# RESDAC

RÉSEAU POUR LE DÉVELOPPEMENT DE L'ALPHABÉTISME ET DES COMPÉTENCES

# *LIFELONG LEARNING*
## for our Francophone Community

*Guide for a Local Collective Impact Strategy*

LIFELONG LEARNING
*for our Francophone Community*
*A Local Collective Impact Strategy*

Canada

**Coordination of the initiative:**

Gabrielle Lopez
Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)

**Support and writing:**

Marc L. Johnson
Socius Research and Consulting

SOCIUS.ca

**Working Group:**

Mona Audet
Pluri-elles, Manitoba

Sébastien Bénédict
Réseau de développement économique et d'employabilité – Canada (RDÉE-Canada)

Anne-Lise Blin
Conseil pour le développement de l'alphabétisme et des compétences des adultes du Nouveau-Brunswick (CODAC NB)

Isabelle Creusot
Association des collèges et universités de la francophonie canadienne (ACUFC)

Diane Côté
Fédération des communautés francophones et acadienne du Canada (FCFA)

Donald Desroches
Collège de l'Île, Prince Edward Island

Claude Harvey, replaced by Norbert Roy
Réseau des cégeps et des collèges francophones du Canada (RCCFC)

Gabrielle Lopez
Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)

Roger Paul
Fédération nationale des conseils scolaires francophones (FNCSF)

Jean-Luc Racine
Commission nationale des parents francophones (CNPF) and
Fédération des aînées et aînés francophones du Canada (FAAFC)

Linda Shohet
Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)

Michel Tremblay
Société Santé en français (SSF)

# Table of contents

# Abbreviations

| | |
|---|---|
| FMCs | Francophone minority communities |
| LSD | Literacy and skills development |
| PIAAC | Programme for the International Assessment of Adult Competencies |
| P/T | Provinces and Territories |
| RESDAC | Réseau pour le développement de l'alphabétisme et des compétences |
| ToC | Theory of Change |

# Definitions

**Literacy**: ability to understand, use and process written information.

**Literacy education**: intervention with individuals aimed at developing their writing, reading and numeracy skills.

**Andragogy**: principles, approaches, methods and techniques intended to foster adult learning.

**Learners**: adults who participate in various interventions related to lifelong learning.

**Lifelong learning:** at every stage and in all areas of their life, individuals can acquire the knowledge and skills enabling them to meet their own needs, fulfill their aspirations and contribute to their community.

**Local or Regional Collective:** group of organizations and individuals from a community, who engage in a collective impact initiative focused on lifelong learning.

**Pan-Canadian Collective**: group of national, provincial and territorial Francophone organizations that come together to support the implementation of local or regional initiatives focused on lifelong learning (See Appendix 1).

**Basic skills**: skills required to evolve toward employment, studies, training and autonomy. They are sometimes called essential skills (adopted by Employment and Social Development Canada), generic skills (Institut de coopération en éducation des adultes) and language skills.

**Basic training**: a set of interventions designed for adults to assist them in earning their high school diploma (or equivalency) and gaining more autonomy. It may include literacy, educational upgrading and other forms of literacy interventions.

**Impact**: a significant and lasting change that occurs over a period of time, for instance in the medium or long term.

**Collective impact**: a strategy that is derived from a sense of need and involves various community actors who come together to develop innovative tools and generate significant and lasting change.

**Intervention**: a program, service or activity that fosters learning among adults.

**Practitioner**: an individual responsible for supporting adult learners.

**Literacies**: a set of abilities that allow individuals to read, count, decipher reality, write, speak up and participate in a variety of contexts. For example, digital, financial, family, community and civic literacy.

**Service provider**: an institution or organization that provides adult learning services.

**Numeracy**: ability to understand and use numbers and do mathematical calculations.

**Result**: a measurable change aimed at through a planned intervention.

# Introduction

---

**THIS STRATEGY:**

<u>Is intended for</u> Francophone communities, at the local or regional level, who seek to mobilize with a view to launch a collective impact initiative focused on lifelong learning.

<u>Aims to</u> prepare communities so they can design, plan, implement and evaluate an initiative.

<u>Was developed by</u> a pan-Canadian Collective[1] concerned by the issue of lifelong learning within Francophone minority communities.

---

## What is a collective impact initiative

A collective impact initiative derives from a sense of need and involves various community actors who will work together to generate significant and lasting change, using innovative tools. Some tools and examples are available to gain a better understanding[2].

## → Its objective

This collective impact initiative aims to strengthen the vitality of our Francophone community by increasing the literacy level, and more broadly, literacies among our adult population.

## →Its process

In a collective impact initiative, the process is a form of mobilization that draws on most up-to-date methods in planning, implementing and evaluating an endeavour

that has great value to the community. The main steps of this process are outlined in this document (See Section 3 below). In a nutshell, it involves:

1. Forming a Local Collective;
2. Identifying our collective issue in terms of lifelong learning;
3. Defining our desired collective impact;
4. Developing our Theory of Change (ToC);
5. Implementing our initiative;
6. Evaluating the extent to which we are generating the desired impact.

In the following pages, we will examine the nature of lifelong learning as an issue for the Canadian Francophonie (Section 1). We will then consider the leadership role that will be played at the pan-Canadian level (Section 2). The last part of the document will address each of the steps involved in a local collective impact initiative (Section 3).

---

[1] See the list of members of the pan-Canadian Collective in Appendix 1.

[2] The website *Tamarack Institute* proposes several tools, mostly in English, that are useful for leading a collective impact initiative, among which *Collective impact at a glance* (also available in French). Examples in French are quite scarce. However, two projects in Montreal can be found here and here.

# 1. Lifelong learning as a collective issue

Lifelong learning implies that all individuals, at every stage and in all area of their lives, can acquire the knowledge and skills that will enable them to meet their own needs, fulfill their aspirations and contribute to their community. These stages include early childhood, schooling (elementary and high school), postsecondary education and adult training.

Our current concerns arise from the poor results for Francophone adults in international literacy surveys. The last survey from the Programme for the International Assessment of Adult Competencies (PIAAC) in 2012, found that 52% of Francophones in minority settings across Canada are classified below level 3 on the literacy scale[3], a threshold that is considered minimal to function in a knowledge-based society. This unenviable score is superior to the Canadian average (48.5%) and nine points

*Due to their low literacy levels, 52% of Francophones in minority settings do not have the opportunity to fully participate to the growth of their community and Canadian society.*

higher than among Anglophones outside of Quebec (43%). These numbers describe an average for all Francophones outside of Quebec, so they may vary across communities.

Despite a great number of programs in provinces and territories, along with interventions by institutions and community organizations, service offerings for adults in Francophone communities do not seem to meet their needs.

This state of affairs imposes a burden on the vitality of our Francophone communities. For the adults involved, low literacy levels can increase language-related insecurity and complicate the transmission of language and culture within families. They restrict the support parents are able to provide to their school-aged children's learning. They hinder integration in the labour market. Furthermore, low literacy skills deprive adults of the means to become fully participating citizens in their community and society as a whole.

Literacy problems are different across Francophone communities and categories of individuals. Some more rural areas, affected by economic downturn and out-migration of their younger population, are more impacted by low literacy levels. Meanwhile, in more urbanized and economically privileged areas, a considerable number of Francophones, some of whom are of immigrant origins, have significant learning needs.

Individual needs are very diverse. Thus, desirable interventions must be tailored to these needs. We are now speaking in terms of *literacies* that individuals may require. For instance:

- School-aged youth who have not yet acquired basic literacy skills and need to access upgrading training services for adults.
- Parents who need to gain skills that will help them support their school-aged children's formal learning.
- Adults who need to improve their skills to get or maintain a job, many of whom cannot do so for lack of a high school diploma or its equivalent.
- Adults of immigrant background who need to develop their essential skills to facilitate their integration into their host community and their access to the labour market.

