Defining adult learning

In North America and Europe, most commonly used definitions of adult learning are based on the definition adopted by UNESCO in 1976 (UNESCO, 1976:2), which is provided below in abbreviated form:

The term "adult education" denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself, it is a sub-division, and an integral part of, a global scheme for lifelong education and learning.

Although the UNESCO definition is widely accepted, it is long and cumbersome so in practice it typically appears in various abbreviated forms. Following this practice, for the purposes of this project we recommend a more concise definition (see Figure 1). In addition, our definition follows the standard practice of describing forms of adult learning as formal, non-formal, informal and incidental:

Formal learning is a learning activity that is structured and sequentially organized in which learners follow a program of study or a series of experiences planned and directed by a teacher or trainer and generally leading to some formal recognition of educational performance, such as a certificate, license, diploma, or degree. Formal adult learning is provided in the system of schools, colleges, universities and other formal educational institutions that constitute a continuous "ladder" of full-time education.

Non-formal learning is structured learning that includes activities such as: participation in courses that are not part of a formal educational program; workshops; seminars; private lessons, and guided/organized workplace training. Non-formal learning may take place both within and outside educational institutions. It may cover educational programs to impart adult literacy, adult basic education, life-skills, work-skills, and general culture. Non-formal learning does not usually follow the "ladder" system that is characteristic of formal learning.

Informal learning is learning that is less organized and less structured than either formal or non-formal learning. It involves no (or very little) reliance on pre-determined guidelines for its organization, delivery and assessment, although it must be undertaken with the specific intention to develop some skills or knowledge. Informal learning may include such activities as those that occur in the workplace (e.g., on-the-job training), and any other unstructured learning activities that may occur on a self-directed, family-directed, work-directed, or other basis.

Incidental learning happens randomly and is not intentional or planned. It may occur anywhere at any time. While we recognize that incidental learning may affect outcomes, it is difficult to capture empirically and difficult to influence through policy levers. Incidental learning is thus excluded from our definition.

Figure 1 - Definition of adult learning

Adult learning is broadly defined as purposeful and directed learning undertaken by adults, either alone or in groups, to increase knowledge and skills, and/or change behaviours, values, or beliefs.

This definition includes formal, non-formal and informal learning but excludes incidental learning.

Non-intentional		Intentional	
Unstructured		Structured	
Incidental learning	Informal learning	Non-formal learning	Formal learning

Source: Adapted from European Commission (2005). Task force report on Adult Education Survey.

2. Defining adult learners

2.1 Proposed definition

Critical in the UNESCO definition, like in most other attempts to outline adult education, is how the term “adult” is best understood. Building on [human development] stage theory, Darkenwald and Merriam (1982:9) state: “adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values and skills.” Thus, adult education refers to “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults” (Merriam and Brockett (1997:8). According to this view it is not age as such that defines someone as an adult but the social roles the person is carrying out. However, not all “adults” taking part in education are adults in terms of social roles and functioning. Moreover, attempts to separate adult learners from first-time students attending regular school or university are also becoming more blurred. The traditional pattern of study has changed, and with an increasing number of students moving in and out of the post-secondary system and the labour market it is difficult to identify who is in the first cycle of studies and who is a recurrent learner.

Within HRSDC there are currently several different definitions of an adult learner. Some definitions focus on age, others emphasize breaks in schooling or adoption of adult life course roles. Some definitions are driven by program goals and others are driven by data constraints (See Appendix A for a list of definitions of adult learner in use or recently used within HRSDC). Our consultations with internal stakeholders suggested the need for both consistency and flexibility.

In response to this need, we propose adopting a “modular” approach to defining adult learners that uses a core definition based on age (25 and over) but when possible incorporates younger learners (20-24) who are still pursuing foundational learning such as a high school diploma or literacy and basic skills training as well as those who have assumed adult social roles such as having a child or working full-time as their primary activity (see Figure 2).

We also propose some additional considerations, which will be relevant depending on the focus of the research or the policy or project objective. If the focus is on prime working age adults, adults over the age of 65 should be excluded. For an even sharper focus on prime working age adults, individuals over the age of 54 can be excluded. If the focus is on adults with an educational or skills disadvantage, we consider excluding learners who are pursuing an advanced degree. If the focus is on adults who engage in learning primarily for labour market reasons, we consider excluding adults who participate in learning primarily for personal interest or other non-labour market related reasons.

Figure 2 - Definition of adult learners**Core Definition:**

All learners age 25 and older

Additional components:

Include – learners age 20 to 24 who are pursuing foundational learning

Include – learners age 20 to 24 who are in “adult social roles” such as heading a family or working full-time as a primary activity

Additional considerations depending on research, policy, program objective

Exclude – learners over age of 65 or even 54

Exclude – learners pursuing advanced degrees

Exclude – learners who engage in learning primarily for non-labour market reasons

2.2 Sensitivity analysis

We conducted a sensitivity analysis using data from the 2008 Access and Support to Education and Training Survey (ASETS) to determine the extent to which adding additional components to the definition makes a difference. While the definitions have virtually no impact overall on participation rates, for formal programs such as foundational learning or higher education, including younger learners in adult social roles generates slightly higher participation rates, especially for men. Including younger learners has virtually no effect on the participation rate for adults engaged in workplace-related learning. The findings of the sensitivity analysis can be found in Appendix D.

3. Five types of adult learning

3.1 Proposed typology

Various attempts have been made to classify types of adult learning. (See Appendix C for a discussion of historical and international definitions of adult learning, forms of adult learning and typologies of adult learning). A standard approach is to distinguish between types of adult learning based on who pays. The distinction is typically between employer-sponsored versus government-sponsored training. While this scheme may further distinguish between *firm-specific* versus *general training* or *classroom* versus *on-the-job training*, none of these distinctions say much about the type of education or training that is actually delivered in practice. For example, a government may sponsor a wide array of programs ranging from a short program that focuses on basic life skills to an advanced two-year college diploma program for a technical occupation that is in high demand in the labour market. Moreover, the employer versus government sponsored approach says little about training that learners pay for themselves.

As such, existing approaches provide little guidance to policy makers, or for that matter to adult learners themselves, who wish to determine which types of adult learning make the best investments. We argue that a first step to creating a more concrete and policy relevant typology is to describe the types of education and training in which adults participate in terms of how they are organized in practice. Of course in practice, adult learning experiences overlap and distinctions are blurred. For instance, adults' goals do not necessarily coincide with the goals of a funder or provider and they frequently achieve unplanned or unanticipated outcomes from learning. Making the task more difficult are innovative hybrid approaches to adult learning that deliver a combination of more than one learning type (See Appendix B for examples). For instance, career pathways initiatives (an innovative approach often used in US jurisdictions) deliver foundational learning in the context of a higher learning program such as a college certificate or diploma programs for occupations in demand.

With these caveats in mind, we propose the following typology. The typology describes five broad types of learning in which adults participate according to how adult education and training is organized in practice (Figure 3). The flow chart in Section 3.2 presents a decision tree that can be used to determine into which category a particular learning activity fits.

Below we summarize the key distinguishing features of each type:

Foundational learning – Targeted to adults with skills levels below Grade 12 level or IALS Level 3

Higher education – Leads to credential issued by a recognized post-secondary educational institution

Workplace-related learning – Related to one's current firm and supported at least to some extent by one's employer, but does not lead to a post-secondary credential and is not targeted to individuals with skills below the Grade 12 level or IALS level 3

Other labour market-related learning – Learning to improve labour market prospects but not related to one's current firm, not targeted to adults below Grade 12 level or IALS level 3, and not leading to a post-secondary credential

Personal/social learning – Provided primarily for the purpose of personal/family, social, cultural, civic, and/or spiritual growth or enrichment

Figure 3 - Five broad types of adult learning

Foundational	Higher Education	Workplace-related	Other Labour Market-related	Personal/Social
Instruction on the basic skills and learning strategies required for further learning or employment, typically below the Grade 12 level or IALS Level 3.	Education or training that is offered by a post-secondary education institution and leads to a post-secondary credential.	Learning related to the firm in which the learner is employed that is supported at least to some extent by the employer, but that is not Foundational or Higher Education.	Learning to improve labour market prospects, but is not related to the firm in which a learner is employed, and is not Foundational or Higher Education.	Learning directed to individuals in the context of their families and communities for the purpose of personal, social, cultural, civic, or spiritual growth or enrichment.
Includes non-formal courses as well as formal high school/equivalency programs.	Includes formal learning only.	Includes non-formal courses, workshops, and seminars, and informal on-the-job training.	Includes non-formal courses, workshops and seminars and informal training.	Includes non-formal courses, workshops and seminars and informal learning experiences.
Examples: Literacy & Essential Skills Academic Upgrading High School Diploma GED preparation Employability Language Training	Examples: Vocational Apprenticeship Training Diploma/Certificate Undergraduate Degree Master's degree PhD. Residency program Programs that lead to professional designation from professional/regulatory body	Examples: Orientation Technical/Operational Soft skills Supervisory/Manager Employee/Career Development Occupational Health & Safety, Protection	Examples: Workshops, courses, or seminars offered by professional institutes to help individuals change careers Continuing education courses not part of a credentialed program Courses offered by private or non-profit organizations that focus on specific skills such as project management, or computer software Short courses funded by Skills Development such as First Aid/CPR/AED ¹	Examples: Health promotion Sports and recreation Arts and culture Community development and leadership Religious/spiritual

¹ Short courses such as training to obtain an AZ truck driving license that are typically offered at private career colleges could be classified as either Higher Education or Labour Market-related learning. Also note that there innovative approaches to adult learning that combine more than one of these five major categories. For example, some jurisdictions offer foundational skills training in the context of a higher education certificate. (See Appendix B for more examples of hybrid approaches.)

3.2 Classifying adult learning

Figure 4 is a decision tree that can be used to categorize learning activities into one of the five learning types. Below we provide a set of examples describing how this can be done.

