# Education Attainment System Map CANADA LEARNING BOND

At the centre of the map is **Child Post-secondary Education Attainment.** This is surrounded by the three conditions necessary for educational attainment: **motivation, capability, and opportunity**. These three conditions are the anchors of the map and they each have their own set of feedback loops that help explain the cause and effect relationships at work with each condition for the **child**, the **family**, the **institutional system**, as well as the **community**. The three anchors are inter-dependent, meaning each is influenced by the other two anchors. The intent behind highlighting these feedback loops is to help identify key factors that create cyclical dynamics that can be influenced through interventions, sometimes called "leverage points".

### Motivation - the individual desire for educational attainment

Motivation is impacted by the child's and family's **hopes and dreams**, which are influenced by **parental education**, a **sense of belonging** and being **able to see a path ahead**. Motivation is also affected by **trust in the system**, and the **pressures of living in poverty**. This in turn is influenced by external factors like **stagnant wages** and **high cost of living/housing** and **both real and perceived injustice**. Hopes and Dreams is a unique axis because, unlike the others, it represents a personal factor where potential interventions can have an impact on the larger system.

#### Capability - the extent to which an individual achieves educational success

Capability is impacted by the **achievement** in the academic domain, as well as **experiential learning**, and the ability for older students to engage in **life-long learning** and **re-skilling**, which is influenced by factors both at the individual level and at the systemic level (e.g. flexible **educational opportunities** and **labour market conditions**). Achievement is linked to opportunity through **mental bandwidth** (the ability to focus attention while coping with life's pressures) and to opportunity through community economic infrastructure, which can support viable career development opportunities.

## Opportunity - the set of circumstances, often outside of the individual's control, that makes educational success possible

Opportunity is largely influenced by external factors like an individual's extended network, **role models** and the wider **community capacity** and **infrastructure**. Given the number of external factors tied to opportunity, there is a large number of possible system interventions connected to this anchor. **Geographic location** plays an important role in this area of the map, as it influences a number of pre-conditions for post-secondary attainment (e.g. accessibility of education supports and opportunities). **Just-in-time funding** for education (i.e. grants and loans for students as they enter PSE), **federal incentives for savings**, and **outreach and funding by 3rd parties** all help bring **education within reach** of low-income families.

Last but not least, the social, cultural and economic aspects which influence the **community capacity** play an important role in influencing capability and opportunity.

