

**OVERVIEW OF
EDUCATIONAL SERVICES
FOR ADULTS
IN GENERAL EDUCATION
IN QUÉBEC**

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PREFACE

In Québec, the education system is divided into four levels: elementary (including preschool), secondary, college and university, all of which fall under the jurisdiction of the ministère de l'Éducation. Adults have access to services at the secondary, college and university levels.

This document focuses primarily on the services offered to adults at the secondary level in general education. Its aim is to familiarize readers with the adult sector in the Québec education system and to describe its past, present and future. It may, therefore, serve as a brief outline of the adult education sector on various occasions, such as:

- during visits by foreign delegations interested in education;
- during local, national or international conferences;
- when providing training to new school board personnel;
- when developing projects in partnership with other ministries or public, parapublic and community organisms;
- when disseminating information to the public through various means, such as the ministry's Internet site.

The following pages provide an introduction to the current context of adult education in Québec. The remainder of the document is divided into three parts:

- history and legislation
- organization of adult educational services
- development of adult education

TABLE OF CONTENTS

	Page
Introduction	1
 PART ONE	
1 History of Educational Services for Adults in General Education in Québec	2
1.1 Development of Adult Education and Its Institutionalization	2
1.2 Québec Legislation Governing Adult Education	2
 PART TWO	
2 Organization of Educational Services for Adults	5
2.1 Services Offered in Adult Education	5
2.2 Establishments Authorized to Offer Educational Services for Adults	6
2.3 Educational Services Offered to Adults in Each Network	9
2.3.1 The Official Network	9
2.3.1.1 School Boards	9
2.3.1.2 Private Establishments Governed by the Education Act	9
2.3.2 The Unofficial Network	9
2.3.2.1 Community-Based Education Groups	9
2.3.2.2 Community-Based Literacy Groups	9
2.3.2.3 Private Establishments Not Governed by the Education Act	9
2.4 Attendance	9
2.4.1 Training Facilities	10
2.4.2 Flexible Schedules	10
2.4.3 Forming Training Groups	10
2.5 Profile of Adult Education Students	11
2.5.1 Types of Students	11
2.5.2 Enrollment of Adults in General Education in 1995-96	12
2.6 Programs of Study Offered in Instructional Services	12
2.7 Teaching-Learning Models	12
2.7.1 Individualized Learning	12
2.7.2 Customized Training	13
2.7.3 Distance Education and Independent Learning	13
2.7.4 Other Teaching-Learning Approaches and Models	14

2.8 Funding Adult Education	14
2.8.1 The Official Network	14
2.8.1.1 School Boards	14
2.8.1.2 Private Establishments Governed by the Education Act	15
2.8.2 The Unofficial Network	15
2.8.2.1 Community-Based Education Groups	15
2.8.2.2 Community-Based Literacy Groups	15
2.8.2.3 Private Establishments Not Governed by the Education Act	16
2.9 Evaluation of Learning in the Official Network	16
2.10 Conditions for Obtaining a Secondary School Diploma	17
2.11 Teacher Training in School Boards	18
2.11.1 Initial Training	18
2.11.2 Professional Development	18

PART THREE

3 The Future of Adult Education	19
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Appendix 1: Organizational Chart of the Ministère de l'Éducation

Appendix 2: Sections of the *Basic school regulation respecting educational services for adults in general education* Concerning all of the Services Offered in Adult Education

INTRODUCTION

The Current Context of Adult Education in Québec

Although adult education has been offered since the beginning of the century, it has greatly evolved in the past thirty years. Its foundation rests on developments in the Québec education system and Québec society as a whole, and on the persistent work carried out by numerous partners in both the official and unofficial networks of the education sector.

With time, it became obvious that services needed to be adapted to a population whose needs were becoming increasingly diversified. In fact, it is this multitude of needs and an ongoing process of interaction with adults that characterize Québec's unique approach to adult education. Such a system requires much flexibility in the way adult education services are developed and organized.

In Québec, as elsewhere in the world undoubtedly, adults in need of education or training are often grappling with various other problems that affect their studies and personal development, as well as their position in the job market. Québec has quickly adjusted to the situation by offering, as the need arises, multi-dimensional support to this training.

Despite various budget cuts caused by the current economic situation in Québec and the rest of the world, Québec has been protecting the principles underlying adults' rights to quality educational services.