Using the decision tree as a tool to classify types of learning – four examples

a) Learner is taking an academic upgrading course designed to give individuals without a high school diploma the skills they need to succeed at a college level

There is intention to learn, so proceed to question of whether activity is part of a series of courses leading to a credential
Does not lead to a recognized credential offered by the education system, so proceed to whether it is a course or workshop
Activity is a course with structured format so it is considered **non-formal** learning
It is preparing individuals without a secondary diploma for college so it is probably specifically targeting individuals below grade 12
So it is classified as **foundational learning**

b) Learner is enrolled in a Personal Support Worker program provided by a college

There is intention to learn, so proceed to question of whether activity leads to a recognized credential offered by the education system
The course leads to a college certificate as a Personal Support Worker, so it is classified as **formal** learning
Course does not lead to a secondary diploma or its equivalent so proceed to whether it is offered by a postsecondary institution
Course is part of a program offered by a postsecondary institution
So it is classified as **higher education**

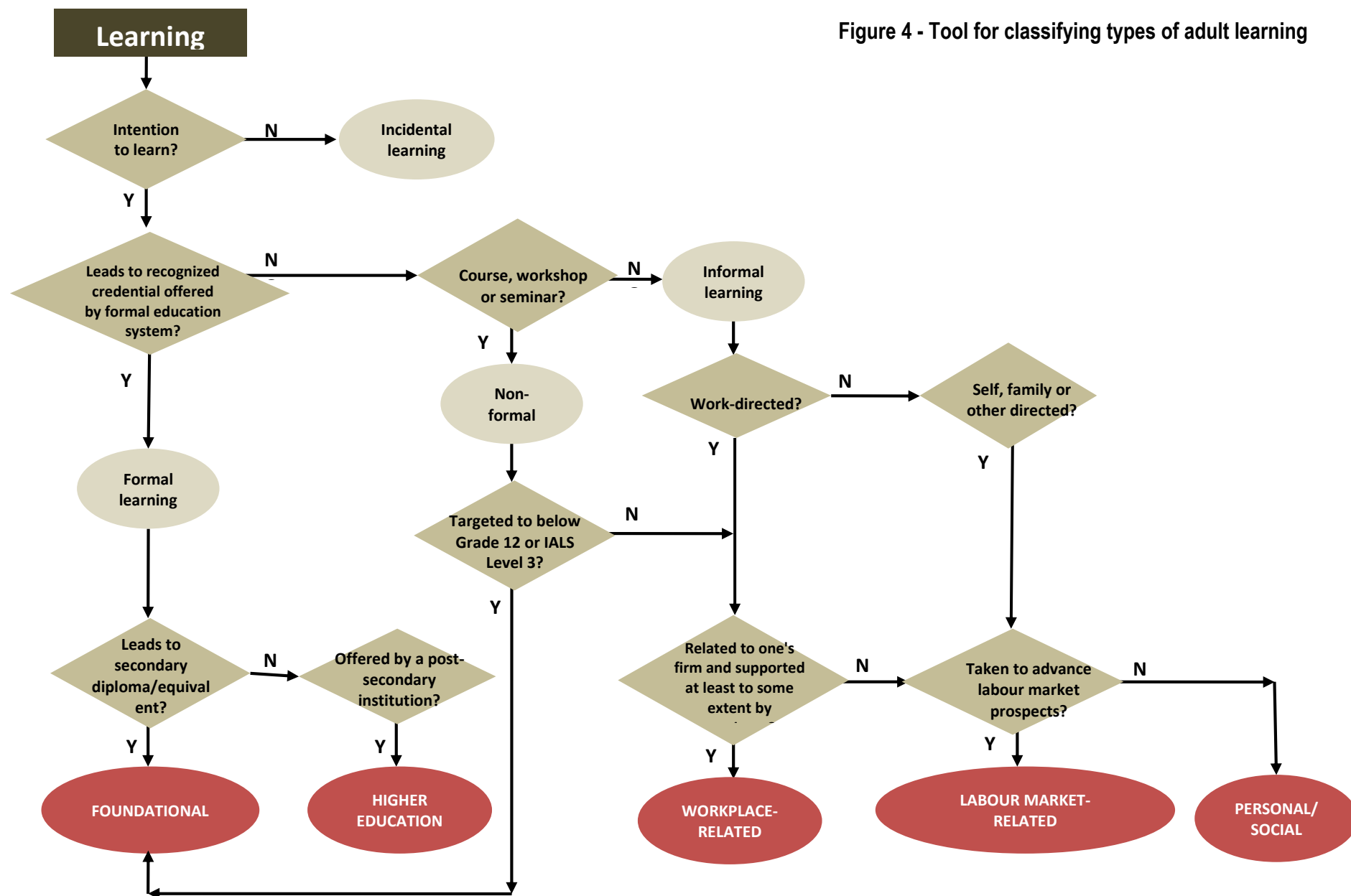
c) Learner is taking a Project Management certificate program offered by a college and paid for by her employer

There is intention to learn, so proceed to question of whether activity leads to a recognized credential offered by the education system
The course is part of a series of courses leading to a college certificate in Project Management, so it is classified as **formal** learning
Course does not lead to a secondary diploma or its equivalent so proceed to whether it is offered by a postsecondary institution
Course is part of a program offered by a postsecondary institution
So it is classified as **higher education**
Note that we do not classify the program as workplace-related because our primary filter is the type of adult learning activity as organized in practice rather than who pays for the training

d) Learner is taking a 5-day course on project management offered by a private company. The learner is paying for it himself in order to help him make a career change

There is intention to learn, so proceed to question of whether leads to a recognized credential offered by the education system
The course does not result in a recognized credential offered by the education system so it is classified as **non-formal** learning
It is not targeted to learners below Grade 12 or IALS Level 3, nor is it related to the firm in which the learner is currently employed
Course is taken with purpose of advancing the learner's labour market prospects
So it is classified as other **labour market-related learning**

Figure 4 - Tool for classifying types of adult learning



4. Dimensions of adult learning

Types of adult learning can be further described in terms of who provides the program or course; who pays for it; the learner's purpose in taking it; the program duration and other design and delivery features. This section provides a brief definition for each of these dimensions. Ideally we would embed these dimensions into the learning typology, but in practice this is simply not feasible. As we illustrate in our more detailed profiles within each major category of learning there are multiple providers, payers, and purposes.

Key dimensions of adult learning activities

Form – Formal, non-formal, informal, incidental.

Provider – The institution in which the adult learning activity occurs, or by whom the activity is directed. Examples of adult learning providers include secondary schools, colleges, universities, employers, unions, and community centres. Note that the actual *deliverer* (*instructor/facilitator*) of the learning activity need not necessarily be the *provider*.

Payer – The source(s) of financial assistance or in kind support. Examples of adult learning payers include the individual learner, an employer, a government, and a union.

Purpose – The reasons and objectives for participation, including job or career reasons, educational reasons, or personal interest. Note that this definition of purpose is from the perspective of the individual learner and not from the perspective of the program designers or providers.

Duration – Refers broadly to time-related factors, such as the length (e.g., the number of months or years that the program/course spans), volume (e.g., the actual number of hours, days, or weeks spent participating in the activity) and intensity (e.g., hours per week/month, weeks per year) of the learning activity *required* for completion and/or *actually taken* before ending participation.

Design – Include such things as the learning goals, content, instructional materials, whether the program includes a work experience component. This is an area where further research is required to identify the elements that are most salient to effective design.

Delivery – refers to the methods of instruction, and includes such instructional approaches as traditional in-class instruction, use of multimedia, correspondence, and teacher-directed or self-paced learning. Many programs use a blend of delivery methods.

Instructor quality – The education, training and experience of the instructor.

Credential – The type of credential, and its value in the labour market.

Appendix E provides a brief analysis of the extent to which data from the 2008 *Access and Support to Education and Training Survey* (ASETS) can be used to provide an empirical analysis related to the first two types of learning – foundational and higher education. Further work can conduct more systematic analysis that also includes the remaining three types of learning (workplace related, other labour market related, and personal/social).

5. Profiles of each learning type

5.1 Profile of foundational learning

Foundational learning provides instruction on the basic skills and learning strategies required for further learning or employment. This type of training is targeted to adults who left initial education without qualifications or who have qualifications but need to improve basic literacy, official language or employability skills or obtain a secondary education or college entry. The table below describes foundational learning activities in terms of some of the key dimensions such as provider and payer.

Dimensions of foundational learning in Canada

Dimension	Description
Form	Some types such as a secondary diploma program are classified as formal learning but many types of foundational learning are non-formal since they normally take the form of courses that do not lead to a recognized credential offered by the system of schools, colleges and universities.
Provider	Significant differences across Canada. Providers of non-formal courses may include colleges, school boards, community organizations, unions, workplaces, and sector councils. Providers of high school diploma or equivalency programs are typically secondary/high schools or school boards.
Payer	Publicly-supported measures exist in all jurisdictions. Funding is provided to a range of providers and may include non profits, educational institutions and employers. In some jurisdictions individuals on social assistance or EI can participate and retain their benefits.
Purpose	Targeted to adults who left initial education without a secondary diploma and/or who need to improve their skills to gain a job, advance in the labour market, and/or pursue further learning.

Examples of foundational learning activities in Canada

Literacy and Essential Skills	• Develop learning strategies for those whose skills fall below level required for employment, further learning, or independence.
Academic Upgrading	• Designed to meet needs of adults who wish to pursue college or university but lack skills or specific entry prerequisites.
Secondary Diploma	• Adults may pursue a regular high school diploma or in some jurisdictions an adult secondary diploma that has been modified to meet needs of adult learners.
GED preparation	• A test-based, internationally recognized credential accepted by some employers and postsecondary institutions as the equivalent of a high school diploma.
Employability	• Designed to develop skills needed to enter labour market including life skills, career exploration, work experience, and work habits. May target specific groups with barriers or focus on specific occupations.
Language	• For individuals whose first language is not English or French. Includes programs for oral and written language as well as job-specific language training to prepare learners for work.

5.2 Profile of higher education

Higher education is offered by post-secondary education institutions such as universities, colleges of applied arts and technology, and private career colleges, and results in a post-secondary credential. Typical program durations range from three months to up to four years. The table below describes higher education in terms of some of the key dimensions such as provider and payer. Examples of the various types of higher education programs in Canada are also provided.

Dimensions of higher education in Canada

Dimension	Description
Form	Formal learning programs that take place in a post-secondary educational institution and are part of program that leads to a recognized credential offered by the post-secondary education system.
Provider	Include public colleges, private career colleges and technical institutes, and universities.
Payer	Although few governments deliver programs that directly encourage adults to pursue higher education, governments of course do invest in higher education and adult learners benefit from this investment. In some jurisdictions, governments are increasingly promoting higher education as part of their workforce development programs. In some cases employers may support workers to pursue higher education.
Purpose	Learners may pursue higher education for a variety of reasons including to obtain a post secondary credential, to retrain, or to gain a Canadian credential.