---

[3] In this survey, literacy is defined as respondents': "… ability to engage with written texts (print-based and digital) and thereby participate in society, achieve goals, and develop their knowledge and potential." (Statistics Canada. (2013). *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)*. p. 8.

- Seniors who need to develop additional skills in digital literacy to use new technologies.
- Many adults who need to improve their skills to be able to navigate through health or justice systems.
- Etc.

It is not an easy task to meet this diversity of needs. Sometimes, services are simply non-existent, at other times they are not visible or else they are not well coordinated.

We also know that it may prove difficult to reach potential adult learners and get them interested. This is due to individuals having gone through unpleasant experiences in the area of education. Consequently, they are afraid of engaging in training structures or expressing their needs. In fact, approaches used in this field do not always take into account the principles of adult learning (andragogy) or learners' specific circumstances (emotional trauma among refugees, learning disorders, low self-esteem, etc.).

Further, it is difficult to push for unilingual French training because in our communities, needs sometimes call for skills in French (to deal with a French-speaking school or to transmit the French culture), sometimes in English (to deal with an English-speaking banker or employer). As a result, services must consider a bilingual option.

In essence, at the pan-Canadian level, the issue is to provide adults with low literacy skills from our Francophone communities with means to foster their personal development, to transmit the French language to their children and support their school-related learnings, to function in the labour market and to contribute, as active citizens, to their community's vitality.

Here, in our own community, what does this issue look like? This process will help us to gain more clarity and address the challenge.

# 2. Pan-Canadian leadership

Lifelong learning has been one of the core missions of several Francophone organizations and institutions for a long time. Early childhood education, the school system, postsecondary studies, adult education and literacy are all collective issues of concern for the Canadian Francophonie. The notion of implementing local collective impact strategies is a Canada-wide initiative.

Most Francophone adults in our community will likely learn locally, supported by our local partners, activities and resources. Organizations whose mandate is to provide training services in French in our area, such as colleges, school boards, literacy groups, etc., will be called upon to assume a leadership role in developing our local collective impact strategy.

However, to be given every chance of success, some changes also need to occur at the provincial/territorial and Canadian levels. The Pan-Canadian Collective was formed with this in mind. It has already led actions in this regard and will remain a supporting partner to our collective impact initiative in the coming years.

One strategic component relates to the role that the Pan-Canadian Collective intends to play within this broader perspective[4]. Its goal is to contribute to "an increasing number of local collective impact initiatives focused on lifelong learning in French".

To achieve this goal, the Pan-Canadian Collective will essentially:

1. Influence Canadian, provincial and territorial governments through associations that act as spokespersons and partner organizations from provinces and territories so policies are more favourable to adult learning;
2. Solicit various funders that would support local collective impact initiatives;
3. Mobilize Francophone community networks in Canada to encourage support for this strategy.

---

[4] For more details, see the ToC in Appendix 1.

# 3. Local collective impact process

The process surrounding collective impact is similar to other methods for mobilizing, planning and implementing community action. However, it also has particular features. Firstly, it is unique in that it is guided by the desired impact rather than by organized activities, and secondly, because it brings together actors from a variety of sectors. The process unfolds in several steps.

## 3.1. Forming a Local Collective

The Local or Regional Collective is the prime architect of a collective impact strategy. Setting up this Local Collective will be initiated by the organization responsible for Francophone adult learning in our area.

Several partners working directly in communities, whether at the local or regional level, can participate in this Local Collective, for instance:

- Local literacy groups (including Anglophones, in some cases)
- College (and/ or its continuous education unit)
- School board and schools
- University (and/ or its continuous education unit)
- Community organizations who speak for/represent parents, seniors, youth, women, health, arts and culture, jurists, economic development, etc.
- Municipality
- Settlement and integration centre for newcomers
- Library
- Ethno-cultural associations
- Chambers of Commerce
- Labour unions
- Employers
- Community media
- Practitioners/specialists/researchers in adult education

It will be responsible for:

- Developing its local or regional initiative, drawing on the strategy proposed by the Pan-Canadian Collective, while adapting it to its own reality;
- Requesting, obtaining and managing funds to support the initiative;
- Before planning interventions, assessing its community's learning-related needs, in order to establish baseline data;
- Promoting the initiative to recruit adult learners;
- Coordinating the implementation of interventions;
- Measuring progress;
- Ensuring accountability about predefined progress indicators.

## 3.2. Identifying the collective issue

The Pan-Canadian Collective finds that:

**The issue at the national level**, is to provide adults with low literacy skills from our Francophone communities with means to foster their personal development, to transmit the French language to their children and support their school-related learnings, to function in the labour market and to contribute, as active citizens, to their community's vitality.

Is this observation valid in our community?

We need to make our own diagnosis of the situation.

- What is the statistical picture of the Francophone population in our community[5]: for example, its distribution by age group, its knowledge of both official language, its educational level, its unemployment rate, the presence of immigrants, single-parent families, etc.? Do partners rely on some data sources?
- Do we have an inventory of adult learning programs, services and resources available in our community?
- Can we create an inventory of adults who participate in learning activities?
- Have we ever consulted adults to identify their needs in terms of learning?

In analyzing our community's needs, it is useful to distinguish the three contexts in which adults' knowledge and skills development occurs, namely the family, the community and work.

- *Family.* For an adult, the family context can pose many challenges that require skills development. For example, what skills and knowledge are needed to help children through their school-based learning in French, to pass on the Francophone culture and language or to guide the family through the health system?
- *Community.* The community context may also call for adults to acquire some skills that will allow them to participate in activities, engage in volunteer work or even get involved in their community's governance. What about the situation in our community?
- *Work.* The labour market has several requirements. What skills must adults develop to qualify for employment, search and get a job, maintain or progress in a job or start a business?

This scanning exercise will lead to identifying more clearly the nature of the collective issue as it relates to learning in our community.

We are now able to articulate it, in one paragraph, based on the model suggested above (The issue at the national level…).

---

[5] For instance, Statistics Canada provides online data on communities according to "first official language spoken" under various indicators such as age, sex, education, labour force, knowledge of official languages, etc. This data may already be compiled by the municipality, library, a spokesperson organization or another local institution.

## 3.3. Defining the desired impact

The issue, as articulated in the previous step, outlines the challenges we will be faced with. However, to make progress in this regard, we need a more specific target. It is not merely a question of leading, or even increasing, our adult training activities, but also and more importantly, to have a clear idea of the change we want to generate.

In some ways, the collective impact process inverts the usual perspective: it is no longer about focusing on well-organized activities, but rather on defining more clearly what we want to change. Selecting the most appropriate activities for us to achieve this change is part of a subsequent step (see Section 3.4 below).

In essence, we now want to determine the measurable and significant impact that will occur in our community over a period of time, for which we will at some point be held accountable. Here is how we can specify the desired impact.

### The target population

Who will be affected by the impact?

In light of the issue at hand, the target population for our initiative will comprise adults who have the lowest literacy levels in our Francophone community. This category is still quite broad. Even though all adults are of equal value and contribute to our community's vitality, it is sensible to further define an age group to increase our chances of success. Each community will specify the age group targeted by their initiative.

The Pan-Canadian Collective suggests an age bracket of 18 to 40 years old. Eighteen years old is usually a time for entering adulthood, while 40 years old is a time where people are still very engaged in parenting and economic life. As well as reducing the scope of the target group, this age bracket leads to reaching a variety of clienteles with whom community partners are already working. These people are also part of generations who are building tomorrow's community. Obviously, interventions fostering lifelong learning will continue to serve, or even target, other age groups within the community.

### Timeline

How many years will it take to achieve the desired impact?

Since we are seeking to effect change that is significant and lasting, but also measurable, our initiative should take place over a period of approximately 10 years.

The Pan-Canadian Collective suggests a two-pronged timeline. It is intended for the collective impact to be effective after 10 years, but a preliminary target will also be set after five years to measure progress.

Yearly, the Local Collective will evaluate the implementation of its initiative and bring required adjustments when needed.

