

Brief
presented to
La Commission d'étude
sur la formation des adultes



CEGEP JOHN ABBOTT COLLEGE
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PREAMBLE

This report is about Adult Education at John Abbott College; how it has developed until now and what we wish to see happen to it in the future. When the Jean Commission asked for briefs from interested parties, those of us at John Abbott already active in Continuing Education (students, teachers, professionals and administrators) welcomed the occasion to consult with many members of the College in its several divisions and thus become more fully conscious of our collective goals, responsibilities, resources, and needs, even as we were preparing to make them known. And, naturally, we hoped that the work of the Commission would help us realize our ambitions for the fullest possible development of education in Quebec.

However, just as we were getting started, we were nearly confounded by news that implies that no matter what we or anyone else in the province might see as the role of our College in Continuing Education, the Government intends to restrict the CEGEPs to giving only the most parochial kind of technological training. Such a restriction, we believe, would be not only an unforgiveable waste of resources, but a grievous denial of the democratic rights of the citizens of the province.

For it seems axiomatic to us that a CEGEP is a community college and that in a democracy such an institution must be enabled to develop its program and services based on the needs and aspirations of the citizens of its own community.

The CEGEP, because of its human and physical resources, is in the best position to offer programs in the areas of technical, general, vocational, cultural, general interest and community leadership. It plays a vital role in the sector between the secondary school, which is academically too elementary, and the university, which is still a formal,

and for many adults, inaccessible institution. Because of its structure and resources, the CEGEP is in the best position to be innovative and to be a leader in the educational milieu.

RECOMMENDATIONS

The following principles and recommendations have emerged clearly from our research, and the committee supports them unanimously:

1. Every adult in Quebec has the right to equal educational opportunities and public policy must facilitate access to them. It must take special consideration of the needs of traditionally underserved groups such as women, older adults, academically underprepared adults, handicapped persons, and members of ethnic minorities.
2. Adults must have the right to participate fully in the development of educational programs and must be given the means to follow the courses of study they themselves select.
3. We see the following areas as all equally essential:
 - a) job-skill training
 - b) second language training
 - c) education in the liberal arts and sciences
 - d) socio-cultural education
 - e) the development of community based services to assist adults in the areas of counselling, advising, advocacy and information.
4. It is absolutely essential that institutions have the freedom to develop their programs autonomously, in accordance with the particular needs and wishes of the communities they serve.
5. None of the recommendations made above can become a reality without adequate funding. Every area of adult education -- research and development, program planning, facilities and support systems, community

services, the dissemination of information -- requires
generous financial support

GENERAL INFORMATION

The Centre for Continuing Education of John Abbott College has been in existence since 1973 and, since its inception, has grown both in student enrollment and the types and varieties of programs that it offers mainly to the adult population of the West Island of Montreal.

During the year 1979-80 student enrollment was as follows:

	<u>Credit</u>		<u>Non Credit</u>	<u>Total</u>
	Full Time	Part Time		
Summer 1979	853		100	953
Fall 1979	663	879	780	2,322
Winter 1980	484	740	925	2,149

As well, there were a variety of programs, some examples of which are indicated below:

- Initiated part-time vocational upgrading courses, eight were offered in Fall '79 and seventeen, Winter '80.
- Offered Government-subsidized non-credit courses for West Island community and medium-size business owners and employees.
- Introduced Cable College courses, in cooperation with Cable TV for students whose lifestyle did not permit them to attend classes on a weekly basis, with an expansion of the program in second semester.
- Fifty-five students enrolled in the Adult Learner program, during the Fall semester. This program for returning mature students offers courses scheduled in block times, flexible hours, individual registration and many other support services.
- Obviously meeting other types of needs in the community were several general interest non-credit programs, such as pre-retirement seminar, childbirth education classes, dance programs, arts and crafts, stress reduction, travel agent training course, ground school for pilot preparation and Commuter College, a language program offered in cooperation with C.P.R. on an early morning commuter train.

- An Aircraft Maintenance program, developed specifically for employees of a local aircraft company, has become part of their on-going training program.

Since it opened in 1971 John Abbott College has grown from 1,000 to 4,000 day students who are enrolled in a variety of pre-univeristy and career oriented programs.

MANDATE

The mandate for the Centre for Continuing Education, in its broadest terms, is to offer those credit and general interest programs which respond to the needs of the adult population. Because of the diversity in clientele in the different parts of the province, that mandate must be broad enough to incorporate the flexibility for program development and design which will respond to the perceived and expressed needs of that clientele.

We see the role of the CEGEP as a leader in the community serving and reflecting the needs of the adult community.

We recognize the multifaceted nature of the population, and as such, should be in a position to design programs to respond to a variety of populations, with different cultural backgrounds.

CLIENT NEEDS ASSESSMENT

In determining the needs of adult learners there are a series of steps that can be initiated. Certainly participation by learners and would-be learners should be one of the major influences in program planning.

Each college is unique, serves a different clientele, must respond to those needs identified in the community, and should have the capacity to develop programs to meet those needs.

One example of assessing needs within the community would be to invite all active community organizations to participate in a conference, the results of which could be indicators for the future development of college - community involvement. At John Abbott College in November, 1980, the Centre co-hosted a conference like the one described above, and the report of that meeting, as well as the specific recommendations from that group are present herewith.

Generally, the group recommended the following:

1. Media Resource Workshop
2. Volunteer training program (for workers)
3. Motivation program
4. Training program for groups to be held at John Abbott College.
5. Founding of catalytic agent for community change such as Project Genesis
6. Another seminar to continue this activity

A market research survey which was done in the department in 1977 (copy enclosed: Appendix B), which asked the general population, among other things, the types of programs they would be interested in, has proven very helpful in program planning, as has been the collection of data from people who telephone requesting courses. As well, information gathered from the public at large when conducting

registration at a shopping centre indicates the interests and needs of prospective clients.

Another source of identifying needs is the establishment of a close liaison in the business and industry sector. Programs already in existence and those that would be designed to suite the needs of specific employee groups would be an outgrowth of this type of need identification. Flexibility in terms of content and program design would be of critical importance in order that training and skill development programs be in line with needs identified in the industrial sector.

CLIENTELE

There are several different groups of clientele in the Centre. There is a percentage of students who have left the day college prior to completing their diploma and who seek admission to Continuing Education as a way of completing their requirement for a DEC.

Another group is those persons who look to Continuing Education as a way to further upgrade their status as work, to receive additional training so that they are in a better position to change occupations, or as a mode for updating their skills to enable them to re-enter the labour market.

In talking with many of our students, we have found that a certain percentage of the population already have advanced degrees, and register in courses as a means of further intellectual development. Many of these people, although they enroll in credit bearing courses, have no need for the academic certification that they receive upon completion of the course.

For many others, coming to the college is a way of increasing competency and skills in areas that might typically be defined as leisure, recreational or hobby-like activities. Often these initial ventures into interest areas lead students to a deeper commitment and greater participation in activities, courses and programs that later have more relevance to their work and home life particularly. Many adults are interested in becoming involved in personal growth programs as a way of further exploration and development of the person.

Given the fact that John Abbott College is located in an area commonly referred to as the West Island, it has often suffered from an assumed profile of "the average West Islander". Whereas this assumption may once have had some

validity to it, i.e., the average West Islander is professional and solidly middle-class - the last seven years of working with this population has forced us to re-think who our clients are. Indeed, many come from lower socio-economic levels, from single parent families, and from ethnic backgrounds.

In 1977, the population distribution in the West Island, by mother tongue, was as follows:

English:	65.5%
French:	27.2%
Others:	7.3%

Although current comprehensive statistics are not available, several municipalities have recently reported redistribution of the English - French population by 12-18%.

Average income by municipality ranges from \$7,783 in Ste. Genevieve to \$18,000 in Baie d'Urfé. (Statistics Canada 1971) Although these figures have changed over recent years, the range of differences still remains proportional and there are wide discrepancies in family income throughout the various municipalities in the West Island.

In order to provide better programs and services to our population and to meet as many of our learners' needs as possible, we have altered our thinking and are continuing to evolve our sense of who our clients are as we come into contact with learners from a wide variety of ethnic and cultural backgrounds, as well as those from various socio-economic levels. Part of the challenge of remaining a vital and active Continuing Education department is to be prepared to adapt to the specific needs of our learners. An example would be the implementation of English as a Second Language courses to meet the changing population language needs.

Over the past two years the trend in course preference has been more toward a greater interest in courses, funded or otherwise, that will assist persons in their daily work. This has been particularly true since the addition of C.F.P. funded programs (24,000 student hours in 1979-80). However, in spite of this trend, a factor that has been evident in terms of vocational education in the Anglophone CEGEPs, and the lack of Government support for these types of programs, has been defined and was presented to Mr. Robert Diamant as early as March 1979, copy of which is enclosed (Appendix C). At that time, we were expressing concerns that there was a need for Government support and funding to assist colleges in the Anglophone sector to offer adult vocational courses on a more extensive level. Certainly the statistics, as outlined, speak for themselves about the inequity of funding for these programs.

VOCATIONAL EDUCATION

Perhaps one of the most complex and confusing areas of the entire Quebec educational system is that of vocational education. It is also an area which was short-changed in the educational reforms of the sixties, and hence is now in great need of revision in order to meet demands of the public seeking job skill training and of industries in need of a skilled labour force.

Vocational education in Quebec is presently fragmented with training programs at both the secondary school and CEGEP levels. Further fragmentation exists not only due to the linguistic segregation but due to public versus private institutions as well.

At present both the adolescent in secondary schools, and the adult seeking retraining, are met with bureaucratic barriers and structural problems within the educational system which are, in many cases, insurmountable. Involved in the administration of vocational courses are both federal and provincial agencies such as Canada Manpower, Ministry of Labour, Ministry of Education, Commission de Formation Professionnelle and last, but not least, the Repondant Régionale, who plays a major role in the allocation of training programs to the various educational organizations.

Access to job skill training should be the right of every individual, irrespective of whether he or she is in their adolescence, or returning to the education system for retraining.

The type and level of skill training available at various educational institutions is not easily understood by the majority of people who don't work in the educational system. For example, trade training is the responsibility of the secondary school which, in reality, means that by the age

ing centres of this nature would also be the overseeing authority for apprenticeships of varying lengths in various skill areas.

It is also apparent at this time that existing vocational education programs in Quebec's secondary schools and CEGEPs are not satisfying manpower requirements for qualified technical personnel. Decades of sterile posturing on manpower training by business, government and educators have provided Canada with the "best educated unemployed labour force in the world" according to the Canadian vice-president of the International Association of Machinists and Aerospace Workers.

In articles as recent as November 26, 1980, (1) much of the blame for the shortage of skilled industrial workers is placed on "an elitist educational system" which "has been developed by ivory-tower academics for academics". Educators who believe their task is to equip people for life are failing to equip them for work. Industry has the general feeling that these academics are placing emphasis on white collar glamour careers, and that student counselling is inadequate, being performed by those who know little about the real world of work. They feel that counselling should be upgraded and students encouraged to choose careers based on talent rather than social or financial status.

At the same time, it is a little ludicrous to ask taxpayers to pay completely for job training. All employers must share equally in the costs as well as the benefits of training. Giving money to employers will not obtain results. A closer liaison between education and the workplace must be established. Systems and methods must be devised to recognize the learning that occurs on the job in order that apprenticeship, or similar experience, be

of seventeen, a student who has completed two years of a long vocational program is expected to leave the educational system and obtain employment as a qualified tradesman. In reality employers consider most graduates from secondary school vocational programs to be immature and lacking in the skills and attitudes necessary for the majority of trade occupations.

Adults wishing to receive retraining in a trade or technical skill area are faced with the problem of returning to the secondary school environment in order to utilize facilities at times other than the regular school day.

In many of the job classifications retraining programs are not available in English. In fact, in recent years attempts to initiate programs in such areas as Numerical Control Programming, Mechanical Design Drafting, and Aircraft Maintenance have resulted in refusal on the basis that a demand does not exist for such skills in the Montreal area. It is a rather ironic situation that industry is constantly seeking skill qualified people, that people are seeking skill training, and that millions of dollars in capital investments and facilities have been spent in the public educational system as it is today; yet it is necessary for many industries to recruit from outside the province or to take on the task of training individuals with a general educational background.

It is recommended that research should be undertaken to investigate the possibilities of opening and operating technical training centres which would be structured to meet the needs of the adolescent as well as the retraining needs of the adults. These training centres should be bilingual, open fifty-two weeks of the year, accessible to students during the day and evening, and have an academic calendar structure enabling students to begin their training courses at any time throughout the year. Train-

accepted as an integral part of education.

It may also be a mistake to assume that industry will do the training while educators educate. Most employers do not, or will not, provide the type of training required to produce people fully competent in their chosen occupations. This training provided by industry may be adequate for jobs which require a low level of skill, but in our highly technical and increasingly complex economy most people require much more training if we expect them to perform at high levels of excellence. Spending on education and training has expanded, but vocational excellence has not been the prime target.

The problems of adults in vocational training are, in many instances, similar to that of younger people and are magnified when their needs for retraining or upgrading are considered. Some of the similarities and differences are touched upon in the paper, *La Formation Professionnelle au Québec: Comments and Recommendations* submitted to the *Ministère de l'Éducation - Direction des Politiques et Plans* attached (Appendix G).

(1) *Globe and Mail*, Wednesday, November 26, 1980, Page B2.