Examples of higher education programs in Canada

Apprenticeship	<ul style="list-style-type: none"> Includes on-the-job and classroom training programs for trade occupations and includes learning from skilled journeypersons. Apprentices are paid while gaining work experience. Successful completion leads to a Certificate of Qualification.
Trade/vocational	<ul style="list-style-type: none"> Practically focused programs that provide skills required for a specific job and leads to an industry specific credential. Prepares learners for work or further study such as an apprenticeship.
College diploma/certificate	<ul style="list-style-type: none"> Career oriented programs which lead to two- or three-year diplomas or shorter certificate programs. Some courses of study lead to official certification in skilled trades.
University degree/certificate	<ul style="list-style-type: none"> Provides broad and specialized knowledge on a discipline and is three to four years of study. Other options include specialized certificate programs.

5.3 Profile of workplace-related learning

Workplace-related learning is learning that is related to the firm in which the learner is employed and that is supported at least to some extent by their employer, but that is *not* foundational or higher education. Individuals may engage in this type of learning for the purpose of learning a new job, improving their job performance, for professional development, as an employee benefit or because it is required by legislation. It is worth noting that this category includes both training that is only relevant to the firm (often thought of as firm-specific training), and also training that may be relevant to other firms (often referred to as general skills training). The table below describes workplace-related training activities in terms of some of the key dimensions such as provider and payer. Examples of the various types of workplace-related training are also provided.

Dimensions of workplace-related learning in Canada

Dimension	Description
Form	Typically non-formal or informal learning that takes place in the workplace or other venue organized by the employer (e.g., conference centre).
Provider	Typically provided directly by the employer or a training professional hired by the employer, but could include other providers such as colleges contracted by the employer to provide workplace-related training, industry associations and sector councils, professional associations, software developers, etc.
Payer	Usually the employer but in some cases unions, professional associations or sector councils may be involved. In some jurisdictions governments provide incentives to firms to train lower skilled workers or to firms that may be in jeopardy of laying off workers or closing their doors.
Purpose	Offered/organized by the employer to increase workplace performance, career development or because of legislation.

Examples of workplace-related learning in Canada

Orientation	<ul style="list-style-type: none"> Helps to assimilate and accelerate integration of new hires. Includes instruction on policies, procedures, company history, goals, and culture.
Technical/operational	<ul style="list-style-type: none"> Related to the firm's core operations such as machine operation, new products, technology, processes or procedures.
Soft skills	<ul style="list-style-type: none"> To improve how employees relate to each other including communicating, giving feedback, working as a team, solving problems, contributing in meetings and resolving conflict.
Managerial/supervisory	<ul style="list-style-type: none"> Provides new or experienced supervisors with management skills such as delegation, performance management, coaching, and team building skills.
Employee development	<ul style="list-style-type: none"> Training that does not relate to existing job but increases engagement, retention, and prepares employee for future positions.
Occupational health & safety	<ul style="list-style-type: none"> Instruction on health and safety practices and regulations, such as courses on confined entry, handling, dangerous goods, as well as human rights issues such as harassment.

5.4 Profile of other labour market-related learning

Other labour market-related learning is learning that is undertaken for the purpose of improving labour market prospects, is above the foundational level (targeted to adults with skills above Grade 12 or IALS Level 3), but that is not related to the firm in which the learner is employed, and does not lead to a formal post-secondary credential, although it may lead to other recognized credentials such as those offered by industry-recognized certification programs and career pathways offered outside of the post-secondary system. The table below describes other labour market-related activities in terms of some of the key dimensions such as provider and payer. Examples of the various types of other labour market-related training are also provided.

Dimensions of other labour market-related learning in Canada

Dimension	Description
Form	Non-formal or informal learning that does not lead to a post-secondary credential and that takes place in a variety of settings, but in some cases may lead to industry certification provided outside of the post-secondary system.
Provider	Include public colleges, private career colleges and technical institutes, universities, industry associations, sector councils, professional associations, software developers, etc.
Payer	Few governments deliver programs that directly encourage adults to pursue labour market-related training, particularly if they are already working. Some employers have education funds that allow employees to take courses not directly related to their current or future duties in the firm, but this is not typical. Unions may fund this type of training, but the most likely payers of such training are individual learners themselves.
Purpose	Learners pursue other labour market-related training in order to improve their labour market prospects.

Examples of other labour market-related learning in Canada

Continuing education	<ul style="list-style-type: none"> School boards, colleges or universities may offer courses or workshops that deliver labour market related skills but are not part of a ladder program.
Professional/business development	<ul style="list-style-type: none"> Professional associations, or business associations like a Chamber of Commerce may offer professional development opportunities to members or individuals who are interested in entering/advancing in a particular occupation or business.
Specialized industry certification	<ul style="list-style-type: none"> Industry associations, sector councils, and software developers may offer specialized industry certification programs that are part of broader career pathways initiatives as a way to ensure professional standards and facilitate advancement.

5.5 Profile of personal/social learning

Personal/social learning is learning that is directed to individuals in the context of their families and communities for the purpose of personal, social, civic and/or cultural growth or enrichment. This category excludes: learning that is targeted to adults with skills below the Grade 12 level or IALS level 3, learning that leads to a post-secondary credential, learning that is related to one's current job/firm, and learning that is directly labour market-related. The table below describes personal/social learning in terms of some of the key dimensions such as provider and payer. Examples of the various types of personal/social learning are also provided.

Dimensions of personal/social learning in Canada

Dimension	Description
Form	Non-formal or informal learning that takes place in a variety of settings.
Provider	Include community centres, non-profit organizations, public libraries, private companies, religious institutions, museums, etc.
Payer	Usually the individual, but governments at all levels (municipal, provincial, and federal) may provide funding, such as by providing the program free of charge or by offering tax credits.
Purpose	Learners pursue personal/social learning primarily out of personal interest and to experience personal, social, civic, cultural and/or spiritual growth or enrichment.

Examples of personal/social learning in Canada

Health Promotion	<ul style="list-style-type: none"> Includes courses, workshops and seminars aimed at promoting health awareness and healthy practices for individuals and families, such as pre-natal care workshops offered by a family services centre.
Sports and Recreation	<ul style="list-style-type: none"> Includes sports courses/programs and leagues such as a gymnastics program or a community soccer league, and recreational classes such as dance classes offered by a private dance studio or a rock-climbing program at a private facility.
Arts and Culture	<ul style="list-style-type: none"> Includes courses, workshops and seminars teaching creative skills and techniques such as a painting workshop or a drama course, as well as those teaching humanities such as history, cultures, film and literature.
Community development/conservation and leadership	<ul style="list-style-type: none"> Includes courses, workshops or seminars aimed at empowering individuals and groups to affect change in their communities by teaching skills such as leadership and knowledge related such topics as political processes, advocacy, environmental conservation, etc.
Religious/spiritual	<ul style="list-style-type: none"> Includes courses, workshops and seminars aimed at developing individuals' religious and/or spiritual awareness, knowledge and strategies for living a religious/spiritual life.

6. Definitions of key terms

Adult learner: Includes all learners age 25 and older, and where possible, learners age 20 to 24 who are pursuing foundational learning, and learners age 20 to 24 who are in “adult social roles” such as heading a family or working full-time as a primary activity.

Adult learning: Broadly defined as purposeful and directed learning undertaken by adults, either alone or in groups, to increase knowledge and skills, and/or change behaviours, values, or beliefs.

Credential: A key dimension of, and possible output of, adult learning activities, and may be measured in terms of whether or not a credential has been earned, the education type and/or level (e.g., a college diploma), and/or the field of study (e.g., nursing).

Delivery: Refers to the methods of instruction, and includes such instructional approaches as traditional in-class instruction, use of multimedia, correspondence, and teacher-directed or self-paced learning. Many programs use a blend of delivery methods.

Design: Include such things as the learning goals, content, instructional materials, whether the program includes a work experience component. This is an area where further research is required to identify the elements that are most salient to effective design.

Duration: Refers broadly to time-related factors, such as the length (e.g., the number of months or years that the program/course spans), volume (e.g., the actual number of hours, days, or weeks spent participating in the activity) and intensity (e.g., hours per week/month, weeks per year) of the learning activity required for completion and/or actually taken before ending participation.

Form: In general, learning activities can take four forms: formal, non-formal, informal, incidental.

Formal learning: A learning activity that is structured and sequentially organized in which learners follow a program of study or a series of experiences planned and directed by a teacher or trainer and generally leading to some formal recognition of educational performance, such as a certificate, license, diploma, or degree. Formal adult learning is provided in the system of schools, colleges, universities and other formal educational institutions that constitute a continuous “ladder” of full-time education.

Foundational learning: Provides instruction on the basic skills and learning strategies required for further learning or employment. This type of training is targeted to adults who left initial education without qualifications or who have qualifications but need to improve basic literacy, official language or employability skills or obtain a secondary education or college entry. Instruction is typically targeted to adults with skills levels that are below the Grade 12 level or below IALS level 3.

Higher education: Offered by post-secondary education institutions such as universities, colleges of applied arts and technology, and private career colleges, and offers a post-secondary credential. Programs usually take at least three months to complete, such as programs that provide a vocational skill such as fork lift operator or truck driver, and many are longer such as four year university degrees.

Incidental learning: Happens randomly and is not intentional or planned. It may occur anywhere at any time. While we recognize that incidental learning may affect outcomes, it is difficult to capture

empirically and difficult to influence through policy levers. Incidental learning is thus excluded from our definition of adult learning.

Informal learning: Learning that is less organized and less structured than either formal or non-formal learning. It involves no (or very little) reliance on pre-determined guidelines for its organization, delivery and assessment, although it must be undertaken with the specific intention to develop some skills or knowledge. Informal learning may include such activities as those that occur in the workplace (e.g., on-the-job training), and any other unstructured learning activities that may occur on a self-directed, family-directed, work-directed, or other basis.

Instructor quality: A key dimension of, and an input to, adult learning activities. Instructor quality can be measured in terms of the instructor's education level/type, training and years of experience.

Other labour market-related learning: Learning that is undertaken for the purpose of improving labour market prospects, that is not foundational learning is not related to the firm in which the learner is employed, and does not lead to a formal post-secondary credential, although it may lead to other recognized credentials such as those offered by industry-recognized certification programs and career pathways offered outside of the post-secondary system.

