

THOMPSON RIVERS UNIVERSITY

“The Barriers and Challenges for Homeless Adults to Access and Complete Formal
Education in Canada”

by

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ABSTRACT

This qualitative research study shows barriers and challenges for adults experiencing homelessness when accessing and completing formal education in Canada. Given the persistent rise of people experiencing homelessness, most of them adults (18+), utilizing education to address this crisis becomes a significant consideration. The present narrative, based on open-ended interviews, describes the opinions, points of views and lived experiences of 48 participants: 29 key informants and 19 individuals with homeless lived experiences from multiple cities across Canada, including Kamloops, to understand the barriers, challenges and experiences those adults face to access or while they are studying in Canada, and what are the actions needed to support them on that journey. An exploratory research through a document analysis of each province was conducted to complement the information given by the participants and discover the supports that the government of Canada offers to those adults experiencing homelessness to access and/or complete their education. The research outcomes substantiate numerous insights delineated in the literature review. Significantly, the findings also illuminate a wealth of supplementary information, an imperative augmentation attributable to the limited extant studies within the Canadian context, particularly those with sample sizes comparable to the present study. The scarcity of prior investigations in this specific domain within the Canadian milieu underscores the unique contribution of this research, providing nuanced perspectives and enriching the overall comprehension of the subject matter. Specifically, the main value added of this research study is showing the lack and need of coordination among the Government of Canada, the educational institutions and the organizations that provide services to the adult homeless population. Additionally, the results of the study

reveal that some individuals from that group are studying or had completed a formal education program in Canada. However, despite existing government support, that are not being properly communicated, many barriers and challenges confront them. Suggestions are presented as part of the action plan. There are many actions needed from the Canadian government, the educational institutions and the organizations that provide services to the adult homeless population, to facilitate them access and complete their formal education.

Keywords: adult education, homelessness, Canada, barriers, challenges, young adults, descriptive action research, applied research, transformational experiences, oppression, needs.

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Dear God and my crew (Jesus Christ, Lord of Miracles, Virgin Mary, Virgin of the Skies, Guadalupe Virgin, Holy Spirit, Guardian Angel, Angel Gabriel, Angel Raphael, Divine Child, Baby Jesus, Saint Benedict, Divine Providence, Holy Trinity, Sacred Heart of Jesus, Saint Augustine, Saint Rita of Casia, Virgin of Fatima, Saint Jude Thaddeus, Pope Juan Pablo II, Pope Juan XXIII, Saint Rose of Lima, Saint Martín de Porres, Saint Francis of Asis, Saint Roque, my grandfather Tata, my grandmothers Lili and Mamina), thank you for protecting me and my dogs with your miracle mantle and powerful blood of Christ during this journey, and for showing me those signals, that allow me to know I was making correct decisions.

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LIST OF ABBREVIATIONS

BC	British Columbia
COH	Canadian Observatory on Homelessness
EE.....	Eastern Europe
ER	Exploratory Research
GC	Government of Canada
GTA	Greater Toronto Area
ID	Identification Document
LGBTQ2S	Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit
LTM	Leadership Team Member
NB	New Brunswick
NCHE.....	National Center for Homeless Education
NL	Newfoundland and Labrador
NS	Nova Scotia
NT	Northwest Territories
NW	New Westminster
ME.....	Middle Eastern
PA	Prince Albert
PEI.....	Prince Edward Island
PiT	Point -in- Time
PR.....	Prince Rupert
SA	South Asian
SAf	South African

TMVHAA.....The McKinney Vento Homeless Assistance Act

DEDICATION

This thesis is dedicated to the memory of my mother,

Denisse,

who is an educator and suffer of mental health illnesses, but she always tried to express her love in her own and unique way. Without her encouragement, I would not be able to become a strong educated woman ready to fight for the happiness in this life.

Mom,

Words cannot articulate how much I miss you. I am sure wherever you are, you would be proud of me for choosing a Master of Education, and also to be able to complete a thesis in English.

I wish you were here now.

This is for you and for all the people in this world that do not have hope.

To those ones,

if there is a single success case, there is a possibility. And if there is a possibility, you can make it real.

Work on it and go for it.

Chapter One: Introduction

Overview of the homelessness situation in Canada

According to the Government of Canada (2022d), in its strategy on homelessness, a person or a family is in homelessness situation if they do not have a permanent, stable place of adequate residence, or in the capacity to get into one in the short term. It is important to note that this definition of homelessness applies also to any person living in the First Nations, Métis, and Inuit territories, regardless of their status, membership, or residence. However, the Government of Canada (GC) has a definition of Indigenous Homelessness which refers to Indigenous peoples who do not have a home, this includes those who may have a temporary shelter, who are couch surfers, or who are living in an unaffordable, inadequate, substandard, and unsafe accommodation. Finally, the government refers to Chronic Homelessness, as people who are homeless for at least six months (or 180 days), or who have been in a situation of homelessness during the last three years for at least 18 months (or 546 days), this includes people who may have been living in shelters.

In 2016, the GC executed for the first time the Coordinated Point-in-Time (PiT) Count. The sample included unsheltered homeless people, sheltered, and people living in transitional facilities that can provide longer stays than a shelter but are not long-term accommodations, however, some communities opted to include hidden homeless (the ones that are staying with someone else) or the ones living in the corrections (prisons, jails, detention centres) and health (hospitals, detox, other treatment centers) systems. Among other findings, that report includes demographic information about a sample population experiencing homelessness across 32 communities in Canada, in the following

provinces: British Columbia (BC), Yukon, Saskatchewan, Manitoba, Ontario, New Brunswick (NB), Nova Scotia (NS), and Prince Edward Island (PEI). In 2018, the government conducted a second count to compare the findings and changes. PiT is a one-day snapshot and coordinated count, supported by the GC, about homelessness in shelters, health or corrections facilities, on the streets, and hidden with someone else because the person doesn't have a place to live, across provinces and territories in Canada, using a common approach. However, these counts couldn't reach 100% of the homeless community. According to the findings, 5954 people were counted as experiencing homelessness and 4,579 of them participated in the survey. 56.7% of respondents were experiencing chronic homelessness (six or more months in that condition), 9% of them were experiencing episodic homelessness (three or more months, but less than six months in that condition), and the other 34.3% had recently become homeless or had experienced shorter episodes of homelessness. It is important to highlight that more than one quarter of the respondents had not used a shelter in the past year. In relation to their gender and age, more than 60% of the respondents identified themselves as men, around 40% as women, and less than 1% as another gender identity. Most of the participants were adults (between 24 and 49 years old) with fewer , unaccompanied youths, seniors, dependent children or older dependants. Just in the case of homeless adults, men were more represented, in the other cases males and females were equally represented. In relation to families experiencing homelessness, 14% of the participants indicated that they had one or more relatives with them. Finally, near 2/5 participants were identified as Aboriginal or Indigenous. In this case, they were younger than the non-Indigenous respondents and in most of the cases females, and users of

shelter or transitional facilities less. As part of the population of homelessness, veterans, newcomers, and immigrants were identified as well in fewer proportions (Employment and Social Development Canada, 2016).

On the other hand, the preliminary results from the Second Nationally Coordinated PiT Count of Homeless in Canadian Communities from 2018 considered a bigger number of communities compared to the one in 2016, 61 communities across Canada, and in this case, the provinces of Alberta, Quebec, Newfoundland and Labrador (NL), and the Nunavut and Northwest Territories (NT) participated in the survey. According to the findings, 25,216 people were counted as experiencing homelessness, in addition, 6,789 people were in a transitional program. It is important to highlight that there was a 14% of increase in the quantity of homelessness found in the communities that participated in the 2016 count, however, the report mentions that part of the reasons for that increasing was an improvement in the research methodology. From the total of the people found, 19,536 were surveyed. Similar to 2016, 60% of respondents were experiencing chronic homelessness (six or more months in that condition) and 8% of them were experiencing episodic homelessness (three or more months, but less than six months in that condition). It is important to highlight that 25% of the respondents had not used a shelter in the past year. Most of the participants were male (62%), 36% female, and 2% identified themselves as another gender identity, however, when they were asked about the sexual identity, 20% of the youth participants identified themselves as Lesbian, Gay, Bisexual, Transgender, Queer or Questioning, and Two-Spirit (LGBTQ2S) or provided another response that was not listed. LGBTQ2S answers were 11% from adults (aged 24–49), 6% from older adults (50–64), and 5% from seniors (65+). However,

around 49% of the survey respondents were adults, 13% dependents and unaccompanied youth (aged 14–24), 22% older adults, and 3% seniors. In this new count, the participants were asked about when they first experienced homelessness, and 50% first experienced homelessness before the age of 25. Finally, 30% of the participants were identified as Indigenous. As part of the population of homelessness, veterans, newcomers, and immigrants (14%) were identified (Employment and Social Development Canada, 2018).

However, in 2016 the GC estimated 129,000 people experienced homelessness at an emergency shelter (Employment and Social Development Canada) , and according to the Canadian Observatory on Homelessness (COH), at least 235,000 Canadians experience homelessness in a year (Gaetz et al., 2016). Apparently, the number of people experiencing homelessness was higher in 2016, and based on that information, the homelessness problem was affecting almost 0.3% of the 35,151,728 Canadians counted in the same year (Statistics Canada, 2021), considering that all the earlier studies had their limitations, like just counting the unhoused people in a shelter.

Such is the concern that the GC has committed 2.2 billion Canadian dollars to fight homelessness and has developed Reaching Home: Canada’s Homelessness Strategy and the National Housing Strategy, with the final objective to reduce chronic homelessness nationally by 50% by 2028 (Government of Canada, 2022b).

Purpose of the Study

The purpose of this study is to explore what barriers adults (individuals 18+ years of age) experiencing homelessness face when they want to access, start, and complete a formal educational program (that could be secondary, post-secondary, undergraduate, graduate or specific courses and programs) in Canada. In the context of this research,

formal education refers to “structured teaching and learning experiences which are situated within educational institutions, and which lead to a certification of some kind (e.g., a high school diploma or university degree)” (Brock University, 2022, par. 4).

The results of this study provide a clear picture of the barriers and challenges Canada faces in successfully educating homeless adults, with the ultimate goal of providing them with the tools to escape homelessness through education. Furthermore, as part of this thesis, I developed suggestions that the GC, the educational institutions and the organizations that provide services to the homeless population should implement to facilitate access to formal education by adult individuals experiencing homelessness and support their completion.

It is important to mention that the main contribution to the literature review of this research study is that it shows the need of coordination between the government, the educational institutions and the organizations which provide services to the homeless adult population.

The direct beneficiaries of this research are the homeless adult population in Canada, but also those who, individually, through charities, private organizations, or governments, can implement significant changes to advance the education of this vulnerable population.

Gaetz (2014) pointed out in a research paper that the current academic research model needs an update and has limitations that create barriers to access for non-academic audiences. The process through which research projects are executed often leave out of the conversation end users in the world of policy and practice, and the findings are not

always relevant to them, or do not answer the questions that are of interest to them, putting academic research out of reach for many audiences.

“As with the United States, youth homelessness in Canada is a seemingly intractable problem; in the past, Canada has mainly looked to the United States for how to address the system. Moreover, the Canadian response has not been robustly driven by research and evidence. In the last few years, much has changed in terms of how we are responding to youth homelessness in Canada in policy and practice. This change includes an increase in the influence, uptake and impact of research” (Gaetz, 2018, par. 1).

I would like that after this study, other studies can be carried out. In addition, I would like that the GC can use the findings of this study to fight against poverty and homelessness, allowing them to reduce the barriers that arise when wanting to educate themselves.

Significance of the Study

According to the overview of the homelessness situation in Canada, the government has the objective to reduce it, and this study will show what are the barriers and resources existing for a great part of that population to access and complete formal education in Canada, based on the premise that education has a role when fighting against homelessness.

The Role of Education in Fighting Against Homelessness.

Sharanjil Uppal, Senior Research Economist for Statistics Canada, stated that

“Studies from various countries have examined the causes of homelessness. Most agree that it results from a complex interaction of individual factors, life events and structural (economic and societal) factors. Individual factors and life events associated with increased risk of homelessness include low education, lack of job skills, substance use, mental health issues, domestic violence, family instability, relationship breakups, social exclusion due to sexual orientation, and adverse childhood experiences (...). It is widely recognized that higher education provides more and better skills, which in turn are associated with stable employment and higher earnings. These factors also reduce the risk of experiencing homelessness. As found in previous research, those with lower

levels of education were more likely to have experienced unsheltered homelessness than their counterparts with higher levels. For example, almost five percent of those who did not complete high school reported past unsheltered homelessness, compared with 1% of those with a university degree” (2022, p. 2).

Moreover, according to the Canadian Observatory on Homelessness (n.d.a). in Canada, around 63% to 90% of youth students experiencing homelessness did not complete high school, and that those with less education are at greater risk of unemployment, underemployment, poverty, and homelessness. They also highlighted a study of shelters in Toronto that found that 64% of shelters' guests did not complete high school and also found that those who finished their studies were more likely to get a job.

Martin and Nicholson (2015) conducted a study to explore the long-term impact of high school education on homeless youth, using an online survey to explore whether completing high school had any short-term or long-term impact on their lives, from point of view of stable housing, employment, income and satisfaction with life in general. 29 former students (12 males and 16 females, aged from 16 years to over 25 years old), who, between the years 1997-2011, attended an alternative secondary school in a suburb of a large Australian city were surveyed. All the participants were youth homeless when they were studying their secondary education. Participants indicated that earning higher grades after high school did have an impact on finding stable housing and jobs, and that in the long run they were more likely to be employed and earn a higher income.

Christina Dukes, Federal Liaison at the National Center for Homeless Education from the US Department of Education, highlights the power that education has to transform lives, to promote stable and paid employment, something totally related to the fight to prevent and end homelessness. She also highlights that the unemployment rate for someone with less than a high school diploma is almost three times higher than the one of

someone with a bachelor's degree. The weekly income of someone with a bachelor's degree is more than double of someone with less than a high school diploma (Dukes, 2018).

The National Center for Homeless Education (NCHE) from the US Government, states that Education is a critical component to consider as part of the coordinated community responses to youth and young adult homelessness (people who do not have a fixed, regular and adequate nighttime residence), the organization also mentioned that education's return on investment is very well known because people with higher levels of education get higher incomes, have more opportunity to move up a socioeconomic level, can access better employment benefits, have more opportunities to afford housing, and their risks of being unemployed are less (NCHE, 2021).

Such is the importance given in the United States to education for homeless people that the NCHE at its website (<https://nche.ed.gov/>) provides information around 16 Acts that are part of the Federal Legislation in relation to the education of the population experiencing homelessness. For example, The McKinney-Vento Homeless Assistance Act (TMVHAA) is a federal legislation designed to ensure the educational rights and protections of homeless children and youth in the United States. It requires all local educational institutions (school districts) to ensure that homeless students have access to the same free and appropriate public education as other children and youth, including public kindergartens. TMVHAA also authorizes the funding for the federal Education for Homeless Children and Youth Program. For example, it goes to the detail of how to achieve it: TMVHAA requires school districts to designate an appropriate staff person, who also may be a coordinator for other Federal programs, as a local homeless

education liaison, to serve as the key homeless education contact for the district, and must carry out the duties of the position as outlined in the Act. One of these responsibilities includes ensuring that school staff identify homeless children and youth through outreach and coordination activities with other entities and agencies (National Center of Homeless Education at SERVE, 2017).

TMVHAA requires school districts to take several actions to protect the rights of students experiencing homelessness. First, they must develop an academic achievement plan for students experiencing homelessness, which describes how they will receive equal access to educational opportunities as their peers with consistent housing. TMVHAA also mandates that students experiencing homelessness remain at their schools of origin, if it is in their best interest, and are provided with transportation to maintain consistency in their attendance. Furthermore, schools are required to immediately enroll students experiencing homelessness, regardless of missing records or documentation from previous institutions. Finally, to ensure that all the above requirements are met, school districts are mandated to appoint a local liaison (Havlik et al., 2016).

It is important to consider that according to the data from the U.S. Department of Housing and Urban Development from 2015, approximately one quarter of individuals experiencing homelessness are under the age of 18. And based on the data from 2015 at the U.S. Department of Education, nationwide, the total number of students experiencing homelessness who were enrolled in local educational agencies during the 2013-2014 school year was more than 1.3 million (Havlik et al., 2018). Maybe that is the reason that most of the research, policies, and efforts in U.S. has been focused on Children and Youth experiencing homelessness.

My personal experience reinforces to me the idea that education helps to reduce the risks of unemployment, poverty, and homelessness. I come from an extremely poor family in Peru, neither of my parents had the opportunity to study in university, but at the age of 16, I had to leave my home due to family abuse. Before finishing my degree, the only jobs I could apply for were operational ones (jobs that where people don't need to have previous experience to perform them, for example, preparing envelops for delivery) and they were characterized by being very poorly paid, such as: cleaning houses, businesses or factories. While I was studying for the first semesters of the university, I worked cleaning bathrooms at Burger King. However, when I was in the 7th semester of university, according to university law, we already had the authorization to work in something related to our profession, and that is how I began my pre-professional internship at the World Bank in Peru. My salary as a part-time intern was higher than the salary I earned working full-time cleaning bathrooms, and working as an intern allowed me to interact with other professionals and develop technical and leadership skills. The following year, I started a full-time job at Motorola as a marketing assistant, earning five times more than my cleaning job at Burger King. I remember being mentored and encouraged by my bosses at Motorola to get a master's degree after I got my university degree. This is how my life changed, I was able to invest the money I earned in my education and also in paying a psychologist to overcome my traumas, then I bought properties, learned how to invest, and became a professional and bilingual businesswoman. After working at Motorola, I worked at Microsoft, developed my own company with offices in more than five Latin American countries, and came to Canada.

That is why I believe that education changes lives and why I would like to address the homelessness problem for my thesis and make suggestions for the educational field.

Unfortunately, in Canada, we cannot find that similar legal framework around education for the homeless population (see Appendix A for a list of legal regulation in Education for each province). Canada is a federation of 10 provinces and three territories. The governments of the provinces are solely responsible for all levels of education. In the case of the territories (Yukon, NT, and Nunavut), the federal government has delegated educational responsibility to them, and they, in turn, cooperate with the provinces to provide post-secondary programs. Unlike the US, there is no ministry or department of education at the federal level. However, Canada has The Council of Ministers of Education, which is an intergovernmental organism founded by the Ministers of Education in 1967 to discuss policy issues, undertake initiatives, consult and cooperate with national education organizations and the federal government, act as an instrument to represent the education interests of the provinces and territories internationally (The Canadian Information Centre for International Credentials, n.d.).

Research Questions

1. What are the barriers and challenges for homeless adults when accessing and completing formal education in Canada?
2. What supports and government initiatives currently exist in Canada to ensure homeless adults can access and complete formal education?

Organization of Chapters

The present research shows the barriers and challenges for adults experiencing homelessness when accessing and completing formal education in Canada, as well as the

Canadian Government's supports and initiatives that currently exist to ensure they can access and complete their formal education. In this regard, I present the thesis in seven chapters as follows: Chapter One, which introduces the background for the study by providing a statement of the problem, the significance of the study, and the questions that the study will address. Chapter Two presents the literature review that shows the lack of research on the topic in Canada, as well as setting some definitions, addressing the role of education in fighting against homelessness, providing a brief overview of the available resources, and summing up the previous studies that have been done that show many groups of barriers and challenges. Chapter Three offers the theoretical framework composed by three theories: The Integrated Model of Participation in Adult Education (Boeren et al., 2010)), the Pedagogy of the Oppressed (Freire, 2000), and the Theory of Human Motivation (Maslow, 1943). Chapter Four describes the research design and methodology and includes an explanation of the Descriptive and Exploratory Action Research, the researcher's positionality, the limitations, and the ethical considerations. The steps followed and timeline, the sample size and participants, the data collection, data analysis and recruitment processes are shown in this chapter, as well as aspects related to the confidentiality, anonymity, reliability and credibility of the research. Chapter Five presents the findings based on 48 participants' opinions, perspectives, lived experiences, and knowledge. The research questions are answered through the findings. Chapter Six presents the action plan composed by suggestions for the GC, the educational institutions, and the organizations that provide services to the homeless population. Chapter Seven discusses the results of this research, which aims to answer the research questions, and juxtapose the results with the literature review and the theoretical

framework. Finally, Chapter Eight presents the implications and limitations of the research, proposes recommendations for future studies, and finishes with the conclusions.

Chapter Summary

This chapter introduced the homelessness situation in Canada and the concepts of homelessness, Indigenous homelessness, and chronic homelessness. It also defines adults and formal education for the purpose of this study and presented the position and strategy of the GC in relation to the homelessness crisis. Chapter one brought forward the purpose and significance of the study, and specific research questions of this research. The organization of chapters provides a review of the whole thesis. In the subsequent chapter is the literature review pertaining to the scope of the research.

Chapter Two: Literature Review

The purpose of this literature review is to explore the research studies that have been done in relation to the education of homeless adults and to explore if there is a gap in research about the barriers that this group faces in Canada when they want to enroll, study, and complete an educational program. Also, this literature review explores the main barriers and challenges that homeless students face when they are studying, learning or attending an academic program, and in later chapters of this thesis, I analyze whether those concepts hold in the specific context of adult homeless in education in Canada.

It is important to consider that for the GC, any person between 20 and 29 years old are considered young adults (“Chapter 3: The Chief Public Health Officer's Report on the State of Public Health in Canada 2011 – The health and well-being of Canadian youth and young adults”, 2011), and between 30 to 64 years old are considered as adults (“Old Age Security”, 2022). But for the purpose of this thesis, these two population groups are both included under the definition of adults.

Opportunity to conduct research studies about the topic in Canada.

Based on Canadian studies, aside from descriptive statistics, little is known about the factors related to homeless people’s education and the relationships between those factors. For example, studies found that the cost to access an educational program or degree was the single most common factor among homeless youth without higher education. Furthermore, while it is understood that there are other factors such as health issues, mental health, and addiction issues, related to education and employment issues, there is little research beyond correlation and causation (Serge et al., 2006).

Barriers for education for homeless people might be extraordinarily complex. According to Pavlakis et al. (2021), if they already had it complicated, after the pandemic for Covid-19 started, students experiencing homelessness started to face a worse scenario to accomplish their educational outcomes, because now, they had to confront common barriers such as not having stable housing or what to eat, plus new ones like limited technology or internet connectivity to answer the new educational demands. In addition, schools now faced the complexities of having more homeless students, meeting more academic and non-academic needs, and adapting to new practices.

In the field of higher education, the issue of homelessness has only begun to be explored by researchers and practitioners, given the limitations of research related to homelessness among postsecondary students (Hallett & Crutchfield, 2017).

After searching (see Appendix B) using the EBSCO Discovery, ERIC, and Google Scholar databases, I found over 330,000 results across academic journals and research studies about education and homeless people. From all of them, I pre-selected and read the ones that were peer-reviewed research studies about education and homeless people (157) and academic papers (76). I discovered that there is a research gap in Canada to explore the barriers, challenges, what is being done, and what supports exist about access and support for homeless adults in education in Canada.

From all the literature reviewed, it can be inferred that:

- 76% were from the United States of America.
- 5% were from Canada
- 5% were from UK

- The rest were from other countries like Australia, Ireland, Ecuador, Iran, Kenya, among others.
- Research studies:
 - 16% of the research studies were about adult students experiencing homelessness. From that group, just two research studies were from Canada: one was about supporting adult education for people with mental illness, and the other related to the learning needs and educational participation of low-income populations in adult education.
 - 3% of them were about barriers of education, but not for homeless adults. They were focused on children, youth, and families experiencing homelessness in school districts. None of these were from Canada.
 - I chose 15 of them for the literature review, however, none of them was an exclusive investigation to analyze the barriers and challenges that exist for homeless student, tools or what are the Canadian Government efforts that are being done to support that population.
- Academic papers:
 - 85% were from the United States of America.
 - 6.5% were from Canada.
 - 5% were from Australia.
 - The rest were from other countries, including New Zealand.
 - 18% were about adult students experiencing homelessness. From that group just two academic journals were from Canada: one was a literature review of mental illness in adult education, and the other was an analysis of case studies

of adult education in the lives of sex workers, LGBTQ activists, undocumented migrants, disabled workers, homeless youth, immigrants, inmates, among others.

- 10% were about barriers on education of homeless population, none of them from Canada. Just one of them was related to homeless adults and it was about the strategies for educational leaders to address homelessness and housing insecurity in higher education.

Therefore, this thesis contributes to the limited body of research conducted in Canada on the topic, adding a valuable perspective to the existing scholarly discourse.

Previous Studies.

I found 15 research studies about the educational experiences of homeless adults and the challenges they faced during their academic journey at colleges, universities, or their own shelters. I found three studies about the situation, in relation to their abilities and skills, in which homeless adult students were when they enrolled in a learning program.

Finally, of two research studies performed in Canada, one is a study of the learning needs and educational participation of low-income adult learners. This study (Langue, et al., 2015) reveals that these students have been physically, psychologically, intellectually, and spiritually damaged by their previous school experiences, causing discouragement, shame, depression, and despondency, making it difficult for them to want to return to the formal educational system. The research's objective was to report that educational institutions are not meeting the learning needs or overcoming the barriers to access learning by this population. The researchers conducted 39 interviews and 105

surveys with people struggling with low income. On the other hand, there is a non-published thesis from the student Ryan Maddeux about the student homelessness and housing insecurity at Thompson Rivers University, however, I did not have access to the document. I did research in MyTRU Library and the repository of thesis from Thompson Rivers University, and the repository of thesis of Canada (Collection Research) and did not find it.

I explore the topics based on the 1) challenges and barriers faced by homeless adult students, including sociological, physical and medical, emotional, psychological, lack of knowledge from staff, lack of information to enroll, and their abilities and skills levels, 2) the personal resilience presented in that students, and 3) their aspirations.

In the previous sections of this paper, the concept of homelessness in Canada and the age range and some characteristics of homeless adults have been developed. According to the Canadian Observatory on Homelessness (n.d.a), Canada has some of the highest literacy rates in the world, however, for many homeless youths, staying in or completing high school is not easy and is challenging, because homelessness can be one of the main barriers to schooling, that situation could disrupt their plans to complete or almost remain school. Not only homeless youths are being affected in their education; for example, families experiencing homelessness, seeking to access and secure education for them and their children, constantly face barriers such as moving to family shelters, distance, and poverty.

Correspondingly, Pavlakis (2015) conducted a research study and executed semi-structured interviews with a sample of 132 people made up of 38 parents of homeless families, 76 school staff, and 18 stakeholders from the community. Among other

findings, parents indicated that they value education and that they wanted their children to have access to it, they also revealed some barriers they face in relation to their children's education, such as having to monitor their academic progress, and in many cases, they do not necessarily know how to help them. The staff of the educational institution indicated that one of the challenges was to communicate with the parents since their home addresses were constantly changing and outdated, they did not have telephones, among others. Normally, only parent volunteers attended school events, but there were also other barriers, such as work hours and transportation; and, for those who lived in shelters, the lack of space to help their children with homework was also a challenge.

Many barriers that the homeless population face while they want to study were discovered around the world through research studies, one is the case of homeless youth in Canada, the Canadian Observatory on Homelessness (n.d.a) identified some barriers to education that include not having a stable home, having to move constantly, the cost and time of having to travel long distances to access the educational service, living with relatives whose relationship is negative, toxic or violent, the lack of support from their parents, the health conditions in which they are found that may lead to learning problems, not having the necessary food and economic resources, discrimination, among others.

Mulrenan et al. (2017) in their research study show that students' homelessness is itself a significant barrier to their academic studies and explored this through a focus group and series of interviews with 16 students (13 women and 3 men, ages ranged from 20 to 50 years old) at a London university. The results of that study write down that homelessness has negative effects on university students, due to the low quality of

temporary accommodation; the ability to concentrate; the cost in money and time; and the limitation of being able to participate in other types of university activities. In addition, the interviewees admitted to feeling ashamed, which did not allow them to talk about their situation with their peers or with the support services staff of the university.

Moreover, Hallett & Freas (2018) conducted a research study with the aim of understanding the university experiences of homeless students and how the lack of stable and safe housing influenced their participation and academic retention, through the documentation of a life story and interviews with these homeless students attending Northern California Community College, in the United States. All participants mentioned constantly having to choose between satisfying short-term needs or long-term goals. They also mentioned not feeling comfortable sharing their situation with campus staff because they feared judgment. Instability is presented as one of the barriers, which affected them psychologically and consequently their commitment to the educational process, which resulted in inconsistent schooling. They constantly felt threatened and often changed places to live, to the point that they did not remember all the places they were in a certain period. Trauma was also presented as another barrier and main experiences of the participants, the trauma experience is related to the constant change of housing by the students, they mentioned that each transition back to staying on the street generated a lot of stress and shame. The participants also experienced family trauma experiences such as addiction, poverty, racial discrimination, physical, and sexual abuse. School staff recognized that their individual efforts did not necessarily respond to an efficiently coordinated policy and strategy to support homeless students, to the point that they felt invisible, isolated, and assumed that support services were not available for

them. However, despite all these barriers, education was the most stable thing that the participants had in their lives, since it allowed them to have a routine and structure, and they saw the campus as a safe place where they felt connected to society.

The following sections review the common challenges and barriers faced by homeless adult students found in the literature, which I have categorized as: sociological; physical and medical; emotional and psychological; financial skills; other abilities and skills; isolation and difficulty being identified; and personal resilience and aspirations.

Sociological

In a research study about homeless students from community colleges and universities in the United States, where 10 homeless students from Florida with an average age of 33 years old participated, the findings showed that those homeless students experienced social isolation, marginalization, and few interpersonal relationships, to the point that they decided to hide their homeless status, to avoid discrimination and make friendship relationships (Roth and Bongoy, 2020).

Moreover, another study that examined, through focus groups and interviews, the challenges of 16 homeless university students in London, ranging in age from 20 to 50 years, found it was exceedingly difficult to build strong relationships with other students and engage with university life, one of the reasons being because they felt embarrassed about their homeless status (Mulrenan et al., 2020).

On the other hand, in a study that considered 30 undergraduate homeless students at an urban Midwestern university in the United States, 23 of them women and seven men, with an average age of 27 years, most identified as African American and some as white or another race, and one identified as Latino, the research showed that the homeless

students reported receiving a great social and emotional support from their friends; in addition, 90% of the participants indicated that they had to negotiate a lot with their partners (Carlson, 2017).

Physical and medical

Carlson (2017), in the first part of her research, found that a third of the first sample of homeless students noted that they were in poor health and they reported sleep problems and back pain. Almost half reported that they needed medical assistance or that they tried to see a doctor but were unsuccessful in the past six months. In the second part of that investigation, she found that precariously housed students reported more physical health symptoms than housed students, who showed to be less likely to have poor health. In this second part, the researcher compared a sample of 40-50 university students with housing versus a new sample of 40-50 homeless students from the same university.

Additionally, in a study about the experiences and perceptions of students experiencing homelessness in London about educational and recreational activities, where 29 interviews were conducted in three different day centers for homeless people, the interviewees highlighted not being able to attend medical appointments, including not having money for the bus ticket that would transport them (Iveson & Cornish, 2015).

Emotional and Psychological

In New York, a university partnered with the Department of Homeless Services to provide adult students experiencing homelessness a 60-credit Associate Degree Program in Business Administration over a two-year period. A total of 95 adults met the admission requirements and were currently participating in the program; 21 of those participants who did not finish the program completed the exit interview, with interviews revealing

the reasons were personal family problems, housing difficulties, attending classes, and maintaining grades (Sinatra & Kim, 2016). This case study is significant in that there are 30 graduates of this program, and many of them are managers and supervisors in large companies like Target, Starbucks, T-Mobile, and Bed, Bath and Beyond (Sinatra & Kim, 2016).

A qualitative study, carried out in South Carolina, USA, studied the educational needs, supports received, and barriers to obtain secondary education of 27 adults between 30 and 50 years of age who were emancipated from foster care in their youth. In this study, five people out of the total sample had no education beyond a two-year degree or some college courses. However, 22 people obtained a university degree and 13 had a graduate or doctoral degree. The participants indicated having an emotional connection with the educational system, since it went beyond learning. They indicated that this connection began in childhood because they saw school as a safe place where they felt protected, cared for and validated. These feelings of security and validation lasted until they began studying for undergraduate and, for many, graduate school. Likewise, part of the results showed that the biological families invalidated the participants and did not support them, as well as sending a negative communication telling them that they were bad students or that they were going to fail, among other negative adjectives. This affected the participants within their formative development, so they had a long-term impact on their psychological and emotional development. However, almost a quarter of the participants indicated that their biological families continued to send negative messages till adulthood. Results show that a barrier that prevented participants from entering post-secondary education or completing their degree once enrolled was mental

health, personality disorders, excessive socializing, party lifestyle (more than half of the study participants described how their friends served as a negative influence because they promoted the party lifestyle that was contrary to their educational goal), and substance abuse. For about half of the participants, mental health problems started long before they were emancipated. However, not everything was negative, as mental health problems rarely prevented participants from accessing and acquiring post-secondary education; rather, it made the process more difficult and slow. On the other hand, throughout their educational journey, the participants identified positive relationships, mainly with respect to their teachers who, in many times, encouraged them to study at the university or college. In addition, more than half of the participants described being part of a campus group or peer community that provided support or encouragement while in school, these groups provided security, and fostered a sense of belonging. Finally, approximately a quarter of the participants described positive family relationships essential to their educational experience, however, these rarely included the biological family (Yang & Bechtold, 2021).

In a Canadian study, 39 interviews and 105 surveys were conducted with low-income people, and six focus groups with 39 people representing 28 agencies. This study focused on understanding the approaches to learning, educational aspirations, types of barriers they experience, and how these barriers interact in complex ways to undermine their learning activities, of potential low-income adult learners. A key finding revealed that socially and economically marginalized adults are more likely to be students hurt by their previous school experiences that have left them scarred (physically, psychologically, intellectually, and spiritually) and feeling afraid to go back to school. Adults in this study

reported discouragement, shame, depression, and despondency, making it difficult to generate the desire and energy to restart an educational journey. The aim of the research was to inform the range of adult education providers within the publicly funded advanced education system about the populations they may not be reaching, the nature of learning needs, the barriers to accessing learning, strategies to reach these populations, ways to better meet needs, and policy changes that could improve accessibility and flexibility (Lange et al., 2015).

Brady and Gilligan (2020) conducted educational life history interviews with 18 care-experienced adults (aged 24–36 years, seven male and 11 female) in Ireland who spent at least two years living in care (foster or residential care) in Ireland as a child at any age. It is interesting how in this study the participants attended an average of four schools during their primary and secondary education. The results showed that for several of the participants in the sample, the staff at the foster carers and residential cares had been an important support throughout their educational journey; they also reported that becoming parents gave them a new sense of purpose and determination to set goals for their education to make their children have access to opportunities that they did not have. They also mentioned that encouragement from friends, teachers, and co-workers who acted as mentors was key to their educational development. This study emphasizes the importance of connections over time and how they support peoples' lives.

On the other hand, study of the experience of homeless students in literacy programmes involved researchers interviewing 10 homeless students between the ages of 31 and 68 years (three women and seven men) who were studying in a literacy program, English for speakers of other languages, or a combined program at a homeless charity in

the United Kingdom. It is important to highlight that 3 of the interviewees were women and 7 men, at the time of the interview they were attending literacy programs, English for speakers of other languages, or a combination of them. Results indicate that homeless students in literacy programs felt that their parents and teachers ignored or minimized their literacy difficulties. For example, they reported that their teachers were strict or angry, generating frustration in them and little empathy without considering how much effort it cost them as students, causing them to give up in the educational process. In addition, dyslexia and mental health problems were also identified as barriers to education. Some associated mental health and anxiety issues with traumas they had been through in the past. However, the students revealed positive experiences with the teachers - they felt understood and confident to express themselves - at the center where they currently engage in literacy support (Goodacre & Summer, 2021).

Something similar was found by Carlson (2017) whose thesis participants reported some illegal behavior in the past year. In addition, and different from the previous research, students with unstable housing reported not feeling fully connected to their school, including their teachers. Finally, homeless and poorly housed students reported significantly more stressful events in the past six months, as well as more mental health problems, such as depressive symptoms, in the past two weeks at the time of the research.

Iveson and Cornish (2015) in their study about homeless people's views about vocational and educational activities in their daily lives, highlighted that many of the study participants mentioned losing their self-confidence when they became homeless, but that participating in educational and vocational activities helped improve their self-

confidence and self-esteem, to combat stress and anxiety, develop sense of responsibility, and have greater motivation to plan their future.

Financial Barriers

Roth and Bongoy (2020) in their research study about the lived experiences of homeless students in post-secondary institutions found that these students are attracted to educational institutions that offer financial resources.

Moreover, in their research study, Iverson and Cornish (2015) found that the participants felt a sense of not being able to control certain situations in their lives such as housing, finances or employment, which resulted in daily adversities intensifying for those like them who were homeless; many stated that being homeless made it impossible for them to access basic services such as the internet, and as a consequence, they were unable to look for work, which became a vicious circle. Finally, they stated that although they are in a shelter, its environment is not conducive to attending university. Finally, financial needs, and having responsibility for others was identified by Goodacre and Summer (2021) by a couple of their participants as the greatest barrier for adult learners with poor literacy and dyslexia in the homelessness sector.

Abilities and Skills

In this section, I present the barriers and challenges in relation to the abilities and skills not just of homeless people, but also of staff at educational institutions, including how the latter feel when they need to confront a situation with a homeless student or are trying to help these students.

Homeless Students' Abilities and Skills.

Pluck et al. (2020) in the study they carried out on the language ability of adult homeless people indicates that in previous research they have found that homeless people tend to have less language skills, and this was reinforced by the results of the research they carried out in the city of Quito, Ecuador, analyzing the language skills of 17 adults with a history of homelessness and 16 adults who had never been homeless. The mean years of formal education was low for both groups: 5.82 years and 6.75 years respectively. The findings showed that the homeless group scored significantly worse on listening and speaking measures and may have worse language skills than expected based on their educational background and nonverbal cognitive skills.

In the same direction, Chassman et al. (2020), started their research study with a belief that homeless young adults tend to have lower educational levels, and sought to know what educational levels homeless young adults reported and the factors related to their achievement of educational milestones. They surveyed a sample of 1,426 homeless young adults between the ages of 18 and 26 years, distributed across seven American cities (Los Angeles, San Jose, Phoenix, St. Louis, Denver, Houston, and New York City). The findings indicate that nearly one-third of respondents reported no educational milestones, which is higher than the national rate of 5.4% in 2019. Also, they showed that participants in the foster care and juvenile justice systems were less likely to earn a bachelor's or college degree. However, participants who reported any adverse childhood experiences were more likely to have some college education, and transgender participants were more likely to have some degree of college education than cisgender participants.

Goodacre and Summer (2021) in their study research found that 7/10 homeless literacy learners reported having a diagnosis of dyslexia and required specialized assistance to feel understood and have positive experiences with their teachers.

Another research study done in the USA, found similarities in Facebook, social media, and technology usage between college students and homeless young adults. The sample of 323 people consisted of 237 undergraduate students (102 women, 135 men) recruited from an introductory psychology course at a large public university in the southeastern United States, and 86 young adult participants (64 females, 31 males, 1 transgender) recruited from two homeless shelters. Both samples were of similar ages. The results showed that both groups were more similar than different in terms of their use of social networks. However, the university students' use of social networks is more focused on recreational activities and socialization, while the homeless young adults use social media more for communication purposes, particularly private messages and blogs (Guadagno et al., 2013).

Abilities and Skills of the Educational Institutions' Staff Members.