LIBERAL EDUCATION FOR ADULTS AND CURRENT FUNDING ALLOCATIONS

A CEGEP is a community college and, as such, it should be enabled to develop its curricula based on the expressed needs and aspirations of the citizens it serves in its own community. John Abbott College has been committed to developing all aspects of Continuing Education in order to meet the needs of the West Island community:

- Development of specific vocational skills,
- Second language training,
- Liberal and general education.

Student demand for courses at JAC has clearly indicated a great desire for cultural development among our client population. However, like a thunderbolt from some cloudy Olympus, the current allocation formula from Québec has made it close to impossible to carry out this mandate.

Democratic education is founded on the liberal arts and humanities. In a democracy, the self-respecting person is a worker. People may be executives or secretaries, psychologists or street cleaners without being unequal. Inequality comes not from a disparity in income or power, but from restricted access to the means of mental development. The mind is developed through the study of language, literature, philosophy, religion, history and the arts -- those very disciplines nearly eliminated by the new allocation.

Even assuming no worse a motive than short-sighted economizing, the results of the new funding formula cannot fail to be devastating. First of all, the idea of effective support for serious life-long education will be lost. On the West Island, John Abbott College is the natural learning centre for adults. A high school is for children; while a university, because it is so heavily committed to research and specialized training (not to mention being relatively formidable and inaccessible), can cater to only a limited

aspect of an adult's educational needs. The CEGEP, however, is capable of responding with great sensitivity to these needs and is able to offer the highest calibre of instruction to meet them. Thus, for example, after a bachelor's degree or even a Ph.D., the adult may profitably return to CEGEP for further learning.

Even as a scheme to supply needed skills for the labour market, such a drastic specializing of Continuing Education seems especially inept. No matter how much one would wish for training in CEGEP, to train a technician merely within the narrow boundaries of the work he/she will be expected to do, without encouraging the development of general skills, especially in the liberal arts, will lead to undertrained, inflexible, unpromotable workers in any case.

SECOND LANGUAGE PROGRAMS

As shown earlier, John Abbott College serves a dualistic geographical and linguistic area. Geographically, our campus is situated in an area where the english-speaking community exceeds in great numbers the francophone community, and is spread out from Ste. Geneviève and Pierrefonds to Vaudreuil and Dorion, with small pockets of population scattered throughout the West Island.

This population contains a great number of people who are able to, and are, working in both languages (i.e. French and English). Nevertheless there is a significant number of unilingual persons truly wishing to share the other culture and language. This is particularly true since 1976 which saw the establishment of the language Bill 101.

We believe it is our role to assist in development with appropriate language skills to enable them to be qualified applicants in the labour market.

The population that we serve is striving to learn second languages in a manner that is rapid and effective - they want second language courses in both English and French. They know that to work in Quebec one needs to speak French fluently and in a Canadian and North American type of company or work relationship, one needs to master English as well. Therefore, language training is a vocational need in the fullest sense. Consequently, for the wealth of the whole Quebec community, and as a social act, the Government should provide opportunity to every individual who requires second language training.

Since the role of the CEGEP should be a leadership role in the community, we see the CEGEP as an excellent field to help the non-francophone to integrate into the franco-

phone milieu. A better understanding of the francophone community is the key to mutual respect and emotional stability.

John Abbott College has a very good reputation and a vast clientele of students who have acquired the use of the French language through intensive courses, and are now able to use French in their everyday activities at work.

In the same way, we should give the opportunity to the francophone population to improve their knowledge of the English language and culture.

We fiercely react to the new budget mechanism, which kills the efforts of the colleges in that field and does not respect the diversity of the different geographical areas of the province, particularly in their linguistic differences.

Many of our students have followed intensive courses and have learned in a relatively short period of time. We would like to continue to provide the same service to our population in the future.

The chance for monophone adults to learn a second language as a part of their vocational training will now be lost. The anglophone population will find it harder to learn the official language, just as fluency in French is beginning to be accepted as necessary and desirable. Similarly, the francophone will be effectively isolated from the larger North American milieu; he will remain a lower level employee directed by bilingual superiors whose access to English will have been the result of their families' higher economic status. We strongly recommend the continuation of Government support for language programs at the college level.

SOCIO-CULTURAL EDUCATION

That the CEGEP has its place in the community has been well established in recent years. The government of Quebec in its White Paper on the colleges "Nouvelle Etape", described the CEGEP in the community "as a gathering place, an educational disseminator and resource centre, and a source of socio-cultural enrichment", and declared that "it will be essential to recognize accessibility to the resources of the CEGEP as a right and not a privilege".

The CEGEP constitutes a public asset and the Government intends to obtain full measure from this fact.

The Government has clearly indicated that community services, integral to the mission of the traditional community college, will form part of the future of CEGEPs.

The Government plans to encourage the CEGEP to develop its general services to the community. In this area, admittedly, the achievements have been rather modest. While adult education can already claim to its credit a varied range of accredited courses and activities in socio-cultural formation, initiatives in community services are still at a rudimentary stage.

The movement of the college toward a more direct contact with the milieu will have to include an analysis of how the community perceives the college. If its perceptions differ widely from those the CEGEP has of itself, re-examination of the institutional role would seem to be in order.

The CEGEP in the community - potential

It is usually assumed that the place of the North American college in the community ought to provide educational

services for all age groups in response to unmet needs, to serve as a centre of community life, to contribute to and promote, the cultural, intellectual and social life of the college district community and the development of skills for the profitable use of leisure time, and to provide community leadership and coordination. This mandate resembles closely the potential of "éducation populaire" in the CEGEPs.

There are, at present, a number of agencies, voluntary and otherwise, which provide educational activity of one sort or another within their communities. To introduce the college into this setting seems unnecessary, unless one of its purposes is to nourish the development of which now exists. It would appear that here the colleges are especially well suited to perform a role of leadership and coordination.

While continually working toward the goal of fostering community based education, the college could help establish community needs, coordinate planning and the use of resources (including its own) and most important, bring continuity to a developmental process that too often is approached in an ad hoc manner which ultimately results in confusion, duplication, and sometimes bitterness. In essence, the role of the college in the community should be to demonstrate how learning can be an important element in solving problems, to help improve the quality of individual and group life, and ultimately to help people learn what they want/need to learn.

Because the needs of the anglophone sector were deemed as being unique and warranting investigation, the recently undertaken REPO project of the Federation of CEGEPs mandated the English colleges to explore the need for Education Populaire, and to make recommendations vis-a-vis

policy in this area.

The final report entitled "Education Populaire and the Anglophone Colleges" is attached herewith (Appendix H), and represents the conclusions and recommendations of Champlain College, Dawson College and John Abbott College. One of the major recommendations of this research team was that the CEGEP be designated to assume a leadership role in the coordination of community based education, to help establish community needs, to coordinate planning and the use of resources, and to bring continuity to this developmental process. As well, the Government will have to re-assess its method of funding education in the adult sector to support community education programs which by definition, usually involve non-traditional and disadvantaged populations.

If the college is expected to assume this role, there must be a funding base that allows for the maintenance of a permanent community education office with at least a full time professional and support services.

NON-TRADITIONAL POPULATIONS

Non-traditional populations are arriving in greater and greater numbers at educational institutions and are certainly comprised of large numbers of women students. As such, this group has very special needs, and to elaborate more fully, the attached supporting rationale for an Adult Learner Program speaks to the kind of program planning that must take place in order to support and encourage women in their endeavours to continue with their education (Appendix F).

Women's Programs

Women's commitment to society is so broad and complex, so valuable and so difficult to replace that educational institutions must be concerned with planning learning opportunities for women with respect to their defined priorities.

Any women's program should take into consideration, because of values, traditions, various backgrounds, etc. that even if learning is a choice or a need, it cannot always come as a first priority because women are confronted with one or more personal problems such as:

- separation - divorce - widowhood
- lack of support from the family (husbands' specific work, travelling, etc.)
- child care, particularly those with special care needs (handicapped, etc.)
- commitments to aging parents
- low self-image
- lack of money
- societal role definitions
- health reasons
- job priorities

Besides general and vocational programs already offered, tailor-made programs (formation sur mesure), such as the following, should be designed to meet women's specific needs:

- Assistant social worker (with different areas of specialization)
- Gerontology

- Return to work
 1. General skills
 2. "Transition Travail"
 3. Specialized skills programs
- Secretarial Technology
- Business Administration
- Volunteer training program (specialized)
 1. Executive
 2. Staff
 3. Front line people

In addition, courses such as the following should be designed for women:

- Women and Law
 1. Women's rights
 2. Skills to be a consultant in family court.
- Human Development with specific spheres (physical and biological, psychological, cognitive) on practical application so the parents have some guiding principles towards bringing up children, e.g. 0-2 years (crucial), and pre-adolescence, and any other courses or programs that are specifically requested by a group of women.

All these courses and programs should offer a recognized certificate or attestation so that skills can be translated into opportunities for future employment.

In order to help women return to school, programs should offer:

- courses during the day
- flexible time blocks
- proper facilities - adequate classrooms
 - reading rooms
 - lounge
- counselling
- career orientation
- academic advising
- job placement service
- study skills course
- day care
- access to transportation

The human dimensions of adult education must constantly be kept in mind, with emphasis on helping society to grow in respect to the quality of life and the individual's own values and identity, rather than on enrolling people and making them education consumers.

Since women are entering into the education milieu in vast

numbers, and since little or no past experience can confirm the impact this will have on society and on the family, emphasis should be put on research and learner feedback for better development and constant program adjustment.

One population with special needs that should be addressed, but has not been in the mandate of the colleges to date, is in the area of adult basic education. If CEGEPs are to be funded and have the resource people to offer programs to younger students in these areas, then certainly illiterate adults needing basic education should be able to avail themselves of this service at the college level.

The physically handicapped population is one that has often been neglected by the active population, left to cope with their own problems, and isolated with only a few resources to help alleviate their situation.

Physically handicapped people (e.g. multiple sclerosis patients) are a group who cannot easily fit into any existing pattern of learning, bit it in Continuing Education or in regular programs.

Because of their patterns of physical and mental limitations, tailor-made courses should be designed for each patient, along with medical and counselling services, in order to provide patients with the possibility of learning and building new images of themselves with the possibility of some day learning a new skill that will make them financially self-sufficient or partially autonomous.

For example, the use of a monitor who could design programs, adapt courses and supervise the work, would help the patient to become a self-learner, and part of a group in the same situation.

Other ways of providing learning environments could be studied, but we must not forget this category of people who have always been underserved and often humiliated. No society should waive its duty to those people who could in many ways become active contributing citizens.

Therefore we recommend tailor-made programs for the individual handicapped student as required, with proper resource people to aid in this process.

The structure and flexibility of the CEGEP, and the ability to provide immediate responses to needs identified by a given group of the population, should warrant the further support by the Quebec Government of the role of the CEGEP as an educational resource in the community.

THE CENTRE'S WORK WITH SENIORS

For two years, the Centre for Continuing Education at John Abbott College, through the work of its counsellor, has been supporting the development of a committee of seniors who are addressing the problems of the quality of life for seniors on the West Island. This group is called the West Island Seniors Committee on Educational Resources. (W.I.S.C.E.R.) They have sponsored monthly workshops on a range of issues pertinent to seniors and are moving towards even more socially active interventions. They see themselves as an initiating group of citizens.....concerned with community development. The Centre's support of this development is multifaceted - donating professional staff time, facilities, access to printing, graphics and secretarial services, as well as numerous other indirect forms of support. The commitment to this very "general" level of "educating" the public, particularly seniors themselves, in order to improve the quality of life for seniors, which is very much a part of our community responsibility. The recent Citizen's Organization Seminar, Appendix A, was actively supported by the W.I.S.C.E.R. group, and there is a planned interrelationship in the development of the Centre's outreach programs.

Basic to this community outreach with seniors is the development of responsive, interdependent citizens. Thus we are dealing with the twin theories of personal (citizen) and group (organization, committee, community) growth. These are irrefutably long range projects. The potential benefits, however, in personal or financial terms, are enormous. For example, costly expenditures required the area of staff time, etc. are seen as being paid back when, volunteers learn to work together to create a better community environment. This creates more community interdependence, which can later be operationally demonstrated to lower social service costs to

the community interdependence, which can later be operationally demonstrated to lower social service costs to the community. Future directions: the work with seniors is interrelated with a number of other facets of functioning and funding:

- 1) There must be established ways of giving high quality, low cost (to the participant), programs of credit and/or non credit courses for seniors must be established. If the general adult population is going to be given free CEGEP credit courses, we should be making these available for seniors, but during the day when they are able to take them.
- 2) In order to provide an enhanced "milieu" for retired citizens, additional ways of giving courses such as Pre-Retirement Planning must be designed. Awareness of some of the subtle yet potentially devastating realities of being "retired" presently only comes to those who have been retired for several years.
- 3) There is a great need for more concrete support, financial and in other forms, to address the issues.

STUDENT SERVICES

The existing services within the Student Service Department have been founded on the premise of supplying services to post-secondary students, and to simply expand those services to meet the needs of adults, negates the complexities of the adults' situation. We see the greatest need for student services for adults in the areas of counselling and academic advising, vocational and career information, and access to facilities such as a learning centre, and College and Career Shop.