### The impact

What do we want to change?

We certainly want to increase literacy levels and skill among adults in our community. However, learning needs are probably very diverse. We have to choose a more specific target, which will reflect the overall change. For instance, do we want to increase the average educational level among Francophone adults?

We can further clarify our collective impact by using the following formulation:

*As a result of our collective impact initiative on lifelong learning, in 2026, [our target population] in [our community] will [significant and measurable change].*

## Impact indicator

How will we measure whether we are moving toward our intended impact?

According to the intended impact, choose one or two indicators that will serve to measure the progress made. For example, the percentage of Francophones who have at least a high school diploma or its equivalent. If we have the baseline data at the start of our initiative, it is even possible to set growth targets, for instance an increase of five points of percentage over three census periods (2016-2021-2026).

## 3.4. Developing our Theory of Change (ToC)

We now have a clearer picture of the impact we would like to generate in our community.

How are we going to achieve this?

To assist us in the planning process, it is time to articulate our Theory of Change (ToC).

### *What is a ToC?*

A ToC is an anticipation, to the best of our knowledge, of the sequence of changes necessary to achieve the impact outlined above, as well as a list of interventions and actors that will lead to these changes. Here again, we have to think in terms of changes that need to be generated, before choosing the required means.

To develop our ToC, we need to:

1. Choose the key changes to generate, justify them and pair them with indicators[6];
2. Choose interventions that will incite these changes and identify the actors who will be responsible for them.

### *Local capacity building*

Even before being able to support our adults through their learning journey, our communities will need to rely on organizations that can deliver these support services. Therefore, the collective impact ToC contains a step that addresses local capacity building in terms of service delivery in adult learning.

---

[6] A series of indicators are outlined in the appendices. We can choose them or not, keep them as is, or adapt them to our own reality.

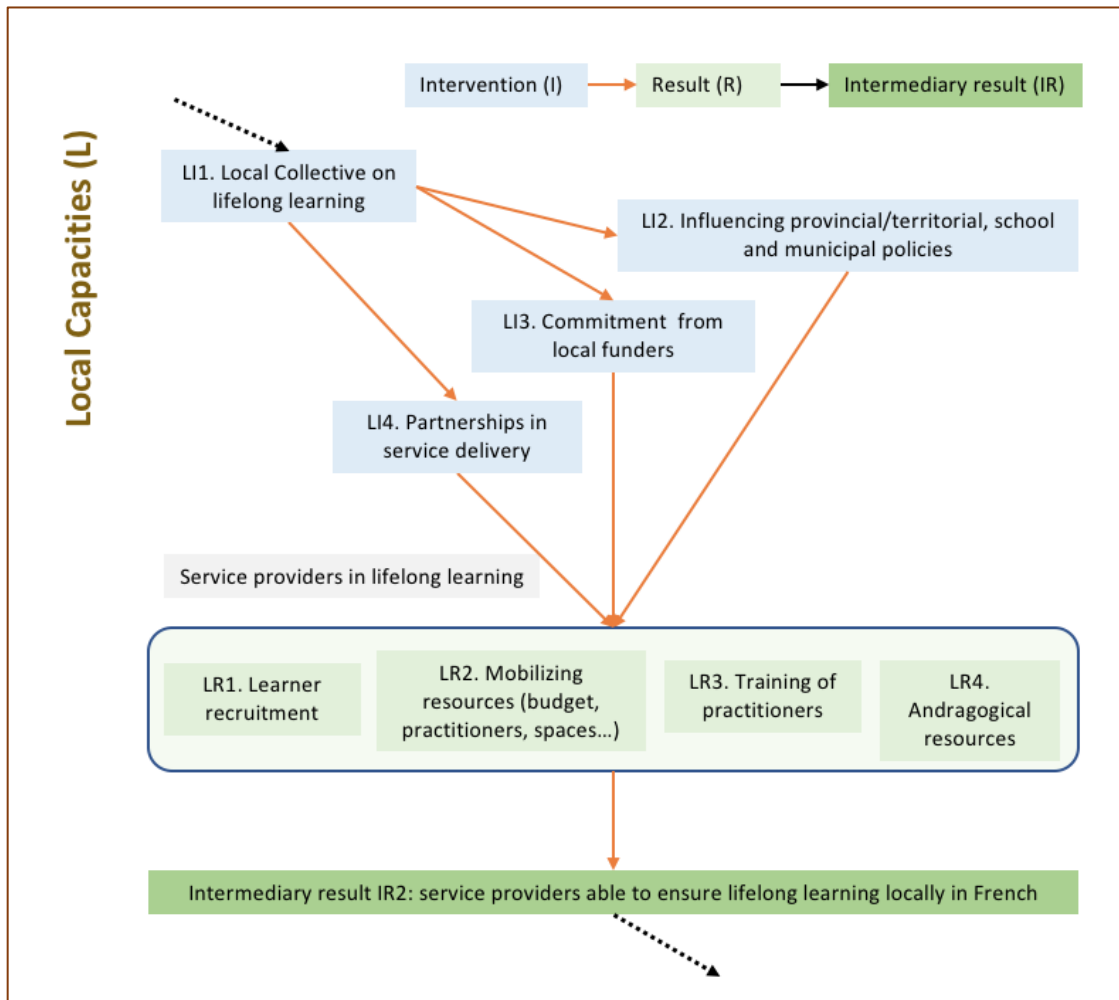*Figure 1: ToC related to local capacities in terms of lifelong learning*



Figure 1[7] refers to the *Local Capacities* component. It outlines the intermediary result ("Service providers able to ensure lifelong learning locally in French"), which is the ultimate outcome for this component. A long list of interventions makes it possible to achieve this result:

- LI1. Forming a Local Collective on lifelong learning
- LI2. Influencing provincial / territorial, education, municipal policies
- LI3. Commitment from local funders
- LI4. Establishing partnerships related to service delivery

These interventions will lead to changes in the capacities of local service providers:

- LR1. Learner recruitment mechanisms
- LR2. Mobilizing resources (budget, practitioners, spaces…)
- LR3. Training of practitioners
- LR4. Mobilized andragogical resources

In our community, to what extent do we need to develop these capacities?

---

[7] In these figures, code R = result, IR = intermediary result, PR = result at pan-Canadian level, LR = result in terms of local capacities, I = intervention, PI = intervention at pan-Canadian level, LI = intervention in local capacity building.

Our diagnosis of the collective issue (see Section 3.2 aboveabove) sheds light on the capacities we already have and those we need to develop.

Now, we will adapt this ToC component to our own reality.

## Three learning contexts

We must remember that for adults, skills and knowledge development occurs in three different contexts: family, community and work. We can plan to generate changes within each of these contexts or choose to focus on one or more.

The Pan-Canadian Collective developed one ToC model per context[8]. Each template is filled with selected results or changes and interventions that should lead to achieving them. These elements are suggested by a group of experts who work in our communities and are dedicated to adult learning.

What changes and interventions are relevant to our community?

We need to closely examine the three components of the ToC that follows to keep elements that are relevant to our reality or else modify or add some.

## Family Context

For the family context, the ToC leads to the following impact: "increased number of adults able to support their children in their learnings in French" (See Figure 2).

Is this impact relevant to our community?

If not, let's define more precisely the impact we wish to achieve here.

Many changes (or results) are considered to achieve this impact:

- R1: Adults are comfortable speaking, reading, writing and living in French.
- R2: Adults have what it takes to transmit the French language and culture.
- R3: Adults and their families enjoy greater autonomy and more self-confidence.
- R4: Significant adults play their role as first educators with their children.

Are these results relevant to our community?
Do we want to introduce other results in this Theory of Change?

We need to identify an indicator for each of the selected results.

Some of these results in themselves lead to other changes. However, several interventions are considered essential. Some of the basic training programs are called into play in this matter:

- I1. Francization
- I2. Re-francization
- I3. Digital literacy
- I4. Financial literacy
- I5. Adult literacy
- I6. Educational upgrading
- I7. High school diploma equivalency

---

[8] The complete ToC is outlined in Appendix 2.