In a study conducted in the United States, the barriers faced by homeless college students were investigated by conducting surveys with 50 staff people (members of large public institutions across the country), three interviews with administrators, and a focus group with a housing representative, financial aid counseling staff, and academic advisers (five people in total). The findings show that the staff did not know about the policies and procedures in relation to homeless students that they should follow, and/or benefits that homeless students could access, and the interviews and focus groups revealed their lack of knowledge about the available resources to handle situations with homeless students.

This study is surprising as it revealed that three of the directors did not have a focus on students in unsafe housing situation, meaning they showed a less student-centered approach students in unsafe housing situations and they linked their situations to mental illness. The study suggests the need to train and provide resources to university staff and teachers regarding the different situations they may face with homeless students, their needs, information about them and the situation(s) by which they may be affected, as well as policies, procedures and resources. However, the staff that participated in the interviews and focus group indicated their desire to help homeless students to remove or deal with the barriers they face, yet also stated that as staff they do not have the knowledge or tools to do so (Karlin & Martin, 2020).

Another interview study with 27 staff and volunteers working in Greater Manchester's homelessness sector (Jones, 2020) supports the findings of Karlin & Martin (2020) in that factors that make it possible to offer education to homeless people included the roles and capacity of staff, policies and organizational structures, partnerships with adult education institutions, volunteers, and public policies. It is important to mention that the organizations for which the staff and volunteers worked, in most cases, offered or facilitated educational activities like reading groups, creative writing groups, literacy and numeracy courses and one-to-one support, and learning on the job in a social enterprise; however, the austere national policies affected the provision of education to the homeless. Most interviewees indicated that they often felt they lacked the skills and experience to support guests adequately, as their background lay in social work.

Hallett et al. (2018) also identified this problem in their research study about a Northwestern California community college homeless students' experiences; they

interviewed eight participants aged 18 to 33 years, including four women. The participants identified their race as Latinos, African-Americans, and Whites, and all of them were studying at the time of the interview for an associate degree for almost one year. First, participants indicated that the college did not have supports for homeless students and the findings showed how the community college did not have a coordinated system of services targeting homeless or housing insecure students. Second, most of the students said that they did not feel trust with the staff on campus and that it had already happened to them that some of the staff told them that they had good intentions to support them and this was not the case or they don't have the resources or ability to do so. However, they did mention having had few positive experiences with specific staff who did seek to support them, which allowed them to see that these people also supported other homeless students and that they were not the only ones in that situation. Ultimately, those experiences and situations increases the negative psychological impacts that have been discussed earlier, psychological impacts that homelessness and other associated factors bring to students.

Isolation and Difficulty Being Identified

Grupton (2017) in a qualitative research study of homeless youth attending community college in Los Angeles County in the United States, investigated the impact of these institutions on promoting the resilience of homeless students. The participants were aged 16 to 24 years and were currently homeless in that county. The results of this study highlighted the invisibility of homeless students in community colleges, to the point that none of the participants expressed any type of monitoring of their enrollment by the institutions; however, at the same time they stated that this invisibility also

allowed them to attend classes and not feel discriminated against or stigmatized because of their homelessness situation.

Geis (2015) conducted a thesis about the experiences of homeless students at college from two perspectives, academic and social. This academic research used a qualitative methodology through interviews with seven college students who at that time were experiencing homelessness in the United States. The findings show that the students hid their homeless identity from the educational institution (due to a lack of connection) and from their peers on campus, since they felt that they were treated differently.

Personal Resilience and Aspirations

In most of the findings in the literature review, the researchers highlighted the presence of resilience and aspirations among homeless students. Roth and Bongoy (2020) mentioned that their study showed that the participants had ambitions and aspirations to graduate, work or start a business, and therefore be integrated into the society again and be emancipated.

Hallet & Freas (2020) in their research study with community college homeless students showed how important post-secondary education was for the participants, connecting the long-term stability they wanted to achieve with completing college and then being able to transfer to an institution to study for a four-year degree. That is, they saw post-secondary education as a strategy or a tool to obtain future stability.

Grupton (2017) highlights that resilience was present in each of the stories of the homeless students and was reflected in their attempts (successful or unsuccessful) to obtain a post-secondary degree. In addition, it stressed the role of community colleges in developing the resilience of this group of students.

The thesis from Geis (2015) also showed that the participants valued education, they thought that an academic degree was related to their personal growth and had strong self determination to complete their education because they hoped to obtain a better quality of life.

Mendez et al. (2017) conducted a study exploring the life stories of unaccompanied homeless youth who continued to attend high school even though they were no longer under the supervision of a parent or guardian. The methodology they used was qualitative, and the sample considered nine students (five men, four women) aged 17 to 20 years who were homeless students. The findings reveal the presence of resilience among those students. The participants also saw education as a way out of their situation of homelessness, and therefore persisted until they finished school, many of them without having other future goals.

Moreover, Mulrenan et al.'s (2020) research found resilience was one of the factors that helped students to remain in university since they were able to give meaning to their lives, and have a purpose and a clear, measurable goal with certain deadlines, which was in most of the cases, get a title to escape homelessness. Similarly, in the Iverson and Cornish (2015) study, almost all participants mentioned having goals and aspirations, especially related to housing and employment.

Finally, Lange et al.'s (2015) Canadian research study challenged the stereotype that homeless or poor students are not interested in further learning and should access the educational level that meets their needs. They found that marginalized adults struggling on low income are goal-oriented persons, and despite having gone through traumatic and difficult school experiences, they manifested a high level of curiosity and desire to learn.

They also showed that they have professional development and employment goals. Furthermore, the sample expressed an interest in defending their rights, had professional goals and diverse personal interests, and wanted to contribute to making a better world.

Conclusion

After reading and analyzing the literature on homelessness and education, I can conclude that there is a concern (demonstrated through academic research) for the barriers and challenges homeless people have to access and conclude their educational programs, and those challenges include sociological, physical and medical, emotional and psychological, financial barriers, abilities and skills, isolation and difficulty to identify homeless students. In the research studies homeless people also showed personal resilience, personal and professional aspirations, and a strong desire about their future, including education.

Unfortunately, there are not enough research studies on the barriers and challenges that adult people in homeless condition face when they want to access an educational program in Canada, and while they are already studying, and what they have to confront when they want to conclude their educational programs. Furthermore, not all the research studies have a consistent result among each other.

In the following chapter, I will present the research design of this study about the barriers and challenges that homeless adults face in Canada when they want to access and conclude an educational program or degree.

Chapter Summary

In this chapter, I summarized previous studies in the field and presented data that showed a lack of research about this topic in Canada. The previous studies showed some

of the most usual challenges and barriers faced by homeless adult students which were presented in the following groups: sociological barriers, physical and medical barriers, emotional and psychological barriers, financial needs, abilities and skills of the students and educational institution's staff members, isolation and difficulty being identified as homeless students, and the presence of resilience and future aspirations in this population. Also, I noted that this thesis will contribute to an increase in the literature on the barriers and challenges for adult individuals experiencing homelessness with respect to education in Canada. In the next chapter, I will present the theoretical framework that guided this research, including interpretation of the results.

Chapter Three: Theoretical Framework

Three theoretical frameworks guided the understanding of this research and provided context in the interpretation of the results of this thesis. Additionally, the theories presented provided a guide of application when developing the action plans and support the recommendations.

The Integrated Model of Participation in Adult Education

The Integrated Model of Participation in Adult Education (Boeren et al., 2010b) helps to understand the diversity of factors that could affect the future participation or exclusion of homeless people in learning opportunities from formal (an educational program that leads you to get a certification of some kind or an academic degree, it can be from secondary, post-secondary, undergraduate, graduate, or any skill course or program) adult education. This theory presents that knowledge is not equitably distributed in adult education, which is reflected in a difference when observing basic skills (reading, writing and arithmetic) among adult students, which impacts the way in which this group of the neglected population interacts in society, which often makes them vulnerable populations. This is where the theory intersects with Freire's ideology, which is embedded within this theoretical framework. Freire advocates for educational access to emancipate vulnerable populations. Freire contends that through education, individuals can liberate themselves from oppressive structures and systems, empowering them to actively participate in shaping their own destinies (Freire, 2000). By incorporating Freire's perspective into the theoretical framework, I underscore the importance of providing equitable educational opportunities to marginalized communities, ultimately striving for their liberation and empowerment.

However, and aligned with the research objectives of this thesis, the authors suggest that those with little knowledge and skills can increase them by participating in educational activities, but in turn, based on statistics, these vulnerable groups are less likely to participate in any type of education. The theory outlines an integrated model of participation in adult education, with the objective of creating a better understanding of the complexity of participation of the individuals in education and the factors that affect it. The theory presents three levels in the educational market: individuals, educational institutions, and the Government and other authorities.

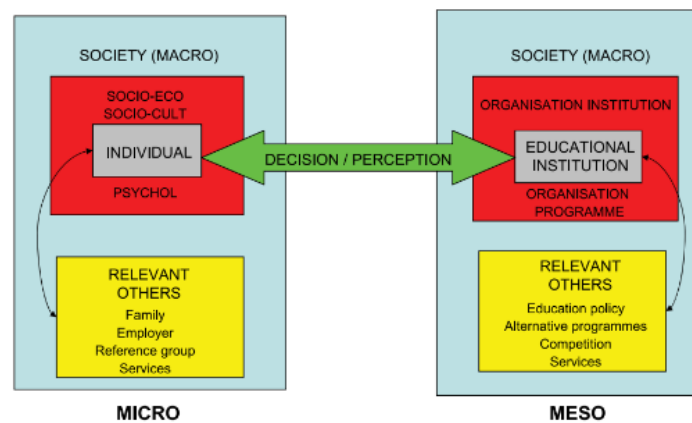
It is important to mention that Boeren et al. (2010b) identified that educational programs and admission conditions often focused on the middle class. In addition, that adult students are generally required to pay enrollment fees, meet certain enrollment conditions, and have control over certain capital stock and to study. Therefore, they suggest that the instruments and measures to overcome the barriers deserve explicit attention.

After reviewing seven earlier theoretical models (Fishbein and Ajzen from 1980, Boshier from 1973, Cookson from 1986, Rubenson from 1977, Cross from 1981, Darkenwald and Merriam from 1982, and Baert et al. from 2006), Boeren et al. (2010b) discovered that the role of government was absent in almost all those models. That is why they developed their own integrated model (see Figure 1) in which they consider two blocks where the individual and educational institution are the central elements and an arrow connects those blocks indicating that the decision to participate and the perception of the learning process are formed by means of the interaction between the individuals

and the educational institution, and those experiences or interactions will be influenced by different factors in each side.

Figure 1:

The Integrated Model of Participation in Adult Education (Boeren, Nicaise & Baert, 2010).



Note: Figure taken from Theoretical models of participation in adult education: The need for an integrated model by Boeren et al., 2010a, International Journal of Lifelong Education, 29(1), 45-61. DOI: 10.1080/02601370903471270

According to this theory, different barriers affect the education of homeless adults, as discussed in chapter two, and those barriers come from diverse sources like the individual, the educational institution, the educational system, public policies, and those sources could be interpreted as part of the influencers in the individual and influencers in the educational institution.

More over, this theory helped to understand the findings of this research and specially to understand the lack and need of coordination between those three levels in the educational market: the educational institution, the government and other relevant like the organizations that provide services to those adults experiencing homelessness, which is the main contribution to the literature of this thesis.

Pedagogy of the Oppressed

At the same time, I am using the Pedagogy of the Oppressed theory from Freire (2000), where he promoted the transformation of the world through the individual's (that includes the oppressed ones) liberation, dialogue, problem solving approach, critical thinking, humility, and a true love for the world and for people.

In Freire's (2000) theory, I identified homeless adults as part of the oppressed who are often treated as marginal people who have deviated from what has been set up as good standards in society. In many cases, they are also seen as incompetent and lazy people who need to be reintegrated into society. In this regard, Freire mentioned that the oppressed have always existed in society and that the solution is to change the social structure so that they are not oppressed, so they can be agents of change. In that sense, I made the connection between the different sources of barriers that homeless adults are facing to access to education detailed in the literature review with the way they are being stopped to access to the first resource for their transformation: the education or what Freire calls the pedagogy.

In this sense, Freire (2000) mentioned that for the oppressed to be free, the pedagogy of the oppressed as an emancipatory education should be implemented, and this requires political power, which the oppressed do not have. For this, he noted, the first step is to make the oppressed aware of the conditions of oppression and violence to which they are subjected. This implies stopping using the banking concept of education, looking for the conscientization of the oppressed, and implementing a problem-posing education.

I consider that identifying the barriers to access to education for homeless adults is the first step of being aware of the difficulties they are facing to access education, and after that, a new education model should be designed to make them aware of their condition, sell them the right they have to access an emancipatory education, and implement that new educational model to transform their lives.

The Theory of Human Motivation

The third theory I am utilizing is the Theory of Human Motivation from Maslow, where he considers the starting point are the physiological needs and he considers that those needs and their consummatory behaviour open channels to new ones.

The reasons to include this theory in the theoretical framework are two: first, because some participants in the research mentioned Maslow in their answers. For example, one key informant mentioned that accessing formal education is unlikely for individuals who become homeless unless they pursued education prior to experiencing homelessness. The key informant highlighted that once someone is homeless, their focus shifts to meeting basic needs, as outlined by Maslow's hierarchy. Homelessness often leads to diminished confidence, shattered expectations, and a distorted worldview. Many individuals feel hopeless and suffer severe health consequences due to inadequate shelter, poor nutrition, and lack of financial stability. However, if individuals can address their basic needs, undergo healing, and regain confidence, the possibility of engaging in formal education becomes more feasible (Key Informant 008). An expert by experience, also mentioned that considering Maslow's hierarchy of needs, it's essential to address shelter and basic health needs before contemplating other pursuits. If someone is facing extreme financial strain, it becomes nearly impossible to juggle work, education, and bills

simultaneously. For instance, in Nova Scotia, the average cost of a one-bedroom apartment is around \$2000 per month, which exceeds the average income. When struggling to meet basic needs like food and shelter, pursuing education becomes secondary (Expert by Experience 009).

Maslow argued that even for someone that has lost everything in life, the major motivation would be the physiological needs rather than any others. He considers that if all needs are unsatisfied, then all other needs different than the physiological do not exist (Maslow, 1943).

In this regard, Maslow reinforced that by stating that

“another peculiar characteristic of the human organism when it is dominated by a certain need is that the whole philosophy of the future tends also to change. For our chronically and extremely hungry man, Utopia can be defined very simply as a place where there is plenty of food. He tends to think that, if only he is guaranteed food for the rest of his life, he will be perfectly happy and will never want anything more. Life itself tends to be defined in terms of eating. Anything else will be defined as unimportant” (Maslow, 1943, p. 374).

Maslow states that, once the physiological needs are met, other and more higher needs emerge, and after those are met, another new ones and higher ones will emerge as well. Needs arises and so on, that is why they are called a hierarchy of needs (Maslow, 1943).

Based on Maslow’s theory, the two previous theories and the action plan suggested in on this thesis would not be able to implement, unless, the homelessness situation is solved first. According to Maslow’s theory, the need of education would come after satisfying the physiological needs of the individuals, which include, the need of shelter, which is not necessarily the same of the need of housing. However, Maslow does not define specifically what he means with shelter, and also, we can’t find the need

of education in the hierarchy of needs. In the analysis (Chapter Seven), I will analyze the findings from the perspective of Maslow's theory, that surprisingly showed the opposite of what this theory suggests and also demonstrated that those adults experiencing homelessness are willing to study, have dreams and hopes. Also, the findings show success stories.

The relationship between education and Maslow's theory looks like the tale of the egg and the chicken, who is first? Apparently, if I need to satisfy my physiological needs, I need resources, and for those resources, I almost need a basic education but to get that basic education, I almost need the basic physiological needs. In this point, it makes sense the way the Government of Canada describes education as "in Canada, it's the law that children get an education. It's the parent's responsibility to make sure children get enrolled in and attend school" (Government of Canada, 2022c, par. 1). Considering that in Canada the public elementary school is free for every child (Government of Canada, 2022c), and considering the previous statement, apparently the Government of Canada considers that it is necessary to have a family that will satisfy your physiological needs to get into basic education. Also, the Government brings the responsibility to the parents, yet not everyone has a family to support them.

Chapter Summary

In the chapter three theories were presented with the objective to facilitate the analysis of the findings: The Integrated Model of Participation in Adult Education, the Pedagogy of the Oppressed, and the Theory of Human Motivation.

Chapter Four: Methodology

The following chapter describes the methodology used in this research. This qualitative study involved interviews using open-ended questions and a review of the available supports and initiatives from the Canadian government. In this chapter, I explain the design of the study and the characteristics of the sample, and elaborate on the data collection and analysis procedures, ethical considerations, the researcher's positionality, and the credibility measures taken and the methodologies employed to ensure the reliability and trustworthiness of this research.

Descriptive and Exploratory Action Research

This research is an Action Research (AR) study, which according to Willis et al. (2014), means that this AR has the goals of a better understanding of the problems that are facing the homeless young adult and adult population to access and conclude formal education programs in Canada that can lead them to acquire a certification of some kind or an academic degree. Also, this AR has the goal of contributing to the homeless peoples' emancipation in Canada and start proposing different ways to address that objective.

I decided to use AR for this thesis because I have an interest in the knowledge of this research being used by an organization or a group of individuals that can make a real change. In the same line as Willis et al. (2014), this AR will be a systematic investigation that will involve stakeholders that have a common long-term need to resolve a real problem which in this case is minimizing the barriers for homeless young adults and adults to access and conclude formal education programs in Canada. It is important to

highlight that AR is one of the research methods practiced in Social Science that include professional fields like Education in this case.

Patton (2002) also called this type of research Applied Research in which the researchers normally work on human or societal problems, like the one related to the education of homeless adults in Canada. The purpose of this kind of research is to develop and contribute knowledge for a better understanding of the problem and how to solve it. In applied research, the source of questions is the people's problems and concerns, that at the same time are articulated by policymakers. Accordingly, the research findings will be limited to a specific time, place, and condition.

Bickman and Rog (2008) consider that to design an Applied Research study, the researcher has to have an integral understanding about the problem being addressed; in this case, based on my experience working in this sector and then developing the Literature Review and Theoretical Framework for this thesis, as the researcher I have a comprehensive understanding about the topic that is being investigated. Moreover, the advisors are experts on the issue and interested parties (see Appendix X). Finally, for more than a year I was observing the problem while I was working with homeless people at The Mustard Seed where many times I had the opportunity to gather, visit and observe them, which helped me to have a real sense of the context; I was constantly talking with persons actively involved in the issue to have a better understanding about their concerns.

More specifically, this research is a Descriptive Action Research (DAR) because the literature review already presented some information; however, 48 participants were interviewed and the study looked at the characteristics of the sample, identified some problems, also differences in the characteristics from each group of the participants, and

the findings were documented as a description of what the participants mentioned in their answers, and Siedlecki (2020) elucidates that descriptive research seeks to systematically and characteristically portray facts related to a specific population or field, contributing to a comprehensive understanding of the subject matter under investigation.

Additionally, this research has an Exploratory Action Research (EAR) part in relation to the government's supports and programs for adults experiencing homelessness to support them in their educational journey, because I explored, understood, and improved the knowledge about those supports available, and there was no previous research on this. As an EAR, this study put attention to exploring what are the government initiatives and to understanding that through the collection of data (Sukmawati, 2020).

In line with the methodology described by Sukmawati (2020), the exploration stage started by reviewing my knowledge about what supports and initiatives the Canadian government is doing to secure the access and completion of formal education by homeless young adults and adults. Then I explored information that helped me to answer my second research question. After that, some data were collected to clarify the situation, and the data were analyzed and interpreted. The result of analysis was used to reflect on what is happening, and this reflection was used as the basis to make the action plan (action stage).

This work contributes to knowledge in different ways:

First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure

homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas they need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Research Design

The study took place mainly in Kamloops, British Columbia, however, as a researcher I also conducted online interviews with participants in five other Canadian provinces: Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia, and Quebec.

To conduct the study, I followed the following steps: research design and thesis proposal (that include ethics approval by the TRU Research Ethics Committee) completed by March 28, 2023. Then, the data collection process started with the signing of the consent forms (by the participants) and ended by July 13, 2023. After that, I started with the data analysis and thesis writing and concluded this by December 19, 2023. Finally, this study will be defended before the Thesis Committee Members.

Participants in this research were those who understand the experience of homeless adults when they try to access and complete formal education in Canada. There are two groups in this description, both in Canada: those that have lived the homelessness experience in their adulthood or are currently homeless adults, and those who assist those adults with lived homelessness experiences (key informants). Some of the participants were both – has lived it and is now assisting others.

The data collection process in this research was ethical and respected the individuals that were interviewed for the study, that is why I contemplated a consent process that starts with the permission of each individual before the interview started, the protection of privacy of individuals by assigning numbers to the documents generated by the interviews and questionnaires, the process of data collection was confidential too and was not shared with other participants or individuals, and no individual was forced to participate (Creswell, 2012).

The research considered the “procedures of qualitative data collection with sensitivity to the challenges and ethical issues of gathering information face-to-face and often in people’s homes or workplaces” (Creswell, 2012, p. 205). As investigator, I avoided sharing any type of information or experiences with the participants and acting inappropriately. I did not put the participants at risk for their safety. In addition, I did not put myself on a safety risk or in a situation of being deceptive, misleading, or inaccurate.

The data collection method chosen for the research is qualitative, because it relies on collecting non-numerical data, since the purpose of the research is to discover what are the barriers and challenges to educating the homeless population in Canada. The data collection will seek to gather concepts, opinions, and experiences of past homeless people and leaders of different organizations and charities fighting against homelessness and trying to bring education for them in order to answer the first research question.

As mentioned before, to answer the research questions in this research, I studied those barriers across the country, it means that the participants of my study were located in different Canadian cities. I studied a combination of individuals and representatives or

leaders of organizations involved in fighting against homelessness, as well as in education.

Unit of analysis: the participants were those that have by the time of the interview lived the homelessness experience during adulthood or were homeless adults. If the participant had experienced homelessness in their adulthood but was not currently a homeless adult, then the interview was conducted in person or on-line. If the participant was an adult experiencing homelessness by the time of the interview, then in person interviews were conducted. For those who assist those with lived homelessness experiences (key informants), the interviews were conducted in person or on-line. Sometimes, there was an individual who was both – has lived it and is now assisting others, in those cases the interview was in person or online. As part of the methodology, I conducted document analysis to analyse supports and Government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. The level of data collection is both individual and organizational, which means that this study has two-unit levels.

Population and Sample: My sampling frame was a group of individuals with this characteristic in common: they have information and experience related to education and/or support for adults experiencing homelessness in Canada. In this research, I used a non-probability sampling approach, it means that the research was not looking to do any generalization of a population; otherwise, the research was looking to understand a phenomenon - the barriers to educate homeless people in Canada. Based on that, I chose to use the convenience sampling and snowball sampling because I needed that the participants were willing and available to be studied, the sample provided useful

information to answer the research questions. I used snowball sampling because my participants can identify others to become members of the sample based on their knowledge and experience in the research topic. Since I have been in Canada for less than two years and I know little about who is who in the country, a snowball helps me so that my experts can refer me to people who can provide valuable information for my research. As a result, instead of interviewing 15 participants, I ended up interviewing 48.

This research also used purposeful sampling, meaning that I chose the participants and sites that have important and meaningful information with the purpose of understanding a central phenomenon, in this case, the barriers and challenges for the education of homeless people in Canada. Purposeful Qualitative Sampling allowed me to select people or sites who can best help understand the phenomenon and develop a detailed understanding, the participants provided useful information, and helped me to learn about the phenomenon, and gave voice to silenced people (Creswell, 2012). The participants were located in many of the most populated cities in British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Nova Scotia and Quebec.

“Homelessness varies across the country. Obviously, as Canada’s largest city, Toronto also has the largest number of people who are homeless. Toronto also attracts specific populations, such as LGBT youth who come to a large city to find safety in their sexual orientation identity as well. While Toronto’s number is the largest, it isn’t the greatest per capita; that “privilege” lies with Red Deer at .31% compared to Toronto’s .19%. Lethbridge and Saskatoon are the lowest at .12% while Calgary is second highest (.29%) followed by Vancouver and Edmonton (.27%) and Kelowna (.24%). All of these are obviously fractions of the total population” (Gulliver-Garcia, 2014, par. 4).

I am including Kamloops because I live and study there, and Montreal because it is one of the biggest cities in Canada.

The sampling occurred before the data collection with the objective of developing many perspectives of the barriers and challenges for the education of homeless people in Canada, that is why I used the Maximal Variation Sampling to capture a broad spectrum of viewpoints pertaining to the subject of study, which according to Patton (2022), I documented unique or diverse variations from different conditions (in the case of this thesis, from people with different background and located in different Provinces). The idea was to identify important common patterns that cut across the homeless adult population in Canada. A random sampling was conducted in each group of participants: KI and EE.

Sample size: In this research, I did not need a large sample from the population, because I am not making conclusions about the population. There was a limited number of participants who were conveniently available to study for both of the two groups:

- Group 1: 29 participants that are staff or directors at shelters, educational institutions or government (from entities related to the Education System). The initial plan was to have 15 participants, however, since I used a snowball methodology, more individuals became interested in participating in the research and had the required profile. I consulted the research studies about homelessness in Canada from Stephen Gaetz who is “a Professor in the Faculty of Education and is the Director of the COH and the Homeless Hub” (“Stephen Gaetz”, n.d., par. 6). In the research An Ethnographic Study of Meal Programs for Homeless and Under-Housed Individuals in Toronto, he and the co-authors chose to do open-ended interviews with program coordinators of 16 meal programs to provide insight into the nutritional vulnerability

of program users (Gaetz et al., 2009). That is just one example that I analyzed to decide what should be the sample size.

- Group 2: The second sample is made up of 19 participants, seven are from Kamloops and 12 from other cities across Canada, both groups were people experiencing homelessness by the time of the interview or who had experienced homelessness at some point in the past during their adulthood. The initial plan was to have six participants from Kamloops (currently homeless or had experienced homelessness at some point in the past during their adulthood), however, this grew because I utilized the snowball methodology and was able to travel to other cities/provinces. It is important to mention that in the initial plans I specified before the REB that I may include in person, online, or telephone interviews with participants in other provinces, and specifically about the experts by experience. For me, it was easy to identify and reach them because I used to work at The Mustard Seed (a non-profit organization that has shelters and other services for homeless people) in Kamloops. Also, I considered my own security as a factor because I know how to deal with the homeless population in Kamloops, due to the job I had at The Mustard Seed, the homelessness population in Kamloops identified me as a member of the shelter. Also, I received the mandatory training for being current staff at the Canadian Mental Health Association, Vancouver-Fraser Branch about Mental Health First Aid, Responding with Respect, Trauma Informed Approach, among others. It is important to highlight that in the case of this group, they were young adults and adults experiencing homelessness or that experienced homelessness in the past during their adulthood. In this case, I implemented what Patton (2002) calls the personal experience and engagement

strategy for data collection, because as researcher I had direct contact and I was close to the people, situation, and phenomenon under study, also my personal experience and insight are important to understand the phenomenon.

Compensation: I offered compensation to the participants of group 2 and I compensated them with a 25 dollars gift card to eat.

Recruitment: I recruited two groups of participants, that is why I had two different recruitment processes, one for each sample.

- Recruitment process group one of the sample - Individuals who assist those adults with lived homelessness experiences (key informants). They may be working as staff or directors at agencies, non-profits, educational institutions, or at the Government (from entities related to the Educational System). Sometimes, there is an individual who is both – has lived it and is now assisting others: For this group of participants I sent them a formal email (see Appendix D) where I asked them to participate in the study as participants or and/or as advisors. After I sent the email, I called the ones that didn't answer the email at the first try to follow up with them, after those calls, they confirmed by email their participation. Specifically I sent 20 emails, but then they started to refer the research to other colleagues in the industry as well, that is how people started to contact me with their willingness to participate.
- Recruitment process group 2 of the sample - Individuals who have lived the homelessness experience during the adulthood or adults that were experiencing homelessness by the time of the interview: for this group of participants I distributed posters with my contact information (see Appendix

E) at the different agencies in Kamloops, and I delivered a digital version of the poster to other agencies in other provinces and ask them to circulate it among their clients.

Permissions: Although I included in my sample representatives from organizations, they did not need their organization's permission because the information they brought was not related to their organization itself. Before participating in the study, I asked permission from the participants by recording or signing an informed consent form (see Appendix C).

Vulnerable groups: the individuals (adults) that were experiencing homelessness by the time of the interview or have lived homelessness experience in their adulthood were potentially vulnerable because they could be at a disadvantage, or the interview could make them remember certain traumas from the past. They also had the potential of being identified as distressed or disturbed individuals. However, this research project did not put them in a risk above the risks they are facing in their daily live due to their current or past condition of homelessness.

While I was reading the consent form to them, I listed the counselling services that were available at the different agencies, shelters, or nonprofits in the area and I also sent it by e-mail to them and brought them a physical copy at the moment of the interview. For example, I provided a Leaflet of the Available Free Counselling Services in Kamloops or in their city (view attached Leaflet). I conducted the interview with this group in an environment that was familiar to them, quiet and private, and near some free counselling services if needed such as on the benches outside Kamloops City Hall. In the

case of these group of individuals from other cities, they chose the place for the interview near a shelter or drop-in center.

The interviews took an average of 40 minutes, the shortest one was 21 minutes and the longest one hour and 18 minutes. One session was needed with the advisors because they did not have many suggestions related to the action plan and they agreed with it. Before starting any interview I provided the information about how much time they were going to spend. I conducted personal interviews, remote interviews (voice recorded), and email questionnaires to participants, all of them with open-ended questions (see Appendix F).

“In all of these cases, it is important to use standard procedures. When procedures vary, you introduce bias into the study and the data for individuals may not be comparable for analysis” (Creswell, 2012, p. 192). In this research, I used written procedures and also for the interviews, I applied the same procedure to each individual and provided instructions in the e-mail and mailing questionnaires, as well as in the personal interviews. I was the only person who interviewed all the participants. I thought I might need to access public or private documents, and that in some cases, I would need permission to access this information in case I need to take notes from the information that is not available to the public. My intent was to establish a database of categories of information to organize the data I collected.

The interview questions were designed based on three theoretical approaches presented by Patton (2002), the first one is the Positive, Realist, and Analytic Induction approach, the second one is the Phenomenology approach, and the third one is Ecological Psychology approach. The Positive, Realist, and Analytic Induction approach uses

foundational questions to explore what is happening in the real world about a specific phenomenon, and the questions look for real patterns. The Phenomenology approach seeks to understand what the life experiences and feelings of a group of individuals in relation to a phenomenon are. Finally, the Ecological Psychology approach tries to understand the relationship of the human behaviour and the environment, in this specific case, if those certain experiences from homeless adults related to access and complete formal education are affecting them to the point to identify them as barriers.

The interviews and questionnaires consisted of open-ended questions and all the information supplied by the participants was recorded in different ways. For the in-person interviews, the interview was recorded in audio. It is important to mention that all the participants were able to choose what type of interview they felt most comfortable with, and how they wanted to be interviewed: in-person, video conference, call conference, questionnaire by email, and questionnaire by mailing. For the remote interviews, the participants had the option to choose between zoom, teams, skype, google meets and phone, and all the interviews were audio-recorded. In case the participant chose to have a call conference interview, I used my phone voice recorder to record the call conference. I heard the audio as much needed to be sure that all the information was properly transcribed. The email questionnaires were sent by email as an attachment.

Right to withdraw: Because of the nature of the participants, in many cases, I read and explained the consent form at the moment of the interview as follows.

- The individuals that assist those adults with lived homelessness experiences (key informants) are very busy people and some of them did not have time to read any forms before the interview.

- Because of the nature of their behavior, the individuals (adults) that were experiencing homelessness were going to be more difficult to be contacted again. That is why I read and explained the consent form to them, and in that moment, I told them that they were able to withdraw their participation at any moment after the interview started. If they decided to withdraw, then I was going to accept their decision and I was going to read an acknowledgement to them that any of the information that they provided me was not going to be used. I was going to erase in front of them whatever I had recorded. However, none of the participants withdrew their consent to be interviewed.

Confidentiality and anonymity: Every effort was made to preserve the privacy of the participants by assigning numbers/codes/pseudonyms that were used on all research notes and documents. It is important to mention that I distributed flyers/posters to recruit one part of the participants, however, I did not let the staff from agencies or non-profit organizations be involved in the recruiting process or know what person was participating in the research. Additionally, I maintained the confidentiality of data with respect to both information about the participant and information that the participant shared. I am keeping the interview records and transcriptions, and any other personal identifiers in a locked cloud storage that only I have access to. The researcher will be the only one that will have access to the raw data. The researcher and her supervisors will have access to the aggregate data. The results (findings not raw data) were shared with the advisors and with the thesis supervisors and will be shared with the committees at TRU. The advisors signed a form where they acknowledge that they received confidential information, and they don't have permission to share or distribute it with any third-party or individual.

However, all the participants were informed before their interviews that the thesis was to be published at a later time, without showing any raw data or personal identifiers.

Pseudonyms were used for all participants. These names were unrelated to the individual they were assigned to. For example, [name] was anonymized as People Lived Experience 001. • Age is not a question, beyond “are you an adult” in this research. However, if participants identified themselves then this and any identifiers were obscured.

Additionally, gender was not asked in this study; however, individuals identified themselves and some of them with a specific gender or as non-binary. The study uses phrases such as him/his/her/etc. if there is gender identification needed. Details of stories that are not needed for the research are not included. If the stories revealed personal information that could result in someone identifying the participant, then I limited personal descriptors and the story was documented in third person voice, rather than first person voice, so that identifying details were obscured. Information about disclosure of concerns related to potential self-harming behaviors were shared before interviews. It was clear that should someone identify self harming behavior this was going to be reported to the appropriate community agencies (see Attachment N with the consent form). Fortunately, there was no issue with any participant.

Data storage: All the data are stored only on Canadian servers within Canada, in accordance with Canadian privacy laws, at the TRU servers to which my supervisors have access. Data for this study are not being shared to larger data bases and I am not sharing this data beyond the purposes set out for this thesis. Any physical data is to be shredded by the supervisor (Wendy Hulko) at the end of the seven years of storage in her office in a locked filing cabinet. Digital data will be removed from all devices at the end

of the research. A digital copy of data will be stored in the Supervisor's office, and this will be destroyed at the end of seven years. For the physical data I will use the pulping method, to secure that there is no possibility for reconstruction of information. For the digital data, it will be deleted from the TRU servers and for the copy of the digital data storage in the office of my supervisors, I will reformat the hard disk drive device where it is storage and pulverized it.

Once the data were collected, I listened and read the information from the interviews and questionnaires to become familiar with the data; this required me reading and re-reading it, until I was able to identify issues that related to my research questions. The objective was transforming the data into findings. For that purpose, I used the thematic or content analysis approach and followed the six phases of it: familiarization, coding, searching for themes, naming themes, recategorizing for consistency, and writing the report (Braun & Clarke, 2006). While writing the report, I wrote a discussion comparing the results with what I found in the literature review.

In relation to the coding process, I initiated by transcribing all the interviews into a Word document. Subsequently, I organized a comprehensive list of both deductive and inductive categories in an Excel spreadsheet, aligning them with the respective interview questions. As I delved into the transcripts, employing a descriptive coding approach, I systematically identified relevant codes and associated them with their corresponding categories. To maintain a clear record, I meticulously documented the codes along with pertinent quotes in the Excel document. Simultaneously, I enriched the transcript document by incorporating comments at specific moments, linking them to the relevant

codes and quotes. This dual-document approach facilitated a detailed and structured analysis of the information and experiences shared by the participants.

Finally, reflection was used as the basis to make an initial action plan (action stage). When I finished the first draft of the initial action plan, I shared it with each advisor that provided their feedback to make adjustments and complete the final version of the action plan.

Participants Debrief: the individuals that assist those adults with lived homelessness experiences (key informants) and the ones who have lived the homelessness experience are going to be debriefed at the end of the research project. I will send a handwritten letter thanking them for their collaboration, letting them know that the research project was presented, and where and when they can find the thesis published. I am not going to debrief with the individuals that are currently homeless adults because of the difficulties to contact them again.

This research project was conducted at Thompson Rivers University (TRU) and at the Kamloops City Hall. Some interviews were conducted remotely from TRU.

It is important to mention that for this research an adult is an individual 18 years old or more.

Researcher's Positionality

My personal experience reinforced to me the idea that education helps to reduce the risks of unemployment, poverty, and homelessness. I am a 36 years old Peruvian woman with Chinese and Arabian roots, single, orphan, international student living in Canada with four dogs. I come from an extremely poor family and neither of my parents had the opportunity to study in university. At the age of 16, I had to leave my home due

to family abuse. At the beginning, I used to live on the street and then I did couch surfing at my friends' houses. However, education changed and saved my life. I went to the university, learned English, got more than two Masters degrees, lived in many countries, I founded and developed my own company with clients in all Latin America and the US, and now I am here in Canada. It is important to mention that my positionality did not directly affect my research because I was not homeless in my adulthood and the place and time of my experience was not in Canada. I have been transparent about my positionality to ensure that my research was conducted and interpreted in an ethical and unbiased manner.

Ethical Considerations

Approval of the thesis proposal and methodology was obtained from Thompson Rivers University's Research Ethics Board (see Appendix G) before the research started. Each participant carefully reviewed and approved or signed the consent form before starting the interview. A verbal explanation was provided to each participant to ensure a thorough understanding of the research process and every question that they had was answered. Emphasis was placed on the ethical imperative of upholding confidentiality and privacy, explicitly outlined in the consent form.

Chapter Summary

This chapter presented the research methodology and design, the researcher's positionality, the data collection procedures, and the ethical considerations. This explanation included the description of the steps taken and timeline of the research, the sample size and composition, the sampling strategy, participant recruitment process, the

data collection process, the data analysis process, and attention to ethical concerns, including data storage measures. In the next chapter, the findings are presented.

Chapter Five: Findings

This chapter will present findings based on the data analysis from the semi-structured interviews with 48 participants. The results will address the following research question, but will not be limited to it:

- What are the barriers and challenges for homeless adults when accessing and completing formal education in Canada?

The description of the sample is presented as part of the demographic information collected during the interviews.

Description of the sample

The entire data related to the description of the sample is included in Appendix H.

The sample of the research is composed of 48 participants. 29 of them (60.42%) individuals that do not have homeless lived experience in their adulthood and assist those adults with homeless lived experience, for the purpose of this thesis they are called key informants (KI). The other group of the participants are 19 individuals (39.58%) that are currently experiencing homelessness or had homeless lived experience, and they are called experts by experience (EE).

From the group of participants that do not have homeless lived experience, 16 of them (55.17%) were leadership team members (managers, directors, executive directors, chief executive officers) from non-profit organizations that provide support and services to adults experiencing homelessness; seven of them (24.14%) were front line staff (the ones that provide direct support or deliver the services) from non-profit organizations that bring support and services to adults experiencing homelessness; four of them (13.79%) were educators (assistant professors, professors, teachers, principals, or post doctoral

fellows) that as part of their job in the academia provide support to adult students experiencing homelessness; and two of them (6.89%) have a double role which means they are leadership team members at a non-profit organization that provides support to adults experiencing homelessness and at the same time are educators.

From the group of participants that were currently experiencing homelessness by the time of the interview or have homeless lived experience, 10 of them (52.63%) were experiencing homelessness at the time of the interview and one of them at the same time was also a front-line staff member who directly supports and deliver services to adults experiencing homelessness in a non-profit organization. The other ten participants of the group with lived experience (41.37%) included six individuals that both work in a non-profit organization that brings support and services to adults experiencing homelessness and were educators, one leadership team member at a non-profit organization that provides support and services to adults experiencing homelessness, four front line staff at those organizations, one leadership team member and educator, and one front line staff and educator.

Table 1:
Distribution of participants based on their background.