Through the work of its one Continuing Education counsellor, the Centre for Continuing Education at John Abbott College has, over the past four years, developed four main areas of counselling services. This has included free individual counselling available to our student population; free career counselling on a short term basis to the general public; group counselling courses ranging from "Handling Stress" to "Pre-Retirement Planning"; and community outreach and community education services. The Centre is philosophically and pragmatically committed to a policy of community involvement. Education, in its latin root, means a "drawing out". If we are educators, then, we need to be working at providing environments in which the people of our community can learn and grow. We would be shirking our educational responsibility if we did not attempt to effect some changes in the societal systems as well as with the individual's developmental goals. Traditional individual and group counselling aim at alleviating the stresses felt by the individual. The community education ventures we have embarked on address these stresses at the level of the societal system.

All program coordinators act in the capacity of advisors when assisting students, both at registration and on an ongoing basis, with information about programs within their

areas of responsibility.

However, at a general level, and interrelated with our counselling services, we see the need for adult oriented academic advising services. An academic advisor who would act in this capacity must be knowledgeable in areas of adult development and learning, career planning options, tapped into the resources within the community for adult learners and with an in-depth empathic understanding of the needs, lifestyle, and developmental processes of adults. Because of the highly specialized nature of this task, it would appear that a specific advisor be assigned to this position.

With the abolition of the required full time status in Continuing Education, part time student enrollment will continue to increase.

Based on that direction, it is unlikely that the great majority of adult students would have the time, commitment, or interest to participate in athletics or student activities. Thus, a universal charge for these services would be inappropriate.

Full time job placement and health services for the adult are specifically provided for in the community by other well established social systems and do not appear to justify extending regular services to meet these needs. However, placement for part-time positions, as is now offered, should be available for Continuing Education students. Career re-entry skill acquisition and knowledge should also be included in this area.

Health Education

Provision should be made for:

- emphasis on Health Education in mental health, nutrition,

exercise and stress programs, geared to the needs of adults.

- health evaluation, health screening and counselling for maintenance of health, and prevention of illness.
- classroom teaching as requested for faculty on subjects related to healthful lifestyle.

In summary, we would recommend that services for adult students be designed with an holistic approach, responding to the needs of the person, be they physical, psychological, career and academic reorientation, health education, job placement or career re-entry skill acquisition. Implicit in this recommendation is that financial bases to support these services are as essential as the services themselves. Currently there is no financial structure to allow this to happen, and it is essential that this be created.

EDUCATIONAL INFORMATION AND EDUCATIONAL BROKERING

How do adults become aware of learning opportunities? Although most of the formal institutions use various forms of media to advertise programs and courses that they offer, many adults do not understand how to obtain information and to access educational institutions. Once adults find their way through institutional doors, often viewed as threatening and intimidating, there are, on occasion, support services to facilitate their entry into the learning environment. Here one could look at the types of advising services, counselling services, information services, registration procedures and other bureaucracies, which are often difficult for students to cope with. However, at the present time, there appears to be a missing link in helping adults to access information about learning opportunities. Although this is by no means a panacea, it would appear that the creation of an agency such as an educational brokering service might be one of the first of many steps to facilitate and inform adult populations about the availability of learning opportunities. If this could be a service that would not represent only an individual institution but the offerings of the community at large, it certainly could be one of a number of interventions that could be available for adults seeking educational opportunities.

If the service is not supported by only one institution, the chances for institutional bias in informing and advising students about educational opportunities is greatly reduced.

A copy of a model which was originally submitted to the Jean Commission for consideration is attached (Appendix D).

Several conferences with adult educators in Anglophone institutions across the province reinforces the idea of

the widespread and obvious need for an information service such as this. (See paper on Education Brokering Workshop, October 27, 1980, ad hoc Adult Education Conference, Appendix E).

At the Conference held on October 27, which offered a workshop on educational brokering, it was recommended that there be a creation of a service such as this to assist adults in decision-making processes, in becoming aware of educational options available to them, and in offering auxiliary services such as counselling and advising on a much more comprehensive level. The need for this was expressed for both rural and urban areas across the province.

One of the major recommendations of the adult educators concerned with a brokering service was for the creation of a service of anglophone adult educators and learners to define the needs of adult learners (counselling, advising, information, advocacy) and to provide the mechanisms to implement these services. It is recommended that it should not be the implementation of a new bureaucracy, that students should be able to articulate their needs in their own language, and that adults not be forced to continue operating in what has been defined as the present information vacuum. All of the adult educators present recognized the need for adults to get information and have the provision of access to services not now provided on a community-wide basis.

RESEARCH AND DEVELOPMENT

In the College, Research and Development has largely been concerned with promotion of improved teaching, investigation of new teaching techniques and development of new courses. Such concerns are of equal importance (if not more so) in the rapidly developing field of adult education. Unfortunately financial support has been sadly lacking for such research in adult education. Thus the first recommendation to the commission is for proportional funding for Research and Development in the adult sector.

The Government has rather pointedly delineated its priorities in adult education. Vocational training is to be of primary importance. The Research and Development requirement in this area is immense. The whole area of "apprenticeships" needs to be seriously considered. This, and the development of other vocational programs, will require cooperation between industry, education and government.

Recent trends in curriculum design at the High School level seem to indicate a trend toward less specialization with attempts to promote the more social aspects of the various disciplines, e.g. "Science de la Nature". In science, the rationale is that the students will be made aware of environmental and social problems that are a consequence of our society's reliance on scientific developments, and that they will become sufficiently well informed to make intelligent decisions on such topics in the future. This policy implies a failure to achieve this in the past and, as a consequence, there must be a large section of the population (adults) living in ignorance. It would seem quite logical, therefore, that if changes in curriculum are deemed necessary in the normal education process that such changes should be reflected in new courses in adult education. Development of such courses requires Research and Development.

The most important recommendation to be made concerning development of new courses is that courses for adults must be specially designed. In the past the assumption has been made that an unmodified high school or CECEP course is automatically suitable for adults. This is definitely not the case, particularly in the science disciplines, nor for that matter, in other areas.

Recent years have seen continuing growth in the older college and undergraduate student population. Changing career and leisure expectations, rapidly increasing technological obsolescence and a rising awareness regarding the quality of life have triggered the interest and desire for adults to seek out undergraduate programs as career development, personal growth and enrichment, and as a way of dealing with life transitions.

Although the issue of appropriate curriculum for adults is not mentioned in great detail, a recent article by Carol Kasworm¹ discusses several of the issues which were highlighted in our discussions. In general, undergraduate higher education has not acknowledged nor incorporated the principles of adult education within its institutional mission, nor in its curriculum and instruction. With the continuing increase of adult learners in undergraduate programs, responsive collegial institutions should redefine institutional perspectives, curricula and teaching strategies to maximize and complement the intellectual development of older students.

Another dimension of Research and Development that should be addressed is in the field of teacher training in the adult sector. It is recommended that appropriate courses be introduced in the "Performa" program which would begin to respond to these concerns.

¹Kasworm, Carol "The Older Student as an Undergraduate"
Adult Education, Vol. 31, No. 1, 1980, 30-47.

FINANCIAL STRUCTURES

In order to operate within the context of the community, to be an educational resource and a leader in the field of continuing education, it is essential the the college be funded adequately to ensure program development, curriculum design, orientation programs, and adequate support services. The financial structure for the department is one that, to this point in time, has not allowed for long-range planning and development. New budgetary regulations are even more prohibitive than those received in the past and it would appear that making decisions for course offerings based on provincial norms and government regulations would be contrary to the projected growth and development of each college based on identified needs within the sector of the community that they serve.

Although many of the proposed funding changes alleviate some of the problems within the area of vocational training in general throughout the province, there should definitely be a more equitable allocation to anglophone vocational training. The enclosed report on the inadequacy of vocational training in the anglophone sector certainly speaks of the inequitable allocation of funds, (Appendix C).

Many sectors of the college believe that integration of services would provide better opportunities for adults, and have recommended the integration of services so that the faculty and staff could work interchangeably in either division. Again this would entail adequate allocation of salaries to make a proposal such as this viable. On the other hand, if integration is to become a reality there would need to be considerable provision made so that adult populations are not simply assimilated into the colleges, but are provided with adequate services to meet their needs. They should not simply have to adapt to the existing organization. We believe that adults

have the right to equal educational opportunities, including all support services and other facilities, e.g., adequate classrooms (desks, chairs, blackboards, AV equipment), lounge areas, reading rooms, lockers, etc.)

The facilities at John Abbott College are particularly attractive to adult populations and it seems most logical to effect maximum utilization of human resources and physical facilities to respond to adult learning needs in the community. The implications of this extension of service are that financial structures to support these services must be forthcoming from the Government, as well as those already in place for post-secondary students, if in fact, adults are to receive equal service within the education system.

Adequate financial funding, to allow each CEGEP the required staff to act in ways that have already been recommended in the Government White Paper, would look towards the training and development of community animators who would like individuals and organizations to the colleges' resources.

The rapidly changing demographic nature of the community we serve makes it necessary for us to be bilingual as far as our population is concerned, and to be funded adequately to ensure that there be the development of equitable services for adults.

At John Abbott College, we have been actively involved in the establishment of an adult education association in the province that would support the development and training of adult educators and provide a forum in which some of the special skills required for working with adults can be learned. The need for staff and faculty to work with non-traditional student populations is one

that can require additional training and retraining, and budgetary considerations for this type of development should be considered within the framework of budget allocations. We object to the mechanism under which the government is now proposing a retroactive financing system, and at this point in time (December 1980) to have received nothing official in writing vis-a-vis financial structures for the current year is a deplorable situation that leads to frustration, uncertainty, duplication of efforts and creates feelings of dissatisfaction at all levels throughout the college.

Once again, Continuing Education has become a political football between various governmental agencies and departments. Within this context, elevating the credibility of Continuing Education becomes a somewhat impossible task.

A decent continuing education program must be adequately financed. We strongly recommend that financing for continuing education become a priority of the Government including provision for sufficient long-range planning to make sensible program development a reality within the continuing education sector.

If the colleges are to fully exploit their own potential to serve the community, the government will have to reassess its methods of funding education in the adult sector. As experience in Quebec and elsewhere indicates, community education by definition involves the non-traditional and usually the disadvantaged. To assume that programs can be offered on a cost-recovery basis is unrealistic. Other modes of funding will have to be developed, especially since CEGEPs, unlike our American counterparts, have so little access to private sources of funding.

SUMMARY

The many questions raised during the work of the committee that prepared this brief deserve long consideration; and it has been frustrating to have had to conclude so hastily and thus treat so many issues so superficially in order to make a timely submission. Nonetheless, we are pleased to have had the opportunity to consider collectively many problems we had previously worked on in isolation.

We foresee, furthermore, that our recommendations, which boil down, one might say, to freedom of choice and adequate funding, will be very similar to those made by other parties reporting to the Commission.

We are confident that the Jean Commission will listen insightfully and report its findings unequivocally. We look forward eagerly to hearing their recommendations on public policy.

APPENDIX A

CITIZEN'S ORGANIZATION SEMINAR - NOVEMBER 15, 1980

This was an all day seminar sponsored by the West Island Citizen's Advisory Council with the support of the Centre for Continuing Education, John Abbott College.

Introduction

As a background to this seminar, from one of the handouts, here is the why of having such a day:

"THE NEED FOR EFFECTIVE CITIZEN PARTICIPATION?"

There have been profound changes in Quebec over the past decade. These changes continue and affect us all. Many people who contributed to the growth of the anglophone community in the past, no longer live in Montreal. Clearly, there is a need to regroup and re-think CITIZEN PARTICIPATION in a changing Quebec society.

It has been said that the powerful forces in the future will be "big" government, "big" business, and "big" trade unions. To this, we wish to add strong, effective citizen consumer organizations.

It is clear also, that government funded bodies can never meet all our needs. Community based citizen organizations and self-help groups are essential for mutual support, for the prevention of social problems and for the strengthening of the quality of life in our neighbourhoods.

In order to attain these ideals, citizens require a support network and training which has not yet been available in the past. This CITIZENS' ORGANIZATION SEMINAR speaks to these issues."

The initiating organization for this seminar was the West Island Citizen's Advisory Council. This, as its name implies, is a "regroupement" of concerned citizens on the West Island. Technically, all West Island residents are accorded "membership" on this council. In actuality, there is an elected Board of 21 area residents which includes a cross section of ages and areas of representation.

One of the members of this board is the author of this report, the Continuing Education Counsellor for John Abbott College, Barry Spooner. Mandated by the Centre for Continuing Education to represent John Abbott as being an available community resource, it was through this route that the John Abbott location was offered for the seminar and that Barry's services were offered on the organizing committee for the seminar. The Centre views the supporting, facilitating and animating of this type of community endeavour as a quintessential aspect of our responsibility to the community in which we are situated.

GOALS OF THE CITIZEN'S ORGANIZATION SEMINAR

As the organizing committee for this seminar slowly elucidated what we felt to be the goals of our project we established two main areas of what we wanted to accomplish.

1. Working at increasing effective group and citizen participation on the West Island. This focused on opportunities for citizens and groups of citizens to:
 - a) Improve the quality of life in their communities and strengthen their sense of neighbourhood.
 - b) Express themselves and their own needs.
 - c) Limit the bureaucratic nature of both government and non-government organizations.
 - d) Make public and private services more responsive to individual and community needs.
2. At the general level of community/system development:
 - a) Establish the beginning of a liaison (network) of concerned citizen groups on the West Island.
 - b) Obtain an assessment of the degree of perceived need by these groups for a volunteer training programme (ie. some form of programmed follow-up to the sort of group development fostered through this first seminar)
 - c) Increase the visibility and viability of the Citizen's Advisory Council, clarifying its potential as a possible catalytic agent for community network development.