In particular, the I8 program, Literacy / family literacy, will probably contribute to several results.

The various awareness-raising activities on parenting skills (I9) led by parent associations also contribute to these changes.

Are all of the proposed interventions appropriate?
Should we consider leading more interventions in our communities?
Who will be the responsible entities and partners for these interventions?

*Figure 2: ToC for the Family Context*
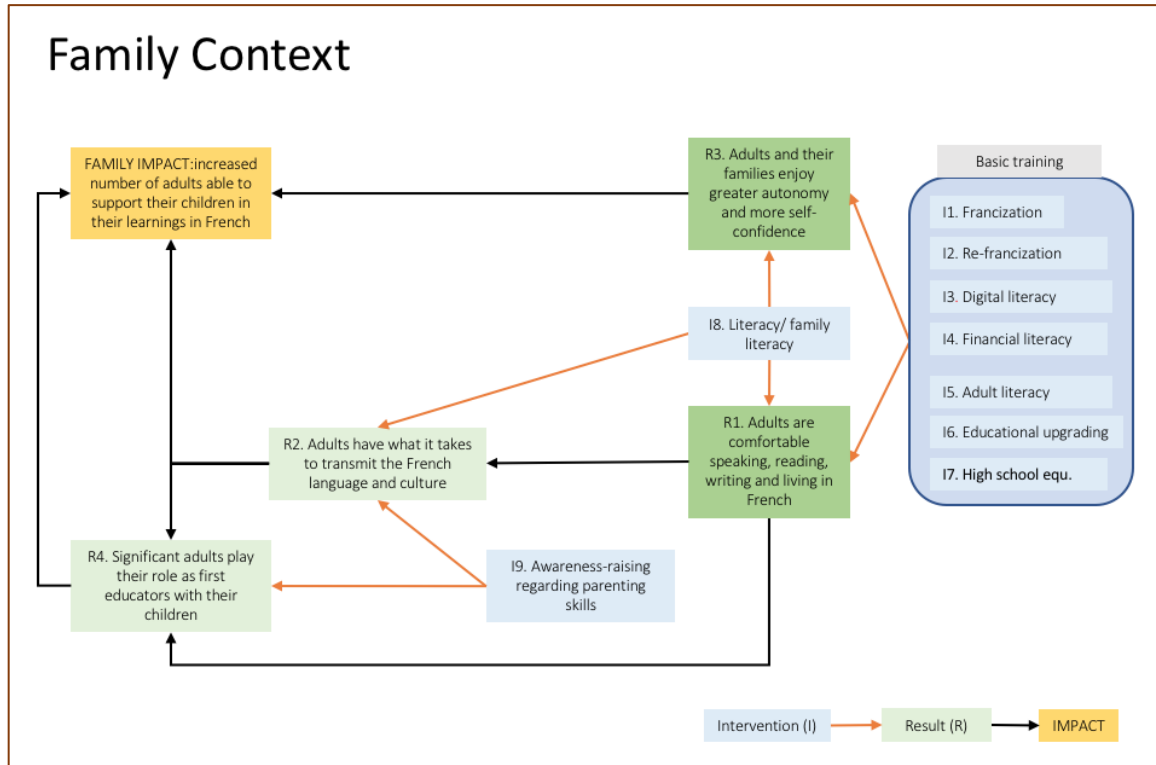


## Community Context

For the community context, the suggested ToC leads to the following impact: "increased number of adults who are able to use services, participate in activities or engage in their Francophone community" (See Figure 3). It is noted that the family and community contexts show several overlaps. Many of the desired changes are relevant to both contexts, since they are to a certain extent conditions leading to community engagement:

- R1: Adults are comfortable speaking, reading, writing and living in French.
- R3: Adults and their families enjoy greater autonomy and more self-confidence.

Other results fall under the community context:

- R5. Adults identify with their Francophone community.

Are these results relevant in our community?
Do we want to introduce other results in this Theory of Change?

These changes unfold in various ways, but here also, interventions are required. The following basic training programs must be pursued under R1 and R3 :

- I1. Francization
- I2. Re-francization
- I3. Digital literacy
- I4. Financial literacy
- I5. Adult literacy
- I7. High school diploma equivalency

In addition, the I8 program Literacy / family literacy will be called to play a role.

Two interventions contribute more particularly to the community context:

- I10. Community/civic literacy
- I11. Openness gestures on the part of Francophone organizations and institutions to include adults in all of their diversity.

Are all of the proposed interventions appropriate?
Do we need to add some?
Who will be the responsible entities and partners for these interventions?

*Figure 3: ToC for the Community Context*
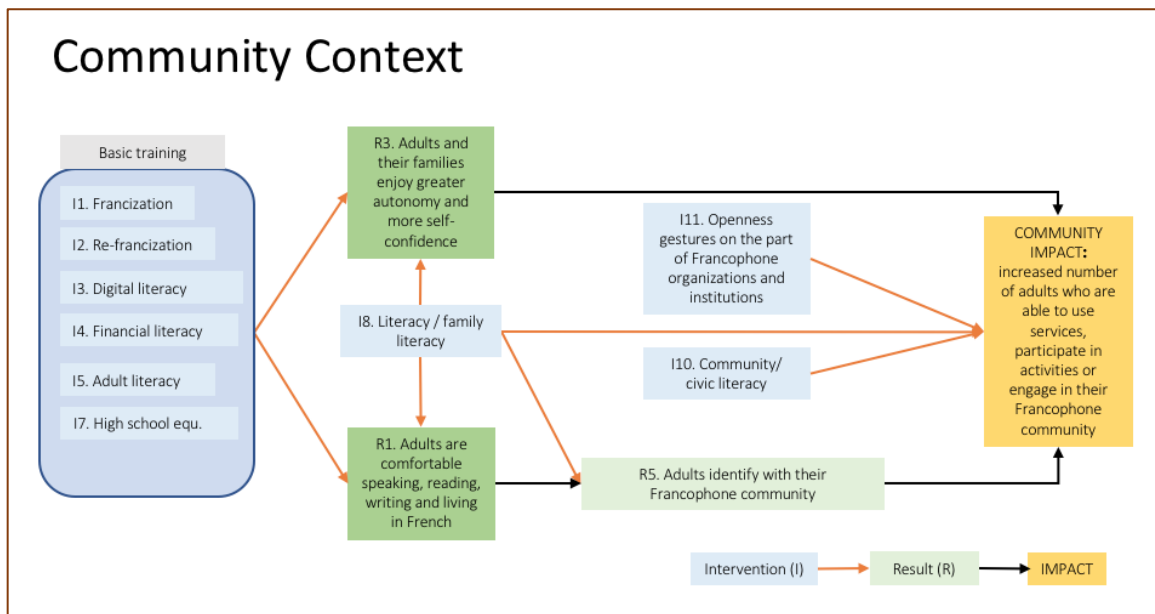


## Work Context

For the work context, the proposed ToC leads to the following impact: "increased number of adults able to function in the labour market" (See Figure 4). A sequence of four results will contribute to this impact:

- R6. Adults have the basic skills required to function in the labour market.
- R7. Adults find adequate employment.
- R8. Adults maintain their job and function in the labour market.
- R9. Adults are able to develop a business.

Are these results relevant to our community?
Do we want to introduce other results in this Theory of Change?