	Key Informants	Experts by Experience
Leadership Team Member	16	2
Front-Line Staff	7	3
Educator	4	2
Leadership Team Member and Educator	2	1
Front-Line Staff and Educator		1

Experiencing Homelessness at the time of the interview		9
Experiencing Homelessness at the time of the interview and Front-Line Staff		1
Total	29	19

In relation to gender, 19 of the participants (39.58%) identified as men, 19 (39.58%) as women, nine as cisgender men or women?, and one as non-binary. A similar gender proportion was observed among the individuals that did not have homeless lived experience and the ones who have, with the exception being the non-binary participant that did not have homeless lived experience.

In relation to the location of the participants at the time of their interview, 11 of them were in Kamloops, 10 in Toronto, six in Calgary, five in Halifax, three in Vancouver, two in each of Hamilton, Winnipeg, and Ottawa (n=6), and one in each of New Westminister, Brandon, Edmonton, Prince Albert, Montreal, Quebec City and Prince Rupert (n=7). In the following graphics, you can observe the distribution by location based on the data from Appendix H:

Table 2:
Distribution of the participants by location and based on their background.

Location	Key Informants	Experts by Experience
Kamloops, BC	4	7
Toronto, Ontario	8	2
Calgary, Alberta	5	1
Halifax, NS	2	3
Vancouver, BC	2	1

Hamilton, Ontario	1	0
Winnipeg, Manitoba	2	0
Ottawa, Ontario	2	0
New Westminster, BC	1	0
Brandon, Ontario	1	0
Edmonton, Alberta	0	1
Prince Albert, Saskatchewan	1	0
Montreal, Quebec	0	1
Quebec City, Quebec	0	1
Prince Rupert, British Columbia	0	1

In relation to the age of the participants in this research, the average age of those individuals that do not have homeless lived experience was 45 years old, with a minimum age of 27 years and a maximum age of 75 years. The average age of the participants with current and past homeless lived experience was 36 years old, with the minimum age being 23 years and the maximum 50 years. The ones that are currently experiencing homelessness have the same pattern, but the ones that experienced homelessness in the past had a slightly higher average age of 37 years and less of a range in age with the minimum being 48 years and the maximum 28 years old.

The experts by experience were asked if they studied in Canada and what educational program they completed and 18 of this group of participants (94.74%) mentioned that they had studied in Canada and just one of them did not. For the ones that studied, two completed their high school K12 certificate and one is still studying to get it; two completed a certificate program; two completed an associate degree, two are still in process of finishing their degree, and one stopped studying; three completed their

bachelor's degree and one stopped it; three completed their master's degree and one is still in process; and finally one completed a Ph.D. degree and is enrolled in a post-doctoral program. It is interesting to observe that those who stopped their studies are currently experiencing homelessness and the four that are still studying to complete their degrees are currently experiencing homelessness, two of them being international students that came to Canada without experiencing homelessness before that.

Many of the experts by experience disclosed having an addiction currently or in the past, which is important to include in the sample description. From the 19 of them, six mentioned they are dealing or were dealing with an addiction (mainly drugs and alcohol), four of them are currently homeless and two are not anymore; 10 of the participants expressed not having or never having had any issue with addictions: and the remaining three did not mention substance (mis)use.

At the same time, seven of the experts by experience mentioned that at some point in their lives they were struggling with Mental Health illnesses or are currently, four of them being currently homeless and three not anymore. Eight participants mentioned that they never had any mental health issues and four did not discuss this topic.

In relation to their race, the participants were asked to identify themselves for demographic purposes and 28 of the participants (58.33%) identified as Caucasians, 10 (20.83%) as Black, 4 (8.33%) as Indigenous (two of whom were mixed race, both with lived experience), three (4.17%) as South Asians, two (2.083%) as Middle Eastern, one as South Asian and Middle Eastern (2.083%) and two (4.17%) did not disclose their ethno-racial background. In the following table, you can observe the distribution by race based on the data from Appendix H.

Table 3:*Distribution of the participants based on their race and background.*

Race	Key Informants	Experts by Experience
Caucasian	18	10
Black	6	4
Indigenous		4
South Asian	2	
Middle Eastern		1
South Asian and Middle Eastern	1	
Not declared	2	

About the origin of the participants with homeless lived experience, nine of them did not declare about their origin, but four of them declared that they are locals from Canada and six of them were immigrants. From the foreigner ones, five came as international students (2 from Kenya and South Africa), and one came as a refugee, two did not identify their home country but are immigrants.

Finally, 15 of the key informants did not declare their origin, but the rest did. Six were originally from Africa (including Zimbabwe and Nigeria), three were born in Canada (including Greater Toronto Area), three were from South Asia (including Nepal), one was from Eastern Europe, and one was an immigrant from a non-specified country.

Probability to access formal education in Canada

A total of 33 participants (68.75%) from the 48 who participated in the research answered about what is the probability for an adult experiencing homelessness to access formal education in Canada. Four of the 33 participants were experts by experience that work supporting those experiencing homelessness.

- Three participants (9.09%) answered zero probability, mainly because being homelessness is like a full-time job, individuals who are experiencing homelessness are focusing on their basic needs as a priority instead of completing assessments or trying to get back to school. Also, it is next to impossible for them to access loans with dubious credit. Another reason expressed was that the application process to the academic institutions is not easy and they don't have the skills to navigate the complicated and rigid Canadian Education System.
- Four participants (12.12%) answered extremely low probability, mainly because around 70% of the population in the shelters are suffering from addictions and mental health illnesses and it can affect the student's concentration and ability to study. They also mentioned the lack of focus on education since they need to meet their basic needs and make sure they are safe. Another reason presented was the high mobility of the homeless population and the need to stay in one place for several months if they want to study and need to attend the facilities in person.
- 21 participants (63.63%) answered a low probability, unlikely or hard to the possibility for an adult experiencing homelessness to access formal education in Canada mainly because that group of students are not aware of the programs and services available to them, also because for them education wouldn't be in their priority list since they already have a number of life issues to deal with including mental health issues, they are under constant stress and it diminishes their capacity to concentrate, the food and housing instability and financial barriers. A participant mentioned that "when one person becomes homeless, they feel like they are not counted or considered in the society, just in general, their energy they

feel that they don't deserve that opportunity as someone else does have to go to the school to obtain a bachelor's degree or a post grad or a master's degree" (Key Informant 003). Another factor mentioned is related to the age, as two of the participants said that a low probability would be for younger adults experiencing homelessness, because they do not tend to manage a lot of responsibilities and are not emotionally balanced, one of them mentioned that it is lower also for older adults who are unhoused because education is over for them, and another participant mentioned that is lower for adults than for the younger ones. Finally, one of the key informants noted that 30% to 32% is the average national graduation rate of individuals experiencing homelessness and referred to this percentage as low.

- Five participants (15.15%) answered medium probability, next to possible or that is probable and highlighted some barriers like the anxiety caused by not having a safe place and food insecurity, and financial barriers. One mentioned that younger people living in supporting housing have more probability to get into education, but it will depend on each individual and their ability to find support. Also, one participant mentioned that it will depend on the type of homeless situation the individual is facing, because the difficulties and stress in their lives will vary depending on that.
- One participant (3.03%) referred to a high probability considering that the research is referring to adults experiencing homelessness, and that the mature people will have more probabilities than the younger ones.

It is important to highlight that the lowest levels of probabilities were given by key informants who were working as part of the leadership team (managers/directors) at their organizations and/or educators at the time of the interview. On the other hand, the answers that brought some kind of hope to this group of students (but not a lot because their answer was low probability in most of the cases) were mostly from the experts by experience or from the key informants who work as front-line staff in direct contact bringing support at shelters to homeless individuals. There was an observed tendency in the answers, with key informants being more pessimistic than the experts by experience, in terms of expectations for adults experiencing homelessness to access formal education.

In conclusion, in this research and based on the participants' answers, the probability to access education for an adult experiencing homelessness in Canada is low due to the following barriers identified: being homeless is a full time job and filling the basic needs is time consuming and education won't be a priority, financial barriers, housing insecurity, food insecurity, age, maturity and sense of responsibility of the students, mental health, addictions, level of anxiety and stress, lack of information, the degree of mobility, and low levels of self-esteem.

Probability to complete formal education

A total of 30 participants (62.5%) from the 48 who participated in the research, answered the question on what is the probability for an adult experiencing homelessness to complete formal education in Canada after enrolling in it. Four of the 33 participants were experts by experience that support those experiencing homelessness, however, the answers from the participants, in general, were more positive towards the probability to complete versus the probability to enroll in education.

- Three participants (10%) answered zero probability as the possibility for an adult experiencing homelessness to complete a program of formal education in Canada after enrolling in it mainly because education is not a priority, the priority for a person experiencing homelessness would be to find where to live and they are debating with too many needs and isolation. None of the respondents were experts by experience.
- Six participants (20%) answered extremely low, very low or very unlikely mostly because they already have many challenges not just as part of being homelessness but also the reasons behind it which could be addictions or mental illness. Also, they referred to the mobility of this population as a barrier, and that there might be some cases of students that experienced homelessness and completed their education. In this group, two of the participants were experts by experience.
- Eight participants (26.66%) answered low probability mainly because they might be struggling with addictions and mental health challenges, there are many factors to deal with and study needs structure, focus, concentration and time, lack of information about support programs, the age (older adults less probability than the younger ones), and lack of technology and a space to study. Finally, one individual express formal education takes a lot of prefrontal cortex function and their brain, due to their unhoused condition, won't likely be able to have all those functions to study. In this group, one of the participants was an expert by experience.
- 12 participants (40%) answered medium probability, medium to high probability, that is likely, probable and some of them will complete their educational program.

Mainly because the student had already enrolled in the program, and they will find many possible ways to graduate because they are smart enough. Also mentioned that even if they are sheltered, they will be dealing with stressors of not having a secure housing, those stressors would be a barrier; however, if they mentioned to the shelter that they are studying, they might receive additional support. Finally, some participants mentioned that there are going to be individuals that will receive support and they will have a very good success rate, and others that won't receive that support, also that the ones that live in extremely precarious conditions will take more time. None of the participants were experts by experience.

- Two participants (6.66%) answered high and good probability, mainly if there would be good support around the students, and younger adults (younger than 25) would have that high probability because they have a purpose in life.
- Four participants (13.33%) answered that the probability will depend on each individual and the support they received, that high school is easier than post-secondary education, that the support could be natural (family and friends) or systemic support.

As mentioned, the expectation from the participants in the research increased in terms of the probability that an adult experiencing homelessness might complete the formal education program in Canada after being enrolled in it, and as a conclusion this probability would be medium. The group considered some of the same barriers and variables from accessing, however, they mentioned new ones: the probability will be higher if the students receive the support they need, even if they are living in a shelter,

the importance of communicating that they are studying as it amplifies the possibility of receiving additional support, and that that they will do what is needed to complete the program if they are already there.

It is important to highlight that 17 (35.41%) of the participants in the research who were experts by experience had a successful journey through formal education in Canada while they were adults (18+ years) and experiencing homelessness. Moreover, 12 success stories were mentioned during the interviews and documented as part of the inductive coding.

The barriers and challenges for homeless adults when accessing and completing formal education in Canada

The data analysis of the participants' responses about their opinions, lived experiences and perspectives provided a comprehensive result divided into two main sections: the deductive themes and the inductive themes (see Appendix I). As part of the deductive themes the findings show: the probability to access to formal education, the probability to complete formal education, barriers and challenges, potential experiences from those adults experiencing homelessness when accessing formal education or while studying, the readiness from the educational institutions to welcome and support those students, and the immediate actions needed to support them on their education journey. Furthermore, the inductive themes include: real success stories, experiences from unhoused adults that were currently studying at the time of the interview, the willingness to study, dreams and hope from that group of students, and the role of education in getting people out of homelessness. Those themes landed in sub-themes that allowed me to answer the research question about the barriers and challenges this group of students

face. First, a summary of the barriers and challenges is presented and grouped under similar categories utilized in the literature review, and including new ones, and then they are presented in the order of frequency, starting by the most frequently mentioned points by the participants.

Table 4:
Summary of the barriers and challenges found in the research study.

Category	Barriers and Challenges	Life Experiences
<i>Financial Barriers</i>		
	<i>Financial Needs</i>	<i>Join Illegal Activities</i>
	<i>Not Having Access to a Residence</i>	<i>Feeling Sleepiness and Exhausted</i>
	<i>Lack of Access to Technology, Equipment and Internet</i>	
	<i>Lack of Access to Basic Needs</i>	
	<i>Transportation Cost?</i>	
	<i>Lack of Access to Hygiene Services</i>	
	<i>Not Having a Mailing Address</i>	
	<i>Not Having Identification Document</i>	
	<i>Lack of Access to Text Books</i>	
<i>Sociological</i>		
	<i>Being Homeless</i>	<i>Hard Experience</i> <i>Being in Defensiveness Mode</i>
	<i>Discrimination</i>	<i>Feeling Stigmatized and Stereotyped</i> <i>Feeling Discriminated</i> <i>Feel as an Outsider</i> <i>Bullied</i>
	<i>Difficulties for Social Integration</i>	<i>Difficulties in Socialization</i>
	<i>Constant Mobility</i>	
	<i>Not having clean criminal records</i>	
<i>Physical and Medical</i>		
	<i>Addictions and Substance Use</i>	
<i>Emotional and Psychological</i>		
	<i>Mental Health Problems/Illness/Issues</i>	<i>Feeling uncertainty</i> <i>Emotional Disorder</i> <i>Feeling Stressed</i>
	<i>Feeling Shame and/or Embarrassed</i>	<i>Social Inferiority and Lack of Confidence</i>
	<i>Sense of Belonging</i>	<i>Misunderstood</i>
<i>Abilities and skills</i>		
	<i>Language Barrier</i>	
	<i>Professors/Teachers and Staff Lack of Preparation</i>	
	<i>Lack of Academic and Social Etiquette</i>	

	<i>Lack of communication skills</i>	
<i>Isolation and difficulty being identified as homeless students</i>		
	<i>Not Having a Safety Network</i>	
	<i>Hidden Homelessness</i>	<i>Need to hide their homelessness situation</i>
	<i>Isolation</i>	
<i>Support and Educational System</i>		
	<i>Lack of Information</i>	<i>Not find information or Have difficulties to access to it</i>
	<i>Difficulties to navigate and follow the processes of the Canadian Education System</i>	<i>Unsupported, Traumatized, Feeling Pain, Need of Peer-to-Peer Assistance</i>
	<i>Rigid Education System</i>	
	<i>Level of Difficulty of the Academic Programs</i>	
	<i>Scams targeting International Students</i>	
	<i>No Educational Services in their Location</i>	
	<i>Barriers to deliver education to Indigenous communities</i>	
	<i>Lack of coordination between Government, Education and Social Services Sectors</i>	
	<i>Lack of Encouragement</i>	<i>Demotivation</i>
<i>Life Stage</i>		
	<i>Age</i>	
	<i>Transition from youth shelter to adult shelter</i>	

Barriers and Challenges

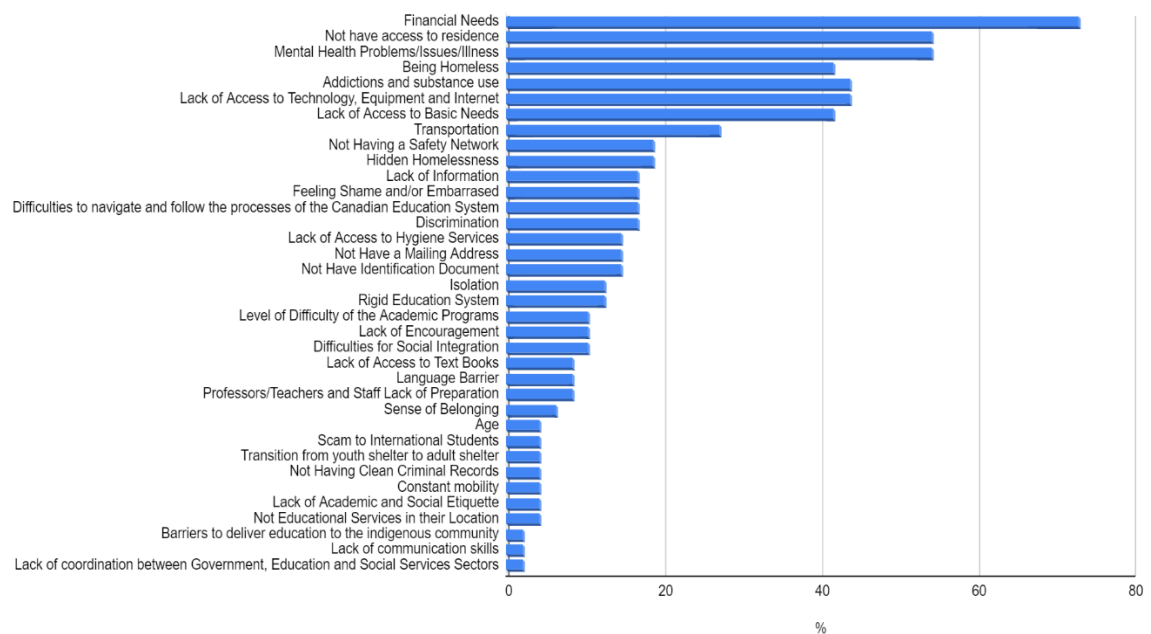
As it was mentioned before, it is important to present all the barriers based on the frequency they were mentioned, starting by the most mentioned to the least mentioned. Each barrier includes what the participants mentioned about it as a barrier but also in relation to the experiences projected for an adult experiencing homelessness when accessing or studying a formal education program in Canada.

The findings related to the experiences that adult students experiencing homeless would go through if they want to access or complete formal education in Canada are mainly: afraid, bullying, defensiveness, demotivation, difficulties in their socialization, discrimination, easygoing and excitement experiences, emotional disorder, excitement, feeling as an outsider, financial difficulties, great experiences, hard experiences, illegal activities, lack of information, lack of support, misunderstandings, need to hide their

situation, pain, assistance from other peers, shame and embarrassment, sleepiness and exhausted, social inferiority, stereotyped, stigma, stressed, trauma and uncertainty.

It is important to highlight that most of the positive experiences were projected by key informants without homeless lived experiences, and on the other hand, the individuals that were currently experiencing homelessness or have lived experience provided mostly stories of bad experiences from their own and from people they knew, however, a couple of them provided some good experiences as well.

Figure 2:
Ranking of the barriers and challenges mentioned in the research.



Financial Barriers

Financial Needs

All the participants were asked about the barriers and challenges they consider exist for adults experiencing homelessness when accessing and completing formal

education in Canada, and financial barriers was mentioned the most, specifically by 35 participants (72.9%). They considered the financial barrier as the lack of financial resources to pay the tuition fees, the rent of a place that the student will need, and other expenses like a laptop, books, clothing, transportation, materials. One participant pointed out that accessing loans for this group of students would be impossible due to their dubious credit, on the other hand, another participant mentioned that if the student accepts a loan they will be automatically unqualified to receive income assistance. Others mentioned that individuals experiencing homelessness sometimes receive low-income assistance or just are low-income individuals and it is not sufficient to survive. Other participants mentioned that consequently, the student will be more focused and will prioritize making money than studying, one of them who thankfully did not become homeless mentioned: "I grew up in a home where we I was never dealing with addictions or anything because that wasn't the problem, we were entirely poverty, I actually gave up on my education as a young adult because I was terrified that I wouldn't have enough money to pay the rent (...) I didn't pursue education until much later in life when somebody said I'm going to give a place with it so we are army officers and in our case [our employer] said to us you come and go to school with us and train and we are going to make sure that you have a place to live that there will be heat that there will be clean water you will have enough to eat we will make sure you have everything you need and then you complete your schooling and that made it possible for somebody like me" (Key Informant 018).

Some experts by experience mentioned that they were not able to continue with their studies due to financial difficulties. One of them mentioned that the cost of living is

too expensive, especially for a single person, therefore, the individual must be economically stable before getting into education. Finally, another mentioned that the financial barrier can have a long-term effect: "'if you're going to post-secondary education most of the people I know, with the lived experience of homelessness, when they go back to post-secondary education they're not going back to become engineers, they're not going back to become doctors and nursing, they are going in social work second social education so they're not exactly positions where they're gonna be making huge salaries when they come out and so there's a kind of like cost benefit equation that comes in" (Expert by Experience 012).

There is a life experience mentioned by the participants that can happen to an adult experiencing homelessness that want to study in Canada as a consequence of this barrier, which is joining illegal activities. On this regard, One participant, who is a key informant noted the student experiencing homelessness may start doing to be able to generate an income to support their educational expenses (Key Informant 014).

Not Having Access to Residence

The other barrier identified is access to residence in terms of a having a place to sleep and not needing to use time and energy to find a place every night, a place to store study materials and personal belongings, a place to conduct meetings with their classmates if they have to work in a group project, a quiet place to study, have online classes or conduct online meetings, and prepare their assignments, and if they are sheltered, there are rules and specific times when you have to turn off the lights and go off. The interviewees mentioned that all those logistics would be challenging, can cause hyper arousal, stress and consequently, make it difficult for them to focus on their

studies, that is why it is important to provide them stabilized housing first. Even though there are libraries and resource centers, the participants mentioned that those services are not open 24x7, and that it looks like that the educational system in Canada is designed for people with stability and privilege. A couple of participants mentioned that one of the consequences of this barrier would be having difficulties to accomplish assignment deadlines because they don't have privacy to concentrate and work on them and a lot of the energy goes to their basic needs like finding food. One participant mentioned that they could not imagine that someone will carry all their personal belongings on the bus when going to study, or to the practicum work place if the program requires practicum: "A lot of individuals when experiencing homelessness don't have access to like storage so if all their belongings are in I say two backpacks, you know, going to a practicum with all of your personal belongings can be challenging, it can be, it can feed into that stigma as well and then on for some individuals transit can be and getting to those placements can be a challenge, right, you know... If I have to carry all my belongings to school every day and go sit in a in a classroom and come in with like three bags and then like all my clothes and everything [that] can be challenging for an individual" (Key Informant 005). 26 participants (54.16%) mentioned this particular barrier and seven of them were experts by experience.

Related to not having access to residence and the challenges that brings a feeling sleepiness and exhaustion which five participants (10.42%) mentioned, noting that this applies mainly to students staying in shelters or sleeping on the street, and a student needs to be well rested to attend school and being homeless make it very difficult or impossible. One participant referred to a specific case: "I know a woman and then she got a key card

from a like a student or student group and security just let her sleep there" (Key Informant 014).

Lack of Access to Technology, Equipment and Internet

21 participants (43.75%) identified a lack of access to technology, equipment and internet as a barrier, seven of them being experts by experience. For the interviewees this barrier includes basically the lack of access to internet, access to a laptop or computer and a printer, knowledge of how to use Microsoft Office, access to phones with voicemail in case the educational institution wants to contact them related to their registration as if you don't answer or get back to them you could lose your program registration.

One participant mentioned knowing someone that lost their educational program due to the lack of access to technological equipment required: "my boyfriend actually just tried going to school but he couldn't finish because he didn't have a computer so he backed out of the course (...) through Work BC (...) they train you and then they help you get work after (...) but in the meantime that they train you they are asking you for those equipments" (Expert by Experience 008).

Lack of Access to Basic Needs

20 participants (41.66%), nearly half of them experts by experience, mentioned that the lack of access to basic needs is a barrier, and this include a universal basic income that will allow the individuals to access to those basic needs like food and health care. The participants refer that even though the students experiencing homelessness can access some of those needs, the food they offer is not the most nutritious, and nutrition goes along with wellbeing, mental health and health care, which enhance the potential of the individual to learn. In this regard, one participant with lived experience said: "when

we did these surveys - self reported - 26% said they had chronic health issues with their liver, kidneys, stomach, harder lungs so when you have a 25% or 26% having chronic health problems a chance of them being able to access services or access education is going to be really difficult" (Expert by Experience 016). They also mentioned that not having basic needs will make the students or potential students decide not to prioritize education and instead prioritize the use of their time and energy to get food, rent or sleep, health care, clothing. Finally, they refer to Maslow's Hierarchy of Needs where there are needs that the individual must satisfy before enrolling in education.

It is interesting to identify a difference between the expectations about basic needs between the participants that were experts by experience and the ones that are not. For example, the experts by experience didn't specify what the basic needs are and how the student or potential student experiencing homelessness would be able to get them met (buying them or through a shelter, for example), however, the key informants included in the basic needs an income and the possibility of paying the rent.

Transportation

13 participants (27.08%) mentioned transportation as a barrier, mainly because they don't know if all the homeless population have access to a bus pass, because some cities have low income passes but they were not sure if all the cities or provinces have it. Also, they mentioned that there are many steps to get the low-income bus pass.

Lack of Access to Hygiene Services

Many people might consider the hygiene services as a basic need, however, in this research the participants pointed out specifically this barrier apart from the lack of access to basic needs and, they shared important experiences. Seven participants (14.58%)

mentioned the lack of access to hygiene services as a barrier and five of them were experts by experience. Basically, they noted that not having frequent access to hygiene services including cleaning, shower, laundry, can cause the student experiencing homelessness uncomfortable feelings when socializing with other people, because they wouldn't know how they are going to be perceived and treated by their classmates, professors and staff, there it can generate anxiety, stress, uncertainty, mental and physical illness, and consequently, they won't be able to proceed with their education.

One of them mentioned: "taboos in our culture is around hygiene if you cannot access adequate shower and laundry services that by itself might cause you not to be able to go to study groups not to have be able to have good friends made at colleges which will make it a worse and harder experiences even your professors may treat you better because of right and that's a very simple and minor thing right getting your clothes washed being able to shower being able to replace clothes if they get a tear in those sorts of things those can be provide barriers in essence poverty and homelessness makes everything harder" (Expert by Experience 001).

Another mentioned "you need to take a shower (...) if you are not washing your cloth for a month, after that, that cloth won't be able to be used. The same for human body, for cleaning we need shower, if you are not going to take a shower definitely you are going to get sick 100%, physically, mentally, it could be like skin problems, it is going to be worst. If you are going to college, it is going to be difficult for other students as well (...) my classmates will complain to the management because my smell" (Expert by Experience 005). Bullying being a consequence of not having access to hygiene services was noted by an expert by experience who said: "you don't have regular showers

you don't have clean clothes all the time so you could possibly get bullied you know made fun of or left out " (Expert by Experience 008).

Not Having a Mailing Address

Seven participants (14.58%) mentioned that not having a mailing address, mailbox or PO Box to receive communications, specially from the educational institution, is a barrier. This is mainly because they need a mailing address to register for the school, and in case the educational institution needs to send any communication, and it is required to get income or social support. A specific example was given by a participant with past homeless lived experience, saying that you need an address to apply to the university and also to apply for the Ontario Provincial Subsidy for Post Secondary Education (Expert by Experience 006).

Six of those participants were key informants and just one participant was an expert by experience. I highlight that distribution because the participants mentioned that the educational institutions are asking for a mailing address to register into the program and to send communications. Furthermore, they mentioned that the GC and the support system asks for a mailing address to access to their services, when, especially the government, knows that having a mailing address is not easy for the unhoused population. Even if you use the community mailbox from Canada Post, it has a cost plus the key security deposit of 15 dollars, and if you lose the keys 29 dollars (Canada Post, n.d.). Another example of this is the specific case from the Ontario Provincial Subsidy for Post Secondary Education which asks as a requirement having a mailing address to access that subsidy (Expert by Experience 006).

No Identification Document

Seven participants (14.58%) mentioned that if the individual experiencing homelessness does not have an identification document (ID), they won't be able to register to an academic program and also won't be able to access social services (like the public library and computers there) and supports. Also, they mentioned that most of the homeless population might have lost their ID; you cannot apply for an ID if you don't have a mailing address and one participant affirmed that a shelter address cannot be used to get the ID.

Lack of Access to Textbooks

Four participants (8.33%) referred to the lack of access to textbooks because those are very expensive and sometimes the professor or teachers ask for the most recent edition, which make it more difficult because it is not as easy to use your friend's books or a photocopy.

Sociological

The next category of barriers is sociological and includes being homeless, discrimination, difficulties for social integration, and not having clean criminal records.

Being Homeless

20 participants (41.66%) and 10 of them were experts by experience, mentioned that being homeless is a barrier basically because they consider that being homeless is a full-time job that will demand most of the time and energy from the students since they have a lot on their plate to deal with in order to access to support, basic needs, food and a place to stay during the night, and a lot of those efforts have to happen during the regular business hours and is a barrier for those students to be missing classes or exams, making study less of a priority, or missing assignment deadlines. They also noted that being

homeless can affect students emotionally, affecting their self-confidence and positive image of themselves, generating stress. This also can have health impacts because of living outside and eating bad, therefore, the individual's brain won't be prepared for studying. Other participants referred to logistical difficulties for the ones living in a shelter as some shelters don't allow you to set up an alarm, you must line up on time for meals and to secure a place each night, and attend job interviews during business hours, affecting their student dynamics. One of the experts by experience shared that even if you have a place to call home but you don't feel safe, it is difficult to concentrate on your studies: "I could have been like a doctor (...) I really think that I spent a lot of my years being in survival mode wasting the years that I could have been building in education but there was no way it was impossible to do both (...) I don't know even with high school I think that if you have a home to go home too but it's not a safe home then you can't concentrate in school, you know, you're worried about going home after school I seen this with not just kids but adults I've seen this with people who, you know, they are scared to go home after or even worse they don't have a home to go after they can't concentrate in school because they didn't have breakfast they don't have lunch (...) it is a lot" (Expert by Experience 009). Another shared that "if you can't have a home to sleep in at every night you are not going to want to go to school dirty cold wet hungry embarrassed" (Expert by Experience 018).

There are many life experiences that the participants pointed out as outcomes of being homelessness, referring that it might be a hard experience for the individuals experiencing homelessness who decide to study and, as another consequence, that they might be in a defensive mode.

In relation to the hard experience, nine participants (18.75%) referred to being homeless as a hard experience, mainly in a logistical way, since being in a homeless situation and studying demands a lot of coordination and logistics, like finding housing, having difficulty in finding a private and quiet space to study and not being interrupted, the need to access libraries often, finding access to a computer or technology, access to the materials or the resources to be able to complete things, having difficulties waking up on time since in the shelters, for example, not all of them allow the individuals to set up their alarms.

One expert by experience shared their own experience saying that it was not easy to coordinate too many pieces and that it was overwhelming: "'my personal experience was different like I had a child as well so not having a home so I had to have my home lined up with finding daycare, getting my child in school and being able to get a job and get out of the shelter like it was open in emergency shelter so it was very overwhelming to try and coordinate all of those pieces and still be present for my child and still meet all of the deadlines so that was very overwhelming" (Expert by Experience 015).

One participant refers that an individual experiencing homelessness might be in constant defensiveness stage, and it make it difficult for a professor or classmate to bring them feedback.

Discrimination

Eight participants (16.66%) from where five of them were experts by experience, mentioned the discrimination and racism from other students, professors and staff towards them as a barrier. They referred that most of the homeless population is composed by Indigenous people and people of colour. The key informant 002 mentioned

"I believe you know those homeless people will be segregated by other students, it is very different when it comes to the race: Black people only talk to Black people, Indians just talk to Indians, that kind of things. So, when you are homeless, people tend to push you away".

Also, they mentioned that in general the community doesn't like people experiencing homelessness. Along the same line, one participant mentioned that "I feel that when one person become homeless, they feel like they are not counted or considered in the society" (Key informant 003). Another referred to the lack of confidence that students experiencing homelessness would have due to the fear of institutional rejection/acceptance of fellow students (Key informant 008).

One expert by experience also mentioned that the Canadian University System is based completely in the Western European University System and, because of that, it doesn't fit for people of colour or the Indigenous population, and it is racist with and without intention (Expert by Experience 001).

For the participants, all those complexities related to discrimination and stigma make the educational environment challenging for the student's experiencing homelessness.

The participants referred that a discriminatory situation can lead into negative life experiences for those who are experiencing homelessness and decide to enroll into education, among those experience they indicate the followings: feeling stigmatized, stereotyped, discriminated, bullied and feeling as an outsider.

13 participants (27.08%) referred that students experiencing homelessness might feel stigmatized and stereotyped by their teachers and the society overall, and this is due

to the lack of education about homelessness in the society overall and that this is getting worse every time in Canada.

On this line, one the key informant related a bad experience from someone that was studying and mentioned that she was homeless and may have had a history of substance use and the relationship from their classmates with her changed dramatically when she told them her situation: "I also have another lady who was in school who will tell you that was the worst thing she ever did that she thinks that relationships changed once people knew that she had been homeless or she may have had a history of substance abuse, everything just changed" (Key Informant 011). There is also a lot of stigma in academic institutions towards marginalized people, beyond homelessness. This can preclude people from being accepted (Expert by Experience 006).

Finally, an expert by experience mentioned that "not being able to go in and study in a cafe like any other student normally does (...) one of the barriers is stigma by the teaching staff unless you're in a specialized environment has been conceived to deal with, not to deal with, but to accompany people that are living in the experience of homelessness in getting their education then there's a whole bunch of social stigma" (Expert by Experience 012).

In relation to feeling discriminated, five participants (10.42%) mentioned that the students experiencing homelessness might suffer discrimination and feel marginalized, due to the stigma they mentioned that it might be difficult for people experiencing homelessness to find a job that can bring them the resources to go into education, and this stigma also would be a barrier from the society towards the individuals experiencing

homelessness since for example business owners don't want to hire them because of their condition.

One expert by experience who was experiencing homelessness at the time of the interview referred to having experienced discrimination and bullying for being Black. They also mentioned that they signed a non-disclosure agreement with the school to not share the bad experiences with anyone (Expert by Experience 013).

About feeling as an outsider, four participants (8.33%), most of them experts by experience, mentioned that feeling as an outsider would be one of the experiences that this group of students will go through, including feeling pain for not being perceived as not as qualified to be in the educational environment or that they don't fit in it, which is important. One key informant mentioned that based on 25 years of experience and clinical work, it has been demonstrated that a person experiencing homelessness feels like an outsider entering in a new space and it makes more difficult to them entering and navigating the system (Key Informant 027).

Moreover, an expert by experience mentioned that “fit into a program where it is snarling middle or higher upper-class kids going into, and we don't talk about the impact of that but there is different social acceptance of cultural and social norms within the different social classes within Canada and sometimes it's hard for people to fit in. I remember one woman who was in the trade prior to entering university, I was in a university class with her and she talked about trying to fit in I used to make sure that she was wearing clothes that looked middle class and didn't look poor or trashy and to make sure that she used language that was more urban and more academic than using street language and especially because our Indigenous people do have a lot of folks who are

clear do we have a cutoff reserve having reserve dialect that they use this expression system things that are not necessarily used in formal postsecondary education particularly in so it can be difficult because barriers for people fitting in and being seen as intelligent and as fitting into the program" (Expert by Experience 016).

Finally, two experts by experience (one experiencing homelessness at the time of the interview) mentioned that a student experiencing homelessness might suffer from bullying, including from their classmates.

Difficulties for Social Integration

Five participants (10.42%) mentioned the social integration is a barrier for the students experiencing homelessness, but they focus this barrier from different perspectives. One key informant thinks that integration is a barrier because there might be a concern for the directors of the educational institution about if the homeless adult students can hurt other students when they go to the educational institution (Key Informant 001). Another two referred that suffering of social issues would be a barrier to performing activities for example of group meetings because they would be suffering from stigma and stereotyping. One expert by experience said that when they became homeless while studying it was a really bad feeling to the point that they stopped socializing with the classmates and professors (Expert by Experience 006). In this line, another participant with homeless lived experience said, "When I was at the university, I was at the risk of not graduating because I had permanent depression episodes without any reason they just came and I wanted to sleep all day, I didn't have energy to cook or eat. I was not graduating because it was really easy for me to fight with classmates at the university and also with teachers and staff because they were not understanding all the

effort that it cost me to study at the university. I didn't have those kind of episodes during the college I think because I was not, it was like maybe because I didn't went through that journey of effort, yet I mean I was doing the effort but I didn't say it cost me a lot because I was doing that effort at that time but at the university I was already stable so in my brain it was like it cost me a lot and you are not taking it seriously. For example, if classmates didn't take it seriously, it was easy for me to say I don't want to continue working on this project, but for the teacher it was as simple as you should continue working together" (Expert by Experience 019).

Based on the participants' opinions, that difficulty can led into difficulties in socialization, on this regard, two participants mentioned that the students unhoused can experience difficulties in socialization, may have difficulty in making friends in the classroom and also, they won't be able to work well in group assignments because of the past bad experiences that those individuals had with their relatives or friends. One of them, an expert by experience who was experiencing homelessness at the time of the interview mentioned that is difficult for them to interact with others (Expert by Experience 009).

Constant mobility

Two participants (4.16%) referred to the constant mobility of an adult experiencing homelessness as a barrier to complete education because for them to maintain themselves in one place for several months or for the program length is not something they can predict or commit to, it is not something that is easily achieved, because they will move based on their priorities. Therefore, they cannot guarantee that

they will remain close enough to a facility where students can attend in person consistently to complete the many hours of study required for graduation.

Not Having Clean Criminal Records

Two participants (4.16%) mentioned that not having a clean criminal record could be a barrier, to access education and support, but also specifically to graduate from programs that require a practicum work experience. One of the participants shared a personal story related to this barrier that shows the lack of information given to students from the educational institutions' staff: "I decided I wanted to go back to school again so I applied for programs (...) the administration in those programs don't understand that they don't even think to ask certain questions, so I started the education program three years in the education program and then went to do my final field placement and they placed me in a high school I started my final field placement and then two weeks into my final field placement there like, oh standard thing we're gonna run a police check on everybody and I went OK well just so you know, pretty long (...) everything was like over a decade (...) so I told them and then it came back with exactly what I told them. I'm like well we can't have you in the school so I've been in that program for three years nobody in any of the administrations say anything of being a barrier to people with criminal records or any type of source so I've been studying education three years where that came back they kicked me out of the program because there's like there's no way you'll be able to do your final field placement (...) so they kicked me out of the program incredibly and unfortunately" (Expert by Experience 012).

Physical and Medical

Addictions and substance use

21 participants (43.75%) referred that addictions or substance use is a barrier for an adult experiencing homelessness to access and complete formal education in Canada, eight of them were experts by experience. They noted that addictions and substance use can be a response to poor mental health and to their homelessness situation, and one of the consequences is that if the student or potential student experiencing homelessness get some funds available, those monetary funds will go into addictions and not to education. Others mentioned that addictions and substance use can lead a current student to fall into a homelessness situation. Finally, they pointed out that this barrier also generates another one, because there are shelters and supports that are not available for people using drugs.

It is important to describe that the participants didn't go through too many details related to addictions and substance use, and eight of them struggled with addictions in the past and went through a recovery program or were in a recovery program at the time of the interview. From those eight with substance use experience, just one doesn't have an academic degree, all the others completed high school, got a certificate or an associate degree while they were experiencing homelessness, and one of them, got a master's degree after being stabilized.

Emotional and Psychological

Mental Health Problems/Issues/Illness

26 participants (54.17%) mentioned that mental health would be a barrier, they refer that among the homeless adult population there are people suffering mental health problems like brain damage, psychosis, trauma, anxiety, depression, emotional dysregulation, hopelessness, and other physical mental health problems, especially the ones that are abusing substances like drugs and alcohol, but also as a consequence of

handling a lot of things at the same time due to their homelessness condition. One of them who has homeless lived experience mentioned that a lot of the Indigenous population that live in the reserve near the area where the participant lives are struggling with mental health disorders and many of them were not properly diagnosed (Expert by Experience 016). The participants mentioned that as a consequence of suffering poor mental health, students experiencing homelessness won't have the mental ability, concentration and memory skills to succeed in education and accomplish the rules and regulations of the educational system and there might be few individuals that will manage it.