OUTLINE OF THE DAY'S ACTIVITIES (Audio and video taping was done of significant portions of the addresses and plenary session and thus is available for further clarification of what follows)

MORNING:

The President of the C.A.C., Fay Bland, gave a welcoming address which served to briefly outline the objectives of the day and to introduce the keynote speaker, Dr. Patrick Deehy of the School of Social Work, McGill University. His address was on: "Achieving Citizen Participation" and spoke strongly to the need and viability of citizen's effective interventions in (what is, after all) their own area's development.

The 80 participants then met in 5 small groups, with each workshop going through a prestructured set of exercise and experiences intended to help them have a look at their own individual difficulties and abilities in functioning in groups, as well as learn some initial ways of understanding principles and realities of group dynamics in order to better help their own groups.

AFTERNOON:

After lunch a case example of a citizen's organization which has effectively intervened in the development of its community was given by Dr. Jim Torczyner, also of the McGill School of Social Work. This example was of project Genesis, a neighbourhood organizing project which he initiated several years ago, and which now acts through the functioning of a creatively related set of staff and volunteers as a catalytic agent for person to person, citizen and community enhancement in the Snowdon area. As a background to his intervention with this project, Dr. Torczyner spoke of the utterly essential reality of RECIPROCITY for a community. This is a sense of mutual respect between all levels of organizations, all individual-citizens, etc. which characterized some of the previous centuries' types of communal/community environments and which consequently gave those communities their sanity. Without such a background reciprocity our present day society founders in many levels of organizational and individual ALIENATION. A slide/tape show of some of the success of Project Genesis irrefutably demonstrated the meaning of these ideas, giving a glimpse, through its annual community day festival, of the potency of what Project Genesis has been able to do in the way of bringing previously isolated, alienated ethnic groups and individuals towards mutual respect. The participants were strongly affected and energized by this view and moved on with enthusiasm to the afternoon workshops.

These sessions (in the same 5 small groups) focused on organizational, tactical, and pragmatic questions of how groups could enhance their function. These were co-animated by the same two leaders of the morning sessions for each group. Handouts were given on these areas: a) material on the interrelated themes of individual and group growth, b) common group problems, c) recruitment, d) meetings, e) press and publicity, f) chairing a meeting, g) how to negotiate, h) fund raising, and i) a large section on the background, theory and realities of citizen participation and community control.

The afternoon sessions certainly did not cover all these issues! They attempted instead to varying yet generally good degrees, to respond with an overview of these tactics, to the particular needs and consensus of the individual participants and/or their groups.

The plenary session which we then had, brought back to the whole conference, the individual groups' recommendations for further work from here. They were:

Recommendations:

1. Media Resource Workshop.
2. Volunteer training programme (workers).
3. Motivation programme.
4. Training programme for ALL groups at J.A.C.
5. Structured approach to workshops.
6. Develop linkages between groups.
- * 7. Founding of catalytic agent for community change such as Project Genesis.
8. Another seminar to continue this day.
9. Mailing list to be circulated (to help with #6 as well)
10. Groups or organizations to fulfil idea of #7 could be Volunteer Bureau or the Citizens Advisory Council.

CONCLUSIONS:

As may be evident merely at the fairly abstract level of this brief report, the day's seminar was quite a large success. Benefits were strongly mentioned by just about all participants and reports at the plenary session articulated certain specific commitments to continue the process started on that day. Since that time, the most recent meeting of the C.A.C. has mandated a sub committee to proceed with the implementation of a system of community consultation and then operationalization of a training programme for volunteers. The more general level of establishing the C.A.C. as a central "catalytic agent" for citizen and citizen's group enhancement has

been seen by the C.A.C. as best slowly fostered by the primary task of working on elaborating and bringing to fruition the volunteer training programme.

Another form of assessment of the day's success was less intellectual and rational than this report's summary. This was the emotional, indeed spiritual, sense of having really, together, touched something important in terms of our potentials as a community. In Jim Torczyner's words, we had a glimpse, in spite of the admitted inadequacies of the seminar, of some of the possibilities for reciprocity which we can develop for the increasing sanity and health of our community.

Volunteers learn tactics at West Island seminar

By STEPHANIE WHITTAKER
of The Gazette

Genevieve Steventon is one of several West Island residents trying to create "Friends for Mental Health," an organization to help the families of psychiatric patients.

"I belong to a lot of different community groups," says Steventon, "but I have never been on the ground floor trying to organize one."

So on Saturday, the Beaconsfield resident attended a seminar at John Abbott College along with 80 other West Island community activists to

learn how to do it.

The seminar was the brainchild of the Citizens' Advisory Council (CAC), a West Island watchdog committee on social services.

"We were looking at our own need to increase our skills and define our purposes," said CAC president Fay Bland, "and we decided to invite other people to join us."

"One thing I've learned in the CAC is that the government can't pay for every social service. The community needs self-help groups run by volunteers," she said.

One of the goals of the seminar, attended by student councils, church and women's groups, was to teach participants how to make their groups more effective.

"There are enough citizens' groups," said Bland, "but their members need certain skills.

"They need to know how to recruit people, how to address issues that affect the community, how to raise money and define their roles or mandates. They must know what they intend to accomplish.

"Groups often have vague purposes. To zero in on a purpose can strengthen a group's effectiveness."

CAC members said they will hold seminars to teach volunteers how to handle handicapped people.

Steventon said Saturday's seminar helped her group to define more clearly what it wants to achieve.

"Right now we're just getting organized," she said. "Even the group's name is an interim one.

"But we know that we want to set up a structure which will allow people with mental health problems to talk to others who have had the same problems," she said.

COMMUNITY ORGANIZATIONS REPRESENTED at

CITIZENS' TRAINING PROJECT 15/11/80

Citizens' Advisory Council West Island
Citizens' Advisory Council Laval
C.A.C. Committee on Aging
Citizens' Advocacy
Volunteer Bureau
John Abbott College - Continuing Education
West Island Womens' Shelter
Council of Quebec Minorities
Beaconsfield Public Library
Dorval Community Center
West Island Seniors' Committee on Educational Resources
West Island Adaptation Services
Quebec Assoc. for Children with Learning Disabilities
Club Bienvenue
Friends for Mental Health
St. Edmund's Social Action Group
Beacon Hill Local Local Guide Association
Sherwood Community Association
Cheerios - Montreal Association for the Blind
West Island Senior Enterprises
Roxboro United Church
Douglas Hospital
Shawbridge
Victorian Order of Nurses
West Island Women's Center
One Parent Family Association
Lakeshore General Hospital
L'Age d'Or
Vieux Moulin
Garry Taylor Parents
John Birks Parents
Montreal Council of Women
Division of Canada, United Church
Human Resource Development Committee
Senior Citizens' Forum
Positive Action
Auberge Transition
Japanese Community Centre
Villa St. Louis
Valois United Church
Outreach
Child Care & Child Development
Dollard Womens' Study Group
St. Thomas High School Committee
690 Pointe Claire Squadron Air Cadets
Crawford Windmillers
Lakeshore Retired Mens' Club
Aqua Percept Program
Green Acres Residence Association
Committee Against Pollution of the Pierrefonds Quarry CAPP
Concordia University - Sociology
High School Councillors' Services - Lakeshore Board
Human Resource Development Comm.
Br. 57 Canadian Legion
SOS Club Dorval
Boy Scouts Assoc. - Pointe Claire District
AMBCAL
Central Consumers Council
C.L.S.C. - Roxboro

MARKET RESEARCH SURVEY
JOHN ABBOTT COLLEGE
CENTRE FOR CONTINUING EDUCATION
Prepared by: Phyllis Blaukopf
June 1977

A. OBJECTIVES

The Adult Education department of John Abbott College has always attempted to meet the educational needs of the West Island community by offering a fairly extensive range of credit and non-credit courses.

In an attempt to expand the program, in line with the expressed needs of the local population, a marketing research project was undertaken to obtain the following information:

1. Trading area (place of residence) of previously enrolled students.
2. Socio-demographic profile of trading area.
3. Degree of awareness of John Abbott College's adult education program.
4. Degree of comprehension and attitudinal information.
5. Preferences of the target market.
6. Enrollment trends.

B. METHODOLOGY

1. STUDENT SPOTTING

In order to delineate the trading area, the names of 300 students who were registered in the adult education program in the winter of 1977 were randomly selected from a list of all students enrolled (798). This sample size represents almost 38% of total enrollment. The addresses (by municipality) of these 300 students were then recorded, and are located on TABLE I.

2. SOCIO-DEMOGRAPHIC PROFILE

Information relating to the socio-demographic characteristics of the trading area was derived from secondary data sources, especially Statistics Canada's census tract bulletins and other publications.

3. TELEPHONE SURVEY

Information concerning the awareness, comprehension, attitudes, and preferences of the target market to John Abbott College was obtained by conducting 202 completed telephone interviews. Respondents were randomly selected from the West Island telephone directory, provided their addresses fell within the confines of the trading area. In addition to the 202 completed interviews, 71 French-speaking respondents were contacted, but failed to respond to the questionnaire. In order to qualify to answer the questionnaire respondents had to be 18

years of age or over 44% of the sample interviewed was male, and 56% female. (Details of the age distribution, sex, and location of respondents can be seen in Appendix A)

(A copy of the questionnaire administered is included in Appendix B).

L HIGHLIGHTS

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A. POPULATION AND POPULATION CHARACTERISTICS

1. The total estimated population of the trading area served by John Abbott's adult education program in 1976 is 326,000.
2. Over 47% of the population in the trading area is between 20 and 54 years of age, which is equivalent to over 154,000 people. This age group constitutes the major users of adult education programs.
3. The trading area is dominated by English-speaking people (65.5%) and by middle to high income groups.

B. ENROLLMENT TRENDS

1. Total course enrollment increased from 1416 in 1972/73 to 3624 in 1976/77, a jump of almost 156%. Enrollment in interest courses (accounting for almost 26% in 1976/77) is increasing at a slightly faster rate than enrollment in credit courses.
2. Within the credit group of courses, largest enrollments in 1976/77 came from the following five disciplines, which together accounted for over 63% of total registrations:

Business

English

Humanities

Mathematics

Modern Languages

Between 1974/75 and 1976/77, important increases in market share occurred in Business, English, Mathematics, Modern Languages, and Psychology. Police Technology and Humanities both suffered a decline in market share.

C. SURVEY RESULTS

1. AWARENESS

- a. Using an unaided recall technique, almost 42% of respondents interviewed (84 out of 202) indicated an awareness of the existence of John Abbott College.
- b. Based on an aided recall question, another 36 respondents agreed that John Abbott offers courses in adult education. This means that 120 respondents (or 59%) are aware of the school.

c. Comprehension and Perception

The atmosphere of John Abbott is perceived to be friendly by those who are aware of the school, although 34% had no comment or did not know. The school is not perceived to be elitist.

Approximately 50-58% of the respondents appear knowledgeable concerning registration procedures and course offerings. However, 18%-41% have no comment or are not informed at all, about these and other aspects of the program.

In the area of advertising, 33.6% feel the school is not well advertised, 21% failed to comment, and 46% feel it is well advertised.

2. USERS OF ADULT EDUCATION

Thirty-five percent (35%) of the total respondents surveyed have taken adult education courses since moving to the West Island. More females (42%) than males (27%) have taken courses in adult education.

3. COMPETITIVE SCHOOLS

Fifty-three percent (53%) of adult education users have taken courses at high schools on the West Island, particularly John Rennie. Almost 9% have taken courses at John Abbott, 9% at Macdonald College and 12% at Concordia.

4. Of those respondents who have not taken a course yet, 63% indicated they would consider taking one, and 37% would not be interested.

5. REASONS FOR NOT TAKING COURSES

The major reasons why some respondents have never taken a course in adult education are because they are too busy (35%), and that they already possess a degree or are full-time students (25%). Of the 10% who gave children and family responsibilities as a reason, all were female.

6. MAJOR REASONS FOR NOT TAKING COURSES AT JOHN ABBOTT ARE:

Not Interested	(15%)
Busy working, No time	(12%)
Courses Not Offered	(10%)
No transportation	(7%)
Attending Another School	(6%)
Family Responsibilities	(4%)

7. ACCESS TO TRANSPORTATION

Twenty-two percent (22%) of users or potential users surveyed do not have access to transportation, especially females.

8. PREFERENCES OF TARGET MARKET

a. LOCATION

Over 41% selected the Kirkland Campus as their first choice, only 25% chose Ste Anne, and 34% would prefer to take courses in other locations, notably Dorval, Beaconsfield, Lachine, Pierrefonds and Dollard.

With respect to the second choice, Kirkland was still preferred to Ste Anne (28% versus 26%), but other areas named rose to almost 46%

b. DAY OF WEEK

The most preferred days are Tuesdays and Wednesdays, followed by Thursdays, then Mondays. Week-ends and Fridays do not constitute a popular time segment

c. TIME SEGMENTS

Evenings are the most preferred time slot, especially for males.

However, 35% of female responses indicate a preference for courses to be offered during the day.

d. CHILD CARE FACILITIES

Over 20% of respondents would require child care facilities if they took an adult education course.

e. CREDIT COURSE PREFERENCES

The most preferred discipline is business administration (30%), followed by social science (26%), science (22%), and languages (19%).