Learning activity: The learning activity in which participants engage can be classified into five broad categories - foundational; higher education, workplace-related, other labour market-related, and personal/social.

Non-formal learning: Structured learning that includes activities such as: participation in courses that are not part of a formal educational program; workshops; seminars; private lessons, and guided/organized workplace training. Non-formal learning may take place both within and outside educational institutions. It may cover educational programs to impart adult literacy, adult basic education, life-skills, work-skills, and general culture. Non-formal learning does not usually follow the "ladder" system that is characteristic of formal learning.

Payer: The source(s) of financial assistance or in kind support. Examples of adult learning payers include the individual learner, an employer, a government, and a union.

Personal/social learning: Learning that is directed to individuals in the context of their families and communities for the purpose of personal, social, civic and/or cultural growth or enrichment. For the purposes of our typology, this category excludes: learning that is targeted to adults with skills below the Grade 12 level or IALS level 3, learning that leads to a post-secondary credential, learning that is related to one's current job/firm, and learning that is directly labour market-related.

Provider: The institution in which the adult learning activity occurs, or by whom the activity is directed. Examples of adult learning providers include secondary schools, colleges, universities, employers, unions, and community centres. Note that the actual deliverer (instructor/facilitator) of the learning activity need not necessarily be the provider.

Purpose: The reasons and objectives for participation, including job or career reasons, educational reasons, or personal interest. Note that this definition of purpose is from the perspective of the individual learner and not from the perspective of the program designers or providers.

Workplace-related learning: Learning that is related to the firm in which the learner is employed and that is supported at least to some extent by their employer, but that is not foundational or higher education. Individuals may engage in this type of learning for the purpose of learning a new job, improving their job performance, for professional development, as an employee benefit or because it is required by legislation. It is worth noting that this category includes both training that is only relevant to the firm (often thought of as firm-specific training), and also training that may be relevant to other firms (often referred to as general skills training).

References

- Apps, J.A. (1989). Providers of adult and continuing education framework. In, I Merriam, S. M. and Cunningham, P. M. (eds.) *Handbook of Adult and Continuing Education*, pp 275-286. San Francisco: Jossey-Bass.
- Bryson, L. (1936). *Adult education*. New York: American Book.
- Darkenwald, G. and Merriam, S. (1982). *Adult education: Foundations of practice*. New York: Harper and Row.
- Desjardins, R., Rubenson, K., and Milana, M. (2006). *Unequal Chances to Participate in Adult Learning: International Perspectives*. Paris: UNESCO IIEP Fundamentals of Educational Planning Series.
- Ely, M.L. (1948). (Ed). *Handbook of adult education*. New York: Institute of Adult Education.
- European Commission. (2005). *Task force report on adult education survey*. Brussels.
- Eurostat (2011). *Draft AES manual- ANNEX A FIELD WORK*, Version 4.
- Green, A. (1999). "Education and Globalization in Europe and East Asia: convergent and divergent trends." *Journal of Education Policy* 14 (1): 55-71.
- Kasworm, C.E., Rose, A. D. and Ross-Gordon, J.M. (Eds.) (2010). *Handbook of Adult and Continuing Education*. Los Angeles: London.
- Merriam, S. and Brockett, R. (1997). *The Profession and practice of adult education*. San Francisco: Jossey-Bass.
- OECD. (2003). *Beyond rhetoric: Adult learning policies and practices*. Paris: Author.
- OECD. (2005). *Promoting adult learning*. Paris: Author.
- OECD-INES (2010). *EAG indicators for monitoring adult learning policies based on PIAAC data*. INES-LSO-WG(2010)12.
- Raffe, D. (2008) "The concept of transition system." *Journal of Education and Work* 21(4): 277-296.
- Schroeder, W.L. (1980). *Typology of adult learning systems*. In J.M. Peters and Associates, *Building an effective adult education enterprise*, San Francisco: Jossey-Bass.
- Smith, R.M., Aker, G.F. and Kidd, J.R. (Eds.). (1970). *Handbook of adult education*. New York: Macmillan.
- Statistics Canada. (2009). *Access and Support to Education and Training Survey, 2008 Questionnaire*. URL: http://www23.statcan.gc.ca/imdb-bmdi/instrument/5151_Q1_V1-eng.pdf
- Stubbfield, H.W. and Rachal, J.R. (1992). "On the origins of the term and meaning of 'adult education' in the United States." *Adult education Quarterly*, 42(2), 106-116.
- UNESCO. (1976). *Recommendation on the development of adult education*, adopted by the General Conference at its nineteenth session. Nairobi, 26 November 1976.

UNESCO. (2009). Global report on adult learning and education. Hamburg, Germany: UNESCO Institute for Lifelong Learning.

Verner, Coolie. (1964). Adult Education. Washington, DC: The Center for Applied Research in Education, Inc.

Definitions of “adult learner” in use or recently used by HRSDC

This section presents a summary of definitions currently in use or recently used within HRSDC program, policy, or research activities.

From: Adult Learning Diagnostic (September 26, 2008)

Adult learners are individuals who pursue training and education for a variety of purposes such as the acquisition of personal, social and/or workplace knowledge, skills, attitudes and values. Through learning, adults gain knowledge for active citizenship and personal growth, and the tools to participate in, and contribute to, a productive economy. Individuals are included if they are considered adults by the province/territory in which they reside. Full-time students, 25 years old or under, are excluded from the scope of this diagnostic.

From: AL Intradepartmental Working Group (August 19, 2009)

An “adult learner” is being defined as anyone aged 16 years or over who has had a formal break in their learning (e.g., who left secondary or post secondary education) and who is now involved in learning activities, whether it is formal education, informal learning, or employer-sponsored training. Please note that it is the concept of a “break” in learning that is key to denoting an “adult learner” for the purposes of this exercise.

From: CSLP

CSLP does not have a standard definition of an “adult learner” because they do not target that way. However, CSLP demographic data uses five-year age brackets. One of these brackets is 25-29, which corresponds to other age categories often used in national and international data.

From: RFP Institutional Investment in Support of Non-Standard Adult Learners

“Adult learners” refer to adults in the workforce who require skills upgrading, job-related training, or further post-secondary education to improve their flexibility and employability in the labour market.

From: RFP Adults Investing in Postsecondary Education

Adult learners are defined as those Canadians who were out of formal education for at least three consecutive years and who re-entered PSE either to acquire new knowledge and skills, or to broaden their knowledge, or to specialize in a particular field of study.

From: Adult Learning in Canada: A Comparative Perspective Results from the Adult Literacy and Life Skills Survey (2007)

Adults aged 16 and older who are studying full time are not counted toward the participation rate in adult education and training, except under the following circumstances: adults aged 16 or over who are studying full-time and this is subsidized by an employer; adults aged 20 or over who are studying full-time in elementary or secondary programmes; and adults aged 25 or over who are studying full-time in postsecondary programmes. Thus any part time studies count toward adult learning. Moreover, higher education studies (full or part time) by adults aged 25 or over also count toward adult learning.

Examples of hybrid adult learning programs from selected provinces

Jurisdiction	Program Name	Description	Learning Type	Provider(s)	Payer
Ontario	Bridge Training	<p>These are programs that help newcomers get their license or certificate in their profession or trade, so that they can work in Ontario. Each Bridge Training program is different, but in general, is designed to provide you with:</p> <ul style="list-style-type: none"> • An assessment of your education and skills • A clinical or workplace experience • Skills training or targeted academic training programs • Preparation for a license or certification examination • Language training for your profession or trade • Individual learning plans to identify any added training you may need 	Formal	Employers, colleges and universities, occupational regulatory bodies, and community organizations	Individual, but there is opportunity to receive a bursary from the Ministry of Training, Colleges and Universities' Ontario Bridging Participant Assistance Program, which provides bursaries of up to \$5,000 to internationally trained individuals participating in eligible Ontario Bridge Training programs offered by Ontario colleges and universities.
Nova Scotia	Workplace Education Initiative (WEI)	Workplace education that is focused on the delivery of essential skills upgrading to employed workers. Flexibility is built into the program, allowing participating organizations/firms to develop tailor-made training courses making use of on-site materials and addressing specific learner needs and priorities.	Non-formal	Independent, community-based contractors, who receive training from the Association of Workplace Educators in Nova Scotia (AWENS).	Provincial government (with occasional funding from HRSDC for piloting)

Jurisdiction	Program Name	Description	Learning Type	Provider(s)	Payer
Manitoba	Workplace Education Manitoba (WEM)	<p>WEM partners with private and public sector organizations to:</p> <ul style="list-style-type: none"> • Help businesses assess the current Essential Skill levels of their workers, as well as the levels needed to reach employer objectives. • Work with them develop a training plan • Design training materials that incorporate the organization's job task materials and processes. • Deliver training via Essential Skills instructors directly to workers - or train/coach your in-house trainers. Training is delivered at the worksite, or in classrooms, or at a satellite location. 	Non-formal	Workplace educators who are contracted with provincial government.	Provincial and federal government.
Alberta	Integrated Training Program	Skill-based training that combines job-related skills, work experience, employability and/or essential skills, and academic related and/or English as Second Language training. It is designed to lead people directly into employment.	Non-formal	Offered by a recognized public institution or certified private provider.	Provincial government offers income assistance and up to \$5000 in grants to low income persons.
Alberta	Occupational Training	Occupation-specific training that could, where appropriate, include a work experience placement. It is designed for Albertans who need enhanced occupational skills to obtain employment and become self-sufficient.	Formal	Offered by a recognized public institution or certified private provider.	Alberta Employment and Immigration (AE&I) provides tuition up to a maximum of \$15,000 per academic year for approved Occupational Training programs.

