World TVET Database

Canada

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Country profiles are compiled from a variety of national and international sources and have been informed and validated by UNEVOC Centres in the country or other TVET national authorities.

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Abbreviations

ACCC  Association of Canadian Community Colleges
CEEC  Commission d’évaluation de l’enseignement collégiale du Québec
CICIC  Canadian Information Centre for International Credentials
CMEC  Council of Ministers of Education, Canada
ESDC  Employment and Social Development Canada
NQF  National Qualifications Framework
OCQAS  Ontario College Quality Assurance Service
PACs  Program Advisory Committees
TVET  Technical and Vocational Educational and Training

TVETipedia Glossary

Below are listed TVET terms mentioned in this report. Click on a term to read its definitions on the UNESCO-UNEVOC TVETipedia glossary.

Access and equity  Mobility
Adult education  National Qualifications Framework
Apprenticeship  Non-formal education
Articulation  Post-secondary education
Assessment  Qualification
Certificate  Quality
Certification  Quality Assurance
Continuing Education  Skills
Credit transfer  Skills development
Curriculum  Teacher
Diploma  Teacher In Vet
In-service training  Trainer
Knowledge  TVET
Labour market
Canada

Youth population¹: 4,608,000 (2015)
Median population age: 40.6 (2015)
Annual population age (2010–2015) 2:

1. TVET mission, strategy and legislation

TVET mission

Canada considers technical and vocational education and training (TVET) essential for all residents to actively engage in the country's knowledge-based economy. The mission of TVET along with the whole Canadian education system is to provide students with high-quality learning opportunities and the required skills to enter the labour market. TVET programmes are therefore aligned to the needs of the labour market for the different populations and age groups.

TVET strategy

Learn Canada 2020 is a vision for learning and also the framework that the provincial and territorial ministers of education, through the Council of Ministers of Education, Canada CMEC, use to enhance Canada's education system and learning opportunities. Learn Canada 2020 was released in April 2008 and reaffirmed in 2010 by CMEC. Learn Canada 2020 aims to address the educational needs and aspirations of Canadians as well as the current and most pressing learning issues facing them. TVET, which in Canada is often referred to as 'skills development and adult learning' is one of the four pillars of Learn Canada 2020. The ministers of education, with reference to Learn Canada 2020, have set the ambitious goal of developing an accessible, diversified, and integrated system of TVET.

There is no single pan-Canadian approach to TVET, since every Canadian jurisdiction (province or territory) has specific strategies, policies, or legislation relating to TVET through their ministries responsible for education. These policies are often linked to cross-ministry strategies, poverty-reduction strategies, or specific skills-development strategies. Governments have worked to involve directly adult learners in discourses of TVET policies and several provinces and territories have developed policies to recognize, validate, and accredit non-formal learning.

TVET legislation

- The Constitution Act of 1867 grants executive legislative responsibility for education to provinces; similarly, the federal government delegates responsibilities to territories. The

¹ Population aged 14–25
² All statistics compiled from the United Nation's Population Division's World Population Prospects, the 2015 Revision [http://esa.un.org/unpd/wpp/DVD/]

5 | Compiled by UNESCO-UNEVOC [http://www.unevoc.unesco.org/]
Act also stipulates that provinces may exclusively make laws related to education. Consequently, there is no federal ministry of education; however, there is pan-Canadian collaboration facilitated by the Council of Ministers of Education, Canada (CMEC).

- Different education and school Acts stipulate that ministries and departments of education may establish regulations with regard to: the nature of school curriculum; the level to which schools are financed; the training and certification required for teachers; the methods of assessment and the standards for student testing; the structures to sustain school governance and management; the establishment of school boards; and the design and distribution of curricula materials.

Sources:
2. TVET formal, non-formal and informal systems

Upon completion of eight years of elementary education, students proceed to a secondary education programme that completes twelve years of schooling. Programmes offered at secondary level can be both vocational (job training) and academic. They are normally offered within the same school.
Formal TVET system

The nature of TVET opportunities varies across provinces and territories, sectors, and communities to meet the specific needs of the target populations. Though programmes’ names and delivery methods differ across TVET systems, some examples of the types of TVET programmes are as follows:

- **Vocational education and training**

  This type refers to a multi-year programme or series of courses providing specialized instruction in a skill or a trade intended to lead the student directly into a career or programme based on that skill or trade.

  It may be offered (1) in secondary schools; (2) at the postsecondary level in public colleges and institutes; (3) in private for-profit colleges; and (3) in the workplace, through apprenticeship programmes.