On the eve of the twenty-first century, education ranks among Québec's top priorities in matters of development and investment. The current employment crisis, in which the supply of jobs is unable to keep up with the demand, requires Québec society to find ways of raising the general level of culture to better prepare its members socially and economically. It is a turning point in the development of our education system in both the youth and adult sectors.

Alain Mercier
Director

PART ONE

1 History of Educational Services for Adults in General Education in Québec

1.1 Development of Adult Education and Its Institutionalization

Although adult education was instituted in Québec at the end of the nineteenth century, it was only in the early sixties that it became significant and that its practices were institutionalized. Until then, continuing education had been offered primarily through the Church, and was given in the workplace and within organizations or the community. Its focus was industrial and rural development.

The period between 1960 and 1980 saw many developments that affected adult education in Québec. In the early sixties, the Church relinquished its claim to the educational system and turned it over to the State. This reorganization brought about the creation of the ministère de l'Éducation in 1964, and soon after, of the Direction générale de l'éducation permanente. In 1973, the latter became the Direction générale des adultes. Thus, teaching and learning became the subject of extensive research in a very new field, that of adult education. The concept of individualized learning was also developed during this time.

1.2 Québec Legislation Governing Adult Education

The period from 1980 to the present served to create the official legal framework for the adult education sector. In 1980, the Québec government established the Commission d'étude sur la formation des adultes. Its mandate was to study vocational education and socio-cultural education at the secondary, college and university levels and to look into the division of responsibilities among ministries and establishments. The Commission's findings were instrumental in defining the various measures that regulate education in Québec.

The recommendations made by the Commission d'étude sur la formation des adultes were based on the following guiding principles:

- the development of human potential in Québec
- the democratization of education through basic education
- the transformation of practices
- the participation of all the parties interested in adult education

Before adopting a bill on adult education, the Québec government published a document entitled *Énoncé d'orientation et plan d'action en éducation des adultes*. This document was the first governmental response to the Commission's report. Although it retained the Commission's guiding principles, it advocated job-oriented or qualifying education, to the detriment of a broader, basic education. Nonetheless, this document constituted the

cornerstone of further activities on adult education. The regulation respecting adult education, which came into effect several years later, meets the challenge of offering services that correspond, both in theory and practice, to the basic education recommended by the Commission d'étude sur la formation des adultes.

In 1988, Québec modified the *Education Act* by making educational services for adults an official responsibility of the school boards, as are educational services for youths. One of the regulations respecting adult education was ratified by the Conseil des ministres on May 18, 1994, and came into effect on July 1 of that same year. The scope of this regulation, entitled *Basic school regulation respecting educational services for adults in general education*, is described in section 1:

"This Regulation governs the educational services offered to adults in general education, specifically, to persons no longer subject to compulsory school attendance and enrolled in an adult education centre."¹

The adoption of the *Basic school regulation respecting educational services for adults in general education* recognized, in a concrete way, adults' right to education. An annual publication entitled *Directives*, which is distributed to every school board, provides a detailed description of the organizational framework for the current year.

Today adult education comes under the Direction de la formation générale des adultes, which, like the Direction de la formation générale des jeunes, is the responsibility of the assistant deputy minister. Although adult education possesses certain distinctive features (such as individualized education, continuous intake, variable school leaving and the andragogical approach), its programs of study, the certification of studies and development are now in harmony with those of the youth sector in order to minimize differences in the organizational framework and the services offered. As a result, this will provide both youths and adults with similar options. The following table illustrates the relationships between the Direction de la formation générale des adultes, the ministerial authorities and other departments. Appendix 1 contains the organizational chart of the ministère de l'Éducation.

¹ *Basic school regulation respecting educational services for adults in general education*, Order in Council 732-94 18 May 1994, (1994) G.O. s. 1, p. 2064.

TABLE 1: RELATIONSHIP BETWEEN THE DFGA, MINISTERIAL AUTHORITIES AND OTHER DEPARTMENTS

The sous-ministre adjoint pour la communauté anglophone is responsible for the Direction des politiques et projets of the Services à la communauté anglophone.

PART TWO

2 Organization of Educational Services for Adults

2.1 Services Offered in Adult Education

The *Basic school regulation respecting educational services for adults in general education* provides for various services to meet the educational needs of the adult population in Québec. Table 2 illustrates these services.

Table 2: Services Provided for in the *Basic school regulation respecting educational services for adults in general education*

NOTE:

This table is located in the file TABLEAU.RP because it requires more print memory than is available with most printers. Should you have problems printing the table, please contact the DFGA to obtain a hard copy.