Jurisdiction	Program Name	Description	Learning Type	Provider(s)	Payer
Alberta	Immigrant Bridging Programs	<p>Example: ESL Bridge to Business Careers at NorQuest College</p> <p>Combines college preparation and ESL for the business administration context.</p> <p>An intensive 16-week program designed to prepare you for success in a business career environment. Upon successful completion of this program, you will meet the English language requirement for NorQuest College Business Careers programs: Administrative Professional, Business Administration, and Hospital Unit Clerk. Graduates will be awarded a NorQuest ESL Bridge to Business Careers certificate.</p>	Formal	Colleges	Provincial government pays for Alberta Works funded learners who have undergone employability assessment and demonstrated the need for training to achieve an employment outcome.
Alberta	Immigrant Training and Employment programs	<p>Example: Essential English for Health Care at Alberta Business Education Services</p> <p>Full-time program that prepares learners for skills training in Health-care occupations. Learners are prepared with language, cultural awareness, and basic medical terminology and communication skills for Canadian health care settings. Course content includes: Team work; Group dynamics; Medical Practice and Terminology; Workplace safety;</p> <p>Information Management; Procedures and processes; Telephone skills; Records Management; Workplace Diversity; as well as Listening, Writing and Reading skills based on the Canadian Essential Skills tasks and complexities, and accent reduction.</p>	Non-formal	Community agencies, colleges, polytechnic institutes	Provincial government pays for Alberta Works funded learners who have undergone employability assessment and demonstrated the need for training to achieve an employment outcome.

Jurisdiction	Program Name	Description	Learning Type	Provider(s)	Payer
Canada-wide	Enhanced Language Training	ELT provides English and French language training to help newcomers communicate in a work-related setting. ELT also offers activities and experiences to help newcomers prepare for the realities of the Canadian work environment, such as mentoring, job placements and other ways to help newcomers find work.	Non-formal	Provinces, territories, employers, educational institutions, non-governmental organizations, communities, and organizations that help newcomers	Federal government (CIC)

The typology in a comparative perspective

This section briefly situates the proposed typology in the historical and international discussions on definitions of adult learning, forms of adult learning and typologies of adult learning.

Defining adult learning and education

Historical and comparative examples

One of the first definitions of adult education appears in 1936 when Bryson (1936:3) provided the following very broad characterization: “all the activities with an educational purpose that are carried out by people, engaged in the ordinary business of life”. As adult education became more professionalized, with a growth of graduate programs preparing practitioners, the definition became narrower emphasizing the educational dimension. In the words of Verner (1964:1), “...the term adult education is used to designate all those educational activities that are designed specifically for adults”. However, under the influence of the UNESCO initiated debate on adult and lifelong learning, the definition in the North American literature (see Stubbfield and Rachal, 1992) moved away from the more narrow professional concern to once again reflect the wider understanding proposed by Bryson.

The most commonly used definition in the last three decades, and still referred to in North American literature is the one adopted by UNESCO in 1976 (UNESCO, 1976:2), which reads in abbreviated form:

The term “adult education” denotes the entire body of organized educational processes, whatever the content, level and method, whether formal or otherwise, whether they prolong or replace initial education in schools, colleges and universities as well as in apprenticeship, whereby persons regarded as adult by the society to which they belong develop their abilities, enrich their knowledge, improve their technical or professional qualifications or turn them in a new direction and bring about changes in their attitudes or behavior in the two fold perspective of full personal development and participation in balanced and independent social, economic and cultural development; adult education, however, must not be considered as an entity in itself, it is a sub-division, and an integral part of, a global scheme for lifelong education and learning.

Critical in the UNESCO definition, like in most other attempts to outline adult education, is how the term “adult” is best understood. Building on [human development] stage theory, Darkenwald and Merriam (1982:9) state: “adult education is a process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about changes in knowledge, attitudes, values and skills”. Thus, adult education refers to “activities intentionally designed for the purpose of bringing about learning among those whose age, social roles, or self-perception define them as adults” (Merriam and Brockett (1997:8). According to this view it is not age as such that defines someone as an adult but the social roles the person is carrying out. This is the definition informing the 2010 Edition of *Handbook of Adult and Continuing Education* (Kasworm, Rose and Ross-Gordon, 2010).

While raising awareness about the special considerations that should go into the education and training of adults, the way adult education has been defined in the adult education literature is less useful to the policy community. The vagueness of adult education, as defined, does not help when, for example, trying to gauge the performance of adult education and training systems in generating required competencies. Nor does it help to clarify the policy levers that could contribute to enhancing competencies. So for example, not all “adults” taking part in education are adults in terms of social roles and functioning. Second, it is commonly pointed out that participation in adult education is not always a voluntary act but it is more commonly becoming something an adult must do to keep her work or become eligible for certain benefits like unemployment insurance. Third, attempts to separate adult learners from first-time students attending regular school or university are also becoming more blurred. The traditional pattern of study has changed and with an increasing number of students moving in and out of the post-secondary system and the labour market, it is difficult to identify who is in the first cycle of studies and who is a recurrent learner.

Recognizing the problems of defining who is an adult learner, various pragmatic solutions are being sought. Factors like the intensity (i.e., part- or full- time), destination (i.e., type of credential) and institutional setting (i.e., formal or non-formal) as well as age are sometimes used to define who is an adult student (Desjardins, Rubenson and Milana, 2006). So for example, in the 2003 AETS, adults aged 16 and older who are studying full time were not counted toward the participation rate in adult education and training, except under the following circumstances: adults aged 16 or over who are studying full-time and are subsidized by an employer; adults aged 20 or over who are studying full-time in elementary or secondary programmes; and adults aged 25 or over who are studying full-time in postsecondary programmes – thus, any part time studies counted toward adult learning. Moreover, higher education studies (full- or part-time) by adults aged 25 or over also count toward adult learning. A similar strategy was used to arrive at adult education participation in the International Adult Literacy Survey and the Adult Literacy and Lifeskills Survey (OECD, 2003; 2005). While this approach may be pragmatic, it is evident that in the emergent Learning Society, the traditional distinctions between full-time and part-time initial education or higher education and adult education are becoming increasingly blurred. Cognisant of national differences in the structure of post-secondary and adult education, and after considering what would be most useful to the policy community, Eurostat’s Adult Education Survey focuses on education and training among 25 to 64 year-olds. Although elegant in its simplicity, this clearly eliminates younger adults.

Previous adult learning typologies

It is possible to broadly discern three quite distinct attempts to create categories of typologies of adult learning. The first is to be found in mainstream adult education literature. The second emanates from comparative studies trying to identify national patterns and the third, and most relevant to the proposed typology, stems from recent developments by supranational bodies like the EC, OECD and UNESCO to collect information on lifelong learning.

Adult education literature

The adult education literature, going back to Bryson (1936), contains several efforts to provide a typology of providers of adult education. The purpose for these has not been the policy community but the discipline and its urge to understand adult education as a field of educational activity. In the first classification Bryson (1936) lists only existing agencies noting nine different providers: public schools, national public programs, federal emergency programs, colleges and universities, libraries, museums, religious bodies, workers public schools, and parent-teacher groups. The 1948 *Handbook of Adult Education* (Ely, 1948) applies a somewhat more sophisticated approach presenting adult education as organized around six purposes and needs (vocational efficiency, economic understanding, civic participation and responsibility, better human relations and community improvements, group interest and personal growth, and self-realization) and six categories of institutions closely corresponding to Bryson's previous list. The latter was expanded to 11 in the 1970 *Handbook of Adult Education* (Smith, Aker, and Kidd, 1970).

In one of the more ambitious efforts, Schroeder (1980) goes back to the agency approach and presents a classification of adult providers grouped around broad types of agencies. Type I agencies were established to serve the educational needs of adults – with adult education as the primary function. Type II agencies were established to serve the educational needs of youth, which have assumed the added responsibility of at least partially also serving the needs of adults- adult education is secondary function. Type III agencies were established to serve both educational and non-educational needs of the community–adult education is an allied function employed to fulfill only some of the needs, which the agencies, recognize as their responsibility (e.g., libraries, health and welfare agencies). Type IV agencies were established to serve the interest of special groups – adult education is a subordinate function employed primarily to further special interests of the agency itself (e.g., business, unions, NGOs).

Apps (1989) chooses another criterion and classifies adult education providers according to how they are financed and grouped them according to whether or not they are publicly supported or private, and in case of the latter if they are for-profit or non-profit organizations.

In a North American context, particularly in the economics literature, the standard approach is also to distinguish between types of adult learning based on who pays. But the distinction is typically between “employer-sponsored” training and “government-sponsored” training. Note that in this schema, training that people pay for themselves tends to receive little attention. Also note that while this schema may further distinguish between firm-specific versus general training or classroom versus on-the-job training none of these further distinctions refer to types of training that are actually delivered in practice. For example employers may sponsor a wide range of types of training from a short occupational health and safety course, to a week-long leadership program, to a project management certificate obtained at a local community college. Similarly governments may sponsor a short employability training program that focuses on basic life skills to an advanced diploma program that is widely respected and in high demand in the local labour market. Thus existing approaches have led to considerable conceptual confusion and have not helped advance our understanding of what types of education and training work best for what types of learners.

In the last 25 years, the issue of typology of providers seems to have vanished from the main stream adult education literature but has recently been taken up by scholars with a theoretical and policy interest developing typologies focusing on how certain national adult education and training systems are connected to specific social and economic institutions like labour market systems, welfare regimes etc. (see e.g., Green, 1999; Raffe, 2008).

Supranational institutions

The recent interest in the policy community for a typology of adult learning and education reflects an ambition to embrace an evidence-informed policy strategy. In the last decade, refined measures of competencies and analyses of their relationship to various outcomes have become available. These are important, but a concentrated effort to establish empirical and conceptual linkages between competencies, forms of adult learning and education, policy levers, and outcomes have been missing. Through such analyses it becomes possible to gauge more closely the performance of education and training systems in generating required competencies and helps to clarify the policy levers that could contribute to enhancing the economic and wider benefits of adult learning and education. An important step in this work is the development of a robust typology of adult education and learning. There are many challenges, however, in creating such a typology. While various typologies of adult learning have been proposed, in practice adult learning experiences overlap and distinctions are blurred. Adults do not observe neat administrative or other distinctions when learning. Their goals do not necessarily coincide with the goals of a funder or provider and they frequently achieve unplanned or unanticipated outcomes and applications from learning.

The UNESCO *Global report on adult learning and education* from the 2009 CONFINTEA VI meeting presents an international framework with the purpose of understanding adult education in the UNESCO member countries. Under this schema, countries are first classified with regard to adult education provision. This classification is based on purpose and focus and is grouped into the following 10 categories: basic/general competencies, vocational/technical and income generating/on-the-job training, life skills, post-literacy, health issues, knowledge generation, innovation (i.e. ICTs, second languages), liberal/personal education (i.e. artistic, cultural), continuing education, teacher training and secondary education. This classification is heavily influenced by what is going on in the Third World.

