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Secretary of the Jean Commission
Palais de Justice
1 Notre Dame Street East
7th Floor
Montréal, Québec
H2Y 1B6

Dear Sir/Madame:

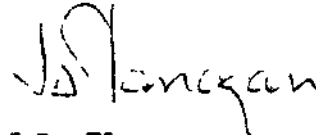
Re: Ad Hoc Joint Committee Submission
to the Jean Commission

The Ad Hoc Joint Committee representing universities, CEGEPs, school commissions, and some voluntary organizations in the anglophone sector is pleased to have the opportunity to submit a Brief to the Jean Commission.

In addressing the Jean Commission, the Ad Hoc Joint Committee expresses a number of concerns regarding the current state of adult education in Québec and identifies a number of problem areas. We have taken the liberty of making a series of specific recommendations concerning these problems.

The Ad Hoc Joint Committee would welcome the opportunity of meeting with your Commission in order to elaborate and more fully explain the contents of this Brief.

Yours sincerely,



J.D. Flanagan
Chairman
Ad Hoc Joint Committee

jdf/ek
Enclosure

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BRIEF

To: LA COMMISSION D'ETUDE SUR LA FORMATION DES ADULTES
(hereinafter referred to as "THE JEAN COMMISSION")

From: THE AD HOC JOINT COMMITTEE ON ADULT EDUCATION
(hereinafter referred to as the "AD HOC JOINT COMMITTEE")

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MEMBERS OF THE EXECUTIVE COMMITTEE:

Mrs. P. Blaukopf
Associate Dean, Centre for Continuing Education
John Abbott College

Dr. E. Burnett
Associate Director, Management Certificate Department
McGill University

Mr. M. Pasteris
Professional in Adult Education
Montreal Catholic School Commission

Mrs. D. Smith
Coordinator, Continuing Education Division
Champlain Regional College

Mr. J.D. Flanagan, Chairman
Director, Adult Education
Protestant School Board of Greater Montreal

1. The Ad Hoc Joint Committee consists of representatives from institutions offering adult services in the anglophone sector in the Province of Québec.

Members of the Ad Hoc Joint Committee represent the following:

Champlain Regional College

Concordia University

Dawson College

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Eastern Townships Regional School Board

John Abbott College

Montreal Catholic School Commission

McGill University

The Protestant School Board of Greater Montreal

Vanier College

YMCA

Also included are representatives from the Institut Canadien de l'Education des Adultes, and the Canadian Association for Adult Education.

The Ad Hoc Joint Committee came into being as a result of suggestions from the Canadian Association for Adult Education, supported by the Institut Canadien de l'Education des Adultes. Its first task was to organize a conference on "The Adult Learner and the Future of Adult Education in Québec" - a conference which was held on May 14 and 15, 1980, at La Sapinière, Québec, with the purpose of studying the needs of adult learners in the anglophone sector. At this conference certain recommendations, which follow, were made for submission to the Jean Commission.

Furthermore, at this conference the Ad Hoc Joint Committee was mandated to proceed with the creation of "an ongoing group or association, through which the processes started here can continue."

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To extend the consultative process, the Ad Hoc Joint Committee organized and conducted a public meeting in Montréal on October 27, 1980, to which interested parties were invited to send delegates, or to attend as individuals, in order to make recommendations to the Jean Commission, as well as to take action on setting up a continuing organization of those who serve adult education in the anglophone sector.

The recommendations made later in this brief are, accordingly, the result of deliberations at the La Sapinière Conference and at the public meeting.

The specific objectives of the Ad Hoc Joint Committee, in addition to making recommendations to the Jean Commission, are to:

- a. provide leadership in meeting the needs of adult learners in the anglophone sector in Québec;
- b. facilitate access to learning opportunities for adults in Québec;
- c. promote and animate the development of continuing education.

2. The Ad Hoc Joint Committee is concerned with both vocational and socio-cultural training. Its orientation to both of these concerns is revealed in the recommendations that follow.