The services offered enable adults to choose options that correspond to their learning plan. Thus adult students may end their studies once they have completed a literacy program, obtained a secondary school diploma (which they may need to pursue postsecondary studies) or obtained the prerequisites for admission into a vocational education program (i.e. Secondary III or IV credits in certain disciplines).

Note: Appendix 2 contains the complete wording of the sections mentioned in Table 2.

2.2 Establishments Authorized to Offer Educational Services for Adults

In Québec, five types of establishments can legally offer services to adults at the secondary level. These establishments are part of two types of networks: the official network of adult educational services governed by the *Basic school regulation respecting educational services for adults*, and the unofficial network which meets ministry requirements but is not bound by all of the provisions of the *Basic school regulations*.

The official network is made up of:

- school boards
- private establishments governed by the Education Act

The unofficial network comprises:

- community-based education groups
- community-based literacy groups
- private establishments not governed by the Education Act, such as companies and language schools

In 1996, 120 out of 157 school boards as well as three private establishments governed by the Education Act offered educational services to adults in Québec. There are currently 943 community-based education groups accredited by the ministry and 130 accredited community-based literacy groups. As for private establishments that are not governed by the Education Act, their numbers fluctuate according to supply and demand.

Table 3 presents the ministry's mission as well as the missions of the establishments in both networks.

Table 3: Mission of the Ministère de l'Éducation and Other Establishments concerning Adult Education

Ministère de l'Éducation

According to the *Act respecting the ministère de l'Éducation*, in the fields within his or her competence, the Minister shall be responsible for promoting education, contributing to the development of educational institutions and overseeing the quality of the educational services provided by those institutions.²

The Ministère's mission concerning adult education is described in greater detail in the *Rapport annuel du ministère de l'éducation*: "The mission of the ministère de l'éducation is to contribute to preschool, elementary and secondary education so that young and adult students may:

- acquire a basic education in accordance with their aptitudes and potential throughout their lives in order to become creative, independent individuals;
- be prepared to join the work force or to pursue postsecondary education successfully."³

School Boards and Private Establishments Governed by the Education Act

The *Education Act* stipulates that: "every school board shall see to the implementation of the basic school regulation established by the Government in accordance with the terms prescribed by the Minister under section 459 and of the programs of studies established by the Minister under section 461" and that "the principal of the adult education centre, under the authority of the director general of the school board, shall see to the quality of the educational services provided in the centre."⁴ This section applies as well to private establishments not governed by the Education Act.

²An *Act respecting the ministère de l'Éducation*, R.S.Q., c. M-15, s. 2.

³Québec, ministère de l'Éducation, *Rapport annuel 1992-1993* (Québec, ministère de l'Éducation, 1993), p. 7. (This citation is a free translation.)

⁴*Education Act*, R.S.Q. c. I-13.3, ss. 246, 103.

Table 3: Mission of the Ministère de l'Éducation and Other Establishments concerning Adult Education

Community-Based Education and Literacy Groups

The mandates of community-based education groups and community-based literacy groups appear as objectives in development and funding programs for these groups.

Community-Based Education Groups

"The educational activities funded by the MEQ must aim at:

- promoting individual or community awareness of living conditions in order to better understand and control these conditions, or to influence personal and community choices;
- making it possible for individuals to become autonomous, for individuals or communities to take charge of their lives, and for milieus and social groups to be independent;
- developing the ability to analyze and to select strategies and means of evaluation
- promoting active participation in democratic life."⁵

Community-Based Literacy Groups

"To help illiterate adults increase their functional abilities, through the acquisition of reading, writing and arithmetic skills and, possibly, to pursue their studies."⁶

Private Establishments Not Governed by the Education Act

The missions of these establishments are determined by their activities.

⁵Québec, ministère de l'Éducation, *Programme de soutien à l'éducation populaire autonome 1995-1998* (Québec: ministère de l'Éducation, 1995), p. 1. (This citation is a free translation.)

⁶Québec, ministère de l'Éducation, *Programme de soutien à l'alphabétisation populaire autonome 1995-1998*, Code 38-8380A (Québec: ministère de l'Éducation, 1995), p.1.

2.3 Educational Services Offered to Adults in Each Network

2.3.1 The Official Network

2.3.1.1 School Boards

School boards are required to offer all of the services provided for in the *Basic school regulation* (listed in Table 2), subject to the boards' organizational constraints.