  At the secondary level, vocational courses may be offered at separate, specialized schools or as optional programmes in schools offering both academic and vocational streams. These courses are usually offered at the last two-years of secondary school; however, some specialization courses can be taken earlier. During those two-years more optional courses are available to students, when they can choose between different specialized programmes that prepare them either to enter the job market or to enrol in postsecondary colleges, universities or other institutions of their choice.

- **Apprenticeship Programmes**

  They last typically four-years. The related industry is responsible for practical training delivered in the workplace, and educational institutions provide the theoretical components. There has been less direct entry from secondary school into these programmes.

- **Workplace and workforce learning**

  This type is often developed in partnership with employers to provide learning and skills development opportunities.

Technical and vocational institutions, community colleges and institutes of technology offer programmes for continuing education and for developing skills for career in business, the applied arts, technology, social services and some health sciences. Programmes vary in length from six months to three-years. There are also private vocational or job-training colleges in some provinces. In general, colleges award diplomas and certificates and many also award bachelor degrees.

Specialized programmes in high-technology areas are offered by many colleges in collaboration with industry and business partners. These courses prepare students for future employment in trades, industry or agriculture or for a job as a professional technician or technologist. Upon completion of a one-year specialized programme a certificate is granted; two or three-year specialized programmes lead to a diploma.
Non-formal and informal TVET systems

Non-formal education comes in the form of a broad range of activities such as structured training, courses, seminars, workshops, etc. Adult training for job-related skills takes place in a variety of locations, such as education institutions, community centres, private business schools, employers' premises. Adult education and training for the labour force is primarily provided by colleges.

Sources:

3. Governance and financing

Governance

The Government of Canada has the direct responsibility for First Nations on-reserve education. This is delivered through federally funded, band-administered schools. The Government of Canada also plays an integral role in supporting the skills development of Canadians by investing in postsecondary education, training, and literacy in the form of transfers to provinces and territories, research and infrastructure funding, and direct support to learners.

Ministers of Education: there is no federal ministry of education in Canada; in all of Canada’s thirteen jurisdictions (ten provinces and three territories) ministries of education are responsible for:

- Planning, implementing, and evaluating TVET policies. This is often done through consultation and/or in partnership with organizations from other government sectors, non-governmental organizations, or the private sector. The range of organizations involved in various jurisdictions includes those from the education, health, culture, social services, employment, immigration, and other sectors;
- Defining education service to be provided to the entire population of their jurisdiction, as well as the general framework within which these will be organized; and
- Setting schooling requirements and rules governing teachers’ working conditions and financial resources earmarked for education.

Their additional responsibilities are curriculum development, assessment, funding formulas and technological innovation.

The Council of Ministers of Education, Canada (CMEC) is an intergovernmental body responsible for education founded in 1967 by provincial ministers of education. CMEC provides a forum in which ministers of education could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with
national educational organizations, the federal government, foreign governments, and international organizations. CMEC is the federal voice for education in Canada and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

School boards and Boards of Governors: on the local level, school education is entrusted to school boards. Their authority usually spreads over operation and administration of the schools within their board, staffing responsibilities, enrolment of students, and implementation of the provincial/territorial curriculum. All colleges have boards of governors that are appointed by the provincial or territorial government including representatives from the public, industry, students and instructors.

Employment and Social Development Canada (ESDC) is a department of the Government of Canada with a mission to build a stronger and competitive Canada. Its actions are focused on: developing policies; creating programmes; and enhancing outcomes.

**Financing**

Federal, provincial and territorial, and local orders of government contribute to finance TVET. In all jurisdictions, every provincial and territorial government provides significant funding to TVET, whether through funding of institutional providers, community and voluntary providers, subsidies directly to learners, special project funding, and/or subsidies to and cost-sharing programmes with industry and business.

**Sources:**


4. TVET teachers and trainers

For the most part, public colleges and institutes draw from business, industry and public service employers to hire faculty to ensure they have industry-related experience and connections. The required credentials vary by programme type and range from trades certification, college and institute diploma, bachelor and master degrees, and doctorates.

The role of college/institute faculty is also evolving to include applied research. The Association of Canadian Community Colleges (ACCC) Applied Research Environmental Scan 2011-12 found
that 1,774 faculty and staff participated in applied research, up by 10 per cent from 2010-11. Most faculty and staff (78 per cent) were involved part-time and had a range of credentials:

<table>
<thead>
<tr>
<th>Credentials</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a college/institute diploma</td>
<td>14%</td>
</tr>
<tr>
<td>a bachelor’s degree</td>
<td>41%</td>
</tr>
<tr>
<td>a master’s degree</td>
<td>29%</td>
</tr>
<tr>
<td>a doctorate</td>
<td>16%</td>
</tr>
</tbody>
</table>

Some provincial college/institute systems have developed in-service teacher training programmes that are based on adult learning principles and enable faculty to complete in a self-directed manner and gain a certificate upon completion.