One participant mentioned a case of 25 adults that came to their learning centre and half of them went out of their radar due to mental health (Key Informant 023).

Another participant, an expert by experience, described studying and at the same time suffering from Attention Deficit Hyperactivity Disorder (ADHD): "'I have ADHD and I have other physical disabilities (...) and honestly one of the obstacles is the timing for school because (...) my brain works best in the middle of the night. I used to do my tests and projects in the middle of the night and I always got great grades on them because if I did try doing them during the day, my brain just didn't work. So everybody is different and I feel like that the educational system is set up basically to cater to neurotypical people who have all their basic needs met (...) imagine the next day you have class at 8:00 AM in the morning how you will show up to class if you are another kind of learner that has the same right to study than the others, right? Between 2:00 and 4:00 every afternoon my brain hit the wall" (Expert by Experience 009).

The participants mentioned that as a start and/or a consequence of this barrier there are many life experiences that the adults experiencing homelessness that decide to enroll in education may go through: feeling uncertainty and stressed, and having emotional disorders. Six participants (12.5%) referred that a student that at the same time is experiencing homelessness might feel uncertainty, wonderment?, stress, overwhelm and would have a lot of questions like: is this going to help me? do I need to get a part time job? are there programs that I can apply to cover my tuition, book costs or other fees? do I have kids to look after? do I need other supports to help me in this journey? Where to store the computer or belongings? They also noted that this stage could make them lose focus on their education.

Two experts by experience mentioned that individuals can also feel afraid of losing their belongings if there is not a place to store them and of getting robbed (Expert by Experience 015), and because of the alarming level of hostility from the society overall (Expert by Experience 007).

About the emotional disorders, four participants (8.33%) referred that the students might feel a lot of pressure, stress, ups and downs, and discouragement. One expert by experience who was experiencing homelessness and studying by the time of the interview mentioned that some of them falling into depression and some of them started drinking (Expert by Experience 010); another mentioned that women have more likelihood of struggling with emotional disorders while they are homeless (Expert by Experience 017).

Finally, four participants (8.33%) referred that a student experiencing homelessness might feel stressed. One of them, an expert by experience, mentioned that

the reason to defer the studies was more the mental stress after becoming homelessness (Expert by Experience 006).

Feeling Shame and/or Embarrassed

Eight participants (16.67%) mentioned that a student experiencing homelessness would feel shame and/or embarrassed, mainly because they won't have the same social experiences to share with their colleagues and might be feel embarrassed and discriminated against, due to their housing status and if they didn't take the shower, they will feel embarrassed to show up to classes, because some of them feel that they don't deserve to be there (educational institution), and due to the lack of societal empathy.

In this regard, one participant who is a key informant mentioned of knowing individuals experiencing homelessness who have attempted study and have stopped because they were embarrassed or because other students embarrassed them (Key informant 010).

As a consequence of feeling shame and/or embarrassed, the participants refer that a feeling of social inferiority and lack of confidence can be present among those individuals who are experiencing homelessness and decided to study. Two participants referred to this feeling in two different ways. One mentioned that students experiencing homelessness might not have confidence to show up in classes in front of other students. The other mentioned that they may feel lack of confidence or social inferiority because they feel that the system have failed them and they are not provided with consistent support, so they lost their own confidence.

Sense of Belonging

Three participants (6.25%) mentioned this barrier because they think that a student experiencing homelessness might think or experience that doesn't fit in the group of students (their colleagues), will realize the social difference between them, and won't have the same social experiences to share with their colleagues.

One of the participants mentioned: "They might be very nervous about discrimination (...) while you're having discussions just those casual conversations of like how was your weekend? (...) there may not be those anecdote's 'oh I did this with my family' where you know we went out and did something a lot of times there's a lot of social experiences in the university and college dynamic that they don't have the funds to do (...) they just don't have those luxuries and those flexibilities to have the well-rounded experience you know they might have money just to pay their rent and maybe for food and to pay their tuition or bursaries you know scholarships etc. but they don't have the extra funds to do those well-rounded things" (Key Informant 004) .

As a life experience that showed in the findings, feeling misunderstood might be a reason to develop a lack of sense of belonging to a place or to a group, one participant who is a key informant mentioned that the student will feel misunderstood by the teachers and their peers/classmates.

Isolation and difficulty being identified as homeless students

Not Having a Safety Network

Nine participants (18.75%) mentioned not having a safety network as a barrier, they refer with that term to relatives or friends that can offer housing or another kind of support in conditions of need, and the experience of an unhoused student in the education will depend on that network. They highlight that international students and younger

people have less chances of having a strong safety network. The participants mentioned that most of the individuals experiencing homelessness have a bad relationship with their parents, partners or friends, which relates to the barrier that the participants mentioned about isolation, in that line, one participant who experienced homelessness mentioned: “the social and natural support that emerged by having peers and, you know, relationships with people, when you're experiencing homeless you don't really have a lot of time and you're also fearful of, you know, how people are gonna react to you (...) it is really, really isolating" (Expert by Experience 006).

One expert by experience pointed out this barrier in a different perspective, which is that even if a student has a family and a house, but they never studied, it can make their journey more difficult because they are not going to support the student and at the same time, they will regret it and can end up making the student run away from home and becoming homeless: “If you come from a family that's never been educated in every community is never been educated had a bad relationship with school it is really hard to see your family and your friends may not support your ventures and like for me like my family I have some family members was okay with me going to education but lots of my family why are you still at school why are you bothering to do this because if you don't come from a family that does that because I, my dad was illiterate and so like if you come from a family that doesn't do that then it seems really that you don't have that family and community support to make those things happen" (Expert by Experience 016).

Hidden Homelessness

Nine participants (18.75%) half of them experts by experience, referred that no student experiencing homelessness wants to admit their bad situations, that they don't

want to ask anybody for help, and at the same time nobody has the task of identifying this group of students. The participants refer that one of the reasons for them to hide their condition is that they might be afraid because the society is very uneducated about that homelessness condition and wouldn't open their arms to welcome individuals like them in education spaces, moreover, one of the participants with homeless lived experience mentioned that they were afraid of being stigmatized (Expert by Experience 010), another mentioned: "they don't want to reach out for help because they feel the stigma and so they won't talk to the teachers about it, they won't talk to the people in the education system about it because they don't want to face this people that are their under" (Expert by Experience 012). Finally, another participant with lived experience highlighted the stigma and a special treatment as a consequence of letting the professors know about their situation: "for myself never let my professors know because I felt nervous that it might like, I might be stigmatized against or it might you know I just wanted to feel like I fit in right like I didn't want to have any special treatment or anything like that" (Expert by Experience 015).

Due to the reasons exposed, the participants mentioned that the immediate consequence would be the difficulty for educational institutions to refer students experiencing homeless to specific supports if they don't know who they are.

The participants indicated that there are life experiences among the students experiencing homelessness that are the cause and/or consequence related to this barrier: their need to hide their homelessness situation, one participant who is a key informant referred that the individuals experiencing homelessness may try to hide this part of their lives (key informant number). Also, they referred to the isolation, not as a barrier, but like

a life experience. On this regard, six participants (12.5%) mentioned the isolation as a constant state in a person who is homeless, even if they are studying or not, as they tend to be apart from others, and this isolation could be a barrier for them enrolling in education or completing their programs. One of the participants who was a key informant mentioned that "one of the things I have found is that a lot of this people on the street are very lonely and they are lonely because there are not too many of them around who they can communicate, even their friends around will tease them, within the group that is wandering to town, you will see people that will steal from each other, that is very antisocial. They don't have nothing to start with and then they steal from each other" (Key Informant 001). Another key informant connected the isolation to the stigma the homeless student may feel and their difficulty with relationships "There's also a barrier of the thing relationships at times for some people you know there is that that individual stigma of homelessness or individuals almost experiencing homelessness that may not want to talk to people about it or share about it right, so it's very emotionally draining for individuals. Yeah, I think that's the big areas around the stigma" (Key Informant 005). They refer that this loneliness would make it challenge for these students experiencing homelessness in the social aspect of enrolling in an educational program. Finally, one of the key informants shared that he remembers a client from the shelter that got a small amount of money that allowed him to rent a room, but the condition of the room was really bad, and worse during the winter due to the humidity, so that client used the room to store their belongings, but went to the shelter to have a better quality of space but also to socialize (Key Informant 023).

Support and Educational System

Lack of Information

Eight participants (16.67%) mentioned that the lack of information from the educational institutions to the individuals experiencing homelessness would be one of the barriers for them to access and/or complete their educational programs in Canada, starting with information for adults experiencing homelessness on how to access education; the information is not available for them to know what programs or supports exist for them. One participant that conducted research related to education and the homeless population mentioned that “because of the invisibility of many support programs that might exist in formal education that would help students experiencing homelessness and get through the program as well as other access to other services shelters food banks etc. that would impact day-to-day life they're just also unaware of some of the supports that are available to students right like some schools and universities even have internal food banks for some students that require more assistance etc., so, I think it's an identification issue but it's also just the general knowledge about supports available" (Key Informant 028).

Another participant reinforced this and mentioned that sometimes the programs communicate there are spaces available for minorities just when they did not fill their capacity and as these are last minute communications it doesn't allow people experiencing homelessness to get well prepared to start the program. They also told a real experience from a friend: “an example, a friend of mine she's 21 and she was told three days before class started that she could go but she wasn't prepared, there was not enough time for her to close doors and move forward (...) not only for her, but the people that she was leaving in limbo to pursue this so and not just there's not enough seat, the seat start

advertising time because what they do here is let's say there's seven seats available nobody is interested then they'll check them to our demographic whether it's a sex worker I would cover it added a single mom I got fortunately a short notice and you have so many things to juggle and we don't have the support here in small town (...) to be able to access the things on such a short notice although we know there a blessing " (Expert by Experience 017).

Moreover, more experts by experience mentioned that the information provided by the educational institution was not true and it was a kind of scam for them that led to international students becoming homeless, and that they don't know the support system.

As part of the consequences of this barrier, the participants identify specific experiences that the adults experiencing homelessness might go through if they are going to study, and those are: not being able to find information or have difficulties to access to it. On this regard, three participants (6.25%) referred that the individuals experiencing homelessness that decide to pursue education won't necessarily be able to access that information, mainly because they would need to have the equipment to be able to access to it, a lot of information and services are going on line and no one asked if those individuals have the gadgets to be able to access the services online, or if they have phones or computers, if they have language barriers or disability barriers in being able to access these services. One of the key informants referred that the Ontario Government has excellent programs available to offset those educational costs like transportation, books, meal plans, for example, but people don't necessarily know about them (Key Informant 022).

Difficulties to navigate and follow the processes of the Canadian Education System

Eight participants (16.66%) mentioned that it would be difficult for an adult experiencing homelessness to navigate through the Canadian Education System and follow all the procedures established in it. They mainly refer that, for example, the application and registration process are complicated, one mentioned that even if it was difficult for her to register her son and daughter at the university, she cannot imagine how difficult would be to a student experiencing homelessness. Also, they pointed out the lack of support for this group of students to navigate and understand the Canadian Education System and the difficulties they might have because it is not easy to communicate with the correct person at the educational institutions.

As part of the life experiences related to this barriers, four participants (8.33%), all of them experts by experience, mentioned that the student experiencing homelessness will experience not finding support. One of the participants specifically refers to the lack of support at the public library based on the experience supporting students experiencing homelessness: “they have expressed to me that they feel like they are always being watched and a lot of times like there are time limits for certain things so they felt like, you know, that they weren't welcome in that atmosphere (...) the library like there are lineups to get to the computer and they are (...) carrying things too like especially for when I was in that situation it was my history degree and I needed a lot of books and things like that especially like you know looking at primary documents and having to reference and securing things like that and the risk of losing them at the time I lost my library book and it was a big debt" (Expert by Experience 015).

Another four participants (8.33%) mentioned that they might feel traumatized due to all the barriers they face, but one of the participants, an expert by experience, referred to Indigenous adults experiencing homelessness and trying to access education or complete the program might feel trauma because many of them have suffered at residential schools, and it makes it more difficult to those individuals that are now adults to want to go back to the education system (Expert by Experience 016).

On this regard, one expert by experience, shared that they want to study for a master's degree but is afraid due to the traumatized experiences from the past: "When I was at the university I was at the risk of not graduating because I had permanent depression episodes without any reason they just came and I wanted to sleep all day, I didn't have energy to cook or eat. I was [at risk] of not graduating because it was really easy for me to fight with classmates at the university and also with teachers and staff because they were not understanding all the effort that it cost me to study at the university. I didn't have those kind of episodes during the college I think because I was not, it was like maybe because I did not went through that journey of effort yet I mean I was doing the effort but I didn't say it cost me a lot because I was doing that effort at that time but at the university I was already stable so in my brain it was like it cost me a lot and you are not taking it seriously for example if classmates didn't take it seriously. It was easy for me to say I don't want to continue working on this project but for the teacher was as simple as you should continue working together. To be honest I want to study a master, but I am afraid of having those kinds of episodes again. I am very talkative, but I don't have a lot of relationships with my coworkers because I don't want to have any kind of problem that can lead in losing my job" (Expert by Experience 019).

One expert by experience referred that the student experiencing homelessness will experience pain and trauma. Also referred that the process to engage the education system will be dramatic (Expert by Experience 001).

Two participants mentioned this kind of need if a student is experiencing homelessness, and they referred that other students experiencing homelessness that already managed how to continue in education can assist other ones and that the students experiencing homelessness might need help to navigate through the education system and in some cases there are peer navigators that assist them and in others not. And this can happen because some of them have good literacy levels and others don't.

On this line, a participant, a key informant, said: "I also saw one client teaching the other client when it comes to exams you know they will be helping each other to other clients. One homeless teaching another homeless at the outreach" (Key informant 002).

Rigid Education System

Six participants (12.5%) mentioned that the education system in Canada is rigid and that is why is a barrier, they mainly refer that when individuals want to enroll, they will have to follow certain guidelines, policies, rules and fulfill the requirements which might not always be possible for the ones experiencing homelessness. Another perspective of this barrier, for the participants, is that considering the highly mobility level of the individuals experiencing homelessness, it is very difficult to transfer credits from one institution to another, some courses are not recognized from one to another, and that every institution sets their own rules and also that every province works in a different way.

One of the participants, who is an educator, highlighted that even if the teacher wants to help the student there are deadlines to accomplish in terms of grades, and teachers can't extend that much the assignments deadlines.

Level of Difficulty of the Academic Programs

Five participants (10.42%) all of them experts by experience, mentioned that the level of study will be a barrier for a student experiencing homelessness due to the difficulty and complexity of the assignments and exams, the quantity and workload of assignments.

Scam to International Students

Two participants who came to Canada as international students mentioned that became homelessness due to a scam in a scholarship that they supposed to receive, but at the end the scholarship did not include the housing costs covered, and it caused them to become homelessness. The scholarship was given directly by the academic institution in Canada, and the students did not complain because the education fees were covered: "scholarship programs are not necessarily transparent, getting access to the resources you need like for example people is not financially stable, sometimes you go to the scholarship but if they don't bring what they promise, you will have difficulties to get the resources" (Experts by Experience 004).

Not Educational Services in their Location

Two participants mentioned that a barrier of not having educational institutions in their hometown or if the program they want to study is not available in their city or near their area, it would be a difficulty for them. They also referred that in the small towns sometimes there are not post-secondary institutions, therefore, the students need to move

from their hometown to another city and when it happens, they can lose their natural support network, family, friends, a secure place to live, etc. A participant highlighted a specific case of a lady who was not experiencing homelessness, but moved to Ottawa and was murdered (Key Informant 015).

Barriers to deliver education to the indigenous community

One participant mentioned this barrier, referring that there are barriers to delivery education in indigenous communities for the only reason of having a different system for being indigenous. Specifically mentioned that "we are surrounded by our reserves and indigenous nations that have this system already set up in place because the government says no you have to ask permission to do any kind of training on the reserve and they don't let anyone from outside the community go".

Lack of coordination between Government, Education and Social Services Sectors

One participant (2.08%) refers that the government bodies that provide different kind of support to the homelessness population does not work together or coordinated, like for example mental health, affordable housing, housing predictors that belongs to different ministers doesn't work together.

Is important to highlight that any other participant mentioned it as a barrier but many of them mentioned it as part of the actions needed.

Lack of Encouragement

Five participants (10.42%) referred as the barrier the lack of encouragement but as an external motivation that those students experiencing homelessness need. The participants that brought this barrier to the conversation are all key informants, they

mainly refer to assuming that the adult experiencing homelessness may suffer of lack of encouragement to accomplish everything what is necessary to access and/or complete the formal education program in Canada, also that they suffer of lack of consistent motivation and to make it worst there is no consistent support for them to encourage them to continue, that in the shelter system they maintain the individuals under a survival mentality without considering if someone wants to study, also that the shelters push their clients towards government supports and government programs to get housing and the basic needs, however, is very unlikely to see a shelter pushing them towards education and job training, like the services in the homeless sector are structured in a way that does not encourage the individuals experiencing homelessness to pursue education, an is not working together with the educational sector, a participant mentioned that: “those emergency services in shelters are actually structured in a way to just focus on basic necessities which is getting young people or adults in a shelter and meals and then kind of getting them set up with like employment because it's sort of like OK we get you a job then maybe that'll kind of you know start getting money and get you off the streets but as we now known in Canada education is a level Aurora gateway to opportunity and therefore that access to opportunity in the future sort of diminished for people who are homeless and it's unfortunate that the homelessness sector is structured in this type of way and also working sort of in silos and not working together with the education system" (Key Informant 021). This is something that comes up in the analysis because the data shows that the key informants have a more pessimistic view of the possibility of education among the homeless population.

Because of the lack of encouragement, or as part of the reason to need encouragement, one participant mentioned demotivation as an experience that can lead in class absenteeism.

Abilities and Skills

Language Barrier

Four participants (8.33%) half of them experts by experience, expressed that the language could be a barrier specially for the refugees and international students that are experiencing homelessness and are studying or want to study.

Moreover, one of the participants with homeless lived experience refers that even was born in Canada, the English was a barrier as a second language because as an individual experiencing homelessness you don't know when you are going to ending up studying or living: "I remember being at the end to being at the end of the program they were making me take like what like English for like English as a second language basically and I was like yeah I tried to go see my advisor I was like you know I've been here for two years doing the certificate I mean this humanities everything I every project I do is an essay I've got a 3.8 GPA can we just like figure out I know how to read and write in English without like having to take another course (...) by taking another paying tuition for another course big deal that could put that no you banned me for two years I've written that essay in every one of my classes and you're going to make me get English as a second language like yeah but we got some common sense I laughed I did it I finished I finished off my certificate" (Expert by Experience 012).

I want to described my experience interviewing for this research because more than two participants with homeless lived experience were struggling in understanding

me during the interview, to the point that they asked me to read the questions. On the other side, they were able to express themselves in a very basic English.

Professors/Teachers and Staff Lack of Preparation

Four participants (8.33%) referred that the lack of preparation and training of the professors or teachers and the staff to manage and support students experiencing homelessness is a barrier, mainly because they need to develop empathy and comprehension towards those students and their situations, and as a consequence those students would be unable to go to school because the teachers and the administration of the education system don't understand homelessness in the way that those doing lived experience do.

On this regard, one participant that is an educator mentioned: “we aren't told right of how to support students that we think maybe struggling where tolls of where to refer students but as ourselves we're not provided any sort of trauma informed at training or anything like that to be able to help students that would disclose to us or even just see and be able to identify those that might need extra support" (Key Informant 028).

Lack of Academic and Social Etiquette

Two participants (4.16%) mentioned that students experiencing homelessness can create a lot of issues at the academic institution because sometimes it is hard for them to pay attention, or they don't know how to behave in that environment. A key informant mentioned that “they don't have common sense and what I mean by that is (...) find it so hard to pay attention and the person might (...) I didn't know that I couldn't get up and walk around in the back of the classroom, (...) took my shoes off in class (...) often all those people creating, I'm not saying all (...), similar issues (...) the worst extent might

result in like discipline and disciplinary action from the school" (Key Informant 026).

And a participant experiencing homelessness mentioned that "it can be challenging because in last somebody's that are real mess that kind of falls through the cracks sometimes (...) a young indigenous guy recently without happened where is bold know he's fine but because he wasn't causing trouble for them but it wasn't fine to do it he was living with his couch surfing with friends and he was 15 like they really should have been trying to help him" (Expert by Experience 016).

In relation to these barriers, the participants in the research proposed many ideas that can help the students experiencing homelessness deal with situations as mentioned above. Those will be presented in the action plan.

Lack of Communication Skills

One expert by experience who has lived experience considers that the lack of communication skills can be a barrier for the students experiencing homelessness, and specifically referred to the own case of not knowing how to ask for help or support (Expert by Experience 003).

Other participants that are currently studying and experiencing homelessness did not mention this barrier, however, as part of their experience narrative they were not able to communicate their needs, concerns or to complain before the educational institutions, they didn't specify because they don't feel comfortable about their communication skills, but it could be one of the reasons and, definitely, a barrier for them while studying.

Life Stage

Age

A couple of participants highlighted that the age was a barrier, and they pointed out that in different ways: that younger adults are less mature and emotionally ready to handle many responsibilities like education and being homeless, that education is not in the radar of older adults, also that as an adults they will need to follow additional steps if they want to go into education.

Transition from youth shelter to adult shelter

Two participants mentioned that the transition from a youth shelter to an adult shelter could be a barrier and also a situation of risk to the students that are experiencing homelessness, one of the participants explained that when a young adult under 24 years old in Ontario goes to the youth shelter, but after 24 they have to go to the adult shelter, and the key informant refer this change as a risk for them to go to the streets again and lose any improvement gained, including their advance in education: "Over 24 they're in the adult shelter sector but we don't want them to go to the adult shelter sector because then their chances of always being homeless is exponential I think it raises about 20% or 30%" (Key Informant 004).

Another participant who is a key informant refers to the experience when spoke to young adults that were about to go from a youth shelter to an adult shelter, depending on the youth shelter, the limit of age could be 21. The key informant refers to their concerns specially to the ones that were attending university while also staying in the youth shelter because they felt afraid of moving to the adult shelter system because in the youth shelter, they have more support and that moving will probably include different challenges for the ones that are currently doing a formal education program. Also mentioned that the transition to the adult shelter is horrible because while in the youth shelter you had a

secure space, in the adult shelter is night by night, it means that they will start to line up every day at certain time to be able to find a space to sleep at the shelter (Key Informant 028).

Other experiences

Excitement

Four participants (8.33%), all of them Key Informant, referred that students experiencing homelessness might feel illusion, pride, and willingness to study and complete a program because that means a lot for them. One participant mentioned "I had experience as a school trustee going into the program in the prison and that was a formal upgrading in math and English (...) upgrade to school graduation level, as school trustee I had the opportunity to be there for around nine years and I think I was there in many occasions to observed the excitement for this many young man, mainly young man, I don't recall if there were any woman at that time. There was a really quiet thrilling to observe their pride, I am getting all emotional just thinking about how proud they were to receive that certificate from the program. It means too much for them, for many it was a first time that they have success in the educational setting. As I said, I am getting emotional just of thinking about (...) they received the accolated that any normal K12 student would have at the end of graduation" (Key informant 001).

Another key informant referred to a past experience when working as a frontline worker and mentioned that there's a lot of enthusiasm that the beginning because they're very excited about a new journey that they want to take, but the challenge is how they will maintain that excitement or enthusiasm or how the people that provide support will help them to that (Key Informant 20).

Great and Good Experiences

Three participants mentioned different perceptions about the great and good experiences that a student experiencing homelessness can go through. One mentioned that as long the student experiencing homelessness communicates about their situation, they will get people to help and support them. The key informant believes that saying about their situation of homelessness doesn't go against them, on the other hand, they can get people's support, support from the school, from the people around them (Key Informant 011). Another participant, an expert by experience, mentioned of feeling good at students' clubs (Expert by Experience 013). Finally, the third participant, an expert by experience as well, mentioned have had a great experience specifically from professors and teachers when studying while being homelessness at the same time (Expert by Experience 019).

Easygoing experience

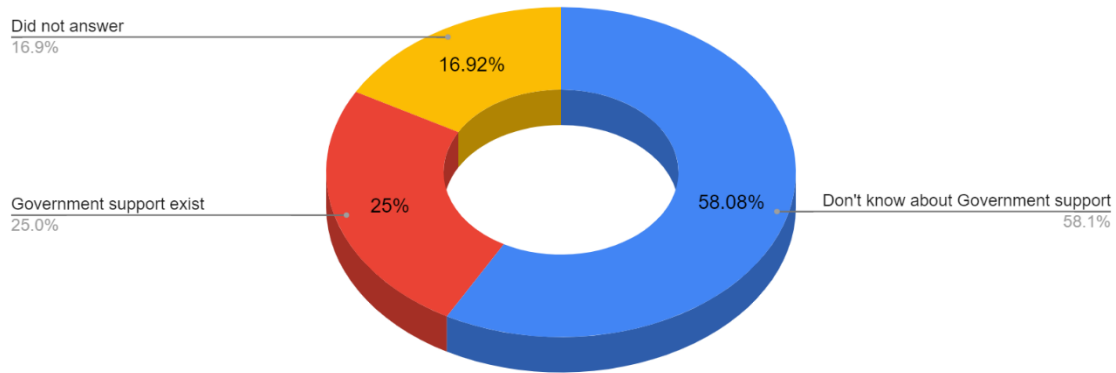
In another context, different from most of the participants on this research, there was one participant who is currently experiencing homelessness that referred of having an easygoing experience in education, towards the other students and in general.

Government Support and Initiatives

In this section the answers from the participants related to the supports and initiatives from the GC are presented, together with some specific programs available that they pointed out in the interviews.

Figure 3:

Distribution of the answers about knowing of government's supports and initiatives towards adults experiencing homelessness to access and complete formal education in Canada.



25 participants (52.08%) mentioned that they don't know and are not aware of any kind of government support and initiative for adults experiencing homelessness that would like to study or are studying. Some of them mentioned specific supports for people that have low income or for people in general that wants to study like: general finance assistance and welfare, a program in Ontario to get women in the workforce, some grants and loans, certain resources for people coming out of prison to help them get back on their feet, the General Education Development Program (GED) which is a certified Canadian high school equivalency for adults, or there are programs where a teacher from the high school district goes to a shelter to help adults complete their high school certificate, some veteran programs that brings monetary support to them also for native indigenous communities, but nothing specific for education, a program from George Brown college that is for literacy and is a short-term program and also other supports offered through Ontario Works, and they mentioned that there are some programs to train

future employees in specific skills that the employers need and also mentioned that there are grants to train their employees or future employees. However, they were very clear that there are not programs or support specifically for that group of the population. 20 participants (80%) of these group of participants are key informants, 13 (65%) of them are leadership team members in non-profit organizations that support individuals experiencing homelessness, and six (30%) have experience as educators.

On the other hand, 12 participants (25%) mentioned that government support exist, however, they didn't mention about specific programs for adults experiencing homelessness, with the exception of one, that want to study or are studying, instead, they mentioned general programs like: Ontario Works and Ontario Disability Support facilitate the support to transportation to school, that shelters have an obligation to provide transportation under the Toronto Shelter Standards (but not for education), loans, bursaries, adult educational programs, trades unions' rehab programs, youth skills programming, Immigrant Services, Work BC, indigenous access Programs, Lookout's Susan Croll Education Fund, Lookout's Ethical Employment Program (LEEP), some programs that are successful delivered in the shelters or agencies and allow homeless people increase their education. They also mentioned that those programs are not always accessible, the support is not a lot and is not available for everyone.

One participant, who is a key informant, gave a specific example of a support: " I know a program delivered by Toronto Employment Social Services specifically aimed by peer workers where they are taking what they call social work one on one, and on the other hand they are doing the placement right in with an agency so, you know, they are

getting a chance to use their new skills they are learning right away which is very important" (Key Informant 010),

Another key informant gave a specific example: "we have a shelter called The Mustard Seed Shelter and they have a Wellness Center and within that Wellness Center our clients can access to a trade training with St. Mary's University that offers free humanitarian for folks that are experiencing homelessness" (Key Informant 012).

Another one mentioned that the Ontario Government has excellent programs available to offset those educational costs like transportation, books, meal plans, for example, but people don't necessarily know about them. The key informant also refers to the Skill Development Fund from Labor Immigration and Training in Ontario. Also mentioned financial aid, grants, the key informant affirms that there is a lot of support available (Key Informant 022).

An expert by experience who was experiencing homelessness by the moment of the interview, referred that is and was receiving funds for the disability related to the addictions. And that never went into any debt to pay for the education received. Also applied for grants and received them. The participant said: "they pay for all my books (...) they gave me 12,500 as living allowance" (Expert by Experience 002).

Another one gave an own example about that the government paid for the first associate degree. Also mentioned that received social assistance like welfare and that knows a lot of people on the welfare of disability, they give money to people when they are not working (Expert by Experience 003).

On the same line, an expert by experience who is living in a recovery housing and at the same time finishing the K12 through a program between the school district and the

recovery program, where a teacher from the public school goes to teach them at their place. Also refers that that program is very flexible (Expert by Experience 004).

Finally, an expert by experience that finished the bachelor's degree pointed out that "you have to be very determined, you have to ask and ask again and research by yourself" (Expert by Experience 019).

80% of the participants that responded not knowing any kind of government support or initiative are key informants, which means that they support individuals experiencing homelessness. From them, 65% are leadership team members, which means directors, CEOs, general directors, managers, and 30% have experience as educators.

However, based on the examples given by the participants (the ones who know support and also the ones who don't know), I could observe that the support exist, maybe it is not enough, maybe it is not created for the individuals experiencing homelessness, but with the support that exist there are cases of people that succeed.

Readiness

About the readiness, the key informants were asked about if the educational institutions in Canada were prepared to welcome and support students experiencing homelessness, however, individuals with homeless lived experience also referred to this topic without being asked, that is why their answers will appear in the findings.

19 participants (39.58%), 16 key informants and three experts by experience, considered that educational institutions are not prepared mainly because they are focus in educating people but at the same time they need to make money due to their funding system, because the educational institutions are not aware of the barriers that students experiencing homelessness are facing, they consider that the education system in Canada

is disgusting, broken and structured for the wealthy and privileged ones, there are no guidance counselors, never heard about any support or preparedness to deal with the myriad of homeless students symptoms and outcomes, for them, the academic institutions are not sensitive enough about people social locations, they don't include homelessness as social locator, there is a lot of stigma and discrimination, and staff need to be more aware in academic spaces, not just getting better at thinking about race and indigenous identity.

On the same line, one participant mentioned that the educational institutions are not prepared specifically for the lifestyles, it means that they are possible some prepare in the case of high school equivalency (GED programs) because they are used to deal with people from different life walks and backgrounds, also in the case of young adults they don't have mannerisms or singular habits. However, the key informant believes that, in general, people is more empathetic towards younger students even if they come from a difficult background if they fit the societal expectations (Key Informant 018).

Another participant, an expert by experience who supports unhoused individuals, refers that educational institutions are completely unprepared. Also refers that there are programs for small groups of the population, but not for individuals experiencing homelessness: ""there are all sorts of programs that are put into place those programs for people with dyslexia, those programs for first nations people, with dysgraphia, with attention deficit disorder, (...) but nowhere in any of those programs (...) somebody university that is prepared to offer additional help or additional support to people that are coming out of homelessness so while we focus on all these other different like kind of like special interest groups or whatever still portions of the population that are left behind

and I think a lot of it has to do with prejudice and received notions of who homeless people are like a lot of pending it is really ashamed because for me a lot of close to the people that I need and are experiencing homelessness are very intelligent" (Expert by Experience 012).

Finally, two participants mentioned that it looks like the educational institutions are not considering people experiencing homelessness when they were developing or designing their programming and services, one of them said "most academic programs are not built to support people who are going through those issues certainly it is better now than it used to be but it is not designed to help people going through those" (People Lived Experience 001) and the other referred that there is anything that shows that they did not take into consideration any factor that is part of lived experience of individuals into their programming and services (Key informant 019).

On the other hand, just two participants (4.17%), both key informants, answered that educational institutions might be or are prepared to welcome and support adults experiencing homelessness. One of them referred to refers a study that point out that 3% to five percent of the students of post-secondary education in the area of the shelter he works at are experiencing homelessness, so the educational institutions are already supporting them and are prepared. Also refers that his shelter has partnerships with colleges and universities, they are already prepared but there is a shortage of affordable student housing and through the partnership, they were able to provide housing to some students at the shelter (Key Informant 022). The other one referred that that maybe university system is more prepared than high school. The universities have food bank services and more housing infrastructure (Key informant 027).

In a similar line, three participants (6.25%) mentioned that the educational institutions in Canada are supportive towards students experiencing homelessness. One participant referred that always got the impression that the schools are very helpful and mentioned an example when a client asked to his professor for an extension for the assignments and got it. The key informant believes that if someone is in school and once, they discussed this situation the schools are good in terms of helping the student. Also mentioned that there are academic student centers but the experience there is overwhelmed (Key Informant 011). Another expert by experience, who was experiencing homelessness by the time of the interview, referred that is studying an associate degree in something very high specialized, and that the college will help in finding a job after completing the program (Expert by Experience 003).

One expert by experience, referred that educational institutions in Canada have made improvements in terms of being welcoming and supportive towards adults students experiencing homelessness, "I think it is improved since I was a student in the sense that at least there's more accommodation services like to try to help with people who have learning disabilities or need support and is more like adult resource centre kind of stuff I think whether it's like the women centres or LGBTQ+ centres or like there's more like other kinds of supports that some of the schools they sometimes even mature student groups and stuff so that can sometimes help our indigenous centres are really important (...) so I think that some of those pieces have improved a lot in the last 20 or 25 years so I think there is more accessibility in that sense I'm really pleased to see" (Expert by Experience 016).

Four participants (8.33%) did not state if the educational institutions in Canada are ready to welcome and support students experiencing homelessness, however, one of them mentioned that most universities have food banks and that the institutions might be probably open to working with individuals experiencing homelessness (Key Informant 005). Another participant that is an educator highlighted the lack of training or safety training for the teachers and staff: "there is not really any ethics like training that is like substantial or detailed I don't think that is an issue that has never been addressed or raised in any meetings that have been on" (Key Informant 021). One participant, expert by experience, mentioned that if you are experiencing homelessness and you want to study you need to change, and if you change anybody will have any problem towards you, and that there is always picky people everywhere (Expert by Experience 005).

Three participants (6.25%) referred that the professors are not prepared to welcome and support students experiencing homelessness in the Canadian educational institutions, they provided different reasons. The first one mentioned that is because of their lack of empathy related to the condition of the homeless adult student: "during COVID it was (...) June 2020 end of exams we were, you know, we were at the shelter and our Wi-Fi just died and this poor kid was doing his final exam and he couldn't do it online because our Wi-Fi (...) it was 2020 so you couldn't you know run some library and so his professor actually was not empathetic (...) our case managers and directors had to call the professor had to call the university and say no this is on us do not punish our youth because they didn't do this exam no they're not cheating no this isn't you know some excuse and so I feel like the professors need to be understanding as well because no it's not you know no they're not lazy no they're not this not the other all these negative

connotations it's just the Wi-Fi died because you know if for any reason you know the Wi-Fi couldn't have denied but yeah so I think a lot there is definitely that there could be that misunderstanding from the professors there's no empathy" (Key Informant 004).

Another participant doesn't think that teachers have proper education, and the educational institutions provide the proper training, refers that teachers have overcrowded classrooms, and the way don't care whether you show up for school or not (Key Informant 006). And another participant, who is an educator, mentioned that professors are not prepared to support students because a large percent of them live in a precarious situation and just go and focus on teaching and leave. Also consider that a small percentage of teachers is prepared to support students experiencing homelessness: "large percent of professors are precarious so they have a hard time investing in students and investing like quick teach course by course so it's hard for them to keep track I personally I was precarious as a professor for quite a long time and I just taught my course and left there's just not enough professors to provide ongoing feedback" (Key Informant 025).

One key informant, who is an educator, mentioned that nowadays professors are much more aware, compassionate and empathetic towards every student. Also, that nowadays professor have more flexibility in classroom and autonomy to work with individual students (Key Informant 027). In a similar line, another participant mentioned that the level of preparation will depend on the professor, that for example the faculty and professors from social work are more emphatic or because their lived experience they will be better prepared (Key Informant 009).

One expert by experience mentioned that professors were super supportive based on his own experience (Expert by Experience 002).

Finally, one key informant, without any experience as educator, mentioned that the professors are prepared to welcome and support adult students experiencing homelessness.

In relation to the students, not many participants referred to them, just four (8.33%). One key informant refers that the adults experiencing homelessness will be discriminated by other students or colleagues: "I believe you know those homeless people will be segregated by other students, is very different when it comes to the race: black people only talk to black people, Indians just talk to Indians, that kind of things. So, when you are homeless people tend to push you away". (Key Informant 002). Another participant considers that no one is really prepared to work with folks that are experiencing homelessness (Key Informant 009). Another key informant considers that students currently support other students experiencing homelessness and are welcoming with them. The participant refers to two specific examples: "I think people are far more embracing of others than we tend to think they are sometimes (...) I think student associations are very good I know there's a couple of student associations (...) the Chinese students association I know the Jewish students association at York is one where if they find out that there is an issue they actually help them find housing within their community which is kinda cool" (Key Informant 022). Finally, a participant who is an educator, refers that there are some students that are supportive and others that are not (Key Informant 027).

Immediate Actions Needed

Just the they informants were asked about what the immediate actions are needed to facilitate the access and completion of formal education to adults experiencing

homelessness in Canada, however, not just key informants referred to this theme, 16 experts by experience (55.17% of the total of participants with lived experience) mentioned some actions needed, they answers were included in the findings.

Table 5:

Distribution of the actions needed based on the # of answers..

Actions Needed	# of Participants	Key Informants	Experts by Experience
Provide Housing	18	14	4
Provide Educational Support	10	10	
Peer to Peer Assistance	7	7	
Provide more information	7	6	1
Self-motivation and Resilient	7	4	3
Mental Health Continue Support	6	2	4
Multiple sources of support	6	2	4
Educational Advancement Program	5	3	2
Provide Financial Support	5	4	1
Extension of the support services hours	5	4	1
Bring access to basic needs	5	5	
Make more flexible the rigid educational system in Canada	4	4	
Harm Reduction Approach in Educational Institutions	4	2	2
Access to books and materials	3	1	2
The Education and Non-Profit Sectors should work together	3	1	2
Addiction continue support	3	1	2
Changes in the Society	3	3	
Education as a Birth Right	3	1	2
Provide access to technology	3	2	1
Public consultations by Educational Institutions	3	3	
Trauma Informed Approach in Educational Institutions	3	3	
Government should make it a priority	2	2	
Need to admit that the Education System in Canada is broken	2	2	
Educational Program Delivered in a Shelter or Agency	2	2	
Prepare Professors/Teachers and Staff	2	2	
Provide Safety Networks	2	1	1

Education to prevent homelessness among students	1	1	
Back to school incentives	1	2	
People Centered Approach	1	1	
Provide Information about Faith	1	1	
Childcare available	1		1
Job program for students experiencing homelessness	1		1
Transportation	1	1	
No allow employees' unions in the non-profit sector	1	1	

Table 6:
Actions needed grouped by categories.