Second, the countries are grouped with regard to six types of provision (basic education/general competencies/literacy, vocational, life skills/health/post-literacy, knowledge generation/innovation e.g., ICTs/second languages, human rights education/civic education and liberal/personal education) and stakeholder involvement (defined as public, non-governmental organizations/civic society and private).

Finally, the UNESCO report suggests an international typology which is organized around the Education for All Development Index and other key issues such as the major direction of adult education, major providers, private-public balance and the extent of a lifelong learning perspective. Figure C-1 provides an overview of this typology. Although this typology may be useful from the standpoint of international comparisons, it is not particularly well-suited as a typology for more precisely classifying the field in a particular country.

Figure C-1 – Confintea VI typology of adult education provision

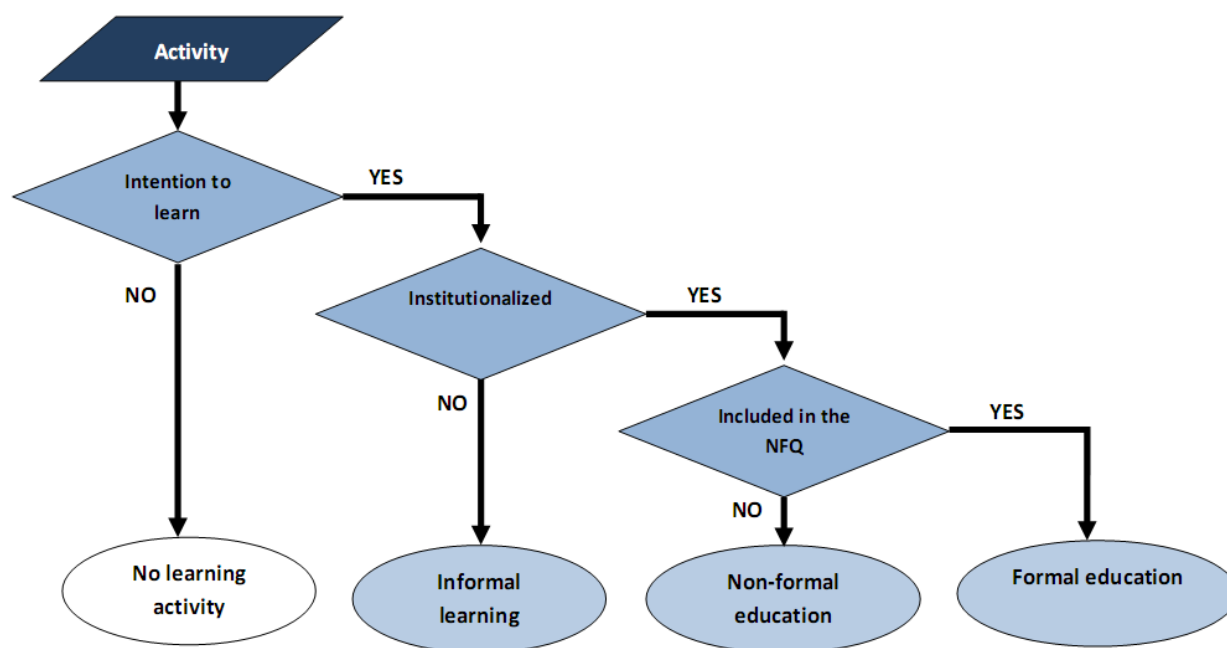
	Category 1 (Low EDI countries)			Category 2 (Medium EDI countries)					Category 3 (High EDI countries)		
Regional Groupings	Arab states Sub-	Asia South and West	Saharan Africa	Arab states	Asia (ASEAN)	Europe and North America	Latin America and Caribbean	Sub-Saharan Africa	Asia	Latin A America and Caribbean	Europe and North America
Key issues in adult education	Sustainable literacy, sustainable livelihoods; poverty reduction, HIV prevention; women’s education, education for indigenous groups; empowerment for social participation			Community development, human resources development, continuing vocational education and training, social and economic integration					Human resources development, personal and social development, social and vocational integration of new migrants, re-training for older and low-qualified workers, early childhood education		
Adult education defined in terms of:											
Major providers	From international donors through to local NGOs and public adult learning and education organizations, community centres, and higher education			Private and public continuing vocational education and training organizations, community learning centres and via local associations					Higher education institutions, further, adult and community colleges and centres, public and private continuing vocational education and training organizations, commercial training companies, civil society and social partners		
Private-public balance	Public and international donors			Emerging private market					Public and private, with (quasi-) marketization		
Adult education and lifelong learning	Adult education lacking a lifelong learning perspective			Adult education towards lifelong learning					Adult education with clear lifelong learning perspective		

Source: UNESCO, 2009:54

The approach presented by the EC Task force on the adult education survey (EC, 2005) is more directly applicable to Canada. The EC typology starts from a classification of learning activities, defined as "any activities of an individual organized with the intention to improve his/her knowledge, skills and competence" (p.20). The EC typology uses the Single Learning Activity as the basic theoretical building block of the Classification of Learning Activities with which all learning activities can be captured and described. Distinguishing between three broad categories of learning, formal, non-formal and informal learning, the Task Force laid out the flow chart, see Figure C-2 (EC, 2005:23).

The EC Classification of Learning activities proposed two key criteria to be used when taking a decision on the allocation of education and learning activities according to the three broad categories: Learning activities are institutionalized when there is "an organization providing structured arrangements including a student-teacher relationship especially designed for education and learning. Institutionalized learning activities happen when there is a providing agency/body responsible for: determining the teaching/learning method, scheduling of the learning, admission requirements, and location of the learning/teaching facility. Informal learning activities are not institutionalized" (p. 23).

Figure C-2 – Allocation of education and learning activities according to the AES framework



Source: EC, 2005:23

The National Framework of Qualifications (NFQ) is defined as "the single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which define the relationship between all education and training awards". The NFQ could take the form of a regulatory document, which stipulates the qualifications and their relative positions in a hierarchy of learning achievements as well as the bodies that provide or deliver these qualifications (awarding bodies). "An institutionalized learning activity (i.e. education in the broader sense) is formal when its completion leads to a learning achievement that is possible to position within the National Framework of Qualification (NFQ)" (p.23).

The following information is being collected for each of the learning activities (see EC, 2005: 29):

Characteristic	Formal education	Non formal education	Informal learning
Content (D1)			
a. Type	C	C	C
b. Level (according to ISCED)		C	
c. Subject/Field (based on ISCED)	C	C	C
D2 Recognition of learning outcomes	C*		OPT
D3 Time			
a. Taught hours (during the ref. period)	C	C	
b. Taught hours that are working hours	C		
c. Volume of non-taught learning	OPT	OPT	OPT
D4 Providers	C		
D5 Subjective Evaluation			
a. Perceived motive – short	C		C
b. Perceived motive – extended	OPT		
c. Satisfaction	OPT		
d. Benefits (e. g. Use of skills)	C		
D6 Direct costs for the learner	C*		
D7 Method	C		

Addressing concerns

While there is longstanding practice by EC, OECD and UNESCO of describing forms of adult learning using the classification system of formal, non-formal informal and incidental (random) learning there is an increasing realization that the concepts need to be better defined. Without a clear understanding of what distinguishes the different categories of learning, it becomes almost impossible to collect comparable measures across countries or even reliable measures at the national level. Presently, there are several initiatives primarily by Eurostat, the OECD and UIS-UNESCO addressing these matters. While this work is ongoing and will not be completed before the end of 2011, there are a couple of developments worth taking notice of already now.

First, the definition of “forms of learning” used in the 2006 AES survey states three requirements for an activity to be classified as *formal education*, but in order to comply with the proposed changes to the ISCED code, Eurostat has identified two additional criteria, recognition and duration, to be added in the 2011 survey (Eurostat, 2011, p 7-8). The five criteria to be used in 2011 are:

1. **The “hierarchy-level” criterion:** This is based on the ISCED definition according to which a formal learning activity can be seen as a complex “ladder” of education that requires the successful completion of one level-grade before proceeding to the next one.
2. **Admission requirements:** a formal learning activity is subject to admission requirements, which have to be fulfilled to have access to training. These usually relate to age and prior education attainment while such requirements may not exist for admission to a non-formal education and training program.
3. **Registration requirements:** a formal education is typically subject to registration, i.e. the requirement or set of requirements that need to be filled to record formally the enrolment to learning. On the other hand, there is no need for such requirement in non-formal education.
4. **Duration requirements:** formal educational programs should be at least one semester of theoretical duration (or equivalent).
5. **Recognition requirements:** formal educational programs have to be recognized by relevant national authorities.

All these criteria ensure that formal educational programs are classifiable in the ISCED. However, to ensure coherence with national definitions of formal education and learning AES will collect an additional variable classifying full-time duration of formal activity into three categories, duration of less than 3 months, duration from 3 to less than 6 months and duration of 6 months and more.

Second, The ISCED draft (Eurostat, 2011, p. 21) notes that while formal education typically takes place in educational institutions that “programmes that take place partly or fully in the workplace may also be considered formal education if they lead to a certification that is recognised by national authorities”.

Third, as noted in the pilot study of the 2011 AES, there is some concern on classifying non-formal learning, especially guided on the job training. Eurostat op. cite. p 10, notes that the following activities should be considered as *non-formal* provided they cannot be considered as formal:

1. **Private lessons or courses** (classroom instruction, lecture or a theoretical and practical course): A course is defined as “a planned series of single learning activities in a particular range of subject-matters offered by a provider”. Courses are typically subject oriented and they are taught by one or more persons specialized in the field(s) of education and training. They may take place in one or more settings/environments:
 - via classroom instruction (including lectures): It includes learning organised in a classroom for a group of people and is built around the transmission of knowledge by a teacher/tutor/instructor with the intention to provide instructions and educate. It may or may not include discussion on a given subject.
 - Combined theoretical-practical courses (including workshops): it covers all courses combining classroom instruction (theoretical) with, practice in real or simulated situations.