Here, R6 seems to be a condition that makes other results possible. It is in itself the result of several basic training programs:

- I3. Digital literacy
- I4. Financial literacy
- I5. Adult literacy
- I6. Educational upgrading
- I7. High school diploma equivalency

*Figure 4: ToC for the Work Context*
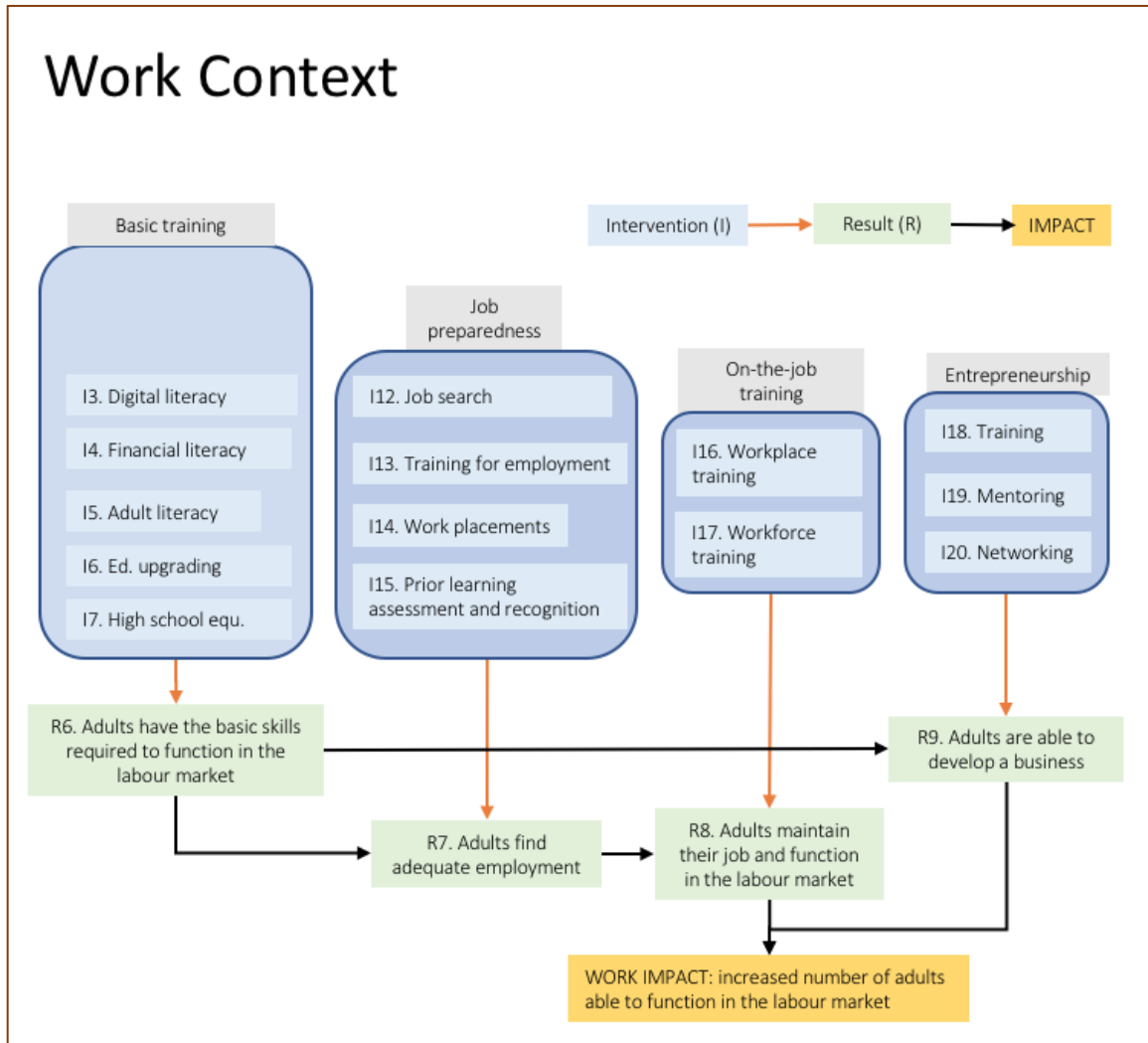


Other interventions relate to job preparedness:

- I12. Job search
- I13. Training for employment
- I14. Work placements
- I15. Prior learning assessment and recognition

To on-the-job training:

- I16. Workplace training
- I17. Workforce training outside of workplace

To entrepreneurship:

- I18. Training
- I19. Mentoring
- I20. Networking

Are all of the proposed interventions appropriate?
Do we need to add some?
Who will be the responsible entities and partners for these interventions?

## 3.5. Implementing our initiative

When the ToC for our collective impact initiative is completed, we can focus our efforts on implementation. This step unfolds through the following activities.

Engagement**.** All of the partners formally commit by defining their role within our initiative.

Resource mobilization. All service providers, with the support of the coordinating organization as needed, mobilize and manage the resources they need in the context of our initiative.

Planning. In collaboration with all partners, the coordinating organization develops and action plan outlining every action that will be undertaken. It is also responsible for drawing up a shared monitoring and evaluation plan (see Section 3.6 below).

Service delivery. Throughout the implementation of the initiative, each service provider and its partners are responsible for its own interventions.

Coordination. The coordinating organization is responsible for coordinating activities and collecting data related to the progress made.

Governance. The Local Collective assumes governance of the initiative. It regularly reviews monitoring data, suggests adjustments as needed and accounts for them publicly.

## 3.6. Evaluating our progress toward the desired impact

One of the features of a collective impact initiative is its shared evaluation system. This system allows for monitoring the implementation plan and adapting it as needed. It also provides the opportunity to observe incremental progress in terms of anticipated changes.

This system is designed and adopted by the Local Collective, right from the planning and implementation phase (see Section 3.5 above). It is managed by the coordinating organization and each service provider contributes to it.

The system includes results indicators, a data collection system, as well as analytical and decision making procedures based on the collected data.

Since our initiative is expected to develop over a ten year period, the evaluation of results can be conducted in multiple phases:

- annually;
- mid-term;
- after ten years.

# Appendix 1: The Pan-Canadian Collective

Formed in February 2017, the Pan-Canadian Collective brings together organizations listed in Table 1.

*Table 1: Members of the Pan-Canadian Collective on Lifelong Learning*

| |
|---|
| Members of the *Réseau pour le développement de l'alphabétisme et des compétences* (RESDAC): |
| • Collège de l'Île |
| • Association franco-yukonnaise (AFY) |
| • Coalition ontarienne de formation des adultes (COFA) |
| • Collège Mathieu |
| • Pluri-elles (Manitoba) inc. |
| • Conseil pour le développement de l'alphabétisme et des compétences des adultes du N.-B. (CODAC NB) |
| • Collège Éducacentre |
| • Fédération des Francophones de Terre-Neuve-et-du Labrador (FFTNL) |
| • Fédération Franco-ténoise (FFT) |
| • Équipe d'alphabétisation Nouvelle-Écosse |
| Association des collèges et universités de la francophonie canadienne (ACUFC) |
| Centre de documentation sur l'éducation des adultes et la condition féminine (CDÉACF) |
| Commission nationale des parents francophones (CNPF) |
| Fédération des aînées et aînés francophones du Canada (FAAFC) |
| Fédération des communautés francophones et acadienne du Canada (FCFA) |
| Fédération nationale des conseils scolaires francophones (FNCSF) |
| Institut de coopération en éducation des adultes (ICÉA) |
| Réseau des cégeps et collèges francophones du Canada (RCCFC) |
| Réseau de développement économique et d'employabilité Canada (RDÉE-Canada) |
| Société Santé en français (SSF) |

The Pan-Canadian Collective developed this strategy.

In implementing this strategy, its role will consist in developing conditions that will foster the implementation of local initiatives across Canada. This aspect is reflected in the following ToC (see Figure 5).

The culmination of this component of the ToC is captured by the following intermediary result: "increasing number of local collective impact initiatives focused on lifelong learning in French".

An extensive series of results is expected to contribute to this intermediary result. Results occur under three types of interventions.