Within the social sciences, psychology is preferred most, especially by females.

A wide range of interest is evident in many business courses, particularly in accounting, secretarial courses, business administration, and marketing oriented courses (e.g. sales, retailing, marketing).

French is the most popular language chosen, followed by English.

Science interest is general, with some focus on mathematics.

f. NON-CREDIT COURSES

Arts and crafts are the most preferred non-credit course (32%), especially by females.

Another high interest area is home care and maintenance.

Languages, especially French, are also requested as a non-credit course (7%).

In the miscellaneous category, the greatest interest appears to be in retirement programs.

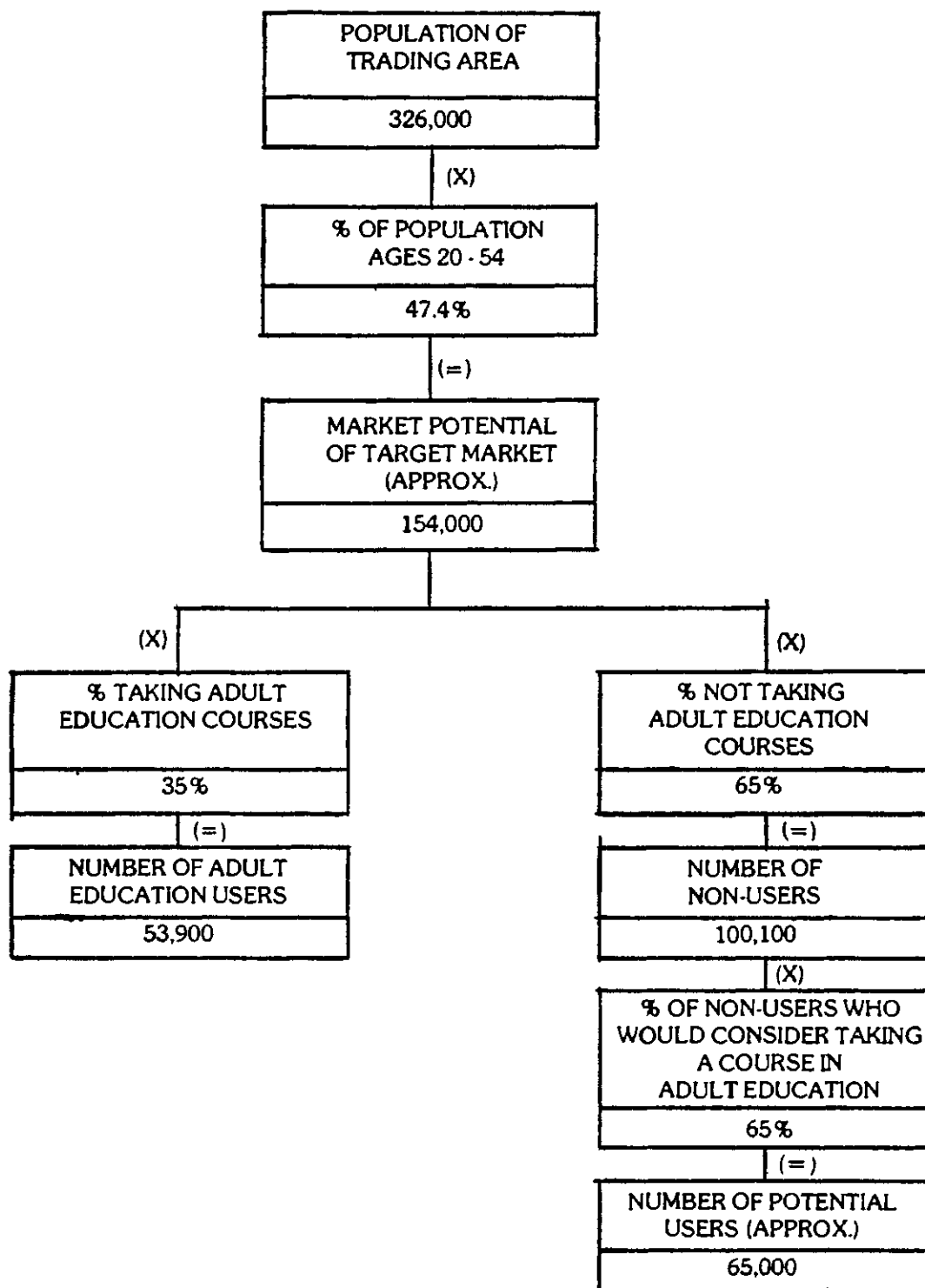
II. CONCLUSIONS AND RECOMMENDATIONS

A. CONCLUSIONS

1. MARKET POTENTIAL

Using relevant demographic data and information obtained from the survey, the flowchart on the next page derives the market potential for adult education in John Abbott's trading area. The flowchart shows that almost 54,000 people have taken courses in adult education, which represents the present market potential for users. This is equivalent to 35% of the total target market (i.e. number of people in the 20-54 year old age groups). Of the 65% of the target market who have not taken adult education courses (i.e. 100,000 non-users), a further 65% indicated that they would consider taking a course, resulting in a potential of 65,000 people in the "non-user" segment. It should, of course, be cautioned that even though 65% of non-users stated that they would consider taking a course, this does not mean that 65% actually will enroll. In fact, because of inherent social pressures and "wanting to satisfy the interviews" there was probably a tendency for the respondent to answer affirmatively to this question. Although this would result in more positive responses than is actually the case, the potential market in the non-user category still appears to be attractive, and could be a useful source of new students for John Abbott.

DERIVATION OF THE MARKET POTENTIAL FOR ADULT EDUCATION



2. EXISTING MARKET SHARE

In the 1976/77 academic year, there were 2479 full- and part-time students enrolled in credit and non-credit courses in John Abbott College's continuing education program. This represents a market share of 4.6% of the user segment (i.e. 2479 ÷ 53,900).

3. EFFECTS OF CHANGES IN MARKET SHARE ON ENROLLMENT: A SENSITIVITY ANALYSIS

Basically, there are two ways for John Abbott to increase student enrollment in its adult education program. One method is to increase its market share of the present user segment, and another is to increase its penetration rate of the non-user segment.

A. USER SEGMENT

The following table shows how various increases in market share affects total enrollment. Associated percentage increases in enrollments, using the present enrollment of 2479 as a base in each case, is also revealed.

The table, which can be used for setting realistic objectives, shows, for example, that an increase in market share from 4.6% to 5.5% would result in an additional 481 students (total of 2960). This represents a growth rate of 19.4% compared to the present size of the student body (2479).

EFFECTS OF CHANGES IN MARKET SHARE ON ENROLLMENT: USER SEGMENT

<u>MARKET SHARE</u>	<u>USERS</u>	<u>TOTAL ENROLLMENT</u>	<u>% INCREASE IN ENROLLMENTS</u> (Using 3624 as a base)
4.6%	53,900	2479	
5.0%	53,900	2700	8.9%
5.5%	53,900	2960	19.4%
6.0%	53,900	3230	30.3%
6.5%	53,900	3500	41.2%
7.0%	53,900	3770	52.1%
8.0%	53,900	4310	73.9%
9.0%	53,900	4850	95.6%

B NON-USER SEGMENT

A similar analysis can be applied to the "non-user" segment (65,000 people). In this case the effects of selected penetration rates are summarized in the following table.

<u>PENETRATION RATE</u>	<u>ENROLLMENT</u>
0.25%	160
0.50%	325
0.75%	490
1.00%	650
1.50%	975
2.00%	1300

The table shows, for example, that if the school were to secure only a 0.5% market share, enrollment would increase by 325 students.

C. USERS AND NON-USERS

Total effects of different desired levels of market share for both user and non-user segments can now easily be combined, to calculate the effects on total enrollment. For example, a market share of 5.5% of the user segment, combined with a share of 0.5% of the non-user group would result in an increase in enrollment of 806 students. This represents a 32.5% increase in total enrollment.

B. RECOMMENDATIONS

1. Course Offerings

A. Credit Courses

It is recommended that a heavy emphasis be placed on the following disciplines, based on the most widely used disciplines and those most often requested by the target market.

1. Business
2. Social Sciences (Humanities, English, Psychology)
3. Science
4. Mathematics
5. Modern Languages, particularly French

Languages (emphasis on French) are also being requested in the non-credit area.

B. Non-credit courses

The increase in demand for non-credit courses warrants expansion in the following areas:

1. Arts and crafts
2. Home care and maintenance
3. Languages, especially French
4. Retirement Programs

Special consideration should be given to the request for these programs¹.

5. Already successful ongoing programs should be more widely promoted.

2. Advertising

A substantial increase in the advertising budget is recommended in order to achieve the following objectives:

- A. Improve awareness
- B. Provide accurate information regarding course offerings, registration procedures, diploma requirements, entrance standards, location options and other related information.
- C. Encourage non-users to enroll in courses.
- D. Increase penetration of the user market.

¹There are 36,000 people over 54 years of age living in the trading area. A market share of only 0.25% would result in an enrollment of 90 students.

3. Location Options

In an attempt to provide locations that conform with the expressed desires of the target market, it is strongly recommended that courses be offered at the following locations:

Kirkland campus

Ste Anne campus

Dorval - Lachine area

Pierrefonds area

4. Scheduling

It is recommended that course offerings should be scheduled on Monday, Tuesday, Wednesday and Thursday evening, with the heaviest concentration directed to Tuesday and Wednesday evening.

In addition, programs targeted to female users should also be offered during the day.

5. Child Care

Where possible, child care facilities should be provided for day-time users.

APPENDIX C



CEGEP
JOHN ABBOTT
COLLEGE

P. O. Box / C P 2000
Ste. Anne de Bellevue, Québec
H9X 3L9
Tel. (514) 457-6610

March 20, 1979

ENGLISH TRANSLATION OF LETTER

Mr. Robert Diamant,
Directeur general adjoint,
Direction Générale de l'Education des Adultes,
Edifice "G", 600 Fullum St.,
Montreal, Que.

Dear Mr. Diamant,

On behalf of the departments of Adult Education of Vanier, Dawson, Champlain (St. Lambert) and John Abbott CEGEPs, we would like to enter into discussion with you on the subject of Adult Vocational Training Courses.

At this time we feel that it would be necessary for us to receive additional funds for developmental work in structuring these programs, and assessing and defining the need for them.

It would appear that based on the adult student enrollment in the CEGEPs, we should be playing a greater role in making available these programs at this level.

As suggested by the Minister of Education, we would like to attempt to work on a regional basis in this type of endeavour in order to avoid duplication of services while at the same time responding to local needs.

We wonder if it would be possible to arrange a meeting with you to discuss this issue in greater detail. I have also prepared some relevant statistics which may be of interest to you as per the attached documentation.

If you plan to be in Montreal, we will be happy to set up an appointment, and if that is not possible, we are prepared to come to Quebec to meet with you and discuss this further.

We would appreciate an early reply to this request.

Yours truly,

Phyllis Blaukopf,
Coordinator,
Centre for Adult Education

Of the total population of Metropolitan Montreal of 2,802,485, there are 1,831,110 Francophones and 607,505 Anglophones. The percentage of representation is 22%.

School population at college level, in public and private sector, Quebec 1974-75:

<u>French</u>		<u>English</u>	
General	46,883	General	15,385
Professional	45,540	Professional	5,793
Total	92,423	Total	21,178

As an interesting comparison according to Annuaire Quebec '75-'76 for the four Anglophone Colleges, the total number of students enrolled in general and professional programs was 15,900, of which 11,711 were in general programs and 4,179 were in professional programs. This represents 26% of the Anglophone full-time day population enrolled in professional programs. It would appear more equitable for a distribution somewhere closer to this appropriation could be allocated to the adult population as well.

1977-78

Full-time adult education enrollment 17,391 of which 3,674 were in professional programs representing 21%.

All statistics appear to support the premise that an approximate allocation of 20% to adult education professional programs is appropriate and equitable. It is therefore on this basis that we would like to meet with you to discuss some possible adjustment of our allocation of resources to our colleges for the coming year.

Statistical examination of various records indicate there appears to be a disproportionate allocation of group hours:

	<u>Group Hours</u>	<u>%</u>	<u>Population</u>	<u>%</u>
Francophone	64,905	91.8	1,831,110	65.3
Anglophone	5,800	8.2	607,505	21.6
Other	_____	_____	363,870	13.1
Total	70,705	100.	2,802,485	100.

Although there were 83,267 Bachelors and first professional degrees awarded in Canadian universities in 1976, a good percentage are in specialized areas that do not lead directly into the labour

market, at least at the undergraduate level. This seems to strengthen the argument that professional and vocational training should be more heavily supported for all populations, both adult and post-secondary students, at the CEGEP level.

REFERENCES

White Paper

Annuaire Québec 1975-76

Estimate of Population by Age and Sex for Canada and the Provinces

Universities: Enrollment and Degree

APPENDIX D

PAPER SUBMITTED TO
EDUCATIONAL BROKERING WORKSHOP
OCTOBER 27, 1980
AD HOC AT THE
CONFERENCE OF THE ANGLOPHONE ADULT EDUCATORS
OF QUEBEC

Phyllis Blaukopf

EDUCATIONAL BROKERING

The concept of educational brokering is one that has developed over the past few years, particularly in the United States and more recently in Canada in several locations.