Courses conducted through open and distance education

 - Private tuition (private lessons): a planned series of (supplementary) learning experiences offered by experts or other who act as experts, selected to deepen knowledge or skills, to learn more intensively, usually undertaken by only one or very few learners. Typically the tutor (physical person) in this case is also the “provider” having education as main activity.
2. **Courses conducted through open and distance education**: It covers courses which are similar to face-to-face courses, i.e. they may have elements like curriculum, registration, tutoring and even tests but take place via postal correspondence or electronic media, linking instructors/teacher/tutor or students who are not together in a classroom. This type of courses involves interaction between the instructor and the student, albeit not simultaneously but with a delay.
3. **Seminars or workshops**: Sessions combining theoretical instruction with “hands-on” training provided during a conference or congress
4. **Guided on the job training**: This type of training is characterized by planned periods of training, instruction or practical experience, using normal tools of work, either in the immediate place of work or in the work-situation with the presence of a tutor. It is usually organized by the employer to facilitate adaptation of (new) staff, including transferred, re-hired and seasonal/temporary staff in their new or current jobs. It may include general training about the company (organization, operating procedures, etc.) as well as specific job related instructions (safety and health hazards, working practices).

There are five main criteria to be fulfilled for an activity to be classified as *guided on-the-job training* (Eurostat, 2011, p 11):

1. It is work-based (localized at the workplace)
2. Planned periods of training
3. Presence of tutor or instructor
4. Organized (or initiated by the employer)
5. It is an individual based practical activity

Eurostat notes that it is important to highlight that *leisure learning activities* are to be covered (provided they confirm to the set criteria).

Indicators for monitoring policy

In addition to constructing typologies of learning activities there is also an interest in creating indicators for monitoring adult learning policies. The most advanced system so far has been developed by the OECD INES Network on Labour Market, Economic and Social Outcome of Learning as a contribution to the development and analysis of PIAAC (OECD/INES-LSO-WG-AL, 2010). INES identifies the following policy goals, see Table C-1.

Table C-1 – Policy goals/issues regarding adult learning

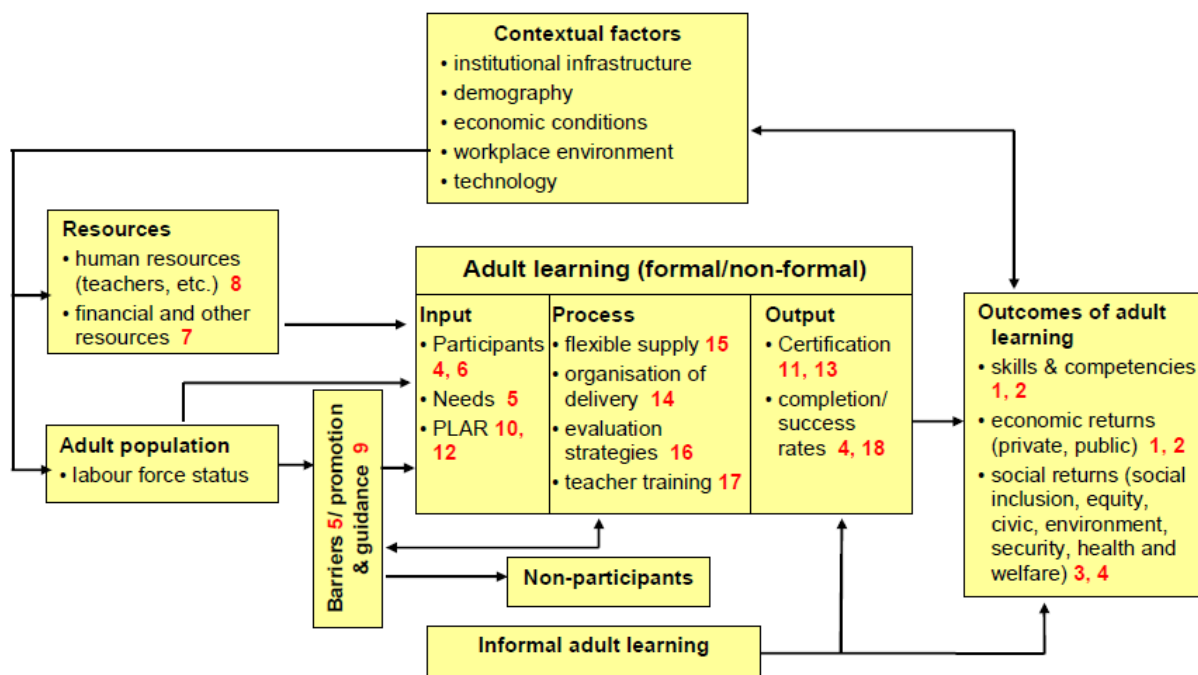
Adult learning policy areas	Policy goals/issues
Updating knowledge and raising skills / Facilitate social and economic participation	<p>Develop skills for the knowledge society and economy, for today's and future labour market</p> <p>All adults should have acquired basic skills/key competencies</p> <p>Encourage lifelong learning also for non-economic goals such as personal fulfillment, improved health, civic participation, social inclusion, reduced levels of crime and environmental protection</p>
Reducing inequalities	<p>Improve demand for, access to, and success in learning opportunities (general and workplace-based; formal, non-formal and informal) for low skilled and others who face barriers or are under-represented</p> <p>Take proper account of adult learning needs as well as barriers to participation</p> <p>Support learning strategies leading to active participation of older persons in employment and in society</p>
Investment - level of investment - human resources	<p>Enhance investments in and efficiency of adult learning by both public (governments, learning institutions and communities) and private (industry and individuals) sectors</p> <p>Ensure adequate supply of adult teachers and trainers</p>
Information and guidance/ Facilitating access	<p>Improve the information and active guidance provision and counselling systems that motivate, inspire, and raise confidence to engage in learning, at all stages in the life course, especially for information- and assistance-deprived groups</p>

Adult learning policy areas	Policy goals/issues
Usability/ Certification	<p>Recognize competencies and skills through an appropriate certification system with integrated prior learning assessment and recognition mechanisms</p> <p>Support environments which foster self-directed learning with appropriate recognition systems</p> <p>Develop mechanisms to recognize knowledge and experience through prior learning assessment</p> <p>Implement tools to assess and recognize and ensure transferability of knowledge, skills and competences</p>
Quality / Organization of education delivery	<p>Optimize ways (i.e. time, mode, modularity, venue) of delivery for each clientele in a learning system that involves all adult learning stakeholders (institutions, community-based providers, public and private employers, governments) and integrates the learning experience across sectors</p> <p>Encourage for-profit and non-for-profit adult education organizations to contribute with a wide and flexible supply of courses and study programs</p> <p>Develop harmonized metrics and evaluation strategies to measure quality and impact of adult learning programs as well as their outcomes in terms of economic and quality of life benefits for both individual learners and society</p> <p>Ensure that teachers and trainers get the relevant continuing training/professional development</p> <p>Achieve high completion/success rates of adult learning courses</p>

Source: OECD/INES-LSO-WG-AL, 2010, p. 2-3.

Building on these goals the following framework for adult learning with matching policy goals is being presented (see Figure C-3). As shown in Figure C-3, the different policy goals (the numbers in red refer to the numbers of policy goals in Table C-1) address different aspects of the system. Whereas some of the goals are clearly output and outcomes oriented, others also address the input as well as the organization of the processes.

Figure C-3 – Framework for adult learning with matching policy goals



Source OECD/INES-LSO-WG-AL, 2010, p. 4.

Sensitivity analysis of “adult learner” definition using data from ASETS

Figure D-1- Percentage of adults participating in formal programs by various definitions of adult learners

	Educational level of program (MR_Q02)															
	High school diploma/ equivalent (=1)		Registered apprenticeship certificate (=2)		Trade or vocational diploma or certificate (=3)		College/CEGEP diploma or certificate (=4)		University degree, diploma, certificate (=5)		Professional association diploma or certificate (=6)		Other (=7)		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
All main respondents	2.20	2.22	0.43	0.16	2.22	1.26	3.60	4.57	6.25	7.91	1.89	1.93	0.60	1.07	16.82	18.51
Adults aged 25+	0.34	0.59	0.26	0.14	1.65	1.11	1.70	2.75	2.67	3.70	1.90	2.05	0.58	1.12	8.92	10.93
Adults aged 27+	0.24	0.60	0.23	0.05	1.52	1.09	1.41	2.42	2.28	3.12	1.79	1.94	0.61	1.10	7.96	9.84
Adults 25+, plus adults 20+ in adult social roles	0.65	0.96	0.37	0.15	2.02	1.15	1.96	3.04	2.89	4.07	1.97	2.03	0.59	1.08	10.18	11.93

When comparing the definition using ages 25-65 versus ages 27-65, we see that in general, excluding adults age 25-26 results in a slightly lower participation rate

When we add younger learners (20-24) in “adult social roles” to our age 25-65 definition, we see that in most cases, the participation rate increases. This is especially the case for high school/ equivalency and for male taking trade, vocational and apprenticeship programs.

Figure D-2 - Percentage of adults participating in job-related non-formal courses by various definitions of adult learners

	Types of workplace-related training (CN_Q01)																	
	Orientation for new employees (=1)		Managerial/supervisory training (=2)		Computer hardware or software (=3)		Non-office machinery and equipment (=7)		Sales and marketing		Occupational health and safety, environmental protection (=8)		Group decision-making, problem solving, team building (=9)		Other (=14)		All	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Main respondents that took in a job-related course	3.66	3.98	12.02	5.97	8.72	6.87	4.77	0.18	3.67	2.74	15.72	10.27	2.54	4.73	24.34	26.42	100.0	100.00
Adults aged 25+	1.01	1.14	4.03	1.81	2.91	2.13	1.29	0.05	1.18	0.81	4.76	2.98	0.83	1.41	7.78	7.77	31.54	29.76
Adults aged 27+	0.91	1.12	4.24	1.81	3.07	2.14	1.07	0.05	1.09	0.79	4.77	3.02	0.87	1.29	7.81	7.70	31.72	29.68
Adults 25+, plus adults 20+ in adult social roles	1.02	1.12	3.83	1.80	2.77	2.07	1.31	0.05	1.14	0.80	4.75	2.95	0.78	1.39	7.54	7.61	30.80	29.33

For job-related courses, the inclusion of younger learners in our definition of adult learner slightly decreases the adult learning participation rate

Using sample data from the ASETS to explore dimensions of adult learning types

In this section, we provide a brief analysis of the extent to which data from the 2008 *Access and Support to Education and Training Survey* (ASETS) can be used to provide an empirical analysis related to the first two types of learning – foundational and higher education. In alignment with our proposed definition of “adult learner”, we included the following respondents in our sample:

- Adults age 25 to 54 years
- Adults age 20 to 24 years who participated in foundational learning (i.e. basic skills, developmental and high school diploma/equivalency programs) in the reference year
- Adults age 20 to 24 in adult social roles (i.e. taking care of a family or working as main activity)
- We excluded from our sample the following respondents:
- Adults pursuing an advanced degree (i.e. anything above a college diploma or a Bachelor’s degree)

We then used data from our sample to investigate how the ASETS data allows for the application of our typology and the key dimensions of adult learning activities. Specifically, we tested the extent to which we could use the ASETS data to describe types of foundational and higher education which our sample participated in terms of some of the key dimensions as reported by respondents.