Category	Action Needed
Educational Support	Education to prevent homelessness among students Access to books and materials Provide Educational Support Provide more information
Educational System Adaptations	Make more flexible the rigid educational system in Canada Educational Program Delivered in a Shelter or Agency Harm Reduction Approach in Educational Institutions Trauma Informed Approach in Educational Institutions People Centered Approach Educational Advancement Program The Education and Non-Profit Sectors should work together Public consultations by Educational Institutions Provide Information about Faith Prepare Professors/Teachers and Staff
Emotional and Psychological Support	Provide Safety Networks Mental Health Continue Support
Financial Support	Provide Financial Support Back to school incentives Provide Housing

	Bring Access to Basic Needs Provide access to technology
General Support	Childcare available Multiple sources of support Transportation Peer to Peer Assistance Extension of the support services hours
Government Adaptations and New Developments	Education as a Birth Right Need to Admit that the Education System in Canada is Broken No allow employees' unions in the non-profit sector Job program for students experiencing homelessness Government should make it a priority
Physical and Medical Support	Addiction Continue Support
Self Requirements	Self-motivation and Resilient
Sociological	Changes in the Society

After presenting the summary in Table 6, each action needed is developed in the order of frequency that was mentioned by the participants.

Provide Housing

18 participants (37.5%), 13 of them key informants, suggested that provide housing to those adult individuals experiencing homelessness to what to study or to are enrolled into education is an immediate action needed. They mentioned that it would be great that educational institutions have residency for folks experiencing homelessness and allow them to have secure, safe and affordable housing. The reason behind that suggestion is to get people stabilized in housing, therefore, they could focus on education and on their own lives. On this line, one participant suggested the need of build physical housing based on housing innovations like a portable cooperative housing or social

housing (Key Informant 025). Another participant, an expert by experience who works supporting those experiencing homelessness, suggested that some shelters have a kind of pods, which are small little room for people to be able to go in and lock the door and study, make it to school, have a shower, and those pods are more available (Expert by Experience 008).

Provide Financial Support

Five participants (10.42%) mentioned the need of provide individuals experiencing homelessness that want to study or that enrolled into education financial support, they referred that there should be funds for adults experiencing homeless to afford the tuition, the Government should provide more grants, funds to cover other kind of costs apart of tuition, loans that the students experiencing homelessness can start paying when they become stable, or provide more flexibility to pay the loans, and decrease the tuition fee.

In terms of decreasing the tuition fee, eight participants (16.67%) mentioned that immediate need, in order to make education more affordable and suggested that there should be more governmental regulation about the tuition costs, otherwise, it will only increase the division in the society. On this regard, one expert by experience mentioned that if the education became cheap, 80% to 90% of the population would like to study (Expert by Experience 005).

Provide Educational Support

10 participants (20.83%), all key informants, suggested that the educational institutions or organizations that provide services to individuals experiencing homelessness should provide educational support to those who are enrolling into

education or are already studying. Those supports would include education counselling or academic counsellors, special support to those students that apart of being homeless are new in Canada like international students and refugees, one to one support, writing centers, support groups, make it easier the convoluted applications of enrollment and supports, support to them to navigate in the educational system. One participant shared an example of it: "We are actually a completely unique program for at least Ontario, and I know about the rest of the country with about three other different. We saw all those barriers our kids (young adult homeless between 16 to 24 years old) were facing and we took them away so we have a dedicated 20 bed system where our kids receive bursaries for all of their programs so they graduate with no debt, we give them cell phones we give them laptops we give them for our transit system (...) we give them what we call a presto card and that way they can access the bus or the subway as many times as they want whenever they go out that way again they don't have to worry about transit fare and then we have tutors for them we do mentorship programs we also have a housing an aftercare program so whatever you have is with us for high school and then they graduate university and then they move sit closer to their institution we'll help them move we have our own food think we have our own hygiene bank we have our own clothing banks" (Key informant 004).

Moreover, another participant referred that even for her that is the CEO register her kids in the education system was impossible and worst if it is online, she cannot imagine for someone who is experiencing homelessness or is a refugee or English is not the second language. The key informant refers that educational institutions should be

conscious that you need someone who will support you to navigate through the system and processes (Key Informant 017).

In a similar way, another participant, an expert by experience suggested to create an adult education center in each institution adapted to the need of individuals experiencing homelessness to bring them the supports needed while they are studying (Expert by Experience 012).

Peer to Peer Assistance

Seven participants (14.58%) suggested a Peer-to-Peer Assistance Program, which would consist in other students experiencing homelessness that already managed how to continue in education can assist other ones, they suggested education navigators, service workers that have homelessness lived experience as students, that can handle a case load of individuals experiencing homelessness that are studying or want to study, also where to get support, how to access to a computer, how to navigate in the system and having check in and work arounds to make their journeys successful. They refer that the navigator can go to the community recourse centers or libraries to help individuals experiencing homelessness on how to navigate in the education system, about which programs are available, which program would be more suitable for them, find the different supports available, to build a career plan, etc. One participant suggested that there is an opportunity for peer workers (individuals with homeless lived experience that had an education journey) and partnerships between colleges and various homeless support agencies (shelters, employment agencies or drop-in centers), he said: “If we have a client is gonna go to George Brown at 9:00 we run four shelters we can help (Johnny) get up and get there on time you know we can provide that support while he's living in a

tent for the first he's not going to get that support and you know he needs access to a computer somewhere because he needs access to regular transportation bus passes or subway passes or whatever (...) my experience that it's really hit the mess to be able to get those supports and that any sort of funding to get (Johnny) as a recognized diploma from George Brown" (Key Informant 010).

Provide more information

Seven participants (14.58%) mentioned that an immediate action needed is to provide more information to the adult individuals experiencing homelessness that want to enroll into education or are already studying, and this include a better communication towards them, develop relationships with them and engaging them in conversations at the same time, communicate them what is available (educational offer, supports, services) and what opportunities they have. In this line, one participant mentioned that "the adults that are experiencing the homelessness, most of them don't have internet or laptops, and the institutions like TRU publish their information in the internet, why they don't do flyers or pamphlets or face to face, so they will know what is happening, getting them involved, so I would say more information in the face to face basis." (Key informant 002).

Another participant mentioned the importance of the information, specially to international students, this participant who was experiencing homelessness by the time of the interview referred that there should be a better way to provide the information and to provide the true information and all about how Canada is, to allow international students take an informed decision. Because no one wants to come and become homelessness (Expert by Experience 010).

Self-motivation and Resilient

Seven participants (14.58%) mentioned about the need of self-motivation, resilient, and a lot of commitment from the adults who are experiencing homelessness and what to study or are studying because they will have many things on the plate and many responsibilities to deal with. Two participants referred that the people that support them and the educational system have to challenge them as well and help them to build resilience. Help but challenging at the same time. Not give 100% everything on a plate. The key informant refers to not encapsulate people in just one group or for just one thing or assume they their capabilities because their capabilities can be totally different it's something really important if we really want to make a change, we need to believe that people can change lives without even knowing (Key informant 022).

Another participant said: "you have to like encourage yourself with tell yourself I can do it I can make it in life I'm saying that alright so saying that if I were to be homeless right I personally need to encourage myself again as well to say like I need to do this" (Key informant 003)

Two participants, both experts by experience but one of them experiencing homelessness by the time of the interview, mentioned that that is important to don't get affected with others attitudes towards them and to stay focused on the objective of complete the education. One of them referred that it would depend on each person and refers to a personal example that reflects that if those students experiencing homelessness don't care a lot of what others think of them would be able to advance: "For example in my case I remember I rented a new apartment in a brand new building and suddenly we didn't have water for like around four days and I didn't care if I went to my work or to

the grocery without taking a bath, my objective was going to work make the money make the grocery and I didn't care about people. But if you are homeless and you care about others you can be diminished yourself because you have to take a shower to go to the college and interact with other students otherwise, they can be very miserable with you but again it will depend on how you manage this situation" (Expert by Experience 019).

Mental Health Continue Support

Six participants (12.5%), two of them experts by experience who were experiencing homelessness by the time of the interview, two of them expert by experience, and two key informants. They suggested the existence of mental health continue support based on case management to those adult students experiencing homelessness.

Multiple sources of support

Six participants (12.5%) referred to the need of multiple sources of support in general, and that the support should be provided not just by the GC and the educational institutions, but also from other players in the society, one mentioned the carrier operators of communication. It is important to mention that four of those six participants were experts by experience, one currently homeless by the time of the interview, and they just mentioned different kind of support in general.

Educational Advancement Program

Five participants (10.42%) suggested the creation of an Educational Advancement Program, with that they mean with a program that provides knowledge or develops certain abilities and practical experience that will allow students experiencing homelessness engage into work faster. Also, they refer that those types of programs that

prepare people to educational advancement are helpful to reduce the stress and other barriers before human entering a college or university atmosphere. On this line, one participant highlighted that those kinds of programs will demonstrate them that they don't need a lot of materials to learn, that they can learn with the basic they have, and provided a real example: "we ran cooking classes for some of the residents and it was kind of tailored to they would be able to use and ,so this was people who had just come out of homelessness, that we're currently homeless and so they had access to a like a slow cooker crock pot (...) we were able to kind of teach them these skills and it was and it was (...) like tailored education to the environment that a person is currently living in is also very rare and could be a useful tactic in terms of helping people with where they're at (...) they really liked it (...) they just appreciated that we thought of you know we didn't bring them to a cooking class and it was like oh you need a whole set of knives and you need you know these special tools and you need a cooking range and you know we just brought the tools that they need and we actually gave from each and then you can and then we also explained meals that were relatively cheap to produce like the cheapest kind of meat and then carrots and potatoes and then you can make it gorgeous too and then something they appreciated that as well (...) I think from that experience doing activities and educational programs that are like tailored to where somebody is and empower them and help them it also helps and this is kind of the whole point of organization does little educational things" (Key Informant 026).

Extension of the support services hours

Five participants (10.42%) suggested that all the support services should increase their service hours to support those students experiencing homelessness, for example,

having a library 24x7 or extended hours, coordination between educational institutions and non-profits or shelters because the time to line up to find a place to sleep or to get food could be the same time of a course or exam, they suggested that maybe shelters can provide a lunch bag to those who are studying, or create a small dormitory for the ones that are enrolled into an educational program to warrant a place to sleep. In this line, one expert by experience, who was currently experiencing homelessness by the time of the interview, said: "there are specific times the shelter they feed people and if you miss those times a lot of them won't being able to access to food, they expect people to conform around their schedule and if was someone that actually trying to do better their life and through education or not when they be here miss those times unless that shelter is making you willing to make an exception and put some food away or something, God, you're not gonna eat" (Expert by Experience 002).

The Education and Non-Profit Sectors should work together

Three participants (6.25%) mentioned that is an immediate need that the education sector and the non-profit sector that support and provide services to individuals experiencing homelessness, work together, including the health care system. On this line, one participant referred that both sectors are working by their own and refers as a need to be a more collaborative and strategic approach between the two sectors (Key informant 021).

Bring access to basic needs

Five key informants (10.42%) without lived experience mentioned that one immediate action needed is to bring adults students experiencing homelessness access to food and basic needs since a person cannot function or work on goals until these things

are met. They also mentioned that If people can satisfy their basic needs, are going to be healing and gaining esteem, therefore formalized schooling becomes more possible.

Make more flexible the rigid educational system in Canada

Four participants (8.33%), who were key informants, referred to make it more flexible the rigid educational system in Canada to open access and make more flexible the admission criteria. They mentioned that it is needed to adapt the expectations to fit students experiencing homelessness into the requirements of admission or assist transitions of students experiencing homelessness in first year courses, because if the barriers are high then then the homeless people won't be able to meet the admission requirements.

Harm Reduction Approach in Educational Institutions

Four participants (8.33%) suggested the implementation of a harm reduction approach in Educational Institutions. On this line, one expert by experience who works supporting those experiencing homelessness referred that everyone has to have access to education even if they are doing drugs or not (Expert by Experience 007).

Access to books and materials

Three participants (6.25%) mentioned about the need of avoid the students experiencing homelessness to have to buy books and materials, by maybe rent or allow them to have a temporary copy for a specific period of time, the idea is to allow them access to those books and materials for free or spending less money.

Addiction continue support

Three participants (6.25%) mentioned that it is required a continue support to those students that are experiencing homelessness and are under addiction stage or under

an addiction recovery or were just recovered from addiction to avoid them to fall on addictions again and fail in their education. One expert by experience mentioned that 70% to 80% of people that is homeless on the street are in addiction (Expert by Experience 004).

Changes in the Society

Three participants (6.25%), all key informants, mentioned that the society has to change to promote the access to education among the adult homeless population, by that they mean that the society should accept them as citizens of our community, to push and encourage them to study. Also, they referred to the need to inform and educate the society about what is homelessness and all what is behind it. One participant considered the change should come also from both sides, because some homeless people don't want to be institutionalized or at any kind of formal situation where they have to follow rules, and if they will have bad behaviors like destroying things or act like just don't like living as a member of the society, will play against them (Key informant 001).

Education as a Birth Right

Three participants (6.25%) suggested that education should be a birth right since the moment we born. One participant referred that if an individual doesn't have access to education it can led into a disability end for that person's progression in life: "'in many countries like England, for instance, parents would do everything in the past to ensure that their kids will get really good education, and because Canada is a new country we haven't reach that level of understanding, there are going to be lots of parents that won't consider the education as a birth-right. They don't see a "disable end" of a person's progression in life" (Key informant 001).

Provide access to technology

Three participants (6.25%) suggested that is an immediate need to provide access to technology, specifically they refer the need to provide access to internet and computer. One participant suggested the creation of partnerships between the educational institutions and Technology companies (Expert by Experience 006).

Public consultations by Educational Institutions

Three participants (6.25%) suggested that educational institutions should organize public consultations with individuals with lived experience homelessness involving people with experience in the sector to empowering peoples' voices making sure that people with homelessness lived experience is invited, they referred to the need of community engage where individuals experiencing homeless can share their knowledge. On this regard, one participant said: “for example and there is a conference organized by the Canadian Alliance To End Homelessness and a lot of people have lived experience are invited to those conferences and people who are in policy as well, also people were in government (...) I think it's important for those people to hear the voices of those who are the most marginalized I think that teachers should also be invited to those conferences (...) all of us who are sort of in these academic circles" (Key informant 021). Another participant mentioned that the educational institutions should open the lines of communication talk to with organizations that support individuals experiencing homelessness (Key informant 020).

Trauma Informed Approach in Educational Institutions

Three participants (6.25%) mentioned the need to implement trauma informed approach in educational institutions, they referred that the institution and staff need to be trained and understand where the person has come from and need to respond properly.

Government should make it a priority

Two participants mentioned that is necessary that the Government of Canada make a priority that adults experiencing homelessness could access and complete their educational programs. With that, they would be able to start decreasing the barriers.

Need to admit that the Education System in Canada is broken

Two participants referred that the Government of Canada and the educational leaders need to recognize that the system is broken as a first step, need to admit that what they are doing is not working. One of them feels that it won't happen: "I think that individuals need to admit the system is broken and that's a lot of ego a lot of high white man that are gonna say that what they are doing is working, and it is gonna be hard for them to admit that the entire system need to come down, I think it is really colonialism, I don't think that it is set up for new immigrants for the the indigenous young and adults, for the LGBTQ+ young people and adults (...) I would be impress of them first admitting that what they're doing isn't working" (Key Informant 006).

Educational Program Delivered in a Shelter or Agency

Two participants referred about some programs that are successful delivered in the shelters or agencies and allow homeless people increase their education, and also about the need of partnerships between the non-profit sector that provides support to individuals experiencing homelessness and the education sector. One of them said: "I know a program delivered by Toronto Employment Social Services specifically aimed by

peer workers where they are taking what they call social work one on one, and on the other hand they are doing the placement right in with an agency so you know they are getting a chance to use their new skills they are learning right away which is very important" (Key informant 010). The other one said: "there is people who are actually really interested in the education so hey if you could get all the resources in one place I think it would work really good I think as organizations we are working on breaking that stigma about people being homeless (...) so not for profits and again the government they are there for the duty to educate people that like anyone can become homeless it doesn't mean that you are a failure it doesn't mean that(...) the clients we see are really interested in education but I think like I said they are just stuck in a survival so much better seems like they don't want it but they are all trying to prove as much as they" (Key Informant 011).

Prepare Professors/Teachers and Staff

Two participants suggested that the educational institutions need teachers and staff at the writing centers that is really set/prepared to support those kind of students experiencing homelessness. One participant referred that volunteering with unhoused people is a good way to prepare themselves. Also referred to the need of understanding and empathy among the instructors at the educational institutions (Key Informant 025).

Provide Safety Networks

Two participants referred to the need of people, like a safety network, to encourage those individuals experiencing homelessness to start and continue through the education process, until celebrate together at the end. One expert by experience said: "If you have somebody in your corner waiting for you, cheering for you or attach tapping

you off the column at the end (...) that makes a big difference but if you don't have that it's really hard for people to succeed" (Expert by Experience 016).

Education to prevent homelessness among students

One participant suggested that there should be education to teach students about their rights as tenants or the implications of getting a loan, to avoid them falling into homelessness. The participant said: "in Halifax we are in a housing crisis right now so students who have never experienced homelessness are experiencing homelessness for the first time while they were in university" (Key informant 014).

Back to school incentives

One participant suggested that the government should incentive return to school for people experiencing homelessness through things like scholarships or paying them to study (Key informant 005).

People Centered Approach

One participant suggested that the educational institutions should have a people centered approach, the participant, who is an educator, said: "our education system also needs to start to think about social problems and how we're not just here to teach but you know we're here to really support and think about our students more as people rather than numbers" (Key Informant 028).

Provide Information about Faith

One participant, who is a key informant, referred to the Christian Faith because when you are alone and in difficulties, believing and following Jesus Christ and God can help. Therefore, the participant suggested that those adults' students experiencing homelessness should be introduced to information about faith because most of the time

they are alone, and having faith could be the motivation or support they will need to keep going (Key informant 023).

Childcare available

One participant, with lived experience, suggested that there would be childcare available for those adults experiencing homelessness that want to study but don't have a place to bring their children or babies (Expert by Experience 017).

Job program for students experiencing homelessness

One participant suggested the creation of a job program specially for students experiencing homelessness to allow them to have a source of income and at the same time to gain experience (Expert by Experience 003).

Transportation

One participant mentioned the need of provide the adult students experiencing homelessness transportation.

No allow employees' unions in the non-profit sector

One participant affirmed that the staff deserves to be safe and that is why unions exist, but sometimes staff don't want to do some activities and use the union as their protection, and those activities has to be done. Also, points out that unions can be detrimental to social services (Key Informant 010).

Real Success Stories

While doing the research, I was able to document 11 success stories among the participants of the research. It means that from a group of 48, the 22.9% of them represented or presented a success story of an adult experiencing homelessness that succeed in the education.

The first one described a success story of someone experiencing homelessness that succeed in a formal education program in Canada: "I recall a student at SFU (Simon Fraser University) that was living on the stair wall at this particular university because he couldn't afford housing and they were determined to finished their degree. They were actually living at the stair wall and utilizing the washroom facility in that building and they were living there for years, but its only one student and you don't hear that kind of situation very often. I think he was there for about four years" (Key Informant 001).

The second one described a success story of someone that went to George Brown College in Toronto: "she graduated, and she was homeless and, you know, she had addiction issues and logistical issues" (Key informant 010).

The third one mentioned that in previous jobs he saw and knew about other attempts that were successful of individuals experiencing homelessness in education (Key informant 020).

This expert by experience, is a success story, nowadays that individual has a master's degree and is working in a key position in an organization that faith against homelessness. The participant said: "I was able to enter it as a mature student on a probationary process and if I drop below a certain GPA that experiment was over (...) I definitely I ended my first semester with a 4.0 and got off of academic probation" (Expert by Experience 001).

The participant identified as [Expert by Experience 008] is a success story of someone who was experiencing homelessness and learning disability since the childhood that finalized the high school when was younger adult and then also studied a certificate after it.

The participant identified as [Expert by Experience 012] is a success story, this participant also suffered of substance use. The individual is recovered, has a master's degree and is a director in a non-profit organization that support homeless individuals.

The participant identified as [Expert by Experience 009] is a success story, that was able to complete the studies and also received support from a teacher. The individual became homeless at grade 10 when starting high school and finished the high school as an adult thanks to the encouragement of the resource center teacher that after years became the principal of the adult high school and continue encourage her to finish:

“When I was in high school as a teenager (...) the resource centre (...) has one teacher one support person in there that you could go for one-on-one help if you had like a learning disability so I didn't have a learning disability but in high school my guardian, who was my grandmother, had just passed away when I started high school grade 10 so I was having some problems and (...) my dad and uncle sold her house that I was living in, yes, I was homeless at that time and still going to high school but I just ended up being too much for me but the resource person the teacher in the resource centre was always very helpful and she basically like saved my life and then I want to try, to make the long story short, by the time of my graduation she was the principle like, use to be my resource teacher at high school we go through all that she was the principle of the adult high school, so she didn't know that I hadn't graduated yet and she signed me up and made me come back the next year and she was very helpful (...) when I did graduate I graduated with high honors and the principles board of recognition" (Expert by Experience 009).

Additionally, a participant shared another successful story from a friend that was homeless together and she succeed in education. The participant said: “we were

homeless together for a long time (...) she's now a professor of social work so university of Quebec in Montreal she's gone back in time need social work she's got she's got a doctor in political science and she's probably one of the most professional this far as connections concerning because she has that combination of that experiential background and an academic understanding of the issues" (Expert by Experience 012).

The participant identified as [Expert Experience 015] is a success story of someone that was experiencing homelessness and at the same time was a mother with children and make it work between living in a shelter, finding a day care for the children and studying to finish the associate certificate. After that, decided to study online the bachelor's degree and was way easier (Expert by Experience 015).

The participant identified as [People Lived Experience 016] is a demonstration of a real success story from someone that was in a homelessness situation and got out of it. Nowadays is a Ph.D. and also work in the non-profit sector supporting homeless people.

Moreover, the participant identified as [Expert by Experience 017] is an example of a success story because was under addiction, was homeless with two children, had to take them to the day care while studying and living in a shelter, finished a Certificate Program for an specialization that required licensed to practice, and was able to get out of homelessness after many efforts. The participant related the story: "at the time they were only two (...) the school doesn't have the flexibility to keep them most hours (...) so my daughter was great in daycare but she was attacked and I pulled her out and as a result of that were homeless again because of course the domino effect so I pulled her to daycare (...) I didn't know how to hassle I didn't know what to think so I had to shelter and we stayed there that time I think for three or four months then that help me like in at that

time I was done the class portion of my work and so I was only committed to do the lab hours and and they were really flexible with me so once I was housed again I turn in my others and then I was hired by (....) to complete the program" (Expert by Experience 017).

Finally, the participant identified as [People Lived Experience 019] is another example of a real success story, the participant said: "When I was at the college I stayed sometimes to sleep or overnight I was living at my friends' houses until I bought a car. I bought a car to do not have to stay with my friends or in shelters the reason why was because my father sexually abused of me when I was a child, and it was not easy for me to stay at my friend's house without being scared of her brother or other men or another male relative. And the same happened at the shelter, like I didn't find a place to stay because it was mostly full. When I had my car I overnight at my car in the college or at any public parking lot or private parking lot because they were empty during the night except during the wintertime that I had to go to my friends' houses and stay with them" (People Lived Experience 019).

Other findings – Inductive Analysis

As part of the inductive analysis of the data, there are other additional findings that raised up.

Adults experiencing homelessness in Canada are studying

Five participants (10.42%) mentioned that there are adults experiencing homelessness in Canada that at the same time are studying. One of them mentioned that in the organization where works, they perfectly know that there are individuals experiencing homelessness that are studying. Also refers that it is not unusual. The

participant said: “we do know for absolute certain that there are people that are taking coursework either anything from finishing high school to getting some kind of a certificate or further and get you their education that way to go into university who are experiencing homelessness right now. This is not a unusual thing to be happening (...)" (Expert by Experience 001).

There is another expert by experience who was experiencing homelessness by the time of the interview, that mentioned that is studying another associate degree online, the previous was in person. Was homeless while studying the first degree as well with certain periods under recovery program housing. Also referred that when was studying the first associate degree had to do a practicum at a company, and due to the high work ethic, they offered a job (Expert by Experience 003).

Finally, there is another one that is living in a recovery housing and finishing the K12 at the same time.

The willingness to study from the adults experiencing homelessness in Canada

Five participants (10.42%) referred that they think that adults experiencing homelessness in Canada are willing to study, because they consider that most people would jump into an opportunity to grow. One participant referred that they just don't want to feel that they will be kicked out after the first mistake, and that they will be interested in study also if they are in addiction (Expert by Experience 004). In a similar line, another participant referred that it will depend on each individual but thinks that a lot of yes specially individuals under 30 years, they do want to study. It is not something that the individual hears a lot but thinks that they would like to study (Expert by Experience 015).

On the other hand, one participant that work supporting older adults (50+) experiencing homelessness mentioned that they are not seeking education (Key Informant 026).

Need of education for adults experiencing homelessness in Canada

Three participants mentioned that adult individuals experiencing homelessness need education because it is good for them for community reintegration, it brings happiness, and that the educational environment is beneficial for them.

Many people experiencing homelessness have some level of education

One participant mentioned that many people experiencing homelessness have some level of education "if you dig deep into connecting with people with direct experience life experience being homelessness many probably have some level of education" (Key Informant 020).

This is something that was confirmed based on the demographics of this research, 63.16% of the participants with homeless past lived experience or currently experiencing homelessness, have an academic degree (from associate degree to a Ph.D.), see Table 2 for more information.

The role of education in fighting against homelessness

Seven participants (14.58%) referred that education would have a role in fighting against homelessness. two participants mentioned that education has an important role specifically the one that will give them skills that they can use to gain financial independence, will be useful to get out of the homelessness situation. four participants mentioned that education will help those individuals experiencing homelessness, in particular to become a better person, to keep their time and mind busy, and to change

their live in a positive way. One participant referred to the positive environment of education, referring to it as a very positive experience versus a lot of negativities in the homelessness environment. Also refers that knowing that education is the way to find financial independence and sustain themselves, homelessness situation will be for a period of time but at the end they will succeed and will be able to pursue a living wage (Expert by Experience 002). Two participants referred about the benefit, specifically for those students experiencing homelessness that are suffering of an addiction, one said: ““keeping ourselves busy (...) brain can be our worst enemy (...) but people get stuck in their head and go back to (...) drug, alcohol, or anything that is going to stop the depression” (Expert by Experience 003). On this regard, the other said: “speaking from my experience of being in addiction or in disability, you don't have anything to do with your time so you just keep falling into addiction but if you go to treatment and you are screened and sober then you have so much time on your hands so I think school would be an excellent opportunity that would help fill your time and then learn pathways in your brain to start learning new habits and it would definitely benefit” Expert by Experience 008).

Individuals experiencing homelessness have dreams and hopes

Five participants (10.42%), most of them expert by experience, mentioned that the individuals experiencing homelessness have dreams and hopes. One mentioned that wants to study political science at the university, and mentioned that several times during the interview, another that to continue studying and go for an MBA, another wants to study a Ph.D. in the future, and another a masters.

Lack of self-awareness of being homeless

One participant referred that youth experiencing homelessness sometimes are not aware of their homelessness situation: "One of the aspects of youth homelessness is many of the people experiencing homelessness as a youth do not consider themselves homeless while they're experiencing it they only realized they were homeless in retrospect" (Expert by Experience 001).

Government Resources

In this section I will present the findings based on the exploratory research made to discover and consolidate the answer for the second research question: What supports and government initiatives currently exist in Canada to ensure homeless adults can access and complete formal education?

Methodology

As part of the research, the resources from the Government of Canada were investigated through navigating in the different available documentation.

First, I conducted a search on Google.com using the following search key words:

- Homeless + Education + Canada: which gave me 90 results.
- Homeless + Canada: which gave me 130 results.

Unfortunately, I did not find any support available from the Government under that research.

Second, I started the investigation through Canada Grants, however, most of the grants available were grants for mostly municipalities, non-profit organizations, or other kind of organizations. Despite that, there are grants and loans for students, they call them Student Aid, those financial support are federal but also provincial. It is important to mention that those grants are for students in general, for students with dependants and for

students with disabilities, there is nothing customized for adult individuals experiencing homelessness (Government of Canada, 2023c).

Then, I started the investigation through the Grant Connect Portal, where I found 118 private funders and four organizations from the Government of Canada as funders. The first founder is Indigenous Service Canada, there offer educational programs, funds that include post-secondary education, preparation programs to enter into the university and colleges, and an employment strategy. They invested by 2019 the amount of \$814.9 million in the last 10 years, from that amount \$61.8 million went for Indigenous post-secondary education. The ones that can mostly apply to the funds are outstanding students (Government of Canada, 2023b). Nothing in specific related to homeless population was find. The second funder is Employment and Social Development Canada, that offers disability, housing, and educational benefits, grants for the ones in need and wants to study, as well as support to find a job (Government of Canada, 2023). It is a great source of supports that exist, however, there is nothing dedicated to adults experiencing homelessness that would like to study, the resources are limited and have many requirements, and based on my own perspective, it is not easy to navigate. The third funder is Canada Mortgage and Housing Corporation (CMHC), which offers the Shelter Enhancement Program (SEP) for all First Nations and First Nations housing organizations that are operating housing for people running away from domestic violence, this is a fund to build and repair shelters and housing for this group of the population (Canada Mortgage and Housing Corporation (CMHC), 2018). And the fourth funder is Canada Mortgage and Housing Corporation (CMHC) as well through its program National Housing Co-Investment Funding, a program that provides low-interest and/or

forgivable loans to partnered organizations to build new affordable housing, do renovation or repair on existing affordable and community housing (Canada Mortgage and Housing Corporation (CMHC), 2023).

The final step was a search using Google using the following key words in the search: Canada, support, education, grants, loans, homeless. 11 supports were found:

- Government of Ontario, Ministry of Children, Community and Social Services: their social assistance program has two programs: the Ontario Disability Support Program (ODSP) that offers income and employment support for adults with disabilities, and the Ontario Works, that offers financial and employment support for low-income Ontarians. Their Community Services Program include the program to end human trafficking, the programs and support for Indigenous People, and programs for people with disabilities which include the Housing Support Program, and programs for women victims of gender-based or general violence, who are also struggling with economic difficulties, and a program for Veterans (Ontario, 2023a).
- Government of Canada - About Reaching Home: Canada's Homelessness Strategy. Reaching Home: This is a community-based program to prevent and reduce homelessness across Canada. Their strategy doesn't have anything related to education; however, this program provides funds to urban, Indigenous, rural and remote communities to allow them to fulfill their local homelessness needs in terms of capacity building, innovation, among other streams. Different kinds of organizations, including the non-profit sector and municipalities can apply to

those funds. Through these funds, the Government of Canada already invested 1.1 billion dollars between 2021 and 2022 (Government of Canada, 2023a).

- Government of Canada – Veteran homeless in Canada: the Government of Canada has a specific homeless program for veterans, who are part of the homeless population based on the results of the interview. There is nothing specifically related to education, but there are available funds for projects or initiatives that support the fight to end veteran homelessness (Government of Canada, 2023d).
- The Parliament of Canada – Library of Parliament: they are investing time and resources in having some research publications related to homelessness in Canada (Parliament of Canada, n.d.). However, if you use the research tool, there is just one publication related to the key word “homeless”.
- Government of Ontario – Emergency assistance: short term financial support if someone is in a crisis or an emergency and doesn’t have enough money to cover the basic needs like food and housing. A single person can get around 733 dollars for a month for up to 48 days of support. (Ontario, 2022).
- York University: The Homeless Hub: The York University founded The Homeless Hub; The Canadian Observatory on Homelessness is the largest national research institute dedicated to homelessness in Canada. Among other activities, they offer free learning materials for the homeless-serving sector, also they can help them to get the skills they need. Also, they offer free, self-directed training that will let them earn certificates of completion (Homeless Hub, n.d.).

- Government of Canada - Supporting Homeless Seniors Program to make sure that they are receiving the benefits for what they are eligible (Government of Canada, 2022e).

Based on the limits of the results, as a fourth step, I conducted the exploratory research reviewing all the documentation available in the official websites from the Ministries of Education of each province. I found that in all the provinces are two ministries of education: one related to K-12 education and the other to post-secondary education.

Findings

- a. BC – Ministry of Education and Childcare: after carefully reviewed their website, I present the findings:
 - In BC they implemented a program called “ERASE= Expect, Respect & A Safe Education” that is everything related to building safe and caring in school communities. This program includes a mental health in schools strategy, a K-12 anti-racism action plan, and some modules like erase cyberbullying, erase bullying, erase stigma, erase violence, erase discrimination, erase not knowing about substance use, erase isolation, erase assumptions related to gender-based violence, all this applied to students, parents, educators and the community partners who support them in the school environment.
 - Adult graduation diploma: through this program many adults (18+) that are living in shelters or recovery programs can have access to pursue a regular B.C. Dogwood Diploma which is an Adult Highschool Diploma. Courses can be taken at school district continuing education centres and/or at one of the

public post-secondary institutions that delivers Adult Education programs across the province.

- Available funds: there are funds available to help access education, nothing specifically designed for homeless adults (British Columbia, n.d.a).

b. BC - Ministry of Post-Secondary Education and Future Skills:

- Here2Talk program: is a mental health counseling and referral service for post-secondary students. It offers confidential free single-session services by app, phone or online chat 24 hours a day, seven days a week.
- They have an special Indigenous Post-Secondary Education & Training Program.
- Adult education Program: they offer options for mature students who want to graduate high school or take courses to meet post-secondary program requirements.
- Graduate High School: Adult learners (18 years and older) can graduate high school by completing courses in one of the following programs:
 - B.C. Certificate of Graduation (Dogwood)
 - B.C. Adult Graduation Diploma (Adult Dogwood)
- Adult Special Education (ASE): ASE programs offered at B.C. public post-secondary institutions are available to students with cognitive disabilities or a combination of learning difficulties that may hinder academic success. Many B.C. colleges and universities offer ASE programs and courses.
- High School Courses for Students Already Graduated: high school courses are available tuition-free through the school districts to adults that already have

graduated. This includes Adult Upgrading and English Language Learning.

There are several options that differ in location, cost, length and format. They also offer the option to take day or evening courses, courses that are self-paced or teacher-directed, online or in person, courses are delivered by a school district or a public post-secondary college, university or institute.

- On-Campus student housing: They estimate they are adding 8000 additional units in all BC, I think it is important to consider the number of international students that will be able to pay for those units versus the homeless population and how they will prioritize.
- Student Aid BC: they help with the cost of post-secondary education through student loans, grants, and scholarships. They also have programs that help with loan repayment.
- Skilled Trades BC: is the organization that advances BC's trades training system. They also have youth in trades programs, for youth that are still in high school. They have four programs:
 - Youth Discover The Trades: to introduce what a trade is and gets them involved in hands-on activities.
 - The Youth Explore programs give them the chance to build skills and get hands-on experience.
 - Youth Train in Trades: for those looking to build their skills and experience in a specific trade while attending high school.
 - Youth work in trades: helps them to develop trade skills and get paid while attending high school.

- Work BC - BladeRunners Program for At-Risk Young Adults: This program has been helping unemployed, at-risk young adults prepare for and find employment since 1994. BladeRunners provides life skills, job readiness skills, work experience/on-the-job training, job coaching and ongoing supports to unemployed or precariously employed young adults at risk. The BladeRunners programs delivered throughout B.C. provide a variety of skills training options.
- Work BC - Skills Training for Employment Program: The Skills Training for Employment program meets the needs of vulnerable and under-represented groups by providing skills training and employment supports to participants to help them obtain sustainable employment. Streams: impacted workers by mill closures and shift reductions, young adults (17–29) who are not employment ready and face barriers to employment, young adults (17–29) who are generally employment ready, but face barriers to employment, Survivors of Violence and/or Abuse, Older Workers 55+, Individuals Facing Multiple Barriers, People at Risk of or Experiencing Homelessness. (British Columbia, n.d.b).

c. Alberta – Ministry of Education

- There are Legislation and practices to ensure that schools are promote positive mental health , welcoming, caring, respectful and safe learning environments.

- The government of Alberta recognizes that education is one of the most important investments for the future, they also recognized as their responsibility that they need to support students with diverse learning needs.
- The affordability Action Plan: the government of Alberta is taking quick, effective action through a package of relief measures that are cutting costs for all Albertans and businesses. It includes lower tuition, student loans, student grants and financial assistance measures to ensure post-secondary education is accessible and affordable.
- They have a special program for First Nations, Métis and Inuit education that includes reconciliation, grant programs, achievement gaps, among others.
- Adult Learning Program: this program supports for adult learners including English as a second language, adult literacy programs and continuing education.
- The Government provides Community Adult Learning Program funds to improve adults reading, writing and learning skills in part-time learning and they offer funds to support organizations that offer part-time, non-formal learning opportunities to support literacy and numeracy improvement or the improvement of language, digital or life skills.
- The government offers the going back to school program for adults and allows them to study full or part time, online, correspondence or part-time learning.
- The Government offers continue education for adults such as: learning new skills or hobbies, preparing to go back to school after years outside of a classroom, earning skills certificates to help get a job, exploring a new career

option by taking a low-cost, part-time class. The classes may be offered by: school authorities, post-secondary institutions, municipal offices, other organizations in the community.

- The apprenticeship and industry training program: this program offers payment options, scholarships, loans, grants and awards, recognizes some out of province trade credentials in Alberta, provides advice to align post-secondary programming with industry needs, helps post-secondary graduates attain the skills they needed in the Alberta's job market (Alberta, 2023b).

d. Alberta – Ministry of Advanced Education

- The Affordability Action Plan mentioned above is under the responsibility of the Ministry of Advanced Education.
- They are also responsible for the programs related to international students.
- They offer Scholarships that are available for students, teachers, apprentices and occupational trainees (Alberta, 2023a).

e. Manitoba Education and Early Childhood Learning (Ministry of Education): They are responsible from early childhood to high school education.

f. Manitoba Ministry of Advanced Education and Training

- They offer student aid, loans, grants and scholarships.
- In their administrative acts, they have the sexual violence awareness and a prevention act.
- Adult Literacy Programs or Adult Learning Centres found in Manitoba: Adult Learning and Literacy (ALL) administers the delivery of adult focused programming through adult learning centres and adult literacy

programs in Manitoba. Programming is designed to enable Manitobans to improve their ability to understand and employ printed information in daily living activities at work, at home, and in the community and to obtain high school credentials so they can access higher education and/or better employment opportunities. Both offer training and professional development workshops for new and experienced literacy practitioners and adult educators. These programs allow adults to take courses to complete their high school diploma tuition free.

- There are over 55 trade programs in Manitoba: Apprenticeship is a work based post-secondary training program that leads to a Certificate of Qualification in a Skilled Trade. Most trade programs take two to four years to complete, and they combine approximately 80 percent paid-on-the job training with 20 percent technical training in the classroom (Manitoba, n.d.).

g. NB Education and Early Childhood Development (Ministry of Education)

- 100% focused in Childs: Prenatal and Postnatal Program, Day Care Services Program, Day Care Assistance Program, Alternative Child Care Program, Services for Preschool Children with Autism Spectrum Disorder, Program, Quality Improvement Funding Support Program for Child Care Facilities, Support Worker Initiative, Communities Raising Children and the Early Childhood Initiatives Program, including Early Intervention Services and Integrated Day Care services (New Brunswick, n.d.a).

h. NB - Post-Secondary Education, Training and Labour

- They offer grants, loans and scholarships for full time and part time students.

- Academic Upgrading or Personal Learning Programs: through those programs they provide training opportunities to adults. These programs are offered free of charge in communities around the province and are available in either English or French. Programs are administered through a partnership with the Community Adult Learning Network (CALNet). These programs are open to adults 18 years of age and over. The academic upgrading courses and personal learning programs provide training to help learners acquire basic knowledge and skills to strengthen their literacy skills. Learners may begin training at any time during the program year. Each program has one or more computers with Internet access. An adult learner may use this training to go on to attain their General Educational Development (GED) diploma (which is an alternative to a high school diploma).
- Adult High School Diploma – Certification: The Adult High School Diploma (AHSD) is intended as an alternative to the General Educational Development (GED) Diploma and a regular high school diploma. Is available in English. For students 19+. The schedule is flexible.
- They offer Occupational Certification Programs
- Community Adult Learning Centre – Academic Program: The Department collaborates with 12 Regional Adult Learning Committees to deliver community adult learning services to improve literacy levels in the province. These programs are tuition free and are available in either English or French, throughout the province. The programs are for adults (18 years of age and

over). Each Centre has one or more computers with Internet access. The schedule is flexible.