2.3.1.2 Private Establishments Governed by the Education Act

Private establishments governed by the *Education Act* are subject to the same provisions as school boards.

2.3.2 The Unofficial Network

2.3.2.1 Community-Based Education Groups

In order to be accredited and funded by the ministère de l'Éducation, community-based education groups may offer only services that meet ministry objectives. They therefore provide popular education services.

2.3.2.2 Community-Based Literacy Groups

As the name implies, independent community literacy groups offer services that focus primarily on literacy. Often, literacy training programs are tied to specific community development activities. School boards, which also offer literacy programs, may offer these programs in conjunction with community-based groups in their areas.

2.3.2.3 Private Establishments Not Governed by the Education Act

These establishments offer a variety of services based on their objectives and the target clientele.

2.4 Attendance

Because adults' educational needs are closely linked to their living conditions, the services offered take into account daily realities, as much as possible.

2.4.1 Training Facilities

Many different types of facilities are used to provide training to adults. Some, such as schools, are traditional in nature; others are selected to meet the needs of specific groups or because of organizational or financial constraints (e.g. workplace, community halls, church basements, low-income housing, private residences).

2.4.2 Flexible Schedules

Faced with the ongoing desire to be accessible to the greatest possible number of adult students, establishments offer flexible schedules. Depending on their needs and availability, adults may register for day or evening classes. In the case of practicums, for example, training may even be provided during night shifts.

Some adults may register for "examination alone" type of activities, so that they can:

- sign up for the courses they need to continue their postsecondary education;
- obtain the credits they need for a secondary school diploma.

Adults can enroll either full-time (15 to 30 hours per week) or part-time (less than 15 hours per week).

Adult education is characterized by continuous intake, which means that establishments, particularly school boards, allow students to enroll at different times of the year. Variable school leaving makes it possible for students to leave or interrupt their studies at any time in order to meet priorities in their personal lives, or according to their learning plan.

2.4.3 Forming Training Groups

In the official network, training groups are formed according to parameters established by the ministère de l'Éducation. These parameters vary depending on the type of services offered and according to the characteristics that define the population targeted by each school board. In urban areas, the number of adults per group is higher than in rural areas.

2.5 Profile of Adult Education Students

2.5.1 Types of Students

The *Education Act* stipulates that:

"Every person no longer subject to compulsory school attendance is entitled to the educational services prescribed by the basic school regulation for adult education made by the Government under section 448, within the scope of the programs offered by the school board pursuant to this Act."⁷

In Québec, anyone between 6 and 16 years of age **must** be educated in the youth sector; anyone between 16 and 18 years of age **may** be educated in either the youth or the adult sector. Adults 18 years and over who wish to attend school **have access only** to the adult sector. As a result, adult students are at least 16 years old. In the Montréal area, the adult student population is made up largely of immigrants. Adult educational services are also available to anglophone students, and to Native students in Cree, Inuktitut and Naskapi. Adults with special needs, such as physically or intellectually handicapped students or students with learning difficulties, have access to both adult educational services and support and student services. These services are provided by specialists, but are affected by current budgetary restrictions that prevail in Québec.

In order to provide training to a greater number of adults, on June 22, 1995, the Québec government adopted the *Act to foster the development of manpower training*. This act requires employers to invest the equivalent of at least 1% of their payroll in training. More specifically, employers with payrolls over \$1,000,000 were subject to the Act as of January 1, 1996; those with payrolls over \$500,000 have been subject to it since January 1, 1997; and those with payrolls over \$250,000 will be as of January 1, 1998. Certified training establishments can be part of either the official or the unofficial adult education network.

⁷*Education Act*, R.S.Q., c. I-13.3, s. 2.

2.5.2 Enrollment of Adults in General Education in 1995-96

Table 4 below contains data on enrollment for the 1995-96 school year.

	Closed Envelope (19 years and over)	Open Envelope (16-18 years of age)
Full-Time Studies	55 909	19 739
Part-Time Studies	59 382	15 526
Registration for Examination Only	5 702	1 138
Independent Learning and Distance Education	2 978	869
Total	104 201	29 371

2.6 Programs of Study Offered in Instructional Services

Each instructional service offers its own program of study. Depending on the case, some services offer more than one program, based on the number of courses or subjects it contains.

2.7 Teaching-Learning Models

2.7.1 Individualized Learning

Although adult education in Québec is based on the andragogical approach and uses several teaching-learning models, it is characterized primarily by individualized learning, particularly in school boards. The following definition illustrates current practices and the guiding principles behind several adult education programs.