Educational brokerages are best described as go-betweens or intermediaries which serve to help adult students find their way into and through the experience of postsecondary education. There are many kinds of brokering agencies and services, from community-based, free-standing counselling and advocacy agencies to community colleges without faculty or campus. A wide variety of new methods and roles currently are being tested under the name of brokering; common to all is the intermediary function.

At the one hand of the broker are those adults whose education has been interrupted by the responsibilities of early parenthood, economic pressures, social and cultural deprivation, frustration and low achievement in the classrooms of their youth, or by other impediments. At the broker's other hand is a vast and complex array of educational programs: private and public colleges and universities, community colleges, proprietary schools, correspondence schools, public schools' adult programs, employer sponsored training programs, labor union and church sponsored institutions and programs, and local, state and federal agencies involved in education.

The broker links these adult learners to the wide array of educational resources. The brokering agencies that have come into being in recent years have not seen themselves as enemies of the established order in education,

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or as major expeditors of change in educational institutions that have been patiently constructed over many decades. Instead, they have tried to facilitate good matches between people and institutions. They have focused mainly on services to individuals and groups seeking to gain greater control over their lives through continuing education. They help people to make life decisions, to select appropriate educational resources and to embark on learning programs.

The notion of brokering is an old one, particularly in cultures with arranged marriages or barter economies. Educational brokering is a new version of that notion. It means serving adult clients' interests as a broker for various educational opportunities. It represents a new configuration of educational services, and a new focus on the individual as a prospective learner with unique needs.

One distinctive quality of brokering agencies is that they aim to present adults with the complete range of educational and career alternatives and help them to choose those most appropriate to their individual needs. Brokering agencies are neutral towards the choices made; conventional educational institutions usually aim to increase their own clientele or student bodies. Most educational institutions try to slot people into their programs even if they are not what people need. Brokerages can avoid this institutional bias by standing among many institutions, with the sole interest of the learner in mind.

Although the specific kinds of services may differ, educational brokerages start from the premise that the

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needs and the interests of learners take precedence over those of institutions, agencies and staff. The missions we all share are to enable individuals to

- 1) define goals for their personal and working lives;
- 2) set objectives for further education and training;
- 3) select learning experiences to attain competencies and certification; and
- 4) gain access to the appropriate learning opportunities.

The foregoing functions are performed through a combination of activities: information-giving, referral, assessment, counselling, outreach and client advocacy. Although various brokering agencies give different emphases to these activities, and each client may require a different combination of them, they comprise what we consider to be the core brokering activities.

TYPES OF AGENCIES

Free-standing agencies. These are attached to no single institution and are supported by combinations of client fees, state and federal funds, and business/industry contracts. Internal governance is essentially independent of outside agencies.

New institutions in existing systems. These are newly-created programs within a larger state college system. Support comes mainly from state funding, and governance structures are linked to the broader state system. Brokering activities in this category of organizational settings may also include instruction.

Consortium of institutions. These are arrangements whereby a central headquarters staff coordinates a network of counsellors/advocates located in individual colleges to advise clients of learning opportunities throughout the network.

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New units within established institutions. These programs or units are funded and administered by a single institution, yet they maintain independent brokering functions, not referring clients to only their own institutions' programs. They may be physically separate from the home institution, or they may be on the same campus, or they may be multiple off-campus centers.

What are our needs in the Anglophone sector, particularly in the Quebed region?

We have described educational brokering as essentially a mediating function between learners and educational resources. It represents an attitude, a set of procedures, a new configuration of educational and human service roles. Brokering puts learners' needs ahead of institutions' needs, operates outside of the usual time and place constraints, and functions not as gatekeeper and pedagogue, but as counsellor, advocate, and catalyst. The services are not unique, in and of themselves, but the ways in which we combine and deliver information, counselling, assessment, advocacy and instruction do mark a special identity.

Today, I'd like to raise and discuss these issues:

1. What are our ideas about a brokering service?
2. Who are we?
3. What should be the central identity of such a service?
4. What will we do?
5. Whom do we serve? Who are our clients? How do we know what they want and need?
6. How will we operate?
7. How do we make it financially?

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8. What are we trying to change?

9. What do we expect to happen? What else might happen?

10. How do we reach our clients?

11. What specific recommendations do we make to the
Jean Commission regarding educational brokering?

APPENDIX E

EDUCATIONAL BROKERING WORKSHOP

SUMMARY REPORT

AD HOC ADULT EDUCATION FOLLOW-UP CONFERENCE

OCTOBER 27, 1980

SUBMITTED BY PHYLLIS BLAUKOPF

The Brokering Workshop was intended as a follow-up to the strong and almost unanimous recommendations from the participants at the Sapiniere Conference for the development of a service of this nature for adults.

Although many of the participants did not attend the first conference, after the discussion the following points were made:

- We recognize the need for adults to get information and have the provision of access to services not now provided on a community wide basis.
- We recommend that there be further study to determine the specific type of service.
- We would suggest that there be input in terms of allocation of staff to the development of a control group.
- We want a service where learners do not have to articulate needs in their second language.
- We need learners input into the development of this service.
- We do not want to see the creation of a new bureaucracy or government structure.
- We do not want to continue operating in our present information vacuum.

In summary, it was felt that there is the need for the creation of a service for adults.

It is strongly recommended that anglophone adult educators and learners work together, both to define the needs of adult learners vis a vis information services (be they counselling, advising, advocacy, information) and to create a service that meets these needs.

It was felt that cooperation of all institutions would be required, that it be an anglophone service, that outreach be a prime mandate, that the minister support this at the local level, combining formal and informal institutions, and that further study to determine the exact nature of this service be instituted as soon as possible.

APPENDIX F

THE ADULT LEARNER PROGRAM:

A SUPPORTING RATIONALE

Phyllis Blaukopf
Associate Dean

This report will review the events that have taken place to date in the development of a college credit program directed to adult students who are not now attending college, and have been out of the educational milieu for a number of years.

In October 1978, we offered a non-credit course, Issues for Women, which was an attempt to help women at home explore their options for the future. Examination of the evaluation reports by these six women revealed that they were all interested in furthering their education and asked if it would be possible to duplicate a program for women which was being offered at a French CEGEP in Montreal. This formal request, coupled with countless others that we received throughout the year from counsellors and social service agencies, and at registration times, led to the decision to initiate steps to implement a program such as this.

After visits to several other CEGEPs that were offering women's and adult learner programs, we developed a model that appeared to have the most flexibility and was similar to the one that was being offered at CEGEP Bois de Boulogne (Repartir).

The philosophy at the base of Repartir is that it is a program of transition - it permits women to effect the return to their studies and provides, throughout the program a framework and support systems that facilitate their entry and later assists them in making decisions about their future directions, whether it be to the day or evening college, to university or to the labor market. Although this was the initial orientation, a great number of women have opted to stay within the program and have completed their DEC during this past semester. There are currently

2.

approximately 200 women in this program.

The coordinators constantly stress the individual attention and group support that is required by these students. The objective of that framework is to assist the students to face the problems which surface both in family context and an academic setting that will assist them in their integration into the education milieu.

Michelle Jean, coordinator of this program strongly believes that it is not adequate simply to open the doors of educational institutions without offering the tools and specific services that will permit this clientele to have the same rights as other students.

We are very much in accord with the philosophy and underlying assumptions made by Bois de Boulogne and 20 other francophone CEGEPs in the province who are offering this program. We believe that there has been adequate evidence on the West Island of a tremendous need for an entry program for adults into the education sector.

The Adult Learners Program that was implemented at John Abbott College is one that provides flexible scheduling, small classes, block time elements, courses given on two days a week and hours that are convenient to homemakers, and provides access to day care and transportation services. During the initial semester, in which 60 students were registered, there were four courses offered and all students followed the same program pattern which consisted of English (Writing English Effectively); Humanities (Self-Awareness and Self-Expression for Women through Audio-Visual Methods); French, and Psychology (Development of the Person). Registration was on an individual basis and counselling and support services were offered on

3.

an on-going basis.

The teachers met several times throughout the semester at lunchtime with the coordinator to discuss the program and its progress, and share their experiences. There was also a general orientation day before the students came on campus, to familiarize them with classroom locations, to meet the teachers, to meet the staff at the Centre for Continuing Education, and to have I.D. cards made. Each visit to the college served to reduce the initial anxiety expressed and felt by most of these students, some of whom had been out of the educational sector for more than 20 years.

During the second semester, 37 of the original 55 returned and 8 new students came into the program. During this period of time, students had the opportunity to pick from a wider range of courses and to interact with other students in the program, since they were not locked into a four course package. In addition, the returning students did much to facilitate the entry of the 8 new students.

There have certainly been some very significant changes in the lives of these women over the past year. There has been a tremendous growth as expressed by many of them in their self-confidence, in their abilities to study, in the friendships that were formed, in their family relationships, in their ability to make decisions about their future lives, in becoming more assertive, and in taking responsibility for their educational requirements. Certainly there is every indication from these students of the merit, worth, value, benefit and absolute need for a program such as this to be continued at John Abbott.

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There are a number of factors that have contributed to the obvious success of the first year of the program and they range from the support services, the faculty participation, the individual attention, the counselling services and the career orientation workshops. However, I think that the underlying philosophy of a student-centered orientation which places the needs of the students at the foremost has to be the major contributing factor in any program which looks at accommodating the needs of non-traditional and previously underserved populations.

Many students have expressed their gratitude for the attention given to their unique and individual needs. Sharing their own experiences both in the classroom and at informal lunchtime gatherings has done much to build a level of emotional and psychological support that is of utmost importance for this type of student.

Certainly significant is the fact most of these students would qualify for university entrance but are reluctant to go for a host of reasons. This is not a student population that would enroll in the college in a regular full-time day program, nor is it a population that would be considered part of the clientele in the Centre for Continuing Education evening courses. The merits of this program are, in fact, that it is a program specifically geared to meet the needs of this population.

Research shows that increasing numbers of adults are furthering their learning. Unfortunately, the existing educational systems do not readily accommodate them. This is certainly true at John Abbott College, which offers pre-university and technology programs to

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approximately 4,000 full-time day students. There are no part-time programs offered during the day, and the vast majority of students are between the ages of 17 and 21.

The doors of educational institutions have not always been open to older students, many of whom have found traditional campus learning threatening, irrelevant to their concerns and ill-suited to time, money and family realities.

Research in the area of adult education indicates that there are optimum conditions and environments which facilitate learning for adults. Some of these findings will be presented, along with a summary of existing programs in Quebec that have proven successful in meeting the needs of specific adult clientele. From these two positions will emanate the recommendation for the continuation of the Adult Learners program at John Abbott, in the framework that will most likely ensure its continuation and growth in response to meeting adult students' needs in the community.

An organization making specific "Recommendations on the Development of Adult Education" is the Canadian Commission for UNESCO, some of which are highlighted as follows:

Objectives and Strategy

Adult education should be based on the following principles:

- a) it should be based on the needs of the participants and make use of their different experiences in the development of adult education; the most educationally underprivileged groups should be

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given the highest priority within a perspective of collective advancement;

- b) it should stimulate and sustain the interest of adult learners, appeal to their experience, strengthen their self-reliance, and enlist their active participation at all stages of the educational process in which they are involved;
- c) it should be adapted to the actual conditions of everyday life and work and take into account the personal characteristics of adult learners, their age, family, social, occupational or residential background and the way in which these interrelate;
- d) it should seek the participation of individual adults, groups and communities in decision-making at all levels of the learning process; including determination of needs, curriculum development, programme implementation and evaluation and should plan educational activities with a view to the transformation of the working environment and of the life of adults;
- e) it should be organized and operated flexibly by taking into account social, cultural, economic and institutional factors of each country and society to which adult learners belong;
- f) it should recognize that every adult, by virtue of his or her experience of life, is the vehicle of a culture which enables him or her to play the role of both learner and teacher in the educational process in which he or she participates.

Each Member State should:

- a) recognize adult education as a necessary and specific component of its education system and as a permanent element in its social, cultural and economic development policy; it should, consequently, promote the creation of structures,

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the preparation and implementation of programmes and the application of educational methods which meet the needs and aspirations of all categories of adults, without restriction on grounds of sex, race, geographical origin, age, social status, opinion, belief or prior educational standard;

- b) in eliminating the isolation of women from adult education, work towards ensuring equality of access and full participation in the entire range of adult education activities, including those which provide training for qualifications leading to activities or responsibilities which have hitherto been reserved for men;

The place of adult education in each education system should be defined with a view to achieving:

- a) a rectification of the main inequalities in access to initial education and training, in particular inequalities based on age, sex, social position or social or geographical origin;

Content of Adult Education

With regard to women, adult education activities should be integrated as far as possible with the whole contemporary social movement directed towards achieving self-determination for women and enabling them to contribute to the life of society as a collective force, and should thus focus specifically on certain aspects, in particular:

- a) civic, occupational, psychological, cultural and economic autonomy for women as a necessary condition for their existence as complete individuals;
- b) knowledge about the status of women, and about women's movements, in various societies, with a view to increased solidarity across frontiers.

8.

Methods, Means, Research and Evaluation

Adult education methods should take account of:

- a) incentives and obstacles to participation and learning specially affecting adults;
- b) the experience gained by adults in the exercise of their family, social and occupational responsibilities;
- c) the family, social or occupational obligations borne by adults and the fatigue and impaired alertness which may result from them;
- d) the ability of adults to assume responsibility for their own learning;
- e) the cultural and pedagogical level of the teaching personnel available;
- f) the psychological characteristics of the learning process;
- g) the existence and characteristics of cognitive interests;
- h) use of leisure time.