- They offer employment counselling through their employment counsellors.
- Job bank for seekers and employers
- Public Computer and Internet Access - The individuals who do not have a New Brunswick Public Library card will need to provide a valid ID to use the public computers. The service has time restrictions and need the individuals make a reservation in advance. Public computers offer free Internet access and Microsoft Office software. Adaptive workstations designed for customers with physical, visual and learning disabilities. Most computers are connected to printers and printing is possible for a small cost per page.
- Training and Skills Development (TSD) Program: Through this program they make sure that the case managed individuals, whose employment action plan identifies skill development as action needed, have access to funding to assist them in achieving their goals. The individual should go to the employment counselling program to have the counselling service and build the action plan. The funds provided through this program are for a maximum of two consecutive years for a regular post-secondary training program, a maximum of one year for academic upgrading for grade levels seven to nine and two consecutive years for grade levels 10 to 12, a maximum of 10 weeks for levels 5-6 and a maximum of 12 weeks for GED preparation, or for a maximum of three consecutive years for a co-operative training program.

- Training and Employment Support Services (TESS) - Through this program they provide supports to case managed individuals who have a permanent physical, intellectual, psychiatric, cognitive, or sensory disability to participate in training and/or employment opportunities. The participant should have an active Employment Action Plan from the employment counselling program; be a resident of New Brunswick or a First Nation Community in New Brunswick; be a high school graduate; or a high school student during part time or summer employment; or be at least 18 years of age; or be enrolled into an adult learning program; have a documented permanent physical, intellectual, psychiatric, cognitive, or sensory disability (New Brunswick, n.d.b).
- i. Department of Education (Ministry of education in Newfoundland and Labrador):
- This Department of Education provides leadership to early childhood development and regulated childcare; the K-12 education system: public libraries; and post-secondary education. Among the services and programs provided, they include:
- Adult Literacy and High School Equivalency: under this umbrella they offer the following programs:
 - Basic literacy, including ABE Level I: basic literacy support (less than Grade six or equivalent), for individuals 19+ with permanent resident, landed immigrant, or person with refugee status.
 - One-to-one tutoring: for adults 18+, the service is free of charge.
 - High school equivalency and upgrading, including ABE Level II/III and GED: Level II is considered equivalent to grades seven to nine;

and Level III corresponds to grades 10-12 and requires the completion of a minimum of 36 credits in order to graduate. There are supports like placement support allowance, start-up allowance, monthly stipend, transportation and subsidized childcare for individuals under a low income support program. To enroll, the student should be 19+ and permanent residents, have refugee status, or have been nominated through the Provincial Nominee Program or endorsed through the Atlantic Immigration Program as a candidate for permanent residency.

There are three different profiles under this program:

- Degree and Technical Profile
 - Business-Related College Profile
 - General College Profile
- There are student aid, loans, grants and scholarships for part-time and full-time students.
 - Libraries: There are 96 public libraries throughout Newfoundland and Labrador, they offer free access to the Internet.
 - Apprenticeship and Trades Certification Program: a program that is structured by 80% of on-the-job training and 20% of in-school training to produce qualified and certified future employees. The program can be completed in four years. Also, they are offering \$5,000 incentive what will be provided to eligible employers when they hire new first-year apprentices. And \$5,000 additionally if the apprentice voluntarily attests to being from at least one of the following underrepresented groups: women, indigenous peoples,

newcomers, persons with disabilities, visible minorities, and LGBTQ2S+ (Newfoundland Labrador, n.d.).

j. NT - Education, Culture and Employment (Ministry of Education). The support, services and programs founded as follows:

- Support Assistants program: this program offers that support assistants (SA), under the direct supervision of a qualified teacher, work in classrooms and assist with personal needs of students, classroom management and student supervision, and provide other supports as needed. The idea of having SA is to ensure all students have the opportunity for a successful and meaningful learning experience.
- Career and Education Advisors program: they provide career and education advising services to students with Grade nine to 12 from the Northwest Territories (NWT).
- Mental Health and Wellness program for students.
- Apprenticeship, Trade and Occupation Certification (ATOC): is an industry-driven partnership that ensures a highly skilled workforce in 54 designated trades and 25 occupations.
- Career, Employment and Training Services for individuals.
- There are funds for students, individuals and employers (to promote to hire women for example or apprentices from the ATOC program).
- Income Security Programs: those are financial funds for NWT residents in need:
 - Income Assistance Program: funds provided based on size of family, the funds can be used for food, community cost adjustment, clothing, and

furnishings. It also provides assistance with shelter and utilities, and allowances for seniors and persons living with disabilities are also available.

- Income Assistance for Seniors and Persons with Disabilities: financial support to help those seniors and people with disabilities meet their basic needs.
- NWT Child Benefit
- NWT Senior Citizen Supplementary Benefit: funds to support seniors pay for living costs.
- Senior Home Heating Subsidy: This program provides financial assistance to low-to-modest income seniors to help them with funds to heating their homes.
- Student Financial Assistance: funds for postsecondary education related expenses.
- NWT Public Libraries: there are 21 community libraries in the NWT, they also provide books by mailing for communities without libraries, training and support for library staff.
- Skills 4 Success programs: this program looks to close the gaps for in-demand jobs to respond more effectively to employer and industry needs (Government of Northwest Territories).

- k. Nova Scotia - Department of Education and Early Childhood Development (Ministry of Education): this department is responsible for children's education, including early years, and primary to grade 12 (English and French) in public schools across the province (Nova Scotia, n.d.b).

1. Nova Scotia - Department of Advanced Education:

- The Department of Advanced Education oversees post-secondary education in the province.
- They offer financial assistance to cover expenses during apprenticeship technical training. This support covers expenses like travel, childcare, accommodations and books, but not tuition fees.
- Seniors Care Grant: is a financial support to low-income seniors to cover costs of household services (like lawn care, snow removal, grocery delivery, transportation, small home repairs and phone service) and healthcare services (like physiotherapy and mental health support). The amount is up to \$500 for each household.
- They also offer a Home Heating Grant of \$250 (Nova Scotia, n.d.a).
- Nunavut –Education (Ministry of Education): they manage the education programs for children and adults. Among their support program, they have:
- Young Parents Stay Learning Program: is a daycare subsidy program to help young parents while they attend their classes. Any student of an elementary, middle, or high school (or students under 18 attending a post-secondary program) who have children of their own can access to this program.
- Adult Learning and Training Supports (ALTS): this fund program funds training programs that are a year, or less, in duration and that will lead to employment. ALTS funded programs include: Apprentice technical training, Workplace training, Pre-trades training, Nunavut Arctic College Foundations program.

- Apprenticeship, Trade and Occupations Certification Program: This training combines on-the-job learning (under the leadership of a certified journeyperson) and incremental in-school technical instruction (anywhere from eight to 12 weeks in duration). The length of the program varies from two to four years. Apprentices earn wages while learning their trade. When complete, the apprenticeship program leads to recognized certification. This program also certifies eligible trade occupations. To be eligible the student must be at least 18 years of age and also an employer who is willing to work with the student as an apprentice. This employer must also have a certified journeyperson who is trained in the applicant's desired trade and who is at the same location where the applicant will be working. The candidates will need to write and pass a Trades Entrance Exam.
- They offer financial assistance and Student Funding programs: grants, loans, scholarships and awards including adult students.
- They have a Career Development office.
- Pathway to Adult Secondary School Graduation: is a way to get the Nunavut Secondary School Diploma (commonly known as the Grade 12 Diploma) but for adult students 19+ and is delivered online curriculum through the Alberta Distance Learning Centre (ADLC). The Artic College provides trained facilitators, computer equipment, connectivity, specialized training to use the equipment, and space to learn.
- Daycare User Subsidy: Low-income families residing in Nunavut can receive this subsidy to cover the cost of childcare. Applicants must be over age 18, with

a child under 12, and must either be employed, attending an education program, or both (Nunavut, n.d.).

m. Ontario - Ministry of Education: the Ministry of Education in Ontario is in charge of the early years, childcare and the education from kindergarten to Grade 12. Those are the founded support programs:

- Financial support for Childcare: government offer subsidies and grants to help people pay for childcare.
- Indigenous Graduation Coach Program: to help Indigenous students obtain an Ontario Secondary School Diploma and in the transition to postsecondary education, training, and/or labour market opportunities.
- Alternative Secondary School Program within Indigenous Friendship Centres: this program supports for Indigenous students working toward graduation. The program follows a trauma-informed education model (Ontario, 2023c).

n. Ontario - Ministry of Colleges and Universities

- Ontario Student Assistance Program: this program offer funds to pay for college or university, is available for full-time and part-time students. The funds are offered through grants, cash or student loans that the student will need to start paying back after finishing school. The funds are available to pay the tuition, books and equipment, other fees, living expenses (full-time students only), childcare (for full-time and part-time students with children). There is no age limit, but the student should be Canadian citizens, permanent residents, or protected persons (refugees).

- Ontario Learn and Stay Grant: funding for students in priority programs in priority communities from Ontario to cover the costs of tuition, books and other direct educational expenses. The requirement is that the student needs to work and study in the region. The fund responds to labour market needs (Ontario, 2023b).
- o. Prince Edward Island - Education and Early Years (Ministry of Education): The Ministry of Education is in charge of developing and delivering programs in English and French to children from birth to Grade 12. Some of the support that exist:
 - OverDrive - eBooks & Audiobooks: The library card provides 24/7 access to a variety of eBooks and audiobooks through Overdrive (Prince Edward Island, n.d.b).
- p. Prince Edward Island - Advanced Learning
 - General Education Development (GED): this is an internationally recognized high school equivalency program that requires the student to take a test if did not finish high school previously. Many community colleges and universities will accept them as mature students if they have the required GED score.
 - They have an Employment Development Agency
 - Gender | Equity | Diversity | Inclusion & Community Enhancement Program: this program offers funding to support individuals and organizations to develop activities to enhanced the sense of belonging and community engagement for marginalized populations in Prince Edward Island.
 - They offer financial support through loans and grants.

- Apprenticeship Program: this program leads the student to a professional certification in a designated skilled trade. The eligible students should be 18+, however, there is an option for individuals registered as a youth apprentice or requesting entry as a mature student. The candidates should have a high school completion certificate or equivalent such as a GED; and should be working at a designated skilled trade with a suitable employer. There are grants and loans available for this program.
- Training PEI - Healthcare Priorities Pilot Program: this program help individuals to gain the skills and education necessary to secure and maintain employment in a health-related priority occupations that are currently experiencing skill shortages in the province. This program provides financial assistance to eligible individuals to help them complete a post-secondary certificate or diploma and transition to sustainable employment.
- Licensed Practical Nursing and Paramedic Support Program: this program looks to address the shortages within the healthcare sector. The program provides financial assistance, including 100% tuition support for the school year to eligible individuals to help them complete a post-secondary certificate or diploma on the field, but they need to commit to working in Prince Edward Island (Prince Edward Island, n.d.a).

q. Quebec - Ministry of Education:

- Adult general education (AGE): through this program the Government of Quebec offers various types of training services like: distance education, part-time studies, day courses and night courses are offered. To participate in this

program, the individuals should be 16+. An individual who has a Training Certificate for a Semiskilled Trade (TCST) may be admitted. This training is offered not just online, but also through adult education centres, certain businesses, community organizations, detention centres and rehabilitation centres.

- Reception, referral, counselling and support services (SARCA): they offer support to individuals 16+, whether they are enrolled in general education or in vocational training or not. The objective is to help adults carry out their career or learning plan.
- Short-term training program to become an orderly in CHSLD and senior housing: under this program, the student can receive up to a \$12,000 scholarship.
- Student Financial Assistance: loan, grants and scholarships.
- They have an act to stop violence and bullying at schools.
- The Adult Learnline through the Literacy Foundation. There is no more information about that program.
- The Community Learning Centres: there are 37 centers to assist English schools to become community schools that combine education with other supports like health and social services.
- Youth Education Sector - Work-Oriented Training Path: Training for a Semiskilled Trade, this program was created to ensure that any student will leave the education system without at least obtaining qualifications in a semiskilled trade that will allow them to enter the labour market.

- Youth Education Sector - PreWork Training: the objective is making the students employable by developing different kinds of skills.
 - Adult Education Sector – Socio-vocational Integration Service: Training for a Semiskilled Trade, this program was created to ensure that any student will leave the education system without at least obtaining qualifications in a semiskilled trade that will allow them to enter the labour market (Quebec, 2023).
- r. Quebec - Ministry of Higher Education: no relevant data was founded.
- s. Government of Saskatchewan - Ministry of Education: the Ministry of Education is in charge of the early learning and childcare, kindergarten through grade 12 education, literacy and the provincial network of libraries. They offer some support programs as follows:
- They offer awards, grants, financial assistance, and scholarships.
 - They have a bullying prevention plan and resources for students, teachers, parents, guardians and community members. However, when you enter to the plan it was developed in 2013 and was not updated.
 - Libraries: individuals will need a library card to borrow books and materials. There are eBooks and special materials for people with disabilities.
 - Childcare Subsidy: they offer funds for families to pay the cost of the childcare, the families can apply for a monthly subsidy (Saskatchewan, n.d.).
- t. Government of Saskatchewan - Ministry of Advanced Education
- There are a number of literacy programs available:

- Family literacy programs: the program includes library services, other services and support for families.
- They have The Saskatchewan Literacy Network which is a not-for-profit provincial organization to promote and support literacy among individuals.
- They provide scholarships and grants for post-secondary education and for students with disabilities. (Saskatchewan, n.d.).

u. Government of Yukon - Department of Education

- They offer employment consultation
- They have the Yukon's Community Training Fund.
- They are developing initiatives in adult literacy and labour mobility.
- They offer programs to help pay for post-secondary education, including Yukon Grant, Student Training Allowance, Yukon Excellence Awards, Canada Student Loans and Grants, and a variety of scholarships.
- The Student Support Services unit delivers services to students with special needs. The support provided includes psychological services, speech language programs, occupational therapy, sensory impairments, social and emotional support and positive behavior intervention support.
- They have a program to provide transportation to and from school for students.
- Yukon apprenticeship program: Individuals are not required to have journey person certification to work in Yukon. However, the program is available for adults 16+ and must have a Yukon employer with a certified

journeyperson who has agreed to sponsor the apprenticeship in the trade they chose. The students should be Yukon residents before the CRA. The program takes two to four years to complete of a combination on-the-job and classroom training, however, the length can be shorter if the student has job experience (Yukon, 2023).

Chapter Summary

In this chapter, I presented the data and findings, guided by the first research question about the barriers and challenges for adults experiencing homelessness to access and complete formal education in Canada. The demographic information and description of the sample was presented. As well as findings related to the probability to access and complete formal education in the country. After that, a summary of the barriers was displayed, and the barriers were described in the order of frequency that there were mentioned by the participants. The results for the first research question shows the barriers and challenges that an individual who is an adult experiencing homelessness might face when accessing and/or completing a formal education program in Canada. Additionally, other projected experiences of adult students experiencing homelessness, the participant's perspectives and information about government supports and initiatives were presented, as well as immediate action needed to support those students, real success stories and other findings product of the inductive analysis. Finally, the answer to the second research question, is that there are not supports or initiatives from the Canadian government directed to those adults experiencing homelessness that want to access or complete to a formal education program in Canada. However, there are many other programs and support available for the general population, including them. Of

course, those programs and supports have their requirements and are not the same in each province. Those programs include financial supports as grants, scholarships and loans. Each province manages their own offer and budget. In the next Chapter Seven, the discussion about the findings takes place.

Chapter Six: Discussion

This chapter discusses the results of this research, which aims to answer the research questions, and juxtapose the results with the literature review and the theoretical framework.

Within this context, the outcomes presented in the previous chapter display the diverse narratives shared by the 48 participants, key informants, and experts by experience, who participated in this study.

This DAR describes the opinions, perspectives and lived experiences of the participants towards the barriers and challenges for adults experiencing homelessness when accessing and completing formal education in Canada. It also explores the government's supports and initiatives towards assisting them in achieving their educational objectives.

Throughout this chapter, I will comprehensively expound upon the results and address the outlined research questions.

Understanding the concepts: adults and homeless

The first reflection is related to the need to clarify about the concepts of adult and homeless individual to the participants in this research. While I was performing the interviews the majority of the participants, especially key informants, were not clear about those concepts. For many of them it was not clear what was the age range to be considered an adult in Canada, however, as we can read in the finding's sections, they differentiate the age limit of the adult shelter. Related to the concept of homeless, for many of the participants I needed to explain what is considered under the homeless

concept, most of them associated the word homeless with people on the streets, mental health, and substance use.

On this regard, I would like to add into the discussion that before starting this research, I did not get into consideration that international students and refugees were in the statistics of homelessness. And this was reflected in the data that came from the interviews, most of the key informants did not mention about refugees and international students.

It is important to highlight that among the homelessness population there are international students, and after analysing the tuition fees published at the educational institutions for international students versus domestics, the first ones normally must pay near the double in tuition.

Additionally, one of the barriers that showed up was the language barrier, in the case of international students that became homelessness in Canada. This raised my concern about the process in how those participants arrived in Canada because they are international students living in shelters and doing couch surfing, mainly because an agency offered them a scholarship that included housing facilities and it never happened. However, not being able to communicate fluently in the local language could make things worst for them, because it is more difficult to get a job and get out of this situation sooner, therefore, they might be also in a risk of stop their studies due to their situation.

The role of education in fighting against homelessness

In the section about the significance of this study, the role of education was presented as a way to transform lives, to develop better skills, to low the levels of unsheltered homeless, to get better jobs and find stable housing. And on the same line, in

the findings the participants highlighted the role of the education as important and part of the solution to fight against homelessness, as a way to find financial independence, to bring hope and a good environment, and also to help the ones under addiction in their recovery journey maintaining their brains busy.

Also in the same section, the references mentioned that the study of the barriers might have an extraordinary complexity and those references were not wrong. The quantity of barriers that showed up in the findings and the different factors that contribute to make it difficult for adults experiencing homelessness succeed in education, all those elements create a complex scenario.

Aligned to the findings, in the literature review it was mentioned in one of the research studies that the participants indicated having an emotional connection with the educational system because they felt secure and validated. However, there is a contradiction with the findings because many of the participants referred to the experiences that adults students experiencing homelessness will experience if they start studying a formal education program in Canada, and those experiences were mostly negative. Just a couple of them referred to positives ones.

Comparison between the literature review with the findings

A comparison between the barriers and experiences identified in the literature review and in the research study was made and are showing on the following table:

Table 7:

Literature Review and Research Findings: Comparison of the barriers, challenges and experiences.

Categories	Literature Review		Research Findings	
	Barriers and Challenges	Life Experiences	Barriers and Challenges	Life Experiences
Financial Barriers				
	Financial Needs	Illegal Behaviors	Financial Needs	Join Illegal Activities

	Not Housing		Not Have Access to a Residence	Feeling Sleepiness and Exhausted
	No Basic Services: including internet.		Lack of Access to Technology, equipment and internet	
	No Basic Needs		Lack of Access to Basic Needs	
	Transportation		Transportation	
			Lack of Access to Hygiene Services	
			Not Having a Mailing Address	
			Not Have Identification Document	
			Lack of Access to Textbooks	
Sociological				
			Being Homeless	Hard Experience Being in Defensiveness Mode
	Discrimination	Marginalization	Discrimination	Feeling Stigmatized and Stereotyped
		Feeling Embarrassed		Feeling Discriminated
				Feel as an Outsider
				Bullied
			Difficulties for Social Integration	Difficulties in Socialization
			Constant Mobility	
			Not having clean criminal records	
Physical and Medical				
	Addictions and Substance Use		Addictions and Substance Use	
	Need of Medical Assistance			
	Can't medical appointments			
	Poor Health			
Emotional and Psychological				
	Mental Health Problems	Emotional Disorder Feeling Stressed Feeling Traumatized Feeling Depressed Anxiety	Mental Health Problems/Illness/Issues	Feeling uncertainty Emotional Disorder Feeling Stressed
		Lack of Confidence		Lack of Confidence
		Feeling Shame	Feeling Shame and/or Embarrassed	Social Inferiority
			Sense of Belonging	Misunderstood
	Poor Literacy			
	Excessive Socialization			
	Party Lifestyle			
	Dyslexia			
Abilities and Skills				
	Less Language Skills		Language Barrier	
	Teachers and Staff Lack of Preparation		Professors/Teachers and Staff Lack of Preparation	
			Lack of Academic and Social Etiquette	
			Lack of communication skills	
	Lack of abilities and skills			
	Lower Educational Level			
Isolation and Difficulty to Identify Homeless Students				
	Isolation		Not Having a Safety Network	
	Hidden Homelessness	Need to hide their homelessness situation	Hidden Homelessness	Need to hide their homelessness situation
			Isolation	
Support and Educational System				
			Lack of Information	Not find information. Have difficulties to access to it
	Negative Educational Experiences	Traumatized	Difficulties to navigate and follow the processes of the Canadian Education System	Unsupported, Traumatized, Feeling Pain, Need of Peer-to-Peer Assistance
			Rigid Education System	

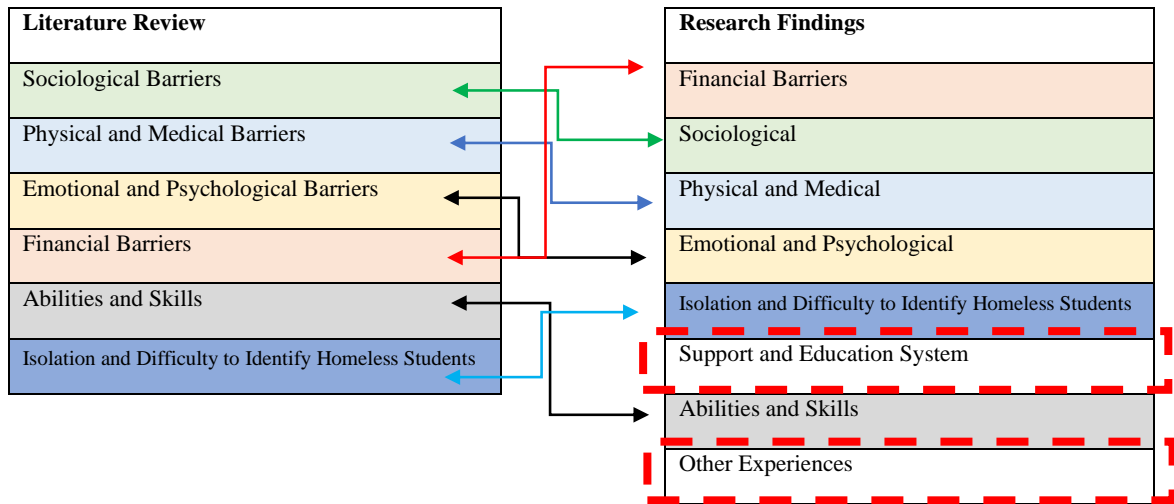
			Level of Difficulty of the Academic Programs	
			Scam to International Students	
			Not Educational Services in their Location	
			Barriers to deliver education to the indigenous community	
			Lack of coordination between Government, Education and Social Services Sectors	
	Discouragement	Despondency	Lack of Encouragement	Demotivation
	Not Student-Centered Approach			
Life Stage				
			Age	
			Transition from youth shelter to adult shelter	

13 barriers (36.11%) of the findings from this research were already mentioned in the literature review. However, there are another new barriers that came up in the findings, and there are two possible reasons behind: all the literature review, except one, was not from Canada, which can mean that those additional barriers are unique from the Canadian reality. Or because our sample was different from the ones in the literature reviews in size and profiles as well, which gives to this research new and different perspectives. One way or another, this research not just show barriers but also experiences that complement the barriers identified in the literature review.

However, there are more coincidences between the categories of the barriers, because 75% of them appear in both the literature review and in the research findings. The following table shows the comparison between the categories of barriers and challenges found in the literature review versus the research results.

Figure 4:

Comparison between the categories of barriers and challenges from the literature review versus the research results.



In the literature review, chapter two, a previous study from Goodacre and Summer mentioned the presence of dyslexia and other learning disabilities among the homeless population as a barrier, however, in the findings of this research (chapter five) this theme was not presented as a barrier. However, one of the participants (the expert by experience 012) mentioned that the barrier of the lack of preparation from the educational institutions to adapt their programs and the supports to students with dyslexia.

There were other common patterns that were mentioned both in the findings and the literature review like that in few of the studies, there were individuals that received support from their friends and others that received a great support from staff or professors, which was mentioned in few interviews as well. On the other hand, in both was mentioned that in many cases the adults experiencing homelessness that might be studying or would like to study will not have the support from their families or closed ones, contrarily, they would receive negatives adjectives and energies, and downplaying

from their family members. In the research findings, this was call as not having a safety network, however, in the literature review, was not identified like that, it was mentioned as part of the research participants experiences and emphasizes the importance of connections over the time.

In the literature review one barrier that was mentioned was the working hours from the individuals experiencing homelessness, because it is difficult for the ones that have children to match their working hours from the times when they have to pick up their children from the school or from the daycare, however, this kind of barrier was not specifically mentioned in the interviews of this research, however, as it is showed in the findings, being homelessness is a barrier that was constantly mentioned and one of the reasons behind that barrier was that those individuals have a lot in their plate to deal with and won't have enough time. Moreover, childcare was mentioned as part of the actions needed to be implemented.

Finally, in the literature review was mentioned a positive aspect of the education that was not mentioned in this research, which is that the education is the most stable thing that the individuals experiencing homelessness will have. Also, the role of the education in developing resilience, in setting goals and aspirations, and in getting long term stability. Complementary, in the interviews the participants mentioned other positives aspects about education related to a positive environment and that it can help individuals under addictions have their brain busy.

The literature review refers to resilience as well as the findings on this research. In both cases, the resilience was showed as something that has to be continually developed in that population of the students, and also that they already showed resilience.

Moreover, in this research, there are success stories of adult individuals that succeed in their education while were homeless, which is a clear example of the presence of resilience among them. However, it is important to make the reflection about developing resilience and the solutions proposed, as I mentioned in my analysis of the findings, it could go against the resilience if we solved the housing problem and the financial barriers to them and bring those students everything on a plate, that is why I suggested that future studies should include how education influence in the development of resilience, and that is why in my proposals I am proposing to bring housing or financial resources to everyone, instead, I am proposing to bring them the resources and supports, let them make an effort to access to them, use their resilience, and accomplish their goals using the supports.

Another similarity occurs with the peer to peer support, in the research the participants mentioned it as part of the actions needed to implement, and in the literature review it was mentioned as a solution that provides support and encouragement while in school, also provide security and sense of belonging.

In relation to the trauma caused by the negative experience at educational institutions, it was mentioned in the research and in the literature review, suggesting that the trauma will make it difficult for them to go back to study.

Comments about some findings

In this section, some comments about specific findings are developed. The first one, is related to the barrier of not having a mailing address. Based on my personal experience studying in Canada, I never had to meet my classmates in their personal spaces or where they used to live. Normally all the meetings were conducted at the

university to not spend money in buying items at a coffee shop, or online which I agree that conducting online meetings from a shelter or from the street could be very difficult because of the noise, the space, and where to sit down. But again, it is not impossible because the campus is open 24x7, maybe not the buildings, but I remember that one day I was running out of internet and had to attend a meeting with my potential advisors for the thesis and by that hour my office at my work were not going to be open, what I did was going to the campus and sit down outside the educational building and the internet was working, I also had another plan just in case, so I asked to my friends who were living in the campus residences what was the Wi-Fi password in case I needed to sit down outside their buildings. Of course, the fact of not having all my belongings with me didn't make any security guard suspect of why I was on campus by that time and that day.

Second, related to the lack of access to hygiene services. I remember that in 2022 in Kamloops I met a young boy who was sleeping on the street of my building, it called specially my attention because he was wearing brand new cloth and didn't have belongings with him. I wait with my dog standing next to him until he woke up, and I asked him if everything was ok and if he wants a coffee. He said yes and told me that he ran away from home because of family abused and violence, he mentioned he was 18. I gave him some suggestions of where to get support and one of those suggestions was to go to the public washroom, wash his face, look proper and visit some churches explaining them what has happened and that he was hungry, I didn't offer him the food because I wanted him to look for support by himself. He told me that the public washrooms were not opened, and I remember saying to him, you can also go to the river which is very clean and wash your face. After six hours, I went to different churches and asked if a boy

with his characteristics showed up and they said yes, many of the people I chat with mentioned that he was a good looking and lovely boy, which made me suspect that he went to wash his face. At night, I found him again in the same spot and he confirmed to me that he went to the river to wash his face and that he received a lot of support and guidance from the churches. I brought this story because I strongly believe that you don't need a shower to keep yourself clean, look and smell properly. There are options, I remember when I was living in Peru I never took a shower for almost 14 years, specifically for two reasons: the first was because I was completely afraid and traumatized of earthquakes, and I wanted to minimize any probability of experiencing an earthquake while I was showering myself, and then because I became homeless and I didn't have a place to take a shower just some public washrooms with a sink, and when I started to rent a place I realized that the cost of the water was more than 100 American dollars per month and I continue using the public washrooms to clean myself. It is important to mention that at some point, when I was finishing the university and was looking for a full-time job in a multinational company, I told to myself that I have to demonstrate my value when I open the mouth, because I could not compete with other candidates based on how I was looking. That makes me reminder that one participant mentioned about the self-esteem when you are homeless and studying at the same time: "For example in my case I remember I rented a new apartment in a brand new building and suddenly we didn't have water for like around four days and I didn't care if I went to my work or to the grocery without taking a bath, my objective was going to work make the money make the grocery and I didn't care about people. But if you are homeless and you care about others you can be diminished yourself because you have to take a shower

to go to the college and interact with other students otherwise, they can be very miserable with you but again it will depend on how you manage this situation" (Expert by Experience 019).

Third, related to the challenge of not having a mailing address because it is a requirement, based on the participants' answers, to be registered into the educational institutions and to access to some government's supports. It calls my attention because I doubt if the government knows that there are individuals in population of individuals experiencing homelessness that have a job and are still experiencing homelessness, also that have completed their high school K12 certificate and might be interested in studying a post-secondary education to being able to access to a better job. Therefore, how the government is asking them for a mailing address to access to a subsidy? Moreover, during my two years studying in Canada, I never received a single communication from the university by mail.

Fourth, one of the barriers that showed up on this research is the difficulty to access to textbooks. This barrier called a lot my attention in Canada because it was brought by two participants without lived experience and two with lived experience, and all of them agree on the same about the textbooks. However, in my experience study a master in Canada, I never had to buy or rent any book, all the required books were available at the university library. However, I would assume that there are programs that might require books that are not available in the university libraries. In my experience as student, is very unlikely that you need to go to the library to look for books, and the 95% of the times I required a book, it was available in the online library and if not, there was a procedure that you fill a form and the librarian asked for the book in physical version or

online. However, I consider that each professor should make sure that there are enough online copies available of the books that they will require for their courses, and also to make sure that they can bring many alternatives for the materials in case the students require certain materials for the course's activities, considering always that there might be students experiencing homelessness and those activities should be realistic to accomplish for them as well.

The fifth barrier I would like to comment is the constant mobility, because I considered that it was a barrier that after the Covid-19 pandemic, has decreased in the impact of not allowing adults experiencing homelessness access or complete their education. I realized that nowadays there are more opportunities for people in general to access online education, according to the Government of Canada, "the pandemic has forced the education system to adapt to the new reality of distanced and online learning" (n.d., par. 2). Moreover, there are some participants that mentioned that were studying or had studied online from their recovery program. However, there are other barriers mentioned above that would make online education difficult for adults experiencing homelessness.

The next barrier to observe is the lack of encouragement from a third party towards those adult individuals experiencing homelessness to access or complete their studies. This barrier was mentioned only by key informants, and it looks like a paternalistic view of the motivation, since apparently, they think that the individuals experiencing homelessness that want to enroll in education or complete it, did not do it because of a lack of external encouragement or because the system that supports them

does not encourage them to study, when, in my own opinion, that encouragement should come internally from themselves.

Finally, related to the barrier of delivery education to the indigenous community, even that not many participants mentioned this barrier, for the Canadian context I would consider this barrier very important because a big portion of the homeless population is composed by indigenous people, accordingly to The Homeless Hub (n.d.) “research shows that Indigenous homelessness/houselessness in major urban areas ranges from 20-50% of the total homeless population, while others have reported that the range may be much wider, at 11-96%.” (par. 2).

Application of the Theoretical Framework in the Findings

In relation to the theoretical framework, after analysing the findings, I agree with The Integrated Model of Participation in Adult Education because there are definitely diversity of factors influencing in adult education, specifically in the one from the adult individuals experiencing homelessness, and there are differences related to their basic skills among adults students, in fact, in the findings one of the barriers is the level of difficulty that represents to them studying a formal educational program. Also, according to the theory and the findings, these group of adults experiencing homelessness is less likely to participate in education comparing with other individuals in the society, however, they are participating already. Finally, in the interviews, a common pattern was the perception that the educational programs are designed or focus to the privileged ones, that in the theory is mentioned as a focus in the middle class. Lastly, this theory mentioned some influencers around the individual and around the educational institutions, that based on the findings, the socio-economic factor, the socio cultural, the

psychological factor, the family, the employers, the government, among other affect not just one of them, they ended up affecting both.

In relation to the theory of The Pedagogy of the Oppressed, the theory is reflected in the list of actions needed proposed by the participants of this research and in the action plan, both agree that if we want to bring access to education to those adult individuals experiencing homelessness, it will require some political power, but there are other alternatives that can be done through the organizations that provide services and support these group of students. Also, the content of this thesis and the action plan look for the conscientization of the oppressed, by demonstrating that there are resources available, that there are possibilities for them, that there are success stories, that there are individuals under their conditions studying.

On the other hand, the only theory that was not necessarily reflected in the findings of this research is the Theory of Human Motivation because if we use the theory we would say that there is no possibility for education if the physiological or basic needs in the bottom of the pyramids are not met, however, the results of the research show that there are adult students experiencing homelessness, there are success stories, one of the success stories mentioned a student sleeping on the stair wall for four years. Also, contradictory to the theory, many participants who were currently experiencing homelessness by the time of the interview mentioned that they have hopes and dreams, which can mean that they already are developing new future needs, without satisfying the basic ones. In closing, based on my perspective, this theory is assuming that the individual will always have some help to meet the physiological needs, otherwise, if the individual does not have a minimum of literacy level, how will acquire the resources to

meet those physiological needs? If the individual cannot study, almost the minimum require level to survive and know how to ask for support, how they will satisfy those basic needs. It is like the question of what is first, the egg or the chicken. In a similar line, the after reviewing the statements of the Government of Canada about education, under my perspective it is assuming that every child will born in a family or in a house and that will have a parent that will have the responsibility to secure their enrollment in education, I would like to ask to the government, what happen to those children that don't have a parent and neither a custodian because are not sheltered? Who will be responsible for their enrollment and completion of education if it clearly says that bylaw the parents are the responsible?

About the Canadian Government supports and initiatives

After reviewing the findings, it calls my attention that many of the key informants, who support those adults experiencing homelessness, don't know about the government's supports, in the findings, a specific statistic is showed. It is important to ask the question: How we can expect that an individual who is experiencing homelessness and want to study or is studying will be aware of those supports if the ones who support them don't know?

That situation is worrying because, after reviewing the resources, supports and initiatives from the GC, I observed that there is anything specifically created for the homeless population, less for the adult ones that want to enroll in education or are studying. However, it will require of resilience and creativity from them to find the social and financial support that can help them on their education because there are many resources available, not unlimited, but there are resources to continue having other

success stories. The governments that are better prepared, under my consideration, are Northwest Territories and Newfoundland and Labrador.

After doing research about this theme, I found that the Government of Canada states that “In Canada, it’s the law that children get an education. It’s the parent’s responsibility to make sure children get enrolled in and attend school. Depending on where you live, there are many schooling options to choose from. There are also different ways to get involved in those communities. This is because each province and territory runs its own school system. Each system is similar, but there are some important differences. The difference reflect the priorities of that provincial or territorial government. Canada doesn’t have a federal department or national system of education” (Government of Canada, 2022c, par. 1).

The previous paragraph is interesting to analyze because it is not that easy to understand, it doesn’t state that everyone has the right to access to education in Canada, on the other hand, they refer that the children should get education by law, but it leaves the responsibility to their parents to make sure that children get enrolled and attend school, and what happens if the parents don’t have enough resources to send the children to school? Or what happens to those children that don’t have parents? The Government of Canada is making assumptions that every child will have parents to take care of them? Also, they mentioned that there is not a federal department or national system of education. Totally the opposite happens with the statement of the Government of Manitoba, because they state that: “Education is considered a significant human right both in Canada and under international human rights law, a right not to be unreasonably denied because of one’s gender, ethnic origin, disability or age” (Manitoba, n.d., par. 2).

However, my question here is, that they said that education won't be denied because of gender, ethnic origin, disability or age, but this means that it can be denied by social or economic status? Based on the statement of the Government of Manitoba it can be assumed that residents in Manitoba would be able to access to education, even if they cannot pay for it, but after analyzing the findings, apparently there is a contradiction with the reality. One expert by experience that by the time of the interview was working in Manitoba supporting adults experiencing homelessness and also has experience as an educator, mentioned that is a low probability and very unlikely for an adult that is experiencing homelessness to access and complete formal education in Canada (Expert by Experience 016). Another participant from Manitoba, who was a key informant by the time of the interview, mentioned that the educational system is structured for the privileged ones and that doesn't know about any government support for students experiencing homelessness (Key Informant 009). Finally, another participant from Manitoba, who was a key informant by the time of the interview, pointed out the financial barriers for those experiencing homelessness that want to study (Key Informant 016).

Answer to the Research Question 1

The first research question was looking to identify what the barriers and the challenges for adults are experiencing homelessness in Canada when accessing and completing their formal education. In the questionnaires I made that specific question, but also questions about the potential experience that group of the population might have if they want to enroll into education, or about the experiences they will face when they are already studying. In the case of the experts by experience, I asked if they had studied in

Canada, and if yes, how was their experience. I am satisfied with what the results show because they are align in the same direction of the literature review and other studies, but also provide more specific and complementary information that allows to have a better understanding of the phenomenon.

Answer to the Research Question 2

The second research question was looking to explore what are the Canadian government supports and initiatives for adults experiencing homelessness to support them in enrolling and/or completing their formal educational programs in the country. To answer this question, in the case of the key informants I asked them if they know any government support or initiative. Additionally, I conducted exploratory research (ER) to find those programs in every province in Canada. I consider that this question was answered, mostly by the ER and demonstrates that there is not a single government program or initiative specifically for the education of those adults experiencing homelessness. However, it shows that the support exist, for the general population, that those support have their own requirements and process, and it is not impossible for our target population to access to them, however, it will demand a lot of discipline and resilience because there are going to be barriers in the journey. Finally, the study shows the lack of communication about those supports, to the point that members from the leadership teams of many organizations, which core operation is to provide services to the homeless population, are not aware of those supports, and of course, it will less likely that an unhoused adult will be aware.

Chapter Summary

This Chapter was focused in discussing the research findings and comparing them between the literature review, the theoretical framework, and some personal experiences. Finally, a comprehensive discussion ensued to evaluate whether the research questions were effectively addressed and resolved. The deliberation encompassed a thorough examination of the findings, considering their relevance and alignment with the initially posited research inquiries. The discourse delved into the nuances of each research question, scrutinizing the depth and breadth of the responses provided, with an emphasis on ensuring a comprehensive understanding of the extent to which the study successfully addressed the proposed objectives.