"The individualized learning model uses methods and instructional materials that are adapted to the needs of individual students so that they may determine, plan or carry out their learning plan. The aim of this model is to respect and make use of differences among adults. It also takes into account the needs, choices and overall development of each individual."⁸

2.7.2 Customized Training

Literacy services offered by school boards are based on a customized training process that can be defined as follows:

"Customized training is a way of perceiving and organizing training. It depends on the participation of the main parties involved in the training process, which is based on real needs that have been identified and analyzed, and on a concrete situation that needs to be changed."⁹

2.7.3 Distance Education and Independent Learning

Distance education and independent learning are very similar models. They allow adult students to take part in a training process in their own environment and to meet the same certification requirements as students who attend a training centre. The difference between distance education and independent learning resides in the use of resources. Adults who are registered in independent learning programs have access to certain instructional materials. The same holds true for students in distance education programs; however, in these services, a resource-person in the school board acts as a tutor providing support to adult students in terms of follow-up.

⁸Québec, ministère de l'Éducation. *Qu'en est-il du régime pédagogique applicable aux services éducatifs pour les adultes en formation générale?* (Québec: ministère de l'Éducation, 1994). This document adapted a definition of the Table des responsables de l'éducation des adultes dans les commissions scolaires du Québec (TRÉAQ). (This citation is a free translation.)

⁹This definition was inspired by the work of Monique Ouellet, *La formation sur mesure : un guide* (Québec: ministère de l'Éducation, 1986). (This citation is a free translation.)

2.7.4 Other Teaching-Learning Approaches and Models

Both the official and unofficial networks can choose among an array of teaching-learning methods, including:

- lectures
- group activities
- workshops

2.8 Funding Adult Education

2.8.1 The Official Network

2.8.1.1 School Boards

The ministère de l'Éducation allots school boards two types of budgets: open envelopes and closed envelopes.

Open envelopes were instituted in 1993-94 to meet the needs of school boards who were faced with an increasing number of students between 16 and 18 years of age in adult education. The presence of students aged 16 to 18 in adult education reflects the current drop-out rate in the youth sector. This type of funding was allotted for every new enrollment.

Closed envelopes consist of budgets that are allocated according to the number of students enrolled during the previous year. The amounts are confirmed by the number of hours **completed** by the adult students. The school boards decide how they will allocate their budgets, according to the priorities they have set together with all of the parties concerned. The allocation of funds is divided into four categories, according to the following resources:

- human
- support
- material
- guidance

Certain costs can be charged to adult students, which is a type of financing for school boards. Often these costs are related to admission, to complementary services such as remedial education or psychology, or to popular education.

School boards may also receive grants through special financing programs set up jointly by the federal and provincial governments or by the ministère de l'Éducation and other ministries. In the latter case, these programs involve financial assistance to adults who must meet certain conditions and for whom sums are allocated to school boards for material support.

Certain agreements, or protocols, may be struck with community organizations such as local community service centres (CLSCs). These agreements are often related to complementary services offered to individuals experiencing difficulties such as drug addiction, domestic violence, etc.

2.8.1.2 Private Establishments Governed by the Education Act

These establishments receive grants for educational services offered in the youth sector. Adult educational services, however, must be funded by adult students who pay tuition fees for the courses they enrol in. Here, once again, agreements may be reached with community organizations.

2.8.2 The Unofficial Network

2.8.2.1 Community-Based Education Groups

Accredited groups receive subsidies in order to set up their activities. Every year, the ministère de l'Éducation funds projects that fall within the framework of a specific program entitled *Programme de soutien à l'éducation populaire autonome (PSÉPA)*.

2.8.2.2 Community-Based Literacy Groups

Community-based literacy groups are also funded through a specific program entitled *Programme de soutien à l'alphabétisation populaire autonome (PSAPA)*, the counterpart of the *Programme de soutien à l'éducation populaire autonome*. These groups also receive funding through a federal-provincial program entitled *Initiatives fédérales-provinciales conjointes en matière d'alphabétisation (IFPCA)*. School boards may also receive funding through this program.

For all three programs, projects must be submitted annually for review to the ministère de l'Éducation. (In the case of the *Initiatives fédérales-provinciales conjointes en matière d'alphabétisation*, the ministère de l'Éducation reviews the projects submitted together with the National Literacy Secretariat of the federal government.)