In general, there are two main models for teacher education in Canada:

- A Bachelor of education degree that takes four to five years; and
- A post-degree Bachelor of education degree with the duration of one or two academic years.

Sources:

5. Qualifications and Qualifications Frameworks

Secondary vocational education

Secondary school diploma is awarded if a student passes the required number of both compulsory and optional courses.

Post-secondary vocational education

Post-secondary education institutions offer degrees, diplomas, certificates and attestations depending on the nature of institution and the length of the programme. Universities and University colleges focus on degree programmes but also offer diplomas and certificates, often in professional designations. Such institutions as colleges, institutes and TVET institutions, offer diplomas, certificates, credit transfer options with universities through articulation agreements.

National Qualifications Framework (NQF)

According to the Ministerial Statement on Quality Assurance of Degree Education in Canada of 2007, Ministers have adopted guidelines that are to be employed in decision making relating to new degree programmes and new degree-granting institutions within a province or territory. Canadian Degree Qualifications Framework is one of the sections of the guidelines.
The framework comprises three general degree categories that are intended to capture the most salient aspects of the three principal degree levels offered in Canada. The Canadian version of NQF is intended to provide a broad framework for each degree level, leaving to each province/territory the development of more detailed qualifications frameworks for degree credentials offered in its jurisdiction. Other credentials, such as associate degrees, special categories of applied degrees, and certificates and diplomas related both to undergraduate and postgraduate study will need to be articulated at the provincial/territorial level. The three broad degree categories are: Bachelor’s degree, Master’s degree and Doctoral degree.

Quality assurance

Maintaining the quality of postsecondary programmes is primarily the responsibility of individual institutions, which must operate within legislative and policy frameworks established by their respective provincial or territorial governments, while each government has its own quality assurance mechanisms. For instance, some governments have created bodies for quality assurance as follows:

- Maritime Provinces Higher Education Commission;
- Commission d’évaluation de l’enseignement collégiale du Québec (CEEC);
- Higher Education Quality Council of Ontario;
- Ontario College Quality Assurance Service (OCQAS);
- Campus Alberta Quality Council;
- Manitoba Council on Post-Secondary Education; and
- British Columbia Education Quality Assurance

Sources:

6. Current reforms, major projects and challenges

Current reforms and major projects

With close ties to business, industry and community partners, public colleges and institutes benefit from business and industry input for curriculum development through Program Advisory Committees (PACs). Committee members are an external selection of exceptional leaders in their fields with a diversity of programme-related experience and expertise. They identify
current and future industry trends and shifts in the skills and knowledge graduates need to meet employer requirements. PACs ensure programmes are current and relevant to industry, business and society. In guiding the development of college programmes, they help to ensure graduates are well prepared to begin their careers. Most colleges and institutes must have a PAC already in place in order to obtain provincial/territorial government funding for a new programme.

Challenges

Postsecondary education in Canada exists in a constantly changing environment, which encompasses globalization, increased population mobility, technology advancements, changing demographics, and the steadily evolving labour market. Three interconnected issues arise from these trends:

- Postsecondary capacity;
- Quality assurance; and
- Internationalization and mobility.

Sources:

7. Links to UNEVOC centres and TVET institutions

UNEVOC Centres

- Cégep de la Gaspésie et des Îles, campus de Carleton-sur-Mer (CEGEP)
- School of Hospitality, Tourism and Culture and the Culture and Heritage Institute of Centennial College (Centennial College)
- Association of Canadian Community Colleges (ACCC)

TVET Institutions

- Skills Competencies Canada
8. References and further reading

References


Further reading

- More information on education systems in Canada, including legislative framework and policy regarding skills development and adult learning can be found by consulting “Adult Learning and Education – Canada Progress report for UNESCO’s Global Report on Adult Learning and Education (GRALE) and the end of the United Nations Literacy Decade” and “Education in Canada: an Overview” at [http://www.cmec.ca/Publications/Lists/Publications/Attachments/283/GRALE_EN.pdf](http://www.cmec.ca/Publications/Lists/Publications/Attachments/283/GRALE_EN.pdf) and at [http://www.cmec.ca/299/Education-in-Canada-An-Overview/index.html](http://www.cmec.ca/299/Education-in-Canada-An-Overview/index.html).