Chapter Seven: Action Plan

Why an action plan? Because based on the findings, there are success stories, there are people experiencing homelessness for different reasons that are studying and want to study, which means that there is possibility. And where is a possibility, there is hope.

The other reason to suggest an action plan is that Canada is part of the United Nations since 1945 (United Nations, n.d.), and based on the Universal Declaration of Human Rights, the Education is part of that declaration, explicit in the Article 26, and all the states members of the United Nations have pledged to achieve, promote of the respect, and observe the respect for human rights and fundamental freedoms (United Nations, 1948).

Based on the findings and the analysis, an action plan was built as a suggestion to the Government of Canada, the Educational Institutions and the organizations that provide services and support to those adult individuals experiencing homelessness, about different strategic initiatives needed if they want to honor the education as a human right, since the Universal Declaration of Human Rights published by the United Nations establishes the education as a human right, accessible to all on the basis of merit, free in the case of Primary Education, and progressively free in the case of Secondary and Higher Education (United Nations, 1948), and therefore reduce the barriers for those adults experiencing homelessness to access and complete formal education in Canada.

Even this action plan was done separately, because as researcher I do not have the power to integrate those three elements, the main finding of this thesis is the lack and need of coordination between the government, the educational institutions and the

organizations that provide services to the adult homeless population. However the main suggestion is that if the intention is to use the education to fight against homelessness, the main action needed is to be able to make that coordination happened.

Suggestions for the Government of Canada

The first proposal is to create a social enterprise governmental organization in each city of Canada under the name of The HUB of Education for Adults Experiencing Homelessness with the objective to provide a specific physical and virtual location dedicated to this group of the population that is interested in accessing to education. This suggestion answers to the following actions needed mentioned by the participants in the research: provide educational support, peer to peer assistance, provide more information, provide multiple sources of support, access to books and materials, technology, internet, and extended hours on certain services and support them to navigate through the educational system.

Since the funds are restricted, difficult to find, challenging to understand and process all the information, and there are people experiencing homelessness that is already studying or want to study, a social enterprise would be an ideal model to warrant the sustainability of the HUB, employ people with homeless lived experience that will understand their clients' needs in a better way. This HUB will offer the following services: information about all available resources and educational programs, documented success stories of individuals that succeed in education while were homelessness to demonstrate this population that it is possible, peer-to-peer education counselling, soft-care skills training, marketing and communication campaigns about the support available and about the possibility to study and get out of homelessness, a place

where the adult homeless population can leave their opinion by participating in surveys, public consultations or community engagement events, a place to store their belongings, small dorm pods, and spaces to study or perform group work if needed.

- **Information about all available resources and educational programs:** the objective is to have an interactive map that will be constantly updated that consolidates all the resources, supports available and educational programs across Canada. This map would be available in English and French, with the possibility to translate in other languages depending on the funds that will come to the Hub. The map will be one of the principal resources for the students to navigate through the Canadian Education System, their programs of study, resources, and social supports around them. At the same time, will be the principal tool for the peer navigators to help their clients navigating throughout this system.

Investment: based on my own experience, developing an application with a map and functions like case management to connect the user with peer navigators can cost, for the whole country, around 600,000 dollars, plus around 100,000 dollars maintenance and update costs per year. However, if each Hub exist locally, they can develop a version using excel and Google Maps without licence or software development cost associated, and when the funds are available, all the data can be consolidated in one app. This is an initiative that can also be easily developed by a non-profit organization, municipality or university, and apply for a grant and get the funds.
- **Document success stories:** documenting real success stories will be a powerful tool for the peer navigators or counsellors to convince the adult individuals

experiencing homelessness that there are success stories, that there is a possibility, and where there is a possibility, it can depend on them to take advantage of the resources available and change their lives. One of the findings in the research suggest the need to build resilience among the adult students experiencing homelessness or the ones that want to enroll in education, because there are some resources available, but it will require a lot of effort, discipline and auto motivation from them. If those success stories are documented, is a way to demonstrate to them that it is real and the possibilities are real too, maybe are not high, but there are chances. The investment to document the success stories was estimated in the total of hours from a researcher to identify the individuals with success stories, to interview them, to bring them incentives (not payment), to document, edit and publish the stories. The idea is that a total of 10 stories per year are documented (one per province). The estimated budget per year is 150,000 dollars. These stories will be used as a tool for the peer navigators but also as part of the content for the marketing and communications campaign.

- **Marketing and Communications Campaign:** this campaign will have four objectives, create awareness in the society what can be behind an individual experiencing homelessness, demonstrate that there are success stories of them in the education system, create awareness of what are the educational resources and programs available for them and the social support that can complement those programs, and finally demonstrate the impact of the education in changing the lives of adult individuals experiencing homelessness. This marketing campaign has to be launch in partnership with all the government organizations across the

5162 municipalities in Canada (Statistics Canada, 2017) to be able to have many spots where to post and distribute the campaign's material. The investment of the campaign was calculated based on how much the Federal Government of Canada destines to advertising expenditures per year. "In 2015–2016, the federal government spent \$42.2 million on advertising. In comparison, advertising expenditures averaged around \$80 million per year between 2005–2006 and 2014–2015" (Lukiwski, T., 2017, page 8). Considering those amounts and considering that the digital component of the campaign won't be a big component, a national campaign can require around 2.5 million dollars, since the cost to print 500 posters per city/town would be of 645,250 dollars. Also, the peer navigators can be part of the way to communicate about the campaign to these population, and the government can develop partnerships with the non-profit organizations, the radio stations, the grocery stores, or places where those individuals use to commute.

- **Peer-to-peer education counselling:** one of the immediate actions needed mentioned by the participants in the research is the need of a peer-to-peer education counselling, to bring academic and social support to the adult students experiencing homelessness or the ones who want to enroll in education. Those counsellors will be called peer navigators because they are counsellors with homeless lived experience but that succeed in their educational journey. Additionally, to their life experience, they will be trained in terms of the educational programs and resources available, as well as the social support available to counsel, advise, and connect the student to those resources. They

would be trained in case management, to identify each individual and be able to track their progress. It is important to highlight that those peer navigators are not mental health or substance use counsellors, however, can advise in terms of the available resources, counsel the individual in how to take advantage of them, connect them with those supports, and follow up each case. The assistance could be by in person or online appointment, however, my recommendation is to have some available spaces if someone just want to show up, specially at the beginning, because maybe for those individuals booking an appointment is not that easy or they can be very curious or desperate, and the idea is make them feel that this program will help them. Also, it is recommended that part of the role of the peer navigators would be do some kind of outreach work on the streets and at the non-profit organizations that provide services and support to those experiencing homelessness, to promote the program among the adult homelessness population. The estimated cost of these program is 1.5 billion dollars per year if the Government wants to implement this program across the country in the 5162 municipalities, however, the implementation of the program could be progressive and using a model that one main Hub in the province will generate funds to fund more Hubs in their province. The number can be very large for some lectures, however, in October 2023 Agriculture and Agri-Food Canada announced a 3.5 billion dollars fund available to assist the Canadian cannabis industry (Canadian Cannabis Exchange, 2023). Also, it would be important to take into consideration that 1.5 billion dollars is 0,37% of the total budget for the 2022/2023 FY (Government of Canada, 2022a).

- **Soft-care skills training:** the soft-care skills training is related to basic training to individuals experiencing homelessness to teach them how to access to the basic needs through the social support, for example, how to take the bus, or where are the public washrooms, basically, how to survive. One of the key informants in the interview referred to those kind of trainings available at Thompson Rivers University, the participant said: “In TRU they have classes for people wanting to acquire soft care skills, like how to read a timetable to get in the bus, and that kind of very minimal kind of qualification, that is as far as I go. And often it is often to keep them off the street first rather than give them any kind of skills that would enable them to live independently" (Key informant 001).
- **A place where the adult homeless population can leave their opinion:** the idea of the Hub is to allow adult individuals experiencing homelessness to bring their voice, I recommend to the Hub to organize surveys, public consultations or community engagement events, to let these population (the ones who are enrolled in education and the ones who are interested in study) bring their voice into what kind of educational support they need. Based on my personal experience, because of my role of Senior Manager of Community Partnerships, I was invited to participate in more than eight community engagement workshops throughout the year, related to homeless, education and mental health. Unfortunately, after reviewing the list of participants, in any of them was any person who was experiencing homelessness or had a temporary residence or was sheltered. If the Hub will need to build trust among this population, they will need to make them feel heard and include in the decision-making process. I also recommend to the

government to develop partnerships through this Hub with the Universities to access to thesis or research projects results that will help the Hub in developing and prioritizing educational projects. The investment for this initiative would be around one million dollars per year, considering the cost of the facilitator for three community consultations (in some municipalities due to the number of the population there might be less consultations) throughout the year and the data processing costs.

- **A place to storage their belongings, small dorm pods, and spaces to study or perform group work if needed:** the Hub would be a place to allow those individuals that are experiencing homelessness, that are enrolled in an educational program, and doesn't have a temporary housing, to provide a place to sleep, storage their belongings and use the common areas to perform group work if needed. For that, the Hub will need to partner with the educational institutions and shelters in each town to validate if an individual is enrolled and also is not part of a temporary housing program or a mat program.
- **Sustainability of the Hub:** the recommendation is that the Hub should be sustainable to not depend on the Government funds, however, at the beginning, it will require some funds to start. The alternatives source of funds would be: donations from individuals and corporations, corporate sponsorships, community services provided by the adult students experiencing homelessness that would like to work during their free time (for example: snow removal, poop scooping, outdoor cleaning, outdoor preventive security service, among other services that

don't require a lot of training but are not always available and the cost is very high), grants, gift in kind, printing, scanning and photocopy services.

The second proposal has two components: the first one consists in create a Federal Department of Education to align and audit how all the provinces are implementing their educational policies and delivering their programs, services, resources and supports, with the final objective of ensure the right of education, based on the Universal Declaration of Human Rights, across Canada. Since “The right to education is established by two means - normative international instruments and political commitments by governments. A solid international framework of conventions and treaties exist to protect the right to education and States that sign up to them agree to respect, protect and fulfil this right” (United Nations Educational, Scientific and Cultural Organization, 2023, par. 19). The other reason to create a Federal Department of Education is to standardize the curriculum among the provinces and territories, to avoid cause difficulties if any student wants to transfer from one educational institution to another. Finally, the reason to have a Federal Department of Education would be to issue policies mandatory to all the educational institutions across Canada, for example, a policy related to mandatory training for the staff related to trauma-informed approach towards the students. The second one consists in regulate the policy around unions in educational institutions and the non-profit sector, to align the unions and employee interests with the interests of those that will be served by these organizations.

Suggestions for the Educational Institutions in Canada

This proposal goes to the Educational Institutions and have five components: implement a strategy to identify those students that are experiencing homelessness,

provide mandatory training to all the staff (academic, administrative and operational) about all the implications of being homeless, provide mandatory training to all the staff related to trauma informed approach, implement a harm reduction policy, generate student loans where the student can start the educational program and after completing it and when is stabilized there will be an agreement to sponsor another student experiencing homelessness, to include almost one peer navigator in each writing center and support center, make sure that the professors and teachers and using the books and materials available in the libraries, implement a map of the available social services that can be a complementary support for the students who are experiencing homelessness and promote the students support available in the educational institution, create a website with anonymously access to provide support to those adults students experiencing homelessness, finally to share the research related to education and homeless individuals with the Government and with the non-profit organizations that provide services and support to individuals experiencing homelessness. After identifying how many students that are adults experiencing homelessness, I recommend the university to evaluate a tuition free “business” model of education.

- **Identify the students experiencing homelessness:** my recommendation to the educational institutions where adults students assist, would be to implement a protocol for all the staff to be able to identify any student experiencing homelessness. The role of the professors and teachers should be very clear, and would not be just to go and teach, but also to interact with the students to be able to identify certain patterns. Also, working in receiving

feedback from the peer navigators at the writing centers and/or success centers.

- **Mandatory Training to all Staff:** the recommendation is to provide mandatory training to all the staff (academic, administrative and operational) about all the implications of being homeless, provide mandatory training to all the staff related to trauma informed approach. On this line, Im and Semu (2022) summarize evidence from literature review that shows how trauma-informed approaches at higher education institutions are beneficial in meeting the educational needs of students.
- **New model of student loans for adult students experiencing homelessness:** in the descriptive research about the available resources from the Government of Canada, there are available loans that the students can start paying the loans after finishing their studies or when they are already stabilized. However, it would be a better model that those loans will be paid in order to help other student experiencing homelessness in the future to study. For example, today I am 18 years old and I access to the loan. The loan agreement will stablish that I will start paying the loan when I start working and start earning more than 50k per year. A percentage will be deducted from my salary. However, it would be interesting if the individual start earning more than 100k per year, an additional % will be deducted from the salary to help other student experiencing homelessness study, and not just to pay the loan.
- **Peer navigator presence in the writing centers and/or success centers:** my recommendation is to include one staff with homeless lived experience in the

writing centers and/or success centers because it would be easier to identify adults students experiencing homelessness, in fact, the staff of the writing centers and success centers, based on my experience, visit the classrooms to promote their centers among the students. If one of the staff has lived experience, can bring a special speech to let others identify themselves with that staff and feel more comfortable to go and ask for help.

- **Share research projects:** my recommendation to the educational institutions is to identify those research projects that are related to the education of adults experiencing homelessness and share the results with the Government and also with the organizations that provide services and supports to that population. That kind of sharing can lead into the development of new initiatives or working together. At the same time, it would be necessary that the leadership team in charge of the strategic planning of the educational institution review that kind of research and generate opportunities for those adult students experiencing homelessness.
- **Make sure that the professors are using the available books and materials in the institutional libraries:** my recommendation is that the educational institutions have to make sure that all the books and materials required by the professors or teachers are available for no cost at the library and are enough copies for the students, otherwise, how they can promote inclusivity? How the individuals experiencing homelessness that are studying will be at the same level of possibilities from their classmates?

- **Implement a map of the available social services that can be a complementary support for the students who are experiencing homelessness and promote the students support available in the educational institution:** I recommend to the educational institutions to create a comprehensive list of all supports and resources available for those adult students experiencing homelessness. Train the staff to let them know that the list exist and to be familiar with it.
- **Create a website with anonymously access to provide support to those adult students experiencing homelessness:** based on the findings, it would be great to have a website with all de resources available for these students and promote them towards posters on campus and emailing. I suggest that the website have the resources and support available but also an option for the student to create a case and keep track of it, or chat live with a peer-support, warranting the student that the anonymity is warranted.
- **Tuition Free “business” model of education:** I recommend that the universities, after evaluating the quantity of students that are experiencing homelessness, would explore a tuition free “business” model of education, where the students don’t need to pay a tuition, they just pay for the exams. The educational model would be 100% online and without staff and professors or teachers, and the platform used would be Moodle, a platform that is already used by many universities and is open source. Of course, this model of education won’t apply to all the adults experiencing homelessness that want to enroll in education, however, it can apply to a certain group that

is already sheltered or are doing couch surfing but have a place to stay In the United States there is an example of that kind of business model which is University of the People, a university that offers degrees and open learning courses, the degrees are accredited by the U.S. Department of Education (Explore the Institute of Education Sciences > National Center for Education Statistics, n.d.). It is a non-profit online university, use bots, has more than 126,000 students, with volunteer faculty, with students from more than 200 countries, most students are undocumented immigrants, war refugees, and most (60 percent) are the first in their families to attend college. According to the president, more than 100 millions of students worldwide are not able to get a seat in a university. They generate their savings in having volunteer instructors, not having a campus, making it possible to offer a bachelor's degree for around 4,860 US dollars as total cost, not per year, as total cost (D'Agostino, S., 2023).

In conclusion, those suggestions are responding to the following actions needed identified by the participants: provide educational support, peer to peer assistance, provide more information, multiple sources of support, financial support, trauma informed approach, preparation of the professors, teachers and staff, among others.

Suggestions for the Organizations that Provide Services and Supports in the Homeless Population (18+)

This proposal goes to the organizations of the non-profit sector that provides services to these adults experiencing homelessness, it is to identify those clients who are

studying and might require additional support and implement a policy of extending services for them.

Depending on the quantity of students that have been identified, the philanthropy or fundraising departments from the shelters can work together with their program managers to develop funds to offer that additional support to the ones that are studying.

In the meantime, I recommend the directors of these organizations to read research projects like this one to be more aware of success stories, desires and hopes from these population. In that sense, to prepare their staff to be able to support their clients in terms of educational counselling, academic resources and social supports that exist around education.

Chapter Summary

In this chapter an action plan was proposed based on suggestions to the Government of Canada, the Educational Institutions and to those organizations that provide support to those experiencing homelessness as their core activity.

Chapter Eight: Conclusions

This chapter is composed by implications, limitations, recommendations for future research and finalized with the conclusions.

Implications

The findings of this research are important from different aspects. First, this research could be used as content material to show to those adults experiencing homelessness that there is a possibility for them to study and transform their lives, to show the success stories and that they won't be the only ones studying because there are others unhoused that are studying at the same time of experiencing homelessness.

Second, this study shows that the homeless adult population includes more than individual on the streets consuming drugs and suffering of mental health, it shows that there are international students that became homelessness after coming to Canada, and also that there are refugees. It also breaks with the paradigm or the doubt if an individual who is struggling with a mental health issue or is under recovery or suffering of substance use can study at the same time, and based on the findings, the answer would be: apparently, yes, there are real cases.

Third, this thesis present an action plan that proposed developed suggestions to the GC, the educational institutions and the organizations which core operation is to support that homeless population. Which means that the findings are important for policy makers, and for the practice as well. And the practice not just from the institutional side, but also for the professors, teachers and staff from the educational institutions, to sensibilized them about this phenomenon and to encourage them to prepare themselves in order to have a most student centered and trauma informed approach.

From the aspect of theory, this study challenge the Maslow's theory of the human motivation, and could be the first step to develop a new theory around the education for those experiencing homelessness.

Limitations

The principal limitation to this study was the time, because I had less than three semesters to complete it, also I needed to match my research time with the Faculty of Education at Thompson Rivers University academic calendar, as well as with the availability of the Ethical Committee.

The monetary resource was a limitation too because I was able to travel to meet in person my interviewees, however, I could not travel as much as I can.

Finally, being new in Canada (I arrived two years ago) was a limitation because I didn't know who was who in my area of research, however, I was working for one year and four months at The Mustard Seed in Kamloops that allowed me to develop a contact network across Canada that allowed me to find gatekeepers that helped me to locate the ideal participants.

Recommendations for future research

After conducting this research, I think that there is space for other kind of research that can help the Government of Canada, the educational institutions and the organizations that provide services and support to those adults experiencing homelessness in Canada in their project planning and decision-making process.

Those are the research topics that I would suggest for the future, since these kind of research can bring findings that can justify the allocation of more government funds and priority on this topic in the future:

- Differences in the K12 Educational System for adults experiencing homelessness between Canada and the US.
- The impact of education in the life of adults (18+) experiencing homelessness in Canada.
- The impact of education to prevent homelessness in Canada.
- Savings for the organizations that provide social services to the homeless population if they join an integrated strategy with the government and

educational institutions to provide education for those experiencing homelessness.

- Education and/or recovery program, which should go first or together?
- The impact of education in develop resilience in adults experiencing homelessness in Canada.
- Principal reasons why international students are becoming homeless.
- The impacts of the employee unions in the education sector.
- Ways to identify a student that is at risk of becoming homelessness? Early intervention.
- Ways to identify students experiencing homelessness?
- Can the absent of self-identification as homelessness have an impact in the educational performance of an adult?
- Faith education to develop resilience in order to complete formal education in Canada.
- In what extent institutions should be able to identify homeless students?

Conclusion

The objective of this research thesis was accomplished, since the findings were able to answer the research questions about what the barriers for adult students experiencing homelessness to access and complete formal education in Canada are, and what the government support and initiatives are available for them. Also, a personal objective was accomplished by this thesis, which is having an academic resource, research made in Canada, that demonstrates that there are many success stories from

adults experiencing homelessness in education, and to document that they also want to study, have dreams and hopes.

The main value added of this research to the literature in the field is that it shows the lack and need of coordination between the government, educational institutions and the organization that provide services to those adults experiencing homelessness.

Despite the many barriers that exist and many people believing that if an individual does not meet the basic needs or is not house stabled cannot study, the findings show that there are many adult students who are experiencing homelessness studying a formal education program in Canada, and many of them had completed it to the point of obtaining a Ph.D. degree.

I can infer that there are available resources, specially from the Government, however, the information is not clear, the communication of those resources to that group of the population have failed in most of the cases, and they don't know how to navigate through the education system and the social support system. To make the problem bigger, there is a lack of coordination between the Government, the educational institutions and the homeless sector to support adult individuals experiencing homelessness to access and complete their formal education in Canada.

Most of the barriers explored in the literature review match with the findings, however, the findings allow to have a better understanding of the Canadian reality and complement the barriers with the experiences that those individuals will go through if they decide to enroll in an academic program. However, the research shows many other different barriers that could be part of the Canadian reality of obey to the fact of how the sample of this research was composed.

The theoretical framework helped me as a researcher to analyse the findings and confirm the value added of the research study. However, and specifically the Maslow's Theory of Human Motivation has a lot of contradictions with what the research is showing.

There is a clear lack of preparation from the staff at the educational institutions to welcome and support adult students experiencing homelessness, and at the same time to be able to implement a trauma-informed approach, a student-centered approach, and a harm reduction approach towards their students.

The action plans were designed based on the results of the research, and in the need from the government and educational institutions to be intentional about creating policies and procedures to help adult students experiencing homelessness to access and complete their formal educational programs in Canada.

It is also important to raise awareness among society, including the staff of academic institutions, of what is considered an adult (18+), what is formal education (which is not just a college or university degree), what means to be under the category of homeless in Canada (is not just the people on the street), what groups of the population are into the category of homelessness (for example, making conscious that there are refugees and international students), and educate the society about the implications and how hard is being homelessness, and also what is behind of a mental health and substance use problem. Those concepts were not clear among the group of interviewees, and I had to explain that to them. When I talk with people, I normally hear the comment that if someone has a substance use problem or if is in a homelessness situation, is because the decisions that person made, but they ignore what are all the different circumstances that

can lead a person into that stage. Finally, that awareness should include to letting the society know about real success stories of this population in education and also that they have and have the right to have dreams and hopes.

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Appendices

Appendix A: Educational Legislation by Province

Province or Territory	Government Body	Legislation	Federal Legislation
Alberta	Alberta Education	Education Act Alberta School Boards Association Act Northland School Division Act Public Education Collective Bargaining Act and Regulation Remembrance Day Act St. Albert and Sturgeon Valley School Districts Establishment Act Teaching Profession Act and Regulations Teachers' Pension Plans Act Teachers' and Private School Teachers' Pension Plans Teachers' Pension Plans (Legislative Provisions) Regulations Alberta Human Rights Act Child, Youth and Family Enhancement Act Children First Act Freedom of Information and Protection of Privacy Act (FOIPP) Personal Information Protection Act (PIPA) Public Interest Disclosure (Whistleblower Protection) Act	Government of Canada Constitution Act, 1982 Government of Canada Human Rights Act Government of Canada Indian Act Government of Canada Copyright Act
	Alberta Advanced Education		
British Columbia	British Columbia Ministry of Education	<u>Legislation</u> Manual of School Law School Calendars School Trustee Election Procedures <u>Policies:</u> Public school policies Independent school policies What is policy? How to read policy Glossary	
	British Columbia Ministry of Advanced Education and Skills Training	Aboriginal Education Adult Education Education Quality Assurance Emergency Support International Education Sexual Violence and Misconduct	
Manitoba	Manitoba Department of Education and Early Childhood Learning	Kindergarten to Grade 12 Indigenous Education Early Learning and Child Care Reports and Expenses Annual Reports	
	Manitoba Department of Advanced Education, Skills and Immigration	The Advanced Education Administration Act The Degree Granting Act The International Education Act The Private Vocational Institutions Act The Student Aid Act The Sexual Violence Awareness and Prevention Act The Public Services Act Institutional Acts	
New Brunswick	New Brunswick Department of Education and Early Childhood Development	Adult Education and Training Apprenticeship and Occupational Certification Blind Workers' Compensation Degree Granting Employment Development Employment Standards	
	New Brunswick Department of Post-Secondary Education,	Firefighters' Compensation Fisheries Bargaining Human Rights Industrial Relations	

	Training and Labour	Labour and Employment Board Labour Market Research New Brunswick Community Colleges New Brunswick Public Libraries New Brunswick Public Libraries Foundation Occupational Health and Safety Post-Secondary Student Financial Assistance Private Occupational Training Public Service Labour Relations Silicosis Compensation Workers' Compensation Workplace Health, Safety and Compensation Commission and Workers' Compensation Appeals Tribunal Youth Assistance	
Newfoundland and Labrador	Newfoundland and Labrador Department of Education	Early Learning and Child Care Kindergarten to Grade 12 / Maternelle à 12e année Post-Secondary Education Adult Literacy and High School Equivalency Student Aid Libraries Child Care Legislation Forms and Applications High School Transcripts Curriculum Guides Teacher Payroll Teacher Certification	
Nova Scotia	Nova Scotia Department of Education and Early Childhood Development	Canada-Nova Scotia Canada-Wide Early Learning and Child Care Agreement Excellence in Early Childhood Education workforce strategy	
	Nova Scotia Department of Advanced Education	Adult learning programs Amusement devices (mechanical equipment safety) Apprenticeship training Boiler and pressure vessels (mechanical equipment safety) Co-operative Education Incentive Conciliation and mediation Crane operators (mechanical equipment safety) Crane Operators Appeal Board Electrical safety Elevators and lifts (mechanical equipment safety) Elevators and Lifts Appeal Board Employment rights Fuel safety Hazard alerts and recalls Immigration Labour Market Programs Support System (LaMPSS) Occupational health and safety (OHS) Permits and forms (building and equipment safety) Permits and forms (employment and workplaces) Power engineers (mechanical equipment safety)	
Northwest Territories	Northwest Territories Department of Education, Culture and Employment	Apprenticeship, Trade and Occupation Certification Act Archaeological Sites Act Archives Act Designation of Government Body Regulations Publications Regulations Aurora College Act Child Day Care Act Education Act Employment Standards Act Employment Agencies Regulations Employment Standards Reciprocating Jurisdictions Order Historical Resources Act Historical Sites Declaration Occupational Training Agreements Act Official Languages Act Aboriginal Languages Revitalizations Board Regulations Government Institution Regulations	

		Public Library Act Scientists Act Senior Citizens Benefits Act Amount of Benefits Regulations Student Financial Assistance Act Social Assistance Act	
Nunavut	Nunavut Department of Education	<u>Legislation</u> Education Act Child Day Care Act Nunavut Arctic College Act Nunavut Teachers Association Act Scientists Act Universities and Degree-Granting Institutions Act <u>Policies</u> Influenza Pandemic Planning for Schools Influenza Pandemic Planning for Licensed Childcare Facilities Influenza Pandemic Planning for Department of Education Offices	
Ontario	Ontario Ministry of Education	Child Care and Early Years Act Early Childhood Educators Act Education Act Education Quality and Accountability Office Act Fairness for Parents and Employees Act (Teachers' Withdrawal of Services) Ministry of Community and Social Services Act Ontario College of Teachers Act Ontario Educational Communications Authority Act Ontario French-language Educational Communications Authority Act Ontario Institute for Studies in Education Repeal Act Ontario School Trustees' Council Act Ottawa-Carleton French-Language School Board Transferred Employees Act Provincial Schools Authority Act Ryan's Law (Ensuring Asthma Friendly Schools) Sabrina's Law School Boards Collective Bargaining Act School Trust Conveyances Act Teachers' Pension Act Teaching Profession Act	
	Ontario Ministry of Colleges and Universities	Ministry of Training, Colleges and Universities Act Higher Education Quality Council Act Indigenous Institutes Act Ontario College of Art & Design Act Ontario College of Applied Arts and Technology Act Post-secondary Education Choice and Excellence Act Private Career Colleges Act University Expropriation Powers Act University Foundations Act University of Ontario Institute of Technology Act	
Prince Edward Island	Prince Edward Island Department of Education and Lifelong Learning	Archives and Records Act Autism Coordination Act Education and Lifelong Learning Child Care Facilities Act Confederation Birthplace Act Early Learning and Child Care Act Education Act Hairdressers Act Holland College Act Island Regulatory and Appeals Commission Act Maritime Provinces Higher Education Commission Act Maritime Provinces Higher Education Commission Act Post-secondary Institutions Sexual Violence Policies Act Private Schools Act Private Training Schools Act Public Libraries Act School Act Student Financial Assistance Act Teachers' Pension Plan Act University Act	

		Winter Wellness Day Act	
Quebec	Ministère de l'Enseignement supérieur du Québec	Act respecting the Ministère de l'Éducation, du Loisir et du Sport Act respecting the Ministry of Higher Education, Research, Science and Technology Charter of the French language Student Financial Assistance Act	
	Ministère de l'Éducation du Québec	Law on the Superior Council of Education School Elections Act Private Education Act Tourism and Hospitality Institute Act National Mining Institute Act Education Act Education Act for Cree, Inuit and Naskapi Native Peoples Law of Academic Merit Act respecting the Littoral School Board Act respecting the accreditation and financing of pupils' or students' associations Student Financial Assistance Act General and Vocational Colleges Act Act respecting the College Education Evaluation Commission This link will open in a new window. Act respecting the Superior Council of Education This link will open in a new window. Private Education Act Tourism and Hospitality Institute Act National Mining Institute Act Act respecting the accreditation and financing of pupils' or students' associations Student Financial Assistance Act Act respecting the Superior Council of Education This link will open in a new window. Act respecting educational institutions at the university level This link will open in a new window. University Foundations Act This link will open in a new window. Tourism and Hospitality Institute Act Act respecting the National Institute of Mines This link will open in a new window. University Investment Law University of Quebec Act An Act to establish the Fund for the Development of Sports and Physical Activity This link will open in a new window. Sports Safety Act	
Saskatchewan	Saskatchewan Ministry of Education	C-7.31 - The Child Care Act, 2014 E-0.2 - The Education Act, 1995 G-5.1 Reg 132 - The Ministry of Education Regulations, 2007 L-9.02 - The League of Educational Administrators, Directors and Superintendents Act, 1991 L-14.01 - The Libraries Co-operation Act P39.2 - The Public Libraries Act, 1996 R-15.1 - The Registered Teachers Act R-11.1 - The Registered Music Teachers Act, 2002 T-6.1 - The Teachers' Dental Plan Act T-7.1 - The Teachers' Federation Act, 2006 T-8 - The Teachers' Life Insurance (Government Contributory) Act T-9.1 - The Teachers Superannuation and Disability Benefits Act	
	Saskatchewan Ministry of Advanced Education	The Degree Authorization Act The Education Act, 1995 The Graduate Retention Program Act The Post-Secondary Education and Skills Training Act The Private Vocational Schools Regulation Act, 1995 The Regional Colleges Act The Saskatchewan Advantage Grant for Education Savings (SAGES) Act The Saskatchewan Applied Science Technologists and Technicians Act The Saskatchewan Indian Institute of Technologies Act The Saskatchewan Polytechnic Act The Student Assistance and Student Aid Fund Act, 1985 The University of Regina Act The University of Saskatchewan Act, 1995 Regulations	

		The Saskatchewan-China Exchange of Scholars Regulations The Saskatchewan Student Direct Loans Regulations The Skills Training Benefit Regulations The Training Allowance Regulations	
Yukon	Yukon Department of Education	Education Act	

Source: The Canadian Information Centre for International Credentials (n.d.).

Ministries/departments responsible for education in Canada.

Appendix B: Searching History and Results for the Literature Review

History of searchers

Limitation: last 10 years.

Data Bases

- TRU Library (EBSCO Discovery)
- ERIC
- Google Scholar

Search words:

Homeless* + education + student*

- In TRU Library more than 23,000 resources (clicking only in academic journals), but it shows just 100 results. (completed)
- In Eric there are 459 results (page 31 of 31)
- In TRU Library for Canada Geography 402 (clicking only in academic journals), but it shows just 100 results. (completed)
- Google Scholar: 40,700 results (I reviewed just 100 first). (completed)

Homeless* + education + student + Canada

- In Eric there are just 3 results. (completed)
- In TRU Library I found 13,876 resources and filtered 363 from Geography Canada, but it shows just 100 results. (completed)

Homeless + Education + Adult*

- In ERIC 77 results. (completed)
- In TRU Library I found 28,518 (clicking only in academic journals), but it shows just 100 results. (completed)
- In TRU Library I found 28,518 resources and filtered 347 from Geography Canada, but it shows just 100 results. (completed)

Homeless + College + Adult*

- In ERIC 18 results (completed)
- In TRU Library I found 149 only for Canada geography, but it shows just 100 results. (completed)
- In TRU Library I found 10,692 not including Canada geography (clicking only in academic journals), but it shows just 100 results. (completed)

Homeless + PSE + Adult*

- In Eric 8 results (completed)
- In TRU Library I found 856 (clicking only in academic journals), but it shows just 100 results. (completed)
- In TRU Library only for Canda geography: 21 (clicking only in academic journals). (completed)

Unhoused + University + People + student*

- In Eric 1 (completed)
- In TRU Library I found 194 (clicking only in academic journals), but it shows just 100 results (completed)
- TRU Library only for Canda geography: 1 (completed)

Street-involved + Learning + Student*

- In Eric 7 (completed)
- In TRU Library I found 182 (clicking only in academic journals), but it shows just 100 results (completed)
- TRU Library only for Canda geography: 16 (completed)

Homeless* + education + student* + adult*

- In ERIC 40 (completed)
- In TRU Library I found 13657 (clicking only in academic journals), but it shows just 100 results (completed)
- TRU Library only for Canda geography: 270 (clicking only in academic journals) (completed)

Homeless* + higher + education + student*

- In Eric 89 results (completed)
- In TRU Library I found 15,793 (clicking only in academic journals), but it shows just 100 results (completed)
- TRU Library only for Canda geography: 287 (clicking only in academic journals) (completed)

Homeless* + post-secondary + education + student*
<ul style="list-style-type: none"> • In Eric 8 results (completed) • In TRU Library I found 4,827 (clicking only in academic journals), but it shows just 100 results (completed) • TRU Library only for Canda geography: 126 (clicking only in academic journals) (completed)
Homeless* + education + barrier*
<ul style="list-style-type: none"> • In Eric 134 results (completed) • In TRU Library I found 17,297 (clicking only in academic journals), but it shows just 100 results (completed) • TRU Library only for Canda geography: 464 (clicking only in academic journals) (completed) • Google Scholar: 99,700 results (I reviewed just 100 first). (completed)
Homeless*+education + barrier*+adult*
<ul style="list-style-type: none"> • Google Scholar: 17100 results (I reviewed just 100 first). (completed)
Education + barrier*+Homeless*
<ul style="list-style-type: none"> • Google Scholar: 24,000 results (I reviewed just 100 first). (completed)
Homeless* + education + student + unhoused
Education + student* + unhoused + learn
<ul style="list-style-type: none"> • In Eric 0 results. (completed) • In TRU Library I found 75 (clicking only in academic journals), but it shows just 100 results (completed) • TRU Library only for Canda geography: 2 (clicking only in academic journals) (completed)
Education + student* + unhoused + learn + adult*
<ul style="list-style-type: none"> • In Eric 0 results (completed) • In TRU Library I found 50 (clicking only in academic journals), but it shows just 100 results (completed) • TRU Library only for Canda geography: 1 (clicking only in academic journals) (completed)
Homeless* + special + education
<ul style="list-style-type: none"> • In Eric 109 results (completed) • In TRU Library I found 17,986 (clicking only in academic journals), but it shows just 100 results (completed) • TRU Library only for Canda geography: 332 (clicking only in academic journals) (completed)
<u>Disciplines:</u>
<ul style="list-style-type: none"> • Anthropology • Education • Law • Political Science • Politics & Government • Social Sciences & humanities • Social Work • Sociology
<u>Years from</u> 2013 to 2022

Appendix C: Informed Consent Forms

Informed Consent Form A

Research project: The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

Applies to:

- Key informants: Those who assist people experiencing homelessness.

The Informed Consent Form is designed to confirm that the participant has been given all relevant information about the research and their role within it, and how both the researcher and participant are protected. The researcher will read the following statements fully and carefully and will provide a copy of it to the participant.

By accepting this consent form verbally recorded, you are giving your consent to involve you in the research.

By accepting this consent form, you accept that you meet the required criteria of currently assist people experiencing homelessness through your job or volunteer work.

Name the group for whom this consent form is written:

- Principle investigator (researcher): Andrea Milagros Asencios Miranda
- Institution: Thompson Rivers University
- Supervisor: Ph.D. Wendy Hulko
- Co-Supervisor: Ph.D. Bala Nikku
- Research Project: Thesis

Acknowledgement

This form acknowledge that the participant may talk to anyone he or she feels comfortable talking with about the research and the participant can take time to reflect on whether he or she wants to participate or not. If the participant do not understand some of the words of concepts, the investigator will take time to explain them, the participant can ask questions at any time.

Purpose of the study

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve. Please, read or listen the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. Education levels are a key factor when

considering the concerns of homelessness, which means that education can change lives. The results of this study will be an important input in the prevention and fight against homelessness through education. This work will contribute to knowledge in different ways. First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas those entities need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Based on your experience assisting adults with lived homelessness experiences, you have chosen to participate as an interviewee and/or advisor in this research. An advisor is an individual that assist those adults with lived homelessness experiences and will receive the action plan that the researcher will develop after processing the findings of the research. The advisory activity considers 1 additional meeting (in person, online or by phone) of 45 minutes between the advisor and the researcher.

Duration

45 min for the interview.

Voluntary Participation

Your participation in this study is voluntary. It is up to you whether or not you decide to participate. After you accept this consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed. The participant will not receive any sanction if you decline participation. If you ask for, you are entitled to review your remarks in individual interviews and erase a part or all of the recording.

I agree to my interview being audio-recorded or video-recorded.

I understand that disguised extracts from my interview may be quoted in a thesis dissertation, conference presentation, published papers etc., without identifying me.

Risks

There are no known risks and/or discomforts associated with this study.

You may decline to answer any or all questions and you may withdraw your participation at any time if you choose.

Benefits

Sharing the project results with Canadian Government, Educational Organizations, and Organizations and Charity fighting against homelessness in Canada in order to influence

change is a benefit. Providing a copy of the project results to participants upon request is a benefit.

Confidentiality

Your responses in this research will be confidential. The responses of the participants in this research will be confidential. Every effort will be made to preserve the confidentiality, including assigning numbers/codes/pseudonyms for participants that will be used on all research notes and documents.

The researcher will maintain the confidentiality of data with respect to both information about the participant and information that the participant shares. The researcher will keep the interview records and transcriptions, and any other personal identifiers in a locked cloud storage that only the researcher will have access to.

The results (findings not raw data) will be shared with the advisors and with the thesis supervisors and committees at TRU. The advisors will sign a form where they acknowledge that they are receiving confidential information and they don't have permission to share or distribute it with any third-party or individual.

However, the thesis will be published at a later time, without showing any raw data or personal identifiers.

Contact Information

This study was approved by the Research Ethics Review Committee of Thompson Rivers University. If you have any questions at any time about this study, or if you experience any non-normative sensations as a result of participation, you may contact the researcher whose contact information is: Phone number 250 572 6186. Email: asenciosmirandaa20@mytru.ca

If you have any questions or concern regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Principal Investigator, please feel free to contact the Dean and Chair of the Research Ethics Board at Thompson Rivers University at the following email TRU-REB@tru.ca or by calling (250) 828 5000.

Compensation:

The participation in this research is not linked to any kind of monetary or gift in kind compensation.