2.8.2.3 Private Establishments Not Governed by the Education Act

Certain establishments offer services that are funded by the adult students themselves or their employers, or through federal or provincial manpower training programs. Employers may also provide their workers with training which is either self-financed or funded through federal or provincial manpower training programs.

2.9 Evaluation of Learning in the Official Network

In Québec, the ministère de l'Éducation provides school boards with specific instruments designed to recognize adult students' scholastic and experiential prior learning.

The Ministère provides school boards with placement tests in order to determine where to place adult students enrolled in literacy services or presecondary, Secondary Cycle One and Secondary Cycle Two education services. School boards may also design their own placement tests.

Two other types of evaluation are used: formative and summative evaluation. Formative evaluation provides information on learning throughout the learning process. It is defined as follows:

"Evaluation that takes place during learning in order to inform the students and the teacher of the degree to which the student masters the content so that measures may be taken, if applicable, to ensure continued progress."¹⁰

Summative evaluation focuses on the attainment of objectives:

"Evaluation that takes place at the end of a cycle, program of study or following experiential learning in order to determine the degree to which the student has acquired knowledge or skills so that a decision may be made regarding various aspects, including promotion to another grade level, certification of studies and recognition of experiential learning."¹¹

Prescribed examinations and complementary examinations are used to evaluate learning in adult students. These examinations are defined as follows:

¹⁰Québec, ministère de l'Éducation, *Vocabulaire de l'éducation* (Québec: ministère de l'Éducation, 1990), p. 126.
(This citation is a free translation.)

¹¹Québec, ministère de l'Éducation, *Vocabulaire de l'éducation* (Québec: ministère de l'Éducation, 1990), p. 126.
(This citation is a free translation.)

Prescribed examination:

"An examination decreed by a regulation of the Ministère and which school boards are obliged to use."¹²

Complementary examination:

"An examination prepared by the Ministère and made available to educational institutions; use of such an examination is not compulsory." (*Vocabulaire de l'éducation*, 2nd edition, p.116. Free translation.) School boards may use the examination to prepare a local examination, or they may use another examination. A complementary examination is based on the definition of the domain for a course for the purposes of summative evaluation, regardless of whether the course is a credit or non-credit course."¹³

Note: Complementary examinations are now designed by a paragovernmental organization.

Note: Establishments in the unofficial network have adopted rules that govern their evaluation procedures.

2.10 Conditions for Obtaining a Secondary School Diploma

At present, in order to obtain a secondary school diploma, an adult student must have accumulated:

- 12 credits¹⁴ in language of instruction, at least 6 of which must be at the Secondary V level;
- 6 credits in English as a Second Language at the Secondary IV or V level for adults whose language of instruction is French; or 6 credits in French as a Second Language at the Secondary V level for adults whose language of instruction is English;
- 36 credits in optional subjects, at least 18 of which must be at the Secondary V level.

¹²Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Three-Year Plan: Distribution of Instruments for the Evaluation of Learning* (Québec: ministère de l'Éducation, 1996).

¹³Québec, ministère de l'Éducation, Direction de la formation générale des adultes, *Three-Year Plan: Distribution of Instruments for the Evaluation of Learning* (Québec: ministère de l'Éducation, 1996).

¹⁴A credit corresponds normally to 25 hours of instruction.

2.11 Teacher Training in School Boards

2.11.1 Initial Training

The ministère de l'Éducation, along with its partners (universities, unions, and professional associations) are currently reviewing the initial training for teachers. A specialized program is being planned for adult education teachers. At present, French-speaking universities offer a "certificat en andragogie," while English-speaking universities offer a "diploma in adult education," both of which allow teachers to teach adult students in general education.

The initial training allows student teachers to master the competencies required to practise the profession, while allowing access to the most recent research in adult education.

The *Education Act* requires teachers to hold a teaching license, a teaching permit or a provisional teaching authorization.

2.11.2 Professional Development

Professional development enables teachers to stay up to date and enrich their professional competencies in order to improve their individual and collective practices.

Regional and province-wide professional development sessions are offered by the ministère de l'Éducation to teachers in the official network when new programs are implemented. Moreover, teaching establishments in either network may offer, on their own initiative, professional development in a variety of disciplines for all categories of teachers.

Many teachers update their skills in various areas such as the learning process or linguistic support for allophones. These training activities are often offered by universities, based on the interests and needs of individuals.