Adult education activities should normally be planned and executed on the basis of identified needs, problems, wants and resources, as well as defined objectives. Their impact should be evaluated, and reinforced by whatever follow-up activities may be most appropriate to given conditions.

Relations between the adult learner and the adult educator should be established on a basis of mutual respect and cooperation.

Systematic evaluation of adult education activities is necessary to secure optimum results from the

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resources put into them. For evaluation to be effective it should be built into the programmes of adult education at all levels and stages.

The Structures of Adult Education

Member States should endeavour to ensure the establishment and development of a network of bodies meeting the needs of adult education; this network should be sufficiently flexible to meet the various personal and social situations and their evolution.

Training and Status of Persons Engaged in Adult Education Work

It should be recognized that adult education calls for special skills, knowledge, understanding and attitudes on the part of those who are involved in providing it, in whatever capacity and for any purpose. It is desirable therefore that they should be recruited with care according to their particular functions and receive initial and in-service training for them according to their needs and those of the work in which they are engaged.

Training for adult education should, as far as practicable, include all those aspects of skill, knowledge, understanding and personal attitude which are relevant to the various functions undertaken, taking into account the general background against which adult education takes place. By integrating these aspects with each other, training should itself be a demonstration of sound adult education practice.

Along with other international organizations, UNESCO has shown considerable concern about the need to widen women's access to educational opportunities, based on

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the realization that women have much more to contribute to social, civic and economic life than present conventions will allow.

To single out women as an educationally underprivileged group is a common but not very constructive practice. All that can be safely said is that women are offered, or take, far fewer educational opportunities than men. In some industrialized countries women far outnumber men in adult classes but on checking one discovers that the majority are interested in such culturally feminine subjects as cooking, house design or dressmaking. Women largely share the same learning needs as men. It is hard to believe that there is not discrimination against them, although the discrimination often turns out to be social, not legal.

In a discussion paper, Women's Access Centers (Ministry of Education, Province of B.C.) these programs are defined as those which enable women to adapt to the changing role of women in Canadian society and prepare them for new responsibilities. The objectives of such programs and services are to teach women to:

- 1) Locate the learning resources that will help them achieve their goals (educational brokering).
- 2) Plan their lives, e.g. clarify life goals, learn to problem solve the combining of family roles with work, student life or community responsibilities.
- 3) Utilize existing educational facilities to best advantages.

"Women's Access programs and services must be understood within the larger context of educational equity for women. Educational planners must develop policies that benefit men and women. Because women must balance family responsibilities with study, institutional planners must design more flexible structures. Women require such

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things as more and different kinds of learning opportunities, flexible scheduling of classes and services, part-time study possibilities in all programs and financial assistance for the part-time learner."

"In the next fifteen years, as the post-war crop of babies ages, there will be an increase in the 25-44 age group and a decline in the 15-24 age group who have been the traditional concern of post-secondary institutions. This will put new pressures on college administrators and the potentially growing market of part-time students will create a demand for flexible scheduling, career modules and ladders, and information/counselling services appropriate to the mature learner.

As women's perception of their role changes, there is a new consciousness of their rights as citizens. This creates new pressures for institutional flexibility as women look to post-secondary institutions to prepare themselves for the labour market."

Alan Knox (1977) posits that learning and intellectual performance of adults are modified by various characteristics of the individual and of his or her context, with some of the major modifiers being:

- Condition - Physiological condition and physical health can affect learning and cognition in various ways.
- Adjustment - Learning is facilitated when there is substantial personal and social adjustment in the learning situation.
- Relevance - motivation and cooperation are more likely when the learning activity is related to the learner.
- Speed - optimal learning performance is more likely when the learner can proceed at his own pace.

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- Status - Socio-economic circumstances are associated with values, demands, constraints and resources that can affect learning ability.
- Change - social change can create substantial differences between generations, thus one cannot attribute learning performance to age only.
- Outlook - personality outlook and personality characteristics can affect the way in which an adult deals with the learning situation.

Knox stresses that almost all adults can learn anything they want to. The maintenance of learning ability during adulthood is well substantiated by both longitudinal studies and anecdotal experience of adults of all ages who learn effectively in family, occupational and community settings. Although there is some decline in more abstract learning abilities that are grouped in the category of fluid intelligence, crystallized learning abilities, which relate more directly to daily experience, are generally stable or gradually increase during most of adulthood.

The effectiveness of adult learning is also affected by the approach adults take to the learning activity. Practitioners can assist adults to develop a more positive approach by helping them use intentional learning activities to cope with changes and adjustments in their life, such as changes in major life roles, patient education and organization development. Another way is to help adults become more aware of role models who have already acquired the competency they desire. A third way is to provide a setting in which adults have the freedom to explore their educational objectives. Those who help adults should give attention to cognitive and affective development of participants.

Mezirow states that college re-entry programs are performing an unprecedented function in the most significant educational efforts directed at adult developmental needs to appear thus far on the nation's campuses. Indeed, he claims they may well be establishing a prototype for the future course of adult higher education. The re-entry function is one for which every university and college will have to plan.

Continuing Education for adults who are 25 and older has its own unique problems. It must be convenient and it must be integrated with the pursuits of living - family life, careers, leisure-time activities and the necessities imposed by active citizenship.

The Adult Learners Program at John Abbott is open to male and female students, but it is anticipated that the great majority will be women. More women than ever before are entering community colleges. Original projections in the United States held that by 1980 enrollment will be 1,233,000 and although past enrollments have varied from earlier projections, the projected trends have certainly been verified.

In discussing the way adults learn Kidd stresses that what we describe as adult learning is not a different kind or order from child learning. Principles of learning will apply to all stages of life. The field that has been neglected is not childhood - but rather adulthood. There are two main limits to human growth and development, the first being the practical limit of one's maximum ability and secondly there is the no less real psychological limit which each man places upon himself. Much of our tradition is negative about human growth and progress, and is full of myths, fables and wife's tales and learned histories with references to human inadequacy to learn.

There are an increasing number of adult educationalists in the U.S. and abroad, who believe there is a strong case for a different "science of teaching" androgogy. Malcolm Knowles, founder of this belief, says that the difference begins in the concept of self. To be adult means to be self-directing. Androgogy is based upon the insight that the deepest need an adult has is to be treated as a self-directing person, to be treated with respect. Androgogy is student-centered and problem oriented.

Schools and colleges have traditionally planned with needs of children or youths in mind. For many years adults seeking an education not only took a curriculum designed for children, were taught by teachers whose only experience was with children but were obliged to sit at desks built for children. Now most educationalists agree that curriculum and method should be related both to the goals of education and the needs of the student.

The interests, needs and motivations of any learner are primarily a matter of emotions, not of the intellect. Any learner, in a classroom or elsewhere, brings to the learning transactions such feelings as self-esteem, fear, jealousies,

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need for status, respect for authority, prestige, etc. It is important to understand some of the main emotional influences on learning, the part that interests, attitudes and motivation play in learning and the way in which changes in these respects are brought about. Both learning and emotion are part of the aspects of the same process of adjustment to environmental situations which the person must make continuously.

An environment that is perceived by the learners as hostile or fiercely competitive, while it may be intellectually stimulating is not the best place for most adults to begin. Kidd states that there have been cases of part-time and older students being admitted to college or university only to find that the younger students and the younger professors made the atmosphere tense by immediately demanding high standards of performance before the older student had time to adjust or settle in. Too often the result would be an early drop out, whereas, if some of these students had been welcomed, encouraged, perhaps given assistance with study skills, this performance a few months later might have equaled the best.

It is necessary to provide an emotional environment for older students that is welcoming and supportive with rules that are made and administered for the welfare of the learner and not the ease and comfort of the personnel in the educational institution.

There is no hierarchy of values in learning, every factor can be of critical importance - on occasion fresh air may be as important as fresh ideas. Environment, the shape, place and character of the facilities all affect the amount and quality of learning.

An astonishing variety of forms, methods, techniques and devices are available to the agent in adult learning. But ability in selection is required, and that is one of the chief skills of the teacher of adults. For example, it is possible to convey facts to a very large group of adults, but the sound patterns of languages are best learned in groups no larger than six. Where skills are being taught, ample opportunity and facilities must be provided for practice.

For Roby Kidd, the factor of experience in the life of the adult learner is a principal consideration. He reminds us that the adult's sexual and social experiences and responsibilities are of a kind that mark him off from the world of the child. To understand the adult learner we must continually be aware of three related points:

1. Adults have more experiences
2. Adults have different kinds of experiences
3. Adult experiences are organized differently

The adult wants answers that will relate directly to his life. The chances are that he will equate them to his life experiences. He makes qualitative judgments and he uses his life experiences to make new considerations. If he sees that he can gain relevant knowledge from activities in adult education he will participate. If the adult is not to become a drop out, the knowledge must be relevant to his daily activities such as job, family or civic life.

There are reasons to believe that the facilitating function of a peer group is particularly important for adult students, who, by definition, are returning to school after a number of years of absence. Numerous reports have emphasized the anxieties that these students experience. Because they have been away from school for a long period of time, adults

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lack a clear view of what the student role encompasses.

Compared to adolescent students who have had an opportunity for anticipatory socialization through communication with teachers, friends, and counselors, adults are especially in need of information not only about the formal requirements of their new role but also of the informal nature of the role. Adults are particularly irked by campus bureaucracies which possibly could be explained in terms of their lack of information about the informal mechanisms through which the bureaucracy can be successfully negotiated.

An adequate peer group can facilitate academic success for adult students by providing a power base from which they can effect organizational change.

Peer groups also facilitate value and identity change. Peer groups offer friendship during periods of psychological stress, and provide alternative sources of self-esteem and self-definition.

Establishing new friendships in educational settings may have additional significance for women. Assorted reports on the initial reactions of adult women on their return to school have emphasized their anxieties about achievement and ambition. It is critical that these women receive support from peers who have shared these experiences and who can serve as effective role models for their growing aspirations. In fact, a number of colleges who have admitted adult women to undergraduate degree programs have discovered that students try desperately to meet each other and establish formal organizations of mutual support. This is consistent with the general tendency of people to seek out friends of similar age.

The proposed adult learners' program seems particularly relevant to the interests of the Quebec government, as proposed in the recent White Paper on Education. "All adult students registered in an official program recognized by the MEQ will henceforth benefit from free tuition. In the interests of opening the doors of the Colleges to the public and of promoting broader accessibility, the government is not only abolishing adult education fees, but also inviting the CEGEPs to participate fully in all local and regional initiatives aimed at promoting adult education." (MEQNEWS).

In 1970, the Canadian Royal Commission on the Status of Women Report talked about three cycles for women today versus the two that most faced earlier - pre-marital and child-bearing and rearing, plus a new one they call second life, the ages between 35 and 75.

Marnie Clark stresses the importance of the counselling function, particularly in groups, in an effort to help women. The way to begin that process is to convince women that for a period of time they will be looking at themselves - carefully, compassionately and accurately, which is often a major hurdle for mature women. Over the years they often take a place in the family as a non-entity that has not had dreams, aspirations or even thought of themselves as independent individuals. Most of these women have been raised in the forties and fifties when the emphasis was on finding and keeping a husband and bearing and raising children. Often these women have no skills and are ill-prepared to cope with life in middle and later years. However, the facts of financial dependence

and a sense of guilt about the family not being enough has led women to begin to explore new directions for their lives. Often these changes mean a return to the work force which is the way toward overcoming economic dependence and, if the work is satisfying and challenging, a restoration of feelings of competence and self-worth. Others choose the route of education, and it is my feeling that many of the women who will be coming into this program fit this description.

Another factor to be considered, in terms of the socio-economic population of the West Island surrounding John Abbott College, is what Weidenbach calls the "privileged" woman. She can be described as one whose material needs are being met but who seeks to expand her horizons and become more useful. This woman generally has had some education beyond high school which was usually acquired in case of failure to find a husband. For these women who are happily married to a good provider, having successfully raised a family, little in the way of their earlier education helps them understand their feelings of restlessness.

This group of women have other needs to be dealt with. They now have freedom but avoid it because they don't know how to handle it. They are not independent, not used to making decisions, and uncertain as to their options and what directions to take with their lives. There is much in the literature on the needs of the "oppressed" woman, the culturally deprived, the undereducated, disadvantaged and minority groups, but relatively little attention has been given to this group. It would be well to keep this distinction in mind when program planning at John Abbott, because

at first glance it would appear that there are a number of these women applying to the program.

On another dimension, Knox draws relationships between experience, interest and participation. Choices are not always made internally and he states the external components which affect choices. Among these would be such things as societal values, friend and family sanctions and expectations, a sense of familiarity with the activity, accessibility, and the changing life circumstances that an individual experiences in job or family. Examination of some of these external variables can often help identify "teachable moments". He further examines the relationship between special adult interest groups and specific adult education programs that relate to them. The three adult sub-populations which are identified can serve to illustrate some of the changing interests of adults during the adult life cycle, how they differ for adults who follow separate paths and how their interests relate to adult education programs. The three populations are educated men primarily in the worker role, their wives primarily in the homemaker role and less educated men in the worker role.