Copy of the executive summary:

As a participant you will receive an electronic copy of the executive summary of completed research study in the email you provided in a PDF format. Afterwards you will receive updated information in your email about the publication of the Thesis.

Questions:

I understand that I can interrupt the research at any moment if I have any question or inquiry concerning the procedures to ensure that I fully understood the consent form.

Withdrawal or refusal to participate:

As a participant I understand that I can withdraw or refuse to participate in the research at any moment. I understand that if I withdraw or refuse to participate after the interview started, the researcher won't use my data in this study, and it will be destroyed.

Statement acknowledging of the consent form:

I acknowledge that I agree with the consent form, and that the researcher read and explain to me this consent form and brought to me a copy of it. I have had the opportunity to ask questions about it and all the questions that I asked the researcher answered them to my satisfaction. I consent voluntarily to be a participant in this study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the Dean and Chair of the Research Ethics Board at Thompson Rivers University at the following email TRU-REB@tru.ca or by calling (250) 828 5000.

Informed Consent Form B

Research project: The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

Applies to:

- Not key informants: Those that have experienced homelessness in their adulthood but are not currently homeless.

The Informed Consent Form is designed to confirm that the participant has been given all relevant information about the research and their role within it, and how both the researcher and participant are protected. The researcher will read the following statements fully and carefully and will provide a copy of it to the participant.

By accepting this consent form verbally recorded, you are giving your consent to involve you in the research.

By accepting this consent form, you accept that you meet the required criteria of have experienced homelessness at some point during your adulthood (+18) but that you are not currently experiencing homelessness (understanding by homelessness a situation without stable, safe, permanent, appropriate housing, or the immediate prospect means and ability of acquiring it).

Name the group for whom this consent form is written:

- Principle investigator (researcher): Andrea Milagros Asencios Miranda
- Institution: Thompson Rivers University
- Supervisor: Ph.D. Wendy Hulko
- Co-Supervisor: Ph.D. Bala Nikku
- Research Project: Thesis

Acknowledgement

This form acknowledge that you may talk to anyone about the research and can take time to reflect on whether you want to participate or not. If you don't understand some of the words of concepts, the investigator will take time to explain them, you can ask questions at any time.

Purpose of the study

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. The results of this study will be an important input in the prevention and fight against homelessness through education.

Based on your past experiencing homelessness in your adulthood and your experience assisting adults with lived homelessness experiences, you have chosen to participate as an interviewee in this research.

Duration

45 min for the interview.

Voluntary Participation

Your participation in this study is voluntary. It is up to you whether or not you decide to participate. After you accept this consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed. You won't receive any sanction if you decline participation. If you ask for, you are entitled to review your remarks in individual interviews and erase a part or all of the recording.

You agree your interview being audio-recorded or video-recorded.

You understand that disguised extracts from your interview may be quoted in a thesis dissertation, conference presentation, published papers etc., without identifying you.

Risks

There are no known risks and/or discomforts associated with this study that is higher than the risks you confront in your daily life.

You understand that you can decline to answer any or all questions and you may withdraw your participation at any time if you choose.

Due to the nature of the questions, it is possible to feel uncomfortable at some point, in that case, you understand that there are available free counselling services in Kamloops as listed:

- The Mustard Seed Kamloops – Health and Wellness Centre – located at 181 West Victoria Street Kamloops BC, V2C 5L7. Contact email wellnesskam@theseed.ca and phone +1 877-731-7333.
- ASK Wellness Society located at 433 Tranquille Rd, Kamloops BC, V2C 3G9. Contact phone 250 214 5948.
- United Way (Kamloops YMCA). Please their contact our Program Coordinator at 250-376-4771 ext.122 or mentalwellness@bc.ymca.ca.
- Kamloops Aboriginal Friendship Society located at 201 – 376 Tranquille Road Kamloops, BC, V2B 3G6. Contact number (250) 376-1296 or 250-376-1991.
- Canadian Mental Health Association. Contact number 250 374 1273.
- Free Counselling Service for First Nations and Inuit (online & telephone):
 - o Free counselling online chat - Website: www.hopeforwellness.ca
 - o Free Counselling Help Line Call 24/7: 1-855-242-3310 (toll-free)
 - o Languages spoken: Cree; Ojibway; Inuktitut; English; Français.
 - o Nunavut Help Line (24 hours): 1 (800) 265-3333 - nunavuthelpline.ca

Need someone to talk to right away? Call 310-6789 (do not add 604, 778 or 250 before the number). This number will connect you to your local BC crisis line without a wait or busy signal, 24 hours a day. Crisis line workers are trained to help provide emotional support as well as mental health information and resources.

You understand and accept that if the researcher identifies on you a self-harming behavior this will be reported to the appropriate community agencies immediately and without asking your permission.

Benefits

Sharing the project results with Canadian Government, Educational Organizations, and Organizations and Charity fighting against homelessness in Canada in order to influence change is a benefit. Providing a copy of the project results to participants upon request is a benefit.

Confidentiality

Your responses in this research will be confidential. The responses of the participants in this research will be confidential. Every effort will be made to preserve the confidentiality, including assigning numbers/codes/pseudonyms for participants that will be used on all research notes and documents.

The researcher will maintain the confidentiality of data with respect to both information about the participant and information that the participant shares. The researcher will keep the interview records and transcriptions, in a locked cloud storage that only the researcher will have access to.

The results (findings not raw data) will be shared with the advisors and with the thesis supervisors and committees at TRU. All personal identifiers will be deleted and/or obscured. The advisors will sign a form where they acknowledge that they are receiving confidential information and they don't have permission to share or distribute it with any third-party or individual.

However, the thesis will be published at a later time, without showing any raw data or personal identifiers.

Contact Information

This study was approved by the Research Ethics Review Committee of Thompson Rivers University. If you have any questions at any time about this study, or if you experience any non-normative sensations as a result of participation, you may contact the researcher whose contact information is: Phone number 250 572 6186. Email: asenciosmirandaa20@mytru.ca

If you have any questions or concern regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Principal Investigator, please feel free to contact the Dean and Chair of the Research Ethics Board at Thompson Rivers University at the following email TRU-REB@tru.ca or by calling (250) 828 5000.

Compensation:

The participation in this research is not linked to any kind of monetary or gift in kind compensation.

Copy of the executive summary:

As a participant you will receive an electronic copy of the executive summary of completed research study in the email you provided in a PDF format. Afterwards you will receive updated information in your email about the publication of the Thesis.

Questions:

I understand that I can interrupt the research at any moment if I have any question or inquiry concerning the procedures to ensure that I fully understood the consent form.

Withdrawal or refusal to participate:

As a participant I understand that I can withdraw or refuse to participate in the research at any moment. I understand that if I withdraw or refuse to participate after the interview started, the researcher won't use my data in this study, and it will be destroyed.

Statement acknowledging of the consent form:

I acknowledge that I agree with the consent form, and that the researcher read and explain to me this consent form and brought to me a copy of it. I have had the opportunity to ask questions about it and all the questions that I asked the researcher answered them to my satisfaction. I consent voluntarily to be a participant in this study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the Dean and Chair of the Research Ethics Board at Thompson Rivers University at the following email TRU-REB@tru.ca or by calling (250) 828 5000.

Informed Consent Form C

Research project: The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

Applies to:

- Not key informants: Adult individuals that are experiencing homelessness.

The Informed Consent Form is designed to confirm that the participant has been given all relevant information about the research and their role within it, and how both the researcher and participant are protected. The research will read the following statements fully and carefully and will provide a copy of it to the participant.

By accepting this consent form verbally recorded, you are giving your consent to involve you in the research.

By accepting this consent form, you accept that you meet the required criteria of currently experiencing homelessness (understanding by homelessness a situation without stable, safe, permanent, appropriate housing, or the immediate prospect means and ability of acquiring it).

Name the group for whom this consent form is written:

- Principle investigator (researcher): Andrea Milagros Asencios Miranda
- Institution: Thompson Rivers University
- Supervisor: Ph.D. Wendy Hulko
- Co-Supervisor: Ph.D. Bala Nikku
- Research Project: Thesis

Acknowledgement

This form acknowledge that you may talk to anyone about the research and can take time to reflect on whether you want to participate or not. If you don't understand some of the words of concepts, the investigator will take time to explain them, you can ask questions at any time.

Purpose of the study

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. The idea is to contribute in one way or another with valuable information to make education more accesible to everyone in Canada.

Because of your valuable and special circumstances and life experiences, your participation as an interviewee is highly value in this research.

Duration

45 min for the interview.

Voluntary Participation

Your participation in this study is voluntary. It is up to you whether or not you decide to participate. After you accept this consent form, you are still free to withdraw at any time

and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be destroyed. You won't receive any sanction if you decline participation. If you ask for, you are entitled to review your remarks in individual interviews and erase a part or all from the recording.

You agree your interview being audio-recorded or video-recorded.

You understand that disguised extracts from your interview may be quoted in a thesis dissertation, conference presentation, published papers etc., without identifying you.

Risks

There are no known risks and/or discomforts associated with this study that is higher than the risks you confront in your daily life.

You understand that you can decline to answer any or all questions and you may withdraw your participation at any time if you choose.

Due to the nature of the questions, it is possible to feel uncomfortable at some point, in that case, you understand that there are available free counselling services in Kamloops as listed:

- The Mustard Seed Kamloops – Health and Wellness Centre – located at 181 West Victoria Street Kamloops BC, V2C 5L7. Contact email wellnesskam@theseed.ca and phone +1 877-731-7333.
- ASK Wellness Society located at 433 Tranquille Rd, Kamloops BC, V2C 3G9. Contact phone 250 214 5948.
- United Way (Kamloops YMCA). Please their contact our Program Coordinator at 250-376-4771 ext.122 or mentalwellness@bc.ymca.ca.
- Kamloops Aboriginal Friendship Society located at 201 – 376 Tranquille Road Kamloops, BC, V2B 3G6. Contact number (250) 376-1296 or 250-376-1991.
- Canadian Mental Health Association. Contact number 250 374 1273.
- Free Counselling Service for First Nations and Inuit (online & telephone):
 - o Free counselling online chat - Website: www.hopeforwellness.ca
 - o Free Counselling Help Line Call 24/7: 1-855-242-3310 (toll-free)
 - o Languages spoken: Cree; Ojibway; Inuktitut; English; Français.
 - o Nunavut Help Line (24 hours): 1 (800) 265-3333 - nunavuthelpline.ca

Need someone to talk to right away? Call 310-6789 (do not add 604, 778 or 250 before the number). This number will connect you to your local BC crisis line without a wait or busy signal, 24 hours a day. Crisis line workers are trained to help provide emotional support as well as mental health information and resources.

Confidentiality

Your responses in this research will be confidential. The responses of the participants in this research will be confidential. Every effort will be made to preserve the confidentiality, including assigning numbers/codes/pseudonyms for participants that will be used on all research notes and documents.

The researcher will maintain the confidentiality of data with respect to both information about the participant and information that the participant shares. The researcher will keep the interview records and transcriptions, and any other personal identifiers in a locked cloud storage that only the researcher will have access to.

The results (findings not raw data) will be shared with the advisors and with the thesis supervisors and committees at TRU. The advisors will sign a form where they acknowledge that they are receiving confidential information and they don't have permission to share or distribute it with any third-party or individual.

However, the thesis will be published at a later time, without showing any raw data or personal identifiers.

Contact Information

This study was approved by the Research Ethics Review Committee of Thompson Rivers University. If you have any questions at any time about this study, or if you experience any non-normative sensations as a result of participation, you may contact the researcher whose contact information is: Phone number 250 572 6186. Email: asenciosmirandaa20@mytru.ca

If you have any questions or concern regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the Principal Investigator, please feel free to contact the Dean and Chair of the Research Ethics Board at Thompson Rivers University at the following email TRU-REB@tru.ca or by calling (250) 828 5000.

Compensation:

The participation in this research is linked to a gift in kind compensation: a 25 dollars gift card to buy anything to eat or a non-alcohol beverage

Questions:

I understand that I can interrupt the research at any moment if I have any question or inquiry concerning the procedures to ensure that I fully understood the consent form.

Withdrawal or refusal to participate:

As a participant I understand that I can withdraw or refuse to participate in the research at any moment. I understand that if I withdraw or refuse to participate after the interview started, the researcher won't use my data in this study, and it will be destroyed.

Statement acknowledging of the consent form:

I acknowledge that I agree with the consent form, and that the researcher read and explain to me this consent form and brought to me a copy of it together with a flyer/leaflet of resources. I have had the opportunity to ask questions about it and all the questions that I asked the researcher answered them to my satisfaction. I consent voluntarily to be a participant in this study.

If you are not satisfied with the manner in which this study is being conducted, you may report (anonymously if you so choose) any complaints to the Dean and Chair of the Research Ethics Board at Thompson Rivers University at the following email TRU-REB@tru.ca or by calling (250) 828 5000.

Appendix D: Recruitment Email Key Informants

Recruitment email to Key Informants: those who assist people experiencing homelessness

Dear _____,

I hope this email finds you very well. My name is Andrea Milagros Asencios Miranda, an international student of the Master of Education at Thompson Rivers University. I am writing to you because **I am working on my thesis about:** The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve.

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. Education levels are a key factor when considering the concerns of homelessness, which means that education can change lives. The results of this study will be an important input in the prevention and fight against homelessness through education. This work will contribute to knowledge in different ways. First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas those entities need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Based on your experience assisting adults with lived homelessness experiences, you are being invited to participate as an interviewee in this research. The interview can be executed in person, online or by phone and will be recorded.

If you are interested in participating as an interviewee or have any question, I would appreciate to reply to my email or contact me directly to my phone number: 250 271 6186.

I look forward to hearing back from you.

Thank you very much.

Best regards,
Andrea Asencios Miranda

This message is intended only for the users if the entity or individual which it is addressed, and may contain information that is privileged, private, confidential or exempt from disclosure under the applicable laws. The Principal Investigator (PI) confirms that will storage the contact information provided in this email under the Thompson Rivers University servers just for research coordination purposes. The contact information won't be use for another purposes. The information displayed in this email will be used based on the TCPS2 Standards about research methods and ethics.

Recruitment email to Key informants without previous homelessness experience and will be invited to participate as advisors as well: those who assist people experiencing homelessness

Dear _____,

I hope this email finds you very well. My name is Andrea Milagros Asencios Miranda, an international student of the Master of Education at Thompson Rivers University. I am writing to you because **I am working on my thesis about:** The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve.

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. Education levels are a key factor when considering the concerns of homelessness, which means that education can change lives. The results of this study will be an important input in the prevention and fight against homelessness through education. This work will contribute to knowledge in different ways. First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas those entities need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Based on your experience assisting adults with lived homelessness experiences, you have chosen to participate as an interviewee and advisor in this research. An advisor is an individual that assist those adults with lived homelessness experiences and will receive the action plan that the researcher will develop after processing the findings of the research. The objective of your participation is to listen your comments about the action plan that the researcher will propose.

The interview will take place 45 minutes and can be in person, online or by phone. The advisory activity considers 1 additional meeting (in person, online or by phone) of 45 minutes between the advisor and the researcher.

If you are interested in participating as an interviewee and advisor, or have any question, I would appreciate to reply to my email or contact me directly to my phone number: 250 271 6186.

I look forward to hearing back from you.

Thank you very much.

Best regards,
Andrea Asencios Miranda

This message is intended only for the users if the entity or individual which it is addressed, and may contain information that is privileged, private, confidential or exempt from disclosure under the applicable laws. The Principal Investigator (PI) confirms that will storage the contact information provided in this email under the Thompson Rivers University servers just for research coordination purposes. The contact information won't be use for another purposes. The information displayed in this email will be used based on the TCPS2 Sandards about research methods and ethics.

Recruitment email to Key Informants without previous homelessness experiences and that will be invited to participate only as advisors: those who assist people experiencing homelessness.

Dear _____,

I hope this email finds you very well. My name is Andrea Milagros Asencios Miranda, an international student of the Master of Education at Thompson Rivers University. I am writing to you because **I am working on my thesis about:** The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve.

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. Education levels are a key factor when considering the concerns of homelessness, which means that education can change lives. The results of this study will be an important input in the prevention and fight against homelessness through education. This work will contribute to knowledge in different ways. First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas those entities need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Based on your experience assisting adults with lived homelessness experiences, you have chosen to participate as an advisor in this research. An advisor is an individual that assist those adults with lived homelessness experiences and will receive the action plan that the researcher will develop after processing the findings of the research. The objective of your participation is to listen your comments about the action plan that the researcher will propose.

The advisory activity considers 1 meeting (in person, online or by phone) of 45 minutes between the advisor and the researcher.

If you are interested in participating as an interviewee or have any question, I would appreciate to reply to my email or contact me directly to my phone number: 250 271 6186.

I look forward to hearing back from you.

Thank you very much.

Best regards,
Andrea Asencios Miranda

This message is intended only for the users if the entity or individual which it is addressed, and may contain information that is privileged, private, confidential or exempt from disclosure under the applicable laws. The Principal Investigator (PI) confirms that will storage the contact information provided in this email under the Thompson Rivers University servers just for research coordination purposes. The contact information won't be use for another purposes. The information displayed in this email will be used based on the TCPS2 Standards about research methods and ethics.

THE BARRIERS AND CHALLENGES FOR HOMELESS ADULTS WHEN ACCESSING AND COMPLETING FORMAL EDUCATION IN CANADA.

PARTICIPATE IN THIS IMPORTANT RESEARCH AS VOLUNTEER

Volunteers should have lived
experience homelessness* in their
adulthood or should be adults
experiencing homelessness*.

*Homelessness: without stable,
safe, permanent, appropriate
housing, or the immediate
prospect means and ability of
acquiring it.

JOIN ME IN MY RESEARCH

- Research is creative,
inclusive, and informative. I
will provide a \$25 dollars gift
card after the research
interview.
- Place: Benches outside
Kamloops City Hall.
- Duration: 45 minutes

CONTACT INFO

Andrea Asencios - asenciosmirandaa20@mytru.ca - Phone: 250 572 6186
Supervisors: Wendy Hulko and Bala Nikku



Interview A

Research project: The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

Applies to:

- Those who assist those adults with lived homelessness experiences (key informants).

Investigator:

Investigator (researcher): Andrea Milagros Asencios Miranda

If you have any questions at any time about this study, or if you experience any non-normative sensations as a result of participation, you may contact the researcher whose contact information is: Phone number 250 572 6186. Email:

asenciosmirandaa20@mytru.ca

Purpose of the study

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve. Please, read or listen the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. Education levels are a key factor when considering the concerns of homelessness, which means that education can change lives. The results of this study will be an important input in the prevention and fight against homelessness through education. This work will contribute to knowledge in different ways. First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas those entities need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Based on your experience assisting adults with lived homelessness experiences, you have chosen to participate as an interviewee and/or advisor in this research. An advisor is an individual that assist those adults with lived homelessness experiences and will receive the action plan that the researcher will develop after processing the findings of the research. The advisory activity considers 1 additional meeting (in person, online or by phone) of 45 minutes between the advisor and the researcher.

The potential day of presentation of this research project is the July 4th, 2023.

Benefits

Sharing the project results with Canadian Government, Educational Organizations, and Organizations and Charity fighting against homelessness in Canada in order to influence a positive change is a benefit.

Confidentiality and anonymity:

Your responses in this research will be anonymous. The responses of the participants in this research will be anonymous. Every effort will be made to preserve the anonymity, including assigning numbers/codes/pseudonyms for participants that will be used on all research notes and documents.

The researcher will maintain the confidentiality of data with respect to both information about the participant and information that the participant shares. The researcher will keep the interview records and transcriptions, and any other personal identifiers in a locked cloud storage that only the researcher will have access to.

The results (findings not raw data) will be shared with the advisors and with the thesis supervisors and committees at TRU. The advisors will sign a form where they acknowledge that they are receiving confidential information and they don't have permission to share or distribute it with any third-party or individual.

However, the thesis will be published at a later time, without showing any raw data or personal identifiers.

Procedures:

1. The researcher will read and explain the Informed Consent Form to the interviewee.
2. If the interviewee agreed, the researcher will record the verbally acceptance of the Informed Consent Form from the interviewee.
3. The researcher will read to the interviewee the information listed above.
4. The researcher will tell the interviewee how long it going to take (45 min).
5. The researcher will provide the following statement to the interviewee:
Remember that you (as interviewee) have the right to refuse to participate or withdraw at any time this interview without any negative consequence. As a researcher, I am already thankful for you valuable time.
6. The researcher will tell the interviewee that the interview is starting.
7. When the interview finished, the researcher will provide a statement that indicates that the questionnaire is completed:
Again, Thank You very much for your participation in this research, the questionnaire is completed. I am assuming that consent has been given.

Questions:

1. Please tell me how you identify yourself, in terms of race, gender, ability, age, professional experience, etc. Feel free to answer this question however feels appropriate to capture your identity.
2. Based on your experience, what is the probability for an adult experiencing homelessness to access to formal education in Canada? Explain the reason why you consider that probability.
3. Based on your experience, what is the probability for an adult experiencing homelessness to complete formal education in Canada? Explain the reason why you consider that probability.
4. What do you consider are the barriers and challenges that exist in Canada for those adults experiencing homelessness to access and complete formal education?
5. Do you know about supports and government initiatives that currently exist in Canada to ensure that adults experiencing homelessness can access and complete formal education? If yes, can you mention some of them?
6. What might be the experiences for an adult experiencing homelessness if decides to start a formal education program in Canada?
7. Please describe your experience with education for adults experiencing homelessness in Canada.
8. How the educational institutions in Canada are prepared to welcome and support adult students experiencing homelessness? If you think they are not prepared, explain why.
9. What are the immediate actions needed to facilitate the access and completion of formal education to adults experiencing homelessness in Canada?

Interview B

Research project: The barriers and challenges for homeless adults when accessing and completing formal education in Canada.

Applies to:

- Adult individuals that have experienced homelessness in their adulthood or are now experiencing homelessness.

Investigator:

Investigator (researcher): Andrea Milagros Asencios Miranda

If you have any questions at any time about this study, or if you experience any non-normative sensations as a result of participation, you may contact the researcher whose

contact information is: Phone number 250 572 6186. Email: asenciosmirandaa20@mytru.ca

Purpose of the study

You are being invited to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what your participation will involve. Please, read or listen the following information carefully and feel free to ask the researcher if there is anything that is not clear or if you need more information.

This study will identify some of the barriers and challenges homeless adults face when accessing and completing formal education in Canada. It will name some of the supports and government initiatives that currently exist in Canada to ensure homeless adults can access and complete formal education. Education levels are a key factor when considering the concerns of homelessness, which means that education can change lives. The results of this study will be an important input in the prevention and fight against homelessness through education. This work will contribute to knowledge in different ways. First it contributes to the educational institutions, creating awareness that there are homeless adult students trying to access or studying their programs, and actions they may consider supporting students in this category. They will learn what to do to ensure homeless adults can access and complete formal education in their institutions. Second, this research contributes to the Government Entities related to education and Non-profit Organizations that support homeless individuals, to identify new areas those entities need to improve in order to make education accessible for the identified group of individuals. Finally, policy makers and implementers have perspectives that may surface important information. Policies might need to be adapted after reviewing the findings.

Because of your valuable and special circumstances and life experiences, your participation as an interviewee is highly value in this research.

The potential day of presentation of this research project is the July 4th, 2023.

Benefits

Sharing the project results with Canadian Government, Educational Organizations, and Organizations and Charity fighting against homelessness in Canada in order to influence a positive change is a benefit.

Confidentiality and anonymity:

Your responses in this research will be anonymous. The responses of the participants in this research will be anonymous. Every effort will be made to preserve the anonymity, including assigning numbers/codes/pseudonyms for participants that will be used on all research notes and documents.

The researcher will maintain the confidentiality of data with respect to both information about the participant and information that the participant shares. The researcher will

keep the interview records and transcriptions, and any other personal identifiers in a locked cloud storage that only the researcher will have access to.

The results (findings not raw data) will be shared with the advisors and with the thesis supervisors and committees at TRU. The advisors will sign a form where they acknowledge that they are receiving confidential information and they don't have permission to share or distribute it with any third-party or individual.

However, the thesis will be published at a later time, without showing any raw data or personal identifiers.

Procedures:

1. The researcher will read and explain the Informed Consent Form to the interviewee.
2. If the interviewee agreed, the researcher will record the verbally acceptance of the Informed Consent Form from the interviewee.
3. The researcher will read to the interviewee the information listed above.
4. The researcher will tell the interviewee how long it going to take (45 min).
5. The researcher will provide the following statement to the interviewee:
Remember that you (as interviewee) have the right to refuse to participate or withdraw at any time this interview without any negative consequence. As a researcher, I am already thankful for you valuable time.
6. The researcher will tell the interviewee that the interview is starting.
7. When the interview finished, the researcher will provide a statement that indicates that the questionnaire is completed:
Again, Thank You very much for your participation in this research, the questionnaire is completed. I am assuming that consent has been given.

Questions:

1. Please tell me how you identify yourself, in terms of race, gender, ability, age, etc. Feel free to answer this question however feels appropriate to capture your identity.
2. Have you ever decided to study an academic program? If yes, what is your academic degree? Do you hold an educational certificate? (The researcher will react positively what ever is the answer to the question).
3. If the person doesn't have an academic degree neither a certificate but went to an educational institution: Tell me about your experience studying in Canada. Please provide details. Other questions can be deployed in the conversation.
4. If the person has an academic degree or a certificate: Tell me about your experience studying in Canada. Please provide details. Other questions can be deployed in the conversation.

5. If the person has never went to an educational institution in Canada: Why you did not study in Canada? Please provide details. Other questions can be deployed in the conversation.
6. What do you consider are the barriers and challenges to access and complete formal education in Canada? Other questions can be deployed in the conversation.

Appendix G: Approval from the Research Ethics Board from Thompson Rivers University

12/19/23, 10:02 AM

REB Approval (COA) - Andrea Asencios Miranda - Outlook

Delete Archive Report Reply Reply all Forward Read / Unread Categorize Flag

REB Approval (COA)

Some content in this message has been blocked because the sender isn't in your Safe senders list. | trust content from do-not-reply-tru@researchservicesoffice.com. | Show blocked content

You forwarded this message on Tue 3/28/2023 11:36 PM

D

do-not-reply-TRU@researchservicesoffice.com

To: Andrea Asencios Miranda

Cc: Wendy Hulko; Mahtab Nazemi; Bala Nikku; Truomeo; do-not-reply-TRU@researchservicesoffice.com

Tue 3/28/2023 4:20 PM

March 28, 2023

Ms. Andrea Asencios Miranda
Faculty of Education and Social Work
Thompson Rivers University

File Number: 103330
Approval Date: May 02, 2022
Expiry Date: March 27, 2024

Dear Ms. Andrea Asencios Miranda,

The Research Ethics Board has reviewed your application titled The barriers and challenges for homeless adults when accessing and completing formal education in Canada. Your application has been approved. You may begin the proposed research. This REB approval, dated May 02, 2022, is valid for one year: March 27, 2024.

Throughout the duration of this REB approval, all requests for modifications, renewals and serious adverse event reports are submitted via the Research Portal. To continue your proposed research beyond March 27, 2024, you must submit a Renewal Form before March 27, 2024. If your research ends before March 27, 2024, please submit a Final Report Form to close out REB approval monitoring efforts.

If you have an award that is contingent on REB approval, then please present this approval to initiate release of funds.

If you have any questions about the REB review & approval process, please contact the Research Ethics Office via 250.852.7122. If you encounter any issues when working in the Research Portal, please contact the Research Office at 250.852.7122.

Sincerely,

Dr. Jennifer Shaw

Vice Chair, Research Ethics Board

Reply Reply all Forward

Appendix H: Description of the Sample Groups

Key Informants									
Code	Gender	Age	Location	Race	Origin	Educator?	Just 100% Educator	LTM?	Front Line Staff?
001	Man	75	Kamloops	Caucasian	Zimbabwe	Yes		Yes	
002	Man	33	Kamloops	Black	Africa				Yes
003	Woman	28	Kamloops	Black	Zimbabwe				Yes
004	Woman	28	Toronto	Caucasian	EE				Yes
005	Non Binary	43	Calgary	Caucasian				Yes	
006	Cisgender	45	Calgary	Caucasian				Yes	
007	Cisgender	35	Toronto	Caucasian				Yes	
008	Man	65	NW	Caucasian				Yes	
009	Woman	30	Winnipeg	Caucasian					Yes
010	Man	66	Toronto	Caucasian				Yes	
011	Man	42	Calgary	Black	Africa			Yes	
012	Woman	40	Calgary						Yes
013	Woman	27	Vancouver	SA	Nepal, SA				Yes
014	Woman	35	Halifax	Caucasian				Yes	
015	Woman	35	Ottawa	SA	SA			Yes	
016	Woman	42	Brandon	Black	Nigeria				Yes
017	Woman	60	Toronto	Caucasian	Canada			Yes	
018	Woman	55	PA	Caucasian				Yes	
019	Woman	30	Toronto	Black	Africa			Yes	
020	Man	60	Toronto	Caucasian				Yes	
021	Woman	38	Toronto	SA and ME	SA	Yes	Yes		
022	Man	55	Toronto	Caucasian	GTA			Yes	
023	Man	61	Winnipeg	Caucasian		Yes		Yes	
024	Woman	57	Hamilton					Yes	
025	Cisgender	42	Kamloops	Caucasian		Yes	Yes		
026	Man	32	Vancouver	Caucasian				Yes	
027	Man	50	Halifax	Caucasian		Yes	Yes	Yes	

028	Cisgender	35	Ottawa	Black	Immigrant	Yes	Yes		
029	Man	50	Calgary	Caucasian	Canada			Yes	

Cod e	Gender	Age	Location	Race	Origin	Homeless?	Key Informant?	Educator?	Just 100% Educator	LTM?	Front Line Staff?	Studied in Canada?	Degree	Substance Use History?	Mental Illness?
001	Cisgender	40	Edmonton	Caucasian		Past	Yes	Yes			Yes	Yes	Master	No	No
002	Man	48	Kamloops	Indigenous	Local	Current						Yes	Associate	Yes	Yes
003	Man	51	Kamloops	Caucasian		Current						Yes	Associate	Yes	Yes
004	Man	50	Kamloops	Caucasian		Current						Yes	In process - High School	Yes	Yes
005	Man	29	Vancouver	ME	Pakistan	Past						No	Bachelor	No	No
006	Cisgender	44	Hamilton	IW	Local	Past	Yes				Yes	Yes	Master	No	No
007	Cisgender	47	PR	Indigenous	Local	Current	Yes				Yes	Yes	Bachelor		
008	Woman	39	Kamloops	Caucasian		Current						Yes	High School Certificate	Yes	Yes
009	Cisgender	33	Halifax	Caucasian		Current						Yes	High School Certificate + In Process Associate	No	No
010	Man	27	Kamloops	Black	Saf	Current						Yes	Bachelor + In process Master	No	
011	Man	36	Kamloops	Black		Current						Yes	Stopped: Associate		
012	Man	40	Montreal	Caucasian		Past	Yes			Yes		Yes	Master	Yes	Yes
013	Man	23	Toronto	Black		Current						Yes	Stopped: Bachelor	No	No
014	Woman	33	Toronto	Black	Kenia	Current						Yes	In process: Associate	No	No
015	Woman	37	Calgary	Caucasian		Past	Yes				Yes	Yes	Bachelor	No	No
016	Woman	44	Quebec City	Caucasian		Past	Yes	Yes		Yes		Yes	Ph.D.	No	No
017	Cisgender	35	Halifax	IBNI	Local	Past						Yes	Certificate Program (required be licensed to practice)	Yes	Yes
018	Woman	28	Halifax	Caucasian		Past						No			Yes
019	Woman	33	Kamloops	Caucasian		Past						Yes	Bachelor	No	

Appendix I: Themes and Sub Themes for the Data Analysis

Section	Themes	Sub-Themes
Deductive	Probability to access	Zero Probability
Deductive	Probability to access	Extremely Low Probability
Deductive	Probability to access	Unlikely
Deductive	Probability to access	Low Probability
Deductive	Probability to access	Hard
Deductive	Probability to access	Next to possible
Deductive	Probability to access	Is Probable
Deductive	Probability to access	Medium Probability
Deductive	Probability to access	High Probability
Deductive	Probability to complete	Zero Probability
Deductive	Probability to complete	Extremely low probability
Deductive	Probability to complete	Very Low
Deductive	Probability to complete	Low Probability
Deductive	Probability to complete	Very Unlikely
Deductive	Probability to complete	Unlikely
Deductive	Probability to complete	Low Probability
Deductive	Probability to complete	Extremely Low Probability
Deductive	Probability to complete	Medium Probability
Deductive	Probability to complete	Some of them will
Deductive	Probability to complete	Medium Probability
Deductive	Probability to complete	Likely
Deductive	Probability to complete	Is Probable
Deductive	Probability to complete	Medium to High Probability
Deductive	Probability to complete	Good probability
Deductive	Probability to complete	High Probability
Deductive	Probability to complete	Depends of each individual
Deductive	Probability to complete	Depends on the support they can access
Deductive	Barriers and challenges	Financial barrier
Deductive	Barriers and challenges	Scam to International Students
Deductive	Barriers and challenges	Discrimination
Deductive	Barriers and challenges	Not Have a Mailing Address
Deductive	Barriers and challenges	Not Have Identification Document
Deductive	Barriers and challenges	Not Having Clean Criminal Records
Deductive	Barriers and challenges	Lack of information
Deductive	Barriers and challenges	Sense of belonging
Deductive	Barriers and challenges	Lack of encouragement
Deductive	Barriers and challenges	Difficulties for Social Integration
Deductive	Barriers and challenges	Age
Deductive	Barriers and challenges	Lack of Access to Technology, Equipment and Internet

Deductive	Barriers and challenges	Lack of Access to Text Books
Deductive	Barriers and challenges	Lack of coordination between Government, Education and Social Services Sectors
Deductive	Barriers and challenges	Lack of Access to Basic Needs
Deductive	Barriers and challenges	Not have access to residence
Deductive	Barriers and challenges	Access to hygiene services
Deductive	Barriers and challenges	Mental health problems/issues/illness
Deductive	Barriers and challenges	Addictions and Substance Use
Deductive	Barriers and challenges	Language Barrier
Deductive	Barriers and challenges	Isolation
Deductive	Barriers and challenges	Discrimination
Deductive	Barriers and challenges	Professors/Teachers and Staff Lack of Preparation
Deductive	Barriers and challenges	Transportation
Deductive	Barriers and challenges	Being Homeless
Deductive	Barriers and challenges	Hidden Homelessness
Deductive	Barriers and challenges	Not having a safety network
Deductive	Barriers and challenges	Difficulties to navigate and follow the processes of the Canadian Education System
Deductive	Barriers and challenges	Rigid Education System
Deductive	Barriers and challenges	Lack of Academic/Social Etiquette
Deductive	Barriers and challenges	Not Educational Services in their location
Deductive	Barriers and challenges	Lack of communication skills
Deductive	Barriers and challenges	Constant Mobility
Deductive	Barriers and challenges	Level of Difficulty of the Academic Programs
Deductive	Barriers and challenges	Barriers to deliver education to the Indigenous Community
Deductive	Government support and initiatives	No government supports or initiatives known
Deductive	Government support and initiatives	Government supports exist
Deductive	Experiences	Excitement
Deductive	Experiences	Need of Peer to Peer assistance
Deductive	Experiences	Feeling Stigmatized and Stereotyped
Deductive	Experiences	Lack of information or difficulties to access to it
Deductive	Experiences	Feeling Discriminated
Deductive	Experiences	Bullied
Deductive	Experiences	Stressed
Deductive	Experiences	Uncertainty
Deductive	Experiences	Feeling Shame and/or Embarrassed
Deductive	Experiences	Hard experience
Deductive	Experiences	Social Inferiority
Deductive	Experiences	Feeling Sleepiness and/or Exhausted
Deductive	Experiences	Need to hide their situation
Deductive	Experiences	Great Experience
Deductive	Experiences	Difficulties in socialization

Deductive	Experiences	Feel as an Outsider
Deductive	Experiences	Desmotivation
Deductive	Experiences	Join ilegal activities
Deductive	Experiences	Emotional disorder
Deductive	Experiences	Trauma
Deductive	Experiences	Pain
Deductive	Experiences	Unsupported
Deductive	Experiences	Defensiveness
Deductive	Experiences	Missunderstood
Deductive	Experiences	Easygoing
Deductive	Readiness	Educational Institutions are not ready
Deductive	Readiness	Educational Institutions are supportive
Deductive	Readiness	Educational Institutions are prepared
Deductive	Readiness	Educational Institutions made improvements
Deductive	Readiness	Professors/Teachers/Lectures are ready
Deductive	Readiness	Professors/Teachers/Lectures are not ready
Deductive	Readiness	Professors/Teachers/Lectures their level of preparation will depend
Deductive	Readiness	Professors/Teachers/Lectures are more prepared now than before
Deductive	Readiness	Professors/Teachers/Lectures are supper supportive
Deductive	Readiness	No statement
Deductive	Readiness	Students/Colleagues are not ready
Deductive	Readiness	Students support and are welcoming
Deductive	Readiness	Students support depends
Deductive	Actions needed	Reduce/Control the cost of education or More Funds available / Make Education more affordable
Deductive	Actions needed	Safety Networks
Deductive	Actions needed	Addiction Continue Support Program
Deductive	Actions needed	Mental Health Continue Support and Case Management
Deductive	Actions needed	Education to prevent homelessness among students
Deductive	Actions needed	Access to books and materials
Deductive	Actions needed	Educational support service programs
Deductive	Actions needed	Multiple sources of supports
Deductive	Actions needed	Education as a Birth-Right
Deductive	Actions needed	Peer to Peer assistance.
Deductive	Actions needed	Changes in the society
Deductive	Actions needed	Provide more information
Deductive	Actions needed	Financial Support
Deductive	Actions needed	Extension of the support service hours
Deductive	Actions needed	Self motivation and resilient
Deductive	Actions needed	Back to school incentives
Deductive	Actions needed	Housing

Deductive	Actions needed	Need to admit that the system is broken
Deductive	Actions needed	Access to basic needs
Deductive	Actions needed	Adapt rigid educational system
Deductive	Actions needed	Transportation
Deductive	Actions needed	Provide access to Technology, Equipment and Internet
Deductive	Actions needed	Educational Program Delivery in the Shelter
Deductive	Actions needed	Not allowing Employee's Union's in the non-profit sector
Deductive	Actions needed	Harm Reduction Approach in Educational Institutions
Deductive	Actions needed	Trauma Informed Approach in Educational Institutions
Deductive	Actions needed	People centered approach
Deductive	Actions needed	The Government should make it a priority
Deductive	Actions needed	Educational Advancement Program
Deductive	Actions needed	The Education and Non Profit Sector should work together
Deductive	Actions needed	The educational institutions should organize public consultations
Deductive	Actions needed	Bring them information to have faith
Deductive	Actions needed	Prepare staff/professors/teaching assistants
Deductive	Actions needed	Job program for students experiencing homelessness
Deductive	Actions needed	An adult education center adapted for individuals experiencing homelessness
Deductive	Actions needed	Childcare available
Inductive	Real success stories	Cases
Inductive	Homeless are studying	Cases
Inductive	Willingness to Study	Positive
Inductive	Willingness to Study	Negative
Inductive	Homeless have some level of education	Cases and demographics
Inductive	The role of education	Community reintegration
Inductive	The role of education	Brings Happiness
Inductive	The role of education	Beneficial
Inductive	The role of education	Education has an important role
Inductive	The role of education	Education should be part of the solution
Inductive	The role of education	Educational institutions bring a positive environment and hope
Inductive	The role of education	Education help individuals experiencing homelessness that are under addiction
Inductive	Selfawareness	Lack of Self Awareness of being homeless
Inductive	Homeless have dreams and hopes	Cases