



BRIEFING NOTE

To: Barbara Binczky, Senior Policy Advisor,
Adult Education and Skills Development
Ministry of Advanced Education, Skills and Training

From: Faculty Representatives from the Federation of Post-Secondary Educators
Tom Babott (Selkirk)
Diane Gilliland (Camosun)
Caitlin Hartnett (North Island)
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Lynn Horvat (VCC)
Judith Hunt (Camosun)
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Taryn Thomson (VCC)
Diane Walsh (Kwantlen)
Melinda Worfolk (CNC)

Date: October 16, 2017

Re: **Policy Development – Adult Basic Education & English as an Additional Language Programs**

Key Discussion Policy Points:

1. Philosophy

- A demonstrated acknowledgement and respect for the long-term impact of an educated population on society as a whole;
- A learner-directed approach that values and defines an individual's right to a basic education over a narrow focus on education for employment;
- Collaboration with other related Ministries that would also serve student needs. Ministry examples: Social Services, Mental Health, Disabilities, Poverty Reduction, Childcare, Work BC;
- Accessible and barrier-free access for adult learners in public post-secondary institutions supported by guiding principles that welcome and encourage learners;
- Support and answer the calls for action regarding education set out in the Truth & Reconciliation Commission Report.

2. Stable Funding

- Explanation and clarification of the existing funding model;
- Red-lined (envelope) base funded grant including FTE targets that allows post-secondary institutions to fully sustain ABE and EAL Programs;
- Restoration of tuition-free status for all programs that were previously tuition-free (ie Adult Special Education, Employment Access);
- Culturally specific funding to support our Indigenous students and answer the calls for action set out in the Truth & Reconciliation Commission Report;
- Funding that provides for growth and flexibility to meet future student demands.

3. Student Support

- Increased counseling, advising, disabilities services support;
- Establishment of a working group that includes faculty tasked with creating a specific framework for funding guidelines to replace the existing AUG with a founding principle of meeting the needs of developmental students which will include:
- Restructuring the approval process to screen students 'in' for assistance rather than screening them 'out';
- A dialogue on decision making regarding students' progress and ability to continue their education;
- The elimination of Canada Student Loan guidelines in AUG funding principles.