PI1. Influencing public policies:

- PR1. Federal priorities, policies and programs supporting lifelong learning
- PR2. Provincial / territorial policies supporting lifelong learning
- PR3. Funds for training of practitioners
- PR4. Operational funds for organizations dedicated to lifelong learning

- PR5. Funds for the development and distribution of andragogical programs and resources
- PR6. Funds for research

PI2. Soliciting other funders:

- PR7. Support programs to local collective impact initiatives focused on lifelong learning
- PR8. Service providers across Canada able to offer lifelong learning services in French

PI3. Mobilizing Francophone networks:

- PR9. Local Collectives on lifelong learning

It is interesting to note that these pan-Canadian results (PR) subsequently become means that are available to local initiatives.

*Figure 5: ToC for the pan-Canadian Component*
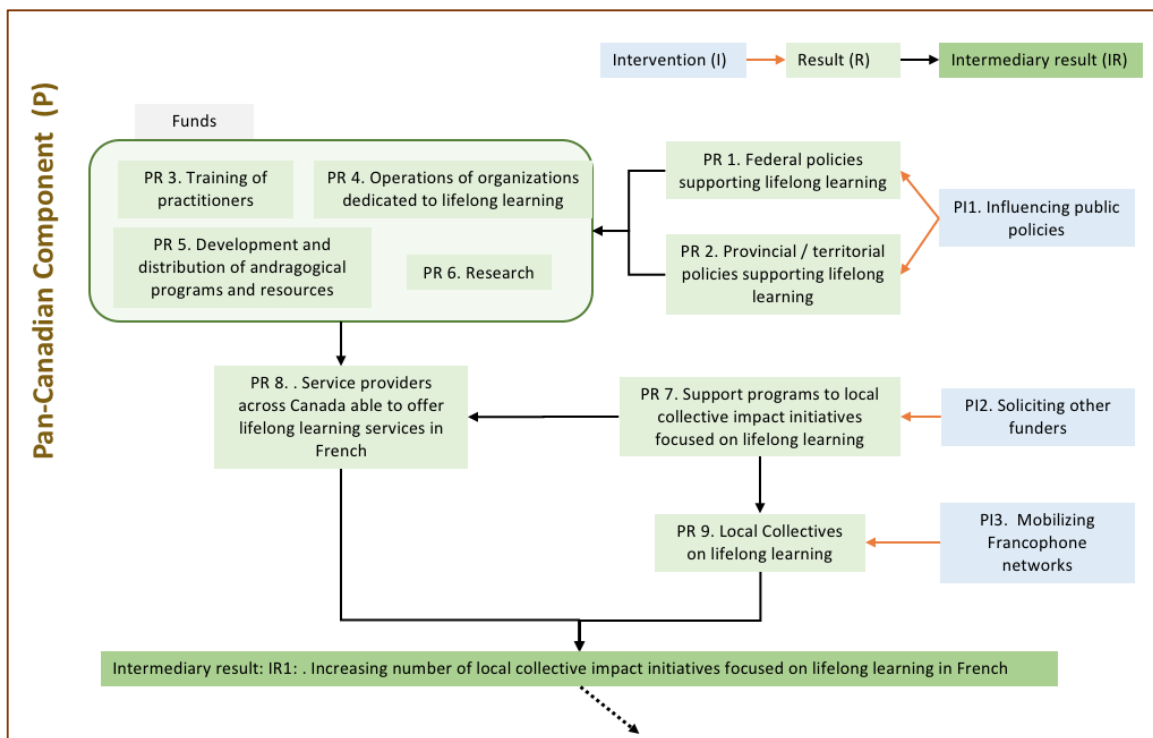
# Appendix 2: Overall Theory of Change

*Figure 6: ToC - three integrated contexts (family, community and work)*

# Appendix 3: Results indicators

In the following tables, R code = result, IR = intermediary result, PR = pan-Canadian result and LR = result in terms of local capacities.

*Table 2: Targeted results for the **pan-Canadian Component (PR)***

| Result | Rationale | Indicator |
|---|---|---|
| PR1. Federal priorities, policies and programs supporting lifelong learning | In recent years, the federal government has reduced its support to lifelong learning as it was more focused on employability. Yet, when dealing with adults who have low literacy skills, all aspects of lifelong learning must be valued. New federal priorities, followed by policies and programs, must support research, innovation and training in general, but also capacity building within Francophone communities. | Number of new federal lifelong learning programs put in place. |
| PR2. Provincial / territorial policies supporting lifelong learning | All provinces and territories have their own priorities, policies and programs aimed at supporting lifelong learning. However, some of these policies in P/T do not plan for services being provided in French. These policies should be adjusted so they can justify support to local Francophone collective impact initiatives focused on lifelong learning. | Number of provincial/territorial programs that were adjusted to take into account services in French. |
| PR3. Funds for training of practitioners | Funds must be available to develop and provide andragogical training for trainers. | Increased funding for training practitioners. |
| PR4. Operational funds for organizations dedicated to lifelong learning | There are various types of service providers (community organizations, colleges, educational institutions, etc.). They rely on limited operational resources when trying, among other things, to develop their infrastructures, remunerate their practitioners and managers, etc. It is important to provide them with tools that measure up to their needs. | Increase in budget items linked to operational funds among service providers. |
| PR5. Funds for the development and distribution of andragogical programs and resources | Training for adults provided in French requires that adequately funded programs be developed or adapted for this specific clientele. These andragogical resources and programs must then be made available and best practices shared among practitioners. | Number of new budgetary envelopes allocated to andragogical resource development and distribution. |

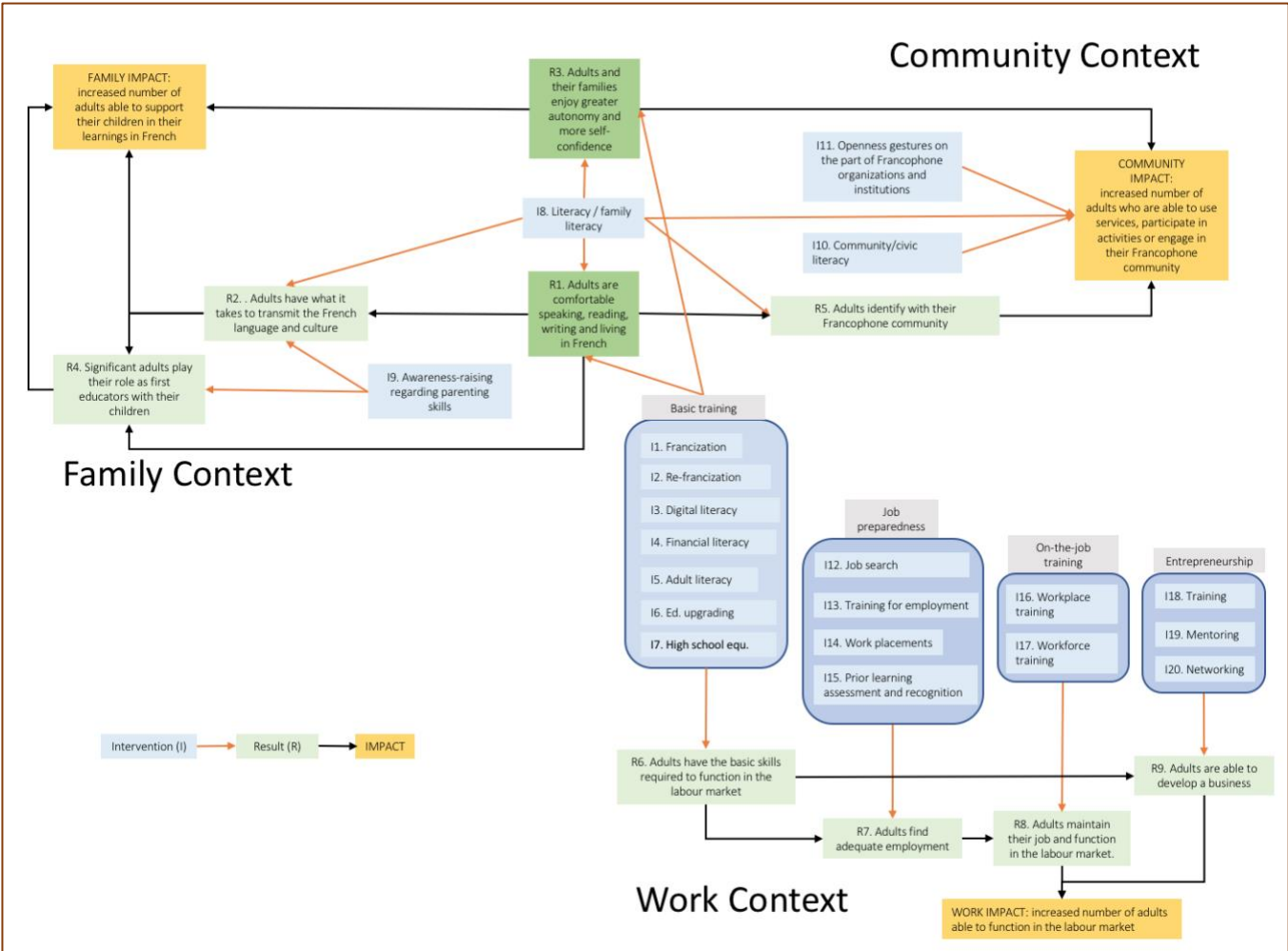| Result | Rationale | Indicator |
|---|---|---|
| PR6. Funds for research | Over the last decade, funds allocated to research have practically dried up. Yet, research remains essential to document the needs and the impact of interventions. Therefore, it is important to reinvest in this matter. | Increased funds in support of research. |
| PR7. Support programs to local collective impact initiatives focused on lifelong learning | Some foundations or non-governmental organizations are interested in supporting local communities in developing lifelong learning services. It would be useful to work with these entities to design programs that support the implementation of local collective impact initiatives focused on lifelong learning. | Number of programs from philanthropist or private sources available to our initiatives. |
| PR8. Service providers across Canada able to offer lifelong learning services in French | Currently, service providers are not present in all FMCs. In some communities, their resources are limited. It is important for each area to rely on a service provider or be in contact with a partner able to deliver adult training services. | Increased number of service providers, across Canada, able to deliver programs in French. |
| PR9. Local Collectives on lifelong learning | For a community to take charge of the collective impact, a Collective needs to be created to bring together stakeholders from the main sectors concerned with lifelong learning. | Number of Local Collectives created.<br><br>Degree of coverage in various Francophone regions. |
| IR1. Increasing number of local collective impact initiatives focused on lifelong learning in French | These initiatives aim to provoke change in order to increase literacy levels and, more broadly, literacies in our adult population. | Number of initiatives.<br><br>Degree of coverage in various Francophone regions. |

