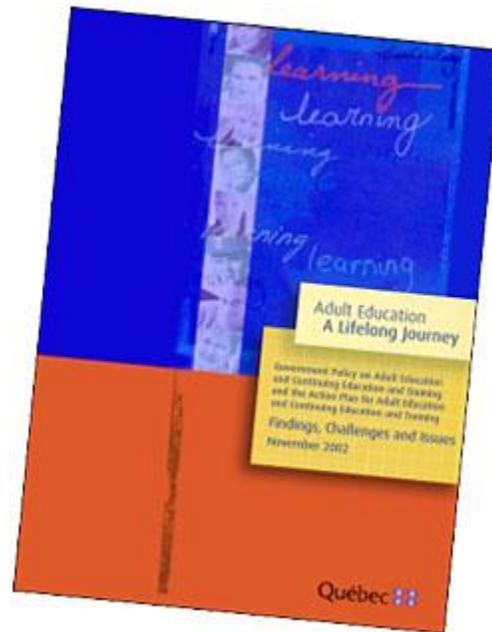


ADULT EDUCATION: A Lifelong Journey

Adult Education: A Lifelong Journey – Quebec Policy **The Action Plan**

This document outlines the four main orientations of the policy with the rationale for each, the associated challenges and issues, and the plan of action.

The main principles are in keeping with the 1997 Hamburg Declaration on Adult Education. They recognize the importance of lifelong learning; assign fundamental responsibility to the state while recognizing the role of civil society; focus holistically on the individual while promoting diversified educational/training paths; and encourage the expression of demand for adult and continuing education and training



FIRST ORIENTATION

To provide basic education for Quebec's adults by:

- preventing illiteracy and combating this phenomenon
- raising the level of basic education of the population
- enriching curriculum in literacy and ABE
- stimulating a demand
- adapting supply of services to adults needs
- developing partnerships
- supporting adults in the learning process
- promoting participation in cultural activities
- improving drop-out prevention

[N.B. each measure in the Action Plans includes a program of proposed actions]

Action plan

Measure 1:

Promote basic education among the target groups and set regional targets

Measure 2:

Improve reception and referral services for adults and offer counseling and support services

Measure 3:

Adapt a wider variety of types and places of training to the clients needs

Measure 4:

Offer employers an apprenticeship program in the workplace, leading to occupational qualifications

Measure 5:

Increase funding support to individuals engaged in basic education

SECOND ORIENTATION

To maintain and continually upgrade adults' competencies by:

- making employers and labour aware of the importance of development of competencies
- ensuring equal access for all workers
- encouraging small and medium-sized businesses to give greater support to training
- providing greater support for training to self-employed workers and workers in non-standard employment
- ensuring that educational institutions have the flexibility to respond quickly to regional training needs
- facilitating part-time training in the education system
- assisting groups that have difficulties in social and employment integration
- helping businesses, especially within sectors, join together to provide training
- consolidating apprenticeship programs in the workplace
- accentuating the qualifying and transferable nature of workplace training

Action plan

Measure 1:

Step up awareness activities among employers and employees.

Measure 2:

Develop tools for strategic monitoring in the workplace

Measure 3:

Strengthen the implementation of the Act to foster development of manpower training

Measure 4:

Ensure the harmonization, complementarity and efficiency of local and sector-based interventions

Measure 5:

Make major adjustments to the supply and delivery of jobrelated continuing education and training

Measure 6:

Describe in detail the qualifying nature and transferability of workplace training

THIRD ORIENTATION

To acknowledge adults' prior learning and competencies through official recognition by:

- encouraging all forms of acknowledgment and official recognition for adults' efforts in education and training
- increasing access to mechanisms for the recognition of learning and competencies and for the acquisition of missing components
- implementing a system for the development and recognition of competencies by the labour market

- establishing mechanisms for reciprocity between prior learning assessment and recognition (PLAR) systems
- defining the mandate of authorities responsible for PLAR
- supporting educational institutions in setting up recognition systems and promoting harmonization across levels of education
- designing approaches for PLAR that are more flexible and focused on people and their needs
- assisting groups that have special difficulties, such as immigrants

Action plan

Measure 1:

Create an interministerial table for the recognition of prior learning and competencies

Measure 2:

Clarify the right to the recognition of prior learning in the basic school regulations for secondary school and college

Measure 3:

Establish a record of learning in basic general education for all adults who undertake to continue or complete their basic education

Measure 4:

Recognize an occupational certification system in the workplace including the recognition of competencies

Measure 5:

Make the recognition of prior learning and competencies the subject of action in the education community

Measure 6:

Develop an approach for the recognition of competencies acquired by groups of people in similar occupations by the education community and the world of work

Measure 7:

Speed up and intensify the process of PLAR for immigrants by the education community and the world of work

Measure 8:

Emphasize implementation of the Act to foster development of manpower training, referral to qualifying and transferable training

FOURTH ORIENTATION

To remove obstacles to accessibility and retention by:

- consolidating government incentives to continuing education and training
- modernizing and developing distance education and on-line instruction
- increasing, improving and harmonizing reception and referral services
- improving counseling and support services
- creating a database and stimulating research in adult education
- monitoring the quality for instruction provided for adults
- providing ongoing monitoring of the policy and action plan
- providing legal recognition for independent community action groups working in education

This orientation does not have an action plan, but outlines challenges and issues associated with the policy. These are:

- preparation for instructors and teachers
- establishment of reception, assistance, referral and support services to encourage adults to return to studies and persevere
- distance education and on-line instruction to improve the quality and quantity of available knowledge
- recognition of the role of independent community groups in the socioeconomic development of Quebec

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