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3. The clients of the institutions represented by the Ad Hoc Joint Committee consist of groups and individuals who look to school commissions, CEGEPs, universities, or community organizations for adult education in all of its facets.

4. As a group, the members of the Ad Hoc Joint Committee agreed, in principle, on the following:

The many different agents offering adult services must work closely together so that resources may be used to best advantage. These services should be offered not only by existing educational institutions, but also by the voluntary sector which must play an important role. Community organizations and groups must be encouraged to be active in this field.

In addition to serving the needs of individuals, adult education must also serve community needs, and one of its major purposes must be to assist individuals and groups to effect changes in the community and in society. More attention must be paid to the needs of disadvantaged peoples and groups.

There must be no paternalism on the part of the dispensers of adult education. The consumer must be involved in planning, programming, and evaluating at all levels of the future development of adult education.

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RECOMMENDATIONS

The Ad Hoc Joint Committee accordingly makes the following recommendations to the Jean Commission based on consultation and deliberation at the La Sapinière Conference and at the October Public Meeting:

1. That adults be participants in policy-making and programming in their own continuing education, and that individual groups receiving adult services be able to assess their own needs.
2. That there be sought the collaboration of public institutions in the provision of technical help, specialized skills, and support services to learning groups at the local and community level.
3. To meet the needs of the non-francophone learner, that there be established a service to dispense information on the programmes of all adult education courses and services being offered in the Greater Montréal area and elsewhere in the province. This service should also provide educational brokerage, including counselling, advising, information, and advocacy, and act as a referral agent for these adults.
4. With any proposed reorganization recommended by the Jean Commission, it is recommended that there be created a permanent consultative

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committee representing consumers of adult education services.

5. That structural and resource changes be made by the MEQ to give priority to disadvantaged groups with respect to access to adult education, i.e., such groups as illiterates, seniors, the linguistically disadvantaged, the poor, native peoples, and women.

6. That special attention be paid to the needs of women in these areas:

- a. counselling and support services;
- b. reorientation to changes in life situation;
- c. support for women's groups in the development of programmes for women;
- d. vocational training programmes.

7. That more women be included at the administrative level in educational institutions, and that sexism be eliminated within the agencies of education and training.

8. That support services be established to enable women who have the responsibility of caring for children to take advantage of adult education courses, and that flexible schedules and part-time study be provided to make it possible for working women to attend courses.

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9. That illiteracy be regarded as a problem that can be solved, and that recognition be given to the inter-relationships of manpower, social services, and education in helping illiterates.
10. That there be expanding research on the adult as a learner, and on the adult learning environment; and that there be provision for adequate andragogical training of educators in the field of continuing and community education.
11. That there be an ongoing review of the mandates and performances of agencies providing adult services, with a view to maximizing collaboration and maintaining relevant services.
12. That there be an allocation of resources to community-based groups, and to voluntary organizations; and that there be established a major role for the voluntary sector.
13. That priority be given to adult education as a source of social and community change.
14. That priority be given to popular education and to such programmes as those funded by OVEP.

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15. That continuing education be treated as holistic education, as much involved with children as with adults.
16. That there be equal opportunity for all to have access to second language education.
17. That there be open communications between institutions offering French language instruction for adults, and l'Office de la Langue Francaise, so that tests given by the latter are consistent with the content of the programme, and vice-versa.
18. That in areas where the anglophone population is thinly scattered the planning and execution of continuing education programmes and services receive special attention.
19. That special attention be given to the needs of adult learners with respect to vocational education and job training and that all institutions involved in Manpower training, government agencies and representatives from industry establish procedures for reevaluating existing structures and recommend meaningful change in this area.
20. That paid educational leave be part of the policy of continuing education.

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21. That the MEQ assume responsibility to assure that all legislation regarding adult education be translated into English and that information on such legislation be disseminated to all groups concerned.