*Table 3: Targeted results for the **Local Capacities Component (LR)***

| Result | Rationale | Indicator |
|---|---|---|
| LR1. Learner recruitment mechanisms | In various regions, there may or may not be lifelong learning service providers. If such service providers exist, their ability to achieve their mandate varies. Capacity building efforts must in all cases lead to establishing recruitment mechanisms geared to learners. Obviously, services lose all meaning if learners do not participate. | Established and efficient recruitment mechanisms for the targeted learning clientele. |
| LR2. Mobilizing resources (budget, practitioners, spaces...) | Most service providers will not be able to achieve their mandate in the context of a local collective impact initiative without additional resources in terms of budget, human resources, training settings. | Increased budget line. Number of practitioners committed to the mandate. Available facilities. |
| LR3. Training of practitioners | Practitioners responsible for facilitating adult learning must have access to training that fosters the development of their andragogical skills. | Number of training opportunities available. |
| LR4. Mobilized andragogical resources | Practitioners responsible for facilitating adult learning must be able to rely on andragogical resources (programs, guides, manuals, etc.). | Number and variety of andragogical resources available. |
| IR2. Service providers able to ensure lifelong learning locally in French | Lifelong learning can be seen as a continuum of education and training, secured through a continuum of learning services. Service providers are part of this continuum and as such, will find it beneficial to work in complementarity, to optimize resources, increase efficiency, etc. Locally, it is plausible to see service providers collaborating with various sectors such as libraries, health services, schools, etc. | Presence of learning service providers functional and credible who work in partnership. |

*Table 4: Targeted results for the **Family Context (R)***

| Result | Rationale | Indicator |
|---|---|---|
| R1. Adults are comfortable speaking, reading, writing and living in French. | Adults must have sufficient skills levels in speaking, reading, writing and living in French to be able to support their children. | Literacy level among adult learners. |
| R2. Adults have what it takes to transmit the French language and culture. | Adults must know, understand and use pedagogical tools that are useful to their children's learning such as books, games, etc. | Number and type of service providers that have access and use pedagogical tools designed for Francophone parents. |
| R3. Adults and their families enjoy greater autonomy and more self-confidence. | Adults must develop skills that lead to autonomy, such as financial management, navigating the health and justice systems, etc. This sense of autonomy fosters self-confidence in adults. | Level of self-confidence among adult learners. |
| R4. Significant adults play their role as first educators with their children. | Adults play the role of first educators with their children in terms of early awareness in reading, writing and numeracy, identity building, language-related security, civic responsibility, etc. | Number of interventions that address this role. Level of awareness about this role among adult learners. |
| **Family impact**: increased number of adults able to support their children in their learnings in French. | In the context of their family lives, the main concern among adults with low literacy skills is the ability to support their children throughout their schooling journey, but also in other activities that require some literacy skills, from early childhood to adulthood. Among other things, Francophone adults want to transmit their community's language and culture. | Ratio of targeted adults who feel more skilful in supporting their children in their learnings in French. |

*Table 5: Targeted results for the **Community Context***

| Result | Rationale | Indicator |
|---|---|---|
| R1. Adults are comfortable speaking, reading, writing and living in French. | Adults must have a level of basic skills which is sufficient to live in French. | Literacy level among adult learners. |
| R3. Adults and their families enjoy greater autonomy and more self-confidence. | Adults must develop skills that lead to autonomy, such as financial management, navigating the health and justice systems, etc. This sense of autonomy fosters self-confidence in adults. | Level of self-confidence among adult learners. |
| R5. Adults identify with their Francophone community. | Competent adults and those who are self-assured about their language must also value their Francophone community to ensure the likelihood of their full participation. | At home, French is the language spoken most frequently or at least regularly. |
| **Community impact**: increased number of adults who are able to use services, participate in activities or engage in their Francophone community. | Adults who have acquired a set of skills allowing them to live in French and who identify with their Francophone community will be more likely to use French-language services, participate in Francophone activities and engage in their community's governance. Critical to their participation is that activities actually be accessible in the community. | Number of participants in Francophone activities. Number of French-language service users, where services in French are available. Diversity of people involved in community decision making and leadership. |

*Table 6: Targeted results in the **Work Context***

| Result | Rationale | Indicator |
|---|---|---|
| R6. Adults have the basic skills required to function in the labour market. | Adults must have a level of basic skills which is sufficient to function in the labour market. | Educational level or equivalency. Literacy, numeracy and digital literacy levels. Professional certifications. |
| R7. Adults find adequate employment. | Adults who have acquired basic skills and received job readiness support are more likely to find adequate employment. | Employment rate among participants (learner follow-up) and at the community level. |
| R8. Adults maintain their job and function in the labour market. | Adults pursue their skills development to maintain their job and function in the labour market. | Participants' employment trajectory (learner follow-up). |
| R9. Adults are able to develop a business. | Alternatively, adults may acquire the skills required to become an entrepreneur. | Number of businesses created by learners. |
| **Work impact**: increased number of adults able to function in the labour market | Adults have acquired the whole set of basic, technical and entrepreneurial, etc. skills to maintain their job, function in the labour market or launch their own business. | Francophone labour force. |

.