His general description of the homemaker is one who has completed her education, works for several years, including the first few of marriage and whose occupational interests drop sharply as she spends approximately 10 years as a homemaker. Participation of women in this age group is relatively small and focuses on subjects such as home decoration, psychology, understanding children, first aid and use of income.

However, after the last child is going to school, the middle class mother suddenly finds herself at a

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low point with no serious commitments, and often becomes interested in activities outside the home, either job related, working as a volunteer in the community or in a return to education.

The literature abounds with the rationale for offering programs for adult learners, and many are particularly addressed to meeting the needs of women.

Ten Eshof and Konek discuss a need-centered continuing education program that is designed to help women formulate goals which allow them to attain their potential and to receive the support services essential to the processes of role definition and re-entry. A program such as this would provide the following services, designed to meet the needs of returning women students:

Recruitment and Admission: The myth that the institution focuses on late adolescent learners should be dispelled and she should be actively recruited into a program which defines her needs and reduces her anxieties. Open admission policies also increase accessibility of programs such as these.

Orientation: This is an opportunity for women to share their concerns and listen to other women as they discuss their hopes and aspirations. These can become consciousness-raising, goal-setting experiences with an individualized touch. Faculty should be encouraged (as much as possible) to participate in orientation and in ongoing contacts with these students. Thus, orientation becomes an ongoing process.

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Other Services: The types of support needed for these programs would include financial (grants, jobs, scholarships, etc.) day care services so that role conflict is reduced, individual personal and academic counselling, career planning assistance and peer support groups as needed.

Curriculum: Included in this area would be consideration given for life experience, brush up courses, women's studies courses which can be positive reinforcers for women in transition, flexible course scheduling and should be, according to O'Toole, one of the most innovative and flexible programs in the school.

The dilemma of changing institutions to meet the needs of non-traditional students is one that is easily verbalized but slow to actualize. Students in our current structure of collegial institutions in Quebec, conform more to systems than vice versa. Faculty, particularly older ones, often challenge me with questions like, "Why all the fuss, I'm the same age as they are, so teaching returning women students should not present any problems". There is also an ambivalence on both the part of the faculty and the administration, in wanting non-traditional students, because of declining enrollments and lesser dollars, but in moving from the traditional position of a college oriented only toward the young.

I believe that one of the single most important factors in developing women's programs is the individual initial one-to-one contact. In this way, the institution no longer is so intimidating, there is a name and a face attached to the college and the knowledge that someone knows, cares, accepts and welcomes women

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students, is probably the most reassuring element of support that can be initially provided to women who are thinking of returning to school. Time and time again, I hear women state that they are too frightened to call the school, to come to registration, to believe that they are eligible or to think that they can be accepted. Probably the first encounter is the most important and time and staff must be allocated to help women who are attempting this first step outwards.

The women who have been in the Adult Learner Program at John Abbott have been encouraged to meet with academic advisors and counsellors and other professional personnel to explore the options and choices that they can take in upcoming semester. This includes transfer to career programs, transfer to pre-university day programs, university admission and entrance to the labour market. Career exploration workshops are offered each semester and ongoing orientation assists this population in making decisions about their future.

Women's programs might be considered as a microcosm of all of adult education - for certainly all the considerations that have to be addressed are very much evident with this population as well. In essence, one might say that planning and promoting programs for women in various social and economic groups would incorporate as complete an understanding as possible of the forces at work which have to be considered. This would range from an understanding of the historical, societal and psychological perspectives, on a global basis, to an understanding of the day-to-day environmental factors in the community in which programs are being planned.

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APPENDIX G

La Formation Professionnelle

Au Québec

Comments and Recommendations
submitted to

Ministère de L'Education
Direction des Politiques et Plans

Prepared by

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May 1980

Introduction

This paper has been prepared in response to the Document de Consultation issued February 15, 1980 titled La Formation Professionnelle au Quebec. For the past three years a variety of reports and evaluations have been produced concerning the educational system in the province of Quebec since major changes took place 12 years ago.

It was in 1967 upon the recommendations of the Parent Report that major reforms took place in Quebec education, reforms that were designed to increase the general educational and cultural levels of the citizens in the province. The creation of large polyvalent secondary schools coupled with the implementation of a system of colleges for general and vocational education (CEGEPs) was thought to be the answer to Quebec's educational problems.

Twelve years later it seems apparent that the vast majority of reforms were successful. There is however, one area that has regressed and is today a problem of major importance, that is the area of vocational education.

Vocational Education

Past

Prior to the 1967 educational reforms vocational education was available in a limited number of disciplines. There were some trade schools for the mechanical, electrical and building trades at the level of secondary education. Industrial apprenticeships were available in some areas but once again to a very limited number of people. In post secondary level education there existed teacher training colleges, institutes of technology and a variety of home economics and domestic science related institutions.

Business and industry still had not felt the total effects of the technological revolution. Many companies were able to employ skilled workers who had received their training during the Second World War. In general there was no apparent shortage of manpower.

Present

The 1967 reforms saw the phasing out of trade schools, institutes of technology and other secondary and post secondary forms of vocational training. Replacing the old system was a network of polyvalent secondary schools in which trades and skill training were to take place. Post secondary vocational education was to be conducted in a complete new network of post secondary, pre-university colleges of general and vocational education.

In the business and industrial communities rapid changes in techno-

logy created the need for a large number of well educated people who could fill the role of technologists. To a large extent jobs requiring manual skills were still occupied by employees trained during the post Second World War period.

Future

Manpower needs of the 1980s will require a blend of graduates at all levels from a variety of programmes. To replace retiring skilled employees it will be necessary to graduate many students from trade training programmes who have the maturity and determination to continue developing their skills through an organized system of apprenticeship in industry. To meet the manpower requirements of an increasingly technological society a second category of graduates will be required to have a more indepth theoretical and scientific formation such as that attainable in a three year CEGEP career programme. A third category of employment exists at a semi-skilled level.

Vocational Education - Secondary School Level

Technical and trade training in Quebec is presently the responsibility of secondary schools. The short vocational programme which terminates at secondary IV has been designed to give minimum practical training to students with learning difficulties. The long vocational programme terminating in secondary V has, as its objective, the training of skilled tradesmen. Upon completion of the long vocational programme the graduating student is expected to seek employment as a skilled employee without, in most cases, the advantage of an industrial apprenticeship system.

Some specializations of vocational education in the secondary school are in greater demand than others; for example automotives, electricity, business and secretarial training are areas which are quite strong in the secondary vocational programme. Other areas are extremely weak in enrollment; perhaps largely due to the need of students with a relatively high level of education and maturity. The mechanical technologies, design drafting and some electrical trades are not well known or as visible to young students. Low enrollment in these disciplines may also be attributed to the fact that a sound general education and high level of maturity are required in these technical disciplines.

Many students in vocational programmes at secondary level have opted for the programme because they were not succeeding in the

general sector (The Schools of Quebec, 1979, pg. 143). Both long and short secondary school vocational programmes are considered as terminal and do not guarantee access to further education. The quality of instruction, lack of maturity of the students, low general education level of students and the fact that the vocational programmes are conducted in the same surroundings that the students have been in since the age of twelve deter students successful in the general sector who would like to become tradesmen or technicians.

Vocational Education - CEGEP

CEGEP programmes of study fall into two broad categories. The two year, pre-university general programmes and the three year career (vocational programmes). There are six concentrations in the two year general sector and a total of 109 programmes in the vocational sector (L'Education au Québec, 1978-79, pg. 69). Admission to both the general and vocational programmes requires a secondary V certificate in general studies with passes in subjects relevant to the selected college specialization. For all students, programme requirements include courses in English or French, Humanities or Philosophy and Physical Education. All students must spend the equivalent of one academic year taking courses such as the above which, in many cases, are considered to be outside the student's field of concentration or vocational specialization.

The overall objective of pre-university programmes is to prepare students for further study at the university level whereas the objective of vocational programmes is to prepare students for employment at a level equal to that of a technician in industry or a junior manager in business.

Statistical data is available to show how the CEGEP system has made great advances in providing the public with greater accessibility to post secondary general and vocational education. For example, the progression from secondary school to CEGEP in 1977 was 50.5% of the graduates from English secondary schools and 47.2% for

French students giving a combined total enrollment for general and vocational CEGEP programmes of 118,308 students. Of the total student population 82.6% were in Francophone CEGEPs and 17.4% in Anglophone colleges.

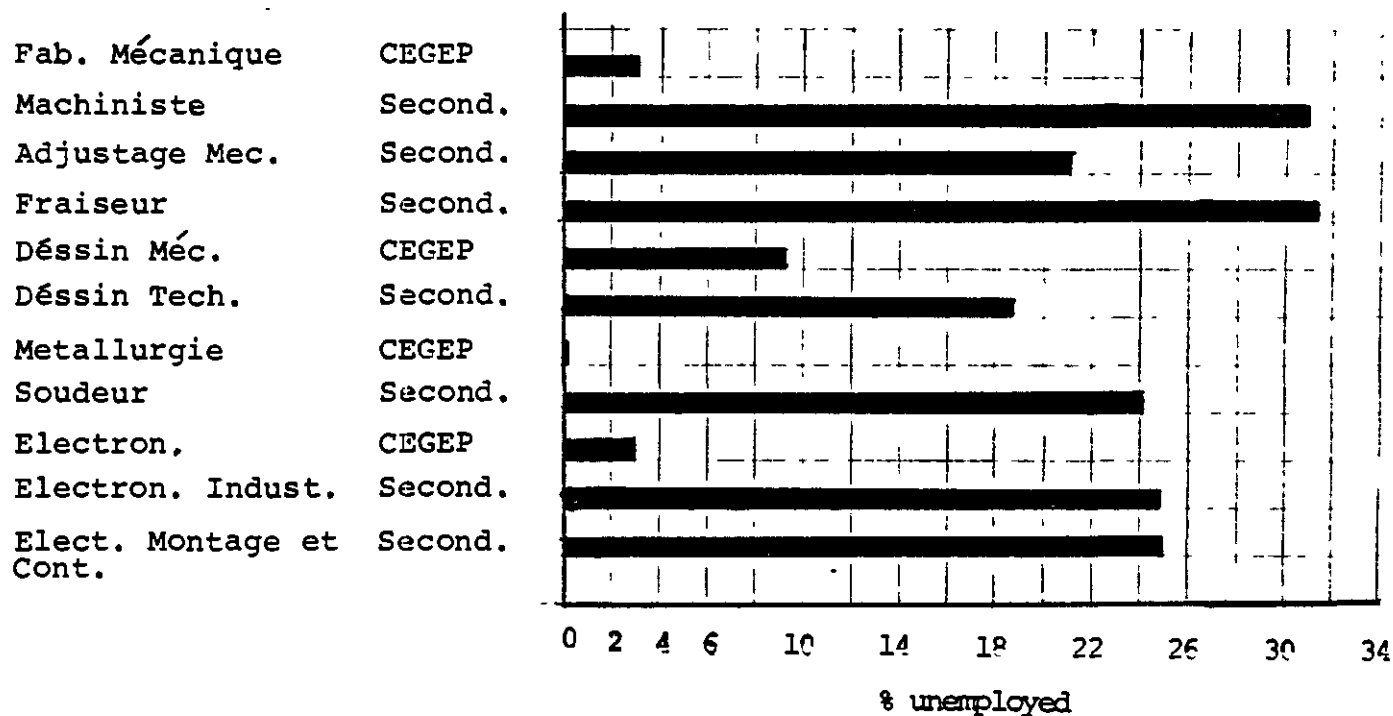
With respect to the general and vocational programmes enrollment 47.4% of the Francophone students were registered in general programmes and 52.4% in vocational. The distribution of students in general versus vocational programmes in the Anglophone CEGEPs was 73.7% to 26.3%, representing a significant difference from the French speaking CEGEPs (Colleges in Quebec, 1978, pg 22).

Statistical data obtained from the report titled Les Finissons de Sector Professionnelle de Niveau Collègial 1977-78 indicates that the overall rate of unemployment for students graduating from vocational CEGEP programmes in 1978 was 14% with the average time to find a job being 2.25 months (1979, pg.5). By comparison it is stated in The Schools of Quebec that unemployment among young people 14-24 years old is at the highest level and represented, in 1975 41.1% of those unemployed in Quebec. It also states that out of 11,982 graduates of the secondary vocational course in 1975-76, only 39.6% stated they had a full time job related to their training (1979, pg. 143). This means that 60.4% of secondary vocational graduates were either unemployed or working in jobs that were not related to their vocational training.

Statistical data shows that of the 5 categories of vocational education the physical technologies have the lowest rate of

unemployment at 7%. Further narrowing the specializations to mechanical and electrical technologies Figure I clearly shows that the graduates from various CEGEP mechanical and electrical specializations have an excellent record of acceptance and rates of unemployment as low as 0%, whereas graduates from secondary school vocational programmes in similar technologies have much higher rates of unemployment.

Programme



Source: Les Finissons du Secteur Professionnel de niveau collégial. April 1979

Relance 1977, document 4-315 Sommaire de l'étude de l'efficacité de la Formation recue dans les Spécialités professionnelles au collégial et au secondaire.

Figure I

Projected Manpower Needs:

The Direction de la Production Statistique of the province of Quebec has produced a survey titled Prévision des Besoins en Main d'Oeuvre Spécialisée dans l'Industrie Aérospatiale au Québec, de 1978 à 1983 which appears to be a realistic report of manpower needs in only one sector of industry requiring skilled mechