

April 21st, 2026 at 1:00pm EDT

Helping learners prepare for CAEC: Sharing what's worked

Session overview

This moderated discussion focused on how practitioners can encourage self-advocacy for learners with cognitive disabilities so they can better communicate their needs in the classroom and in their personal and professional lives. We discussed best practices to empower learners with cognitive disabilities and strategies for listening to and amplifying the voices of learners.

Panelists

Odette Lloyd

*Community Adult Learning Program (CALP)
Team Lead, Norquest College, Alberta*

Karin Meinzer

*Program Manager, PTP Adult Learning and
Employment Programs, Ontario*

John Gallant

*Curriculum Consultant, Nova Scotia School
for Adult Learning, Adult Education Division
of the Province of Nova Scotia*

Moderated discussion questions

1. What changes in the past year have been relevant to how you're preparing learners for CAEC?
What new resources have been added?
2. How has the CAEC affected students' lives and their success?

Key findings

Flexible learning is essential:

Traditional learning styles don't always meet learners' needs. Programs are seeing learners with increasing barriers to learning which has resulted in the demand for one-on-one, or online options to fit into busy lives. This also looks like asynchronous learning, or hybrid delivery.

Preparation and assessment are key:

As the transition from the GED to the CAEC continues, understanding the differences between the two is essential. Intake assessments can help to determine whether learners are ready for the CAEC and to identify areas where they may need additional skill-building first.

Continued need for resources:

Quality resources remain difficult to locate. Many of the currently available materials are repackaged GED materials and do not align with CAEC requirements. In response, programs are creating their own resources. In Nova Scotia, they are developing a CAEC-aligned math workbook, designed to reflect the style and difficulty of the assessment. Other resources include NorQuest College's CAEC micro-credentials and The Government of Saskatchewan's Resources for CAEC Preparation Page.

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Key findings continued

Significant positive impact on learners

The CAEC is having a positive impact on learners. Programs have seen an increase in learner confidence, improved self-advocacy, and greater access to employment. For many learners, completing the CAEC represents a first successful step back into education and can change how they see their future possibilities.

Additional comments/ Q&A

This webinar was a follow up on last year's CAEC discussion. Practitioners were able to share their findings since implementing the CAEC and discuss what has worked for them so far. As in the 2025 discussion, participants stressed the need for instructor preparedness, quality resources, and national collaboration.

Importance of variety:

During the Q&A it was emphasized that learners need exposure to a variety of question types, rather than relying on a single practice test or memorizing questions for greatest chances of success.

Provincial differences:

The Q&A highlighted that learners and instructors need help navigating the transition from GED to CAEC. Processes differ across provinces, particularly around testing centres and procedures. The recommendation was given to direct learners to the main CAEC site and then to their provincial/jurisdictional website for accurate local information.

Innovation Learning Labs

We're hosting 4 Innovation Learning Labs in 2026, thanks to the support of Canada Life through the *Canada Life Literacy Innovation Award*. In each webinar we discuss one topic of importance and relevance to the literacy field in 2026. [Watch recorded Labs and read summaries.](#)



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