# Appendix 4: Rationale for various interventions

*Table 7: Interventions*

| Intervention | Rationale | Responsible entity and partners |
|---|---|---|
| **Pan-Canadian Component** | | |
| PI. Influencing public policies | All too often, various government levels launch initiatives or inject funds for a particular type of development while forgetting that few actors in the fields of literacy and adult education who work in Francophone minority settings can rely on optimal capacities and infrastructures. Thus, it is important to continuously exert influence on public policies in order to make progress in terms of capacity building among P/T organizations and to encourage the development of collective impact initiatives. | The RESDAC, its Collective, the FCFA, in partnership with other interested Canadian organizations in the literacy and adult education sector: those who represent Anglophone, Aboriginal and handicapped populations. |
| PI2. Soliciting other funders | Some organizations, such as foundations and private businesses, can invest in adult learning initiatives, for instance at the local and regional levels. | The RESDAC and its Collective, in partnership with other interested Canadian organizations in the literacy and adult education sector: those who represent Anglophone, Aboriginal and handicapped populations. |
| PI3. Mobilizing Francophone networks | Several national Francophone networks mobilized to design this collective impact strategy on lifelong learning. In turn, they must engage provincial and territorial networks in order to concretely support ensuing local initiatives | The RESDAC and its Collective, in partnership with other interested Canadian organizations in the literacy and adult education sector: those who represent Anglophone, Aboriginal and handicapped populations. |

| Intervention | Rationale | Responsible entity and partners |
|---|---|---|
| **Local capacities Component** | | |
| LI1. Local Collective on lifelong learning | To implement a collective impact initiative, a Local Collective on lifelong learning must be formed. It serves to bring together main intersectoral partners and foster their buy-in. | The P/T organization responsible for literacy and skills development. |
| LI2. Influencing provincial/territorial, school and municipal policies | It may be necessary to bring changes, update or add new policies to remove existing barriers at the provincial/territorial, school or municipal or other level, to build capacities within organizations on the ground in delivering their services and to support collective impact initiatives. | The P/T organization responsible for literacy and skills development, the Local Collective with support from the national Collective. |
| LI3. Commitment from local funders | A collective impact initiative takes place over several years. Start-up funds will be secured at the national level. However, they will need to be supplemented by local funds to support the initiative through its evolution, encourage local commitment and ensure the sustainability of the new measures put in place. | Local Collective, ideally with the support of its P/T government. |
| LI4. Partnerships in service delivery | Service providers build their capacities when they create partnerships with various organizations or institutions, such as libraries, cultural and arts centres, schools (community and public), public health services, businesses, etc. While not responsible for delivering services, these stakeholders can play a bridging role for some of the service providers' functions (for instance, recruitment, communications, etc.). | Service providers and P/T sectoral organization |
| **Three contexts** | | |
| I1. Francization | Teaching French to newcomers or Francophiles. | Community organizations, school boards, colleges |

| Intervention | Rationale | Responsible entity and partners |
|---|---|---|
| I2. Re-francization | Teaching French to right holders who lost the use of their mother tongue due to lack of access or limited access to French-language education in their P/T, before the 1969 adoption of Section 23 of the *Canadian Charter of Rights and Freedoms*. | Community organizations, school boards, colleges |
| I3. Digital literacy | Digital literacy involves the development of skills required to use, understand and create with digital communications technologies. It is a wide-ranging ability to participate in a society that uses these technologies in workplaces, government, education, the cultural sphere, civic spaces, homes and during leisure activities. [Translation] – Canada's Centre for Digital and Media Literacy, *MediaSmarts*. | Community organizations, school boards, colleges, private institutions |
| I4. Financial literacy | Financial literacy is having the required knowledge, skills and confidence to make responsible financial decisions. In this definition,<br><br>• "knowledge" refers to an understanding of personal and broader financial matters;<br><br>• "skills" refer to the ability to apply that financial knowledge in everyday life;<br><br>• "confidence" means having the self-assurance to make important decisions;<br><br>• "responsible financial decisions" refers to the ability of individuals to use the knowledge, skills and confidence they have gained to make choices appropriate to their own circumstances.<br><br>Financial literacy is critical to the prosperity and financial well-being of Canadians. | Community organizations, school boards, colleges, private institutions |
| I5. Adult literacy | According to UNESCO's 1958 definition, is illiterate any individual "who cannot read and write with understanding a short simple statement on | Community organizations, school boards, colleges |

| Intervention | Rationale | Responsible entity and partners |
|---|---|---|
| | his everyday life". The literacy process is generally associated with learning to read, write as well as numeracy. | |
| I6. Educational upgrading | Educational upgrading refers to adults who want to complete their high school diplomas or gain equivalencies. | Community organizations, school boards, colleges |
| I7. High school diploma equivalency | Adults who want to complete their general education or the equivalent. | Community organizations, school boards, colleges |
| I8. Literacy/ Family literacy | Family literacy is a process which involves an adult who plays a significant role in a child's life. This process aims to support this adult in efforts toward initiating the child to the world of reading and writing.<br><br>In addition to reading and writing, family literacy allows adults to better understand the knowledge and skills that a child must acquire to learn to read. A family literacy process leads to improved parenting skills, where parents can provide enhanced support throughout their child's schooling, while also facilitating the transmission of their culture.<br><br>Moreover, family literacy enables adults to thrive and feel more comfortable living in French. | Community organizations, school boards, colleges |
| I9. Awareness-raising regarding parenting skills | Parenting skills are abilities that allow adults who are parents to support their children in learning to read and throughout their educational journey as well as transmit their own culture.<br><br>Community organizations dedicated to early childhood, for instance parent associations, provide awareness-raising workshops on parenting skills. | Francophone parent associations |
| I10. Community/civic literacy | Community and civic literacy implies the development of skills linked to the following dimensions: | Community organizations, school boards |

| Intervention | Rationale | Responsible entity and partners |
|---|---|---|
| | • Identity: a sense of personal identity as a member of one or more specific communities<br><br>• Personal qualities: personality, values, mindset<br><br>• Structures: power and systems within societies<br><br>• Active participation: work for the common good within local, national and global communities, for instance through volunteering | |
| I11. Openness gestures on the part of Francophone organizations and institutions to include adults in all of their diversity. | If communities wish for more citizen participation, they must be prepared to welcome Francophone adults in all their diversity and to demonstrate such openness through tangible actions. | Community organizations |
| I12. Job search | Services that support adults in their job search | Community organizations and colleges |
| I13. Training for employment | Job preparedness: Resumes, language skills, generic skills, essential skills. | Community organizations and colleges |
| I14. Work placements | Work placements, particularly for immigrants and refugees, youth with learning disabilities or at risk of dropping out. | Community organizations and colleges |
| I15. Prior learning assessment and recognition | Prior learning recognition (distinct for prior learning validation, which is an official process) generally refers to taking into account an individual's whole range of training and experiences. | Community organizations, school boards and colleges |
| I16. Workplace training | Training provided in the context of employment, aimed at enhancing skills related to a job held or to be held. Most often, it takes place in the language chosen by the employer. | Community and private organizations, labour unions, school boards, colleges |

| Intervention | Rationale | Responsible entity and partners |
|---|---|---|
| I17. Workforce training outside of workplace | This training is delivered outside of the workplace, thus in a training institution that can accommodate Francophone employees and can be provided in French (or in French and English). It aims to develop technical skills (including health and safety), generic skills, essential skills, language skills or cultural skills. | Community organizations, school boards, colleges |
| I18. Entrepreneurship training | Training aimed at fostering the development of entrepreneurs | Community and private organizations, colleges |
| I19. Mentoring in entrepreneurship | Mentoring in entrepreneurship refers to an interpersonal supporting, helping, sharing and learning relationship, where an experienced entrepreneur, the mentor, shares his wisdom and expertise in order to foster the development of another entrepreneur, the mentee, who wants to acquire skills and knowledge to achieve professional goals. | Community organizations, colleges, private businesses |
| I20. Networking in entrepreneurship | The development of entrepreneurship skills is facilitated by networking among entrepreneurs where they can share best practices and participate in mutual learning. | Community organizations, colleges, private businesses |