Foundational learning

For foundational learning, we had to conduct a separate analysis for non-formal foundational courses/workshops/seminars and formal foundational programs (i.e. high school or equivalency programs). For non-formal courses, detailed questions are asked only about *one randomly selected course that a learner took for job-related reasons*. Given that more than half of our sample (56%) that took a non-formal course took more than one job-related course, our analysis may be excluding about half of all job-related basic skills programs in which our sample participated. Therefore we cannot calculate a participation rate for basic skills and developmental courses.

For all formal programs (foundational and higher education alike), most data related to the key dimensions is collected for a learner’s most recent program in the reference year; however, we found that among our sample, the large majority (87%) took only one program in the reference period. In regard to data related to the provider of high school/equivalency programs, data is only collected for most recent programs for those who are older than 30 years.

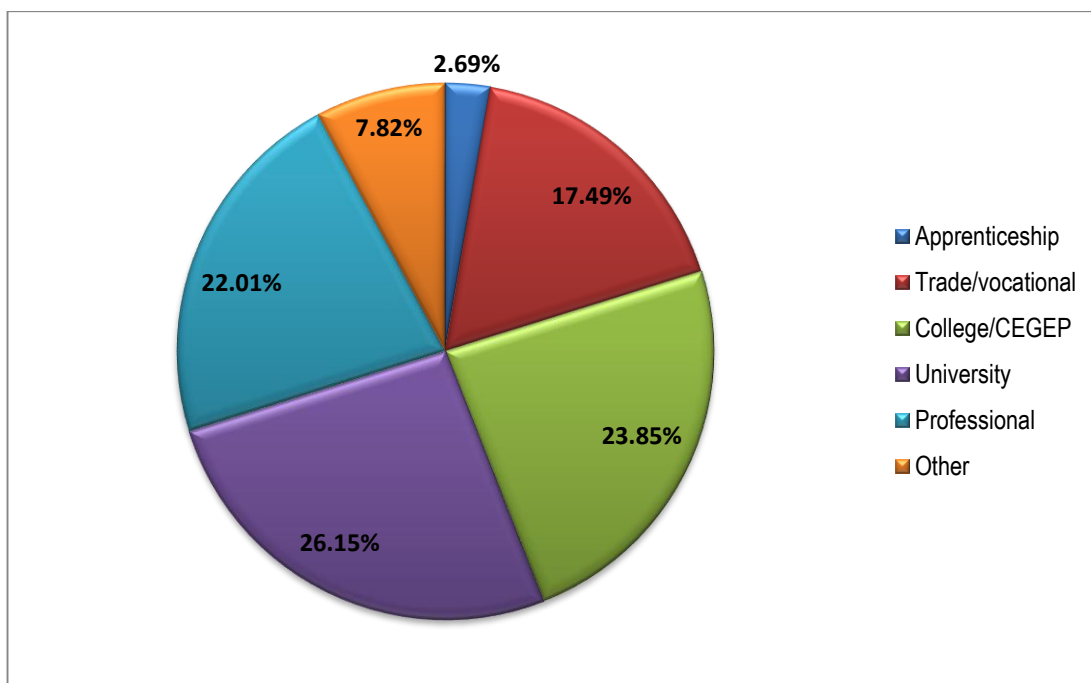
Higher Education

As previously stated, most data related to the key dimensions of formal programs including higher education programs is collected for a learner's most recent program in the reference year, but the large majority (87%) took only one program in the reference period.

In the following tables, shaded cells represent cells with less than five observations and as per Statistics Canada's rule, they are masked. All statistics were estimated with corresponding sampling weight.

Types

The following chart depicts participation rates for each sub-type of higher education among our sample whose *most recent program* was some form of higher education.



Purpose

The learner's purpose for participating in the education program is captured by question MR_Q03, which asks, "What were the reasons you took this program? Was it for...?" Respondents are able to select as many responses as are applicable. Although not included in this analysis, data is also collected on the specific job-related objectives for those reporting job or career reasons for participation, such as to increase income. (See question EO_Q01.)

Purpose	Apprenticeship			Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All	Women	Men	All
For job/career	35.09%	92.85%	80.78%	87.00%	91.27%	89.73%	72.42%	82.49%	76.44%	79.07%	81.47%	80.05%
For personal interest	41.05%	48.75%	47.14%	42.04%	36.20%	38.31%	46.01%	56.31%	50.12%	58.06%	51.87%	55.53%
For educational purposes			26.79%	25.83%	26.98%	26.56%	39.92%	39.28%	39.66%	42.94%	46.54%	44.41%
For other						1.29%			0.43%			

Payer

The payer of the program is captured by question SE_Q03, which asks, “Who paid for your tuition or registration, exam fees, books or other supplies?” Respondents are able to select as many responses as are applicable.

Payer	Apprenticeship			Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All	Women	Men	All
Employer			21.42%	8.56%	30.30%	22.20%	16.70%	26.35%	20.59%	12.29%	16.90%	14.18%
Own Business												
Myself/family	95.97%	76.27%	80.39%	67.05%	52.92%	58.19%	74.91%	60.35%	69.04%	86.36%	80.57%	83.99%
Reimbursed												1.22%
Government			2.15%	32.03%	17.10%	22.66%	11.75%	12.59%	12.09%	8.06%	5.85%	7.16%
Professional Assoc.												
Union												
Other						2.50%			1.87%			
No Fees						1.60%						

Provider

The provider of the program is captured by question EC_Q05, which asks, “In what type of school did you take this program? For example, a community college, a university, a private training institute or some other type of school?”

Provider	Apprenticeship			Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All	Women	Men	All
University						0.94%			2.49%	85.11%	77.60%	82.04%
University College									4.29%			5.37%
CEGEP							12.60%	15.95%	13.94%			
College			31.86%	10.10%	28.00%	21.54%	71.08%	53.14%	63.93%	0.66%	12.73%	5.59%
Publicly funded trade/vocational/TI			25.11%	36.59%	27.46%	30.75%			4.56%			
Private training/business school			7.92%	24.65%	29.50%	27.75%	7.97%	8.97%	8.37%			
Another school above high school												
Secondary school/high school, school board												
Another school not above high school												
Other				14.35%	8.25%	10.45%			2.15%			3.99%

Duration

The normal duration of a program is captured by question EE_Q05A, which asks, “What is the normal time required to complete this program if taken full-time?”

Duration	Apprenticeship			Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All	Women	Men	All
< 3months			6.55%	6.33%	25.29%	18.28%	13.96%	11.93%	13.13%			1.80%
3-6 months				24.47%	9.06%	14.76%	8.56%	6.82%	7.86%	7.16%	10.61%	8.57%
6-12 months			22.91%	18.62%	18.18%	18.34%	17.33%	8.19%	13.61%	5.56%	5.01%	5.34%
1-3 years			13.04%	44.64%	25.00%	32.26%	50.64%	51.06%	50.81%	32.33%	32.78%	32.51%
3-4 years						4.33%	6.65%	18.30%	11.39%	17.60%	15.76%	16.85%
4-5 years			38.47%			7.05%			2.19%	32.22%	28.93%	30.87%
5+												2.36%
No normal length						2.46%			0.87%			

Design features

Only two types of design features are captured in the ASETS: distance learning (such as correspondence) and on-the-job experience. The ASETS does not collect information on any other design characteristics, such as whether the program was self-paced, whether it involved practical application in a studio or shop, or whether it had business/industry ties, for example in the form of guest speakers from the field or networking and recruiting events.

Distance learning

The ASETS collects data on whether the program involved distance learning, and the amount of the program that was taken through distance learning in question EO_Q03, which asks, “How much of this program was taken through correspondence or another type of distance education?” For those who report taking distance education, question EO_Q04 collects information on the method of distance education such as through live video-conferencing.

Design feature - Distance learning	Apprenticeship			Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All	Women	Men	All
Involved any distance learning	21.22%	13.14%	14.83%	16.45%	15.71%	15.98%	37.84%	18.29%	29.97%	38.91%	29.54%	35.09%
Did not involve any distance learning	78.78%	86.86%	85.17%	83.55%	84.29%	84.02%	62.16%	81.71%	70.03%	61.09%	70.46%	64.91%
Less than half									7.68%	19.70%	16.76%	18.51%
About half						2.12%			2.48%			
More than half												1.49%
All of it				13.46%	9.75%	11.11%	24.23%	12.04%	19.32%	16.23%	12.42%	14.68%

On-the-job experience

The ASETS also collects data on whether the program included on-the-job experience in question EC_Q16. The ASETS excludes apprenticeship programs from questions about on-the-job experience, most likely because apprenticeship involves on-the-job training by definition.

Design feature – On-the-job experience	Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All
On-the-job experience	47.94%	45.89%	46.63%	39.76%	24.32%	33.63%	27.92%	26.99%	27.54%

Delivery features

The only delivery features that ASETS captures are the teaching methods of classroom instruction, Internet, or computer software. This information is collected in question EO_Q05. It does not inquire about other characteristics such as whether it was delivered one-on-one or in a group setting. Note that this question excludes programs that involved distance education and respondents who did not take the program for job/career reasons, educational reason, or personal interest (took it for “other” reasons).

Delivery features	Apprenticeship			Trade/vocational			College			University		
	Women	Men	All	Women	Men	All	Women	Men	All	Women	Men	All
Classroom instruction	98.59%	96.12%	96.60%	90.39%	90.50%	90.46%	97.57%	100.00%	98.72%	100.00%	94.50%	97.57%
Internet	5.12%	24.89%	21.07%	29.24%	18.50%	22.39%	38.68%	30.39%	34.76%	45.20%	52.72%	48.52%
Computer Software	33.09%	22.92%	24.89%	35.25%	38.26%	37.17%	44.74%	42.80%	43.82%	41.09%	58.94%	48.98%
None of the above						8.48%						