PART THREE

3 The Future of Adult Education

The government of Québec recently conducted a series of public consultations within the framework of the Estates General on Education. Many of the views expressed were presented by organizations or individuals who have a great interest in the future of adult education. Many aspects of this sector were broached, including:

- the definition of the priorities related to development in adult education for the next few years;
- the need to keep adult education accessible to all adults in Québec and to increase mechanisms that promote accessibility;
- the setting up of activities for the prevention of illiteracy and school drop-outs;
- the development of strategies to promote educational success;
- the sharing of responsibilities with respect to literacy between the official and unofficial networks;
- increased partnerships among ministries and among teaching establishments;
- the development of research on various aspects of adult education;
- the development of new information and communications technologies related to various approaches used in adult education;
- the development of a policy specific to adult education in Québec.

On the whole, the topics covered deal with future trends, such as the globalization of markets, new needs in manpower training, technological developments and the empowerment of citizens in the roles they play in society.

The budget restrictions currently felt in Québec and elsewhere in the world are another important factor to consider. The Québec population and its leaders are aware that the State must continue to offer quality services over the next few years, in spite of dwindling financial resources--a great challenge that Quebecers are ready to take on.

According to its report, the Commission for the Estates General on Education already has an inkling of the areas that will need work in the short term. This work will focus on:

- formulating new aims for learning programs;
- a greater partnership with the community;
- recognizing the role played by community-based education groups and community-based literacy groups and defining their ties with the education system;
- developing distance education and using new information and communications technologies;
- preventing illiteracy;
- providing greater access to services;
- consolidating enrollment and referral services;
- consolidating recognition of learning services;
- the situation of teachers in adult education;
- developing a policy for continuing education.

On October 24, 1996, Education Minister Pauline Marois made public her reactions to the final report on the Estates General. She supports the recommendation made by the Commission of the Estates General to adopt a policy for continuing education and explains what such a policy should include: a definition of continuing education; the mission of continuing education in the educational network; a definition of the participants' roles and responsibilities in order to create a true partnership among educational networks; the development of effective strategies to eliminate illiteracy; a description of the nature of the educational services offered to adults as part of their basic education or to increase vocational education skills.

By acting on these recommendations, the government will be able to consolidate the elements of the *Basic school regulation respecting educational services for adults in general education* and thus recognize adult education as a specific sector in Québec's educational system.

APPENDIX 1: ORGANIZATIONAL CHART OF THE MINISTÈRE DE L'ÉDUCATION

**APPENDIX 2: SECTIONS OF THE BASIC SCHOOL REGULATION RESPECTING
EDUCATIONAL SERVICES FOR ADULTS IN GENERAL EDUCATION
CONCERNING ALL OF THE SERVICES OFFERED IN ADULT
EDUCATION**

Section 2

The educational services offered to adults in general education include learning services, student services and popular education services.

The purpose of those services is to

- (1) enable an adult to increase his autonomy;
- (2) help an adult integrate into society and the working world;
- (3) help an adult enter, remain in or return to the labour market;
- (4) enable an adult to contribute to the economic, social and cultural development of his community; and
- (5) enable an adult to acquire learning that is certified by the Minister.¹⁵

Section 3

Learning services are related to the acquisition, evaluation and certification of the abilities and learning covered by the programs of study offered to an adult.

Those services are also related to pedagogical support and the educational environment in which an adult acquires learning, from his enrollment to the completion of his studies.¹⁶

¹⁵*Basic school regulation respecting educational services for adults in general education*, Order in Council 732-94, 18 May 1994, (1994) G.O., s. 2, p. 2064.

¹⁶*Basic school regulation*, s. 3, p. 2064

Section 6

The purpose of **instructional services** is to help an adult acquire the theoretical or practical knowledge required to attain his learning objectives. Those services include

- (1) orientation services;
- (2) francization services;
- (3) social integration services;
- (4) literacy services;
- (5) presecondary education services;
- (6) Secondary Cycle One education services;
- (7) Secondary Cycle Two education services;
- (8) sociovocational integration services;
- (9) vocational education preparation services; and
- (10) postsecondary education preparation services.¹⁷

Section 7

The purpose of **support services** is to assist an adult in his progress at school. Those services include

- (1) assistance services for persons taking an independent course of study;
- (2) enrollment and assistance services;
- (3) pedagogical support services.¹⁸

Section 8

Orientation services, which are an extension of enrollment and referral services, are designed to enable an adult, from his application for admission to the completion of his studies:

- (1) to prepare his learning profile through an evaluation of his knowledge and skills, taking into account his personal goals and learning plan;
- (2) to establish his social and vocational integration plan;
- (3) to become initiated to adult education;
- (4) to analyze his motivation towards school.¹⁹

¹⁷*Basic school regulation*, s. 6, p. 2065.

¹⁸*Basic school regulation*, s. 7, p. 2065.

¹⁹*Basic school regulation*, s. 8, p. 2065.

Section 9

Francization services are designed to develop the basic oral and written French skills of an adult whose mother tongue is not French and, in the case of an allophone immigrant, to develop the attitudes required to integrate into Québec society while preparing his transition for further studies or the job market.²⁰

Section 10

Social integration services are designed to enable an adult who is experiencing adjustment difficulties of a psychological, intellectual, social or physical nature to gain access to individualized learning that fosters the acquisition of basic skills to prepare him for his activities and role in society and, where applicable, the pursuit of further studies.

Section 11

Literacy services are designed to enable an adult to increase his functional abilities through the acquisition of listening, oral expression, reading, writing and arithmetic skills based on his everyday activities and needs and, where applicable, to make it possible for him to pursue further studies.²¹

Section 12

Presecondary education services are designed to encourage an adult to increase his knowledge and skills in written comprehension and expression in the language of instruction, as well as his mathematics, and to acquire a basic knowledge of the second language and of other subject areas that he may choose from among the optional subjects, so that he may go on to secondary education or to other learning services, as the case may be.²²

²⁰*Basic school regulation*, s. 9, p. 2065.

²¹*Basic school regulation*, s. 10, p. 2065.

²²*Basic school regulation*, s. 10, p. 2065.

Section 13

Secondary Cycle One education services are designed to enable an adult to continue developing his knowledge and his oral and written communication skills in the language of instruction and in the second language, in mathematics, and in other subject areas that he may choose from among the optional subjects, so that he may go on to Secondary Cycle Two or to further studies, as the case may be.²³

Section 14

Secondary Cycle Two education services are designed to improve an adult's basic education by developing his oral and written communication skills in the language of instruction and in the second language and in other subject areas that he may choose from among the optional subjects, so that he may obtain a Secondary School Diploma or go on to vocational education or postsecondary studies.²⁴

Section 15

Sociovocational integration services are designed to enable an adult to acquire the skills required to enter or remain in the job market or to pursue his studies, as the case may be.²⁵

Section 16

Vocational education preparation services are designed to enable an adult to obtain the prerequisites for admission to the desired program.²⁶

²³*Basic school regulation*, s. 13, p. 2065.

²⁴*Basic school regulation*, s. 14, p. 2065.

²⁵*Basic school regulation*, s. 15, p.2065.

²⁶*Basic school regulation*, s. 16, p. 2065.

Section 17

Postsecondary education preparation services are designed to enable an adult to obtain the prerequisites for the college or university studies he intends to pursue.²⁷

Section 21

Student services are related to the personal and social conditions in which an adult acquires learning, for his enrollment to the completion of his studies.²⁸

Section 22

Student services are designed to help an adult gradually carry out his learning plan, to support him through professional services and to contribute to the development of his autonomy.²⁹

Section 23

Student services include services that provide information about community resources.³⁰

Section 24

Popular education services are related to the intellectual, social and cultural development of an adult or a group of adults and to the carrying out of community projects.³¹

²⁷*Basic school regulation*, s. 17, p. 2065.

²⁸*Basic school regulation*, s. 21, p. 2066.

²⁹*Basic school regulation*, s. 22, p. 2066.

³⁰*Basic school regulation*, s. 23, p. 2066.

³¹*basic school regulation*, s. 24, p. 2066.

Section 25

Popular education services are designed to

- (1) encourage an adult to become involved in a process that will lead to greater responsibilities and autonomy; and
- (2) promote the acquisition of knowledge and the development of skills, attitudes and behaviours required in the everyday lives of adults, groups and communities.³²

Section 26

Popular education services include support and cooperation services offered by the school board to interested persons and organizations.³³

Section 250

Every school board shall arrange and offer **reception and referral services** related to adult education. It shall recognize, in accordance with the criteria or conditions established by the Minister, the scholastic or experiential learning of a person enrolled in adult educational services.³⁴

³²*Basic school regulation*, s. 25, p. 2066.

³³*Basic school regulation*, s. 26, p. 2066.

³⁴*Education Act*. R.S.Q., c. I-13.3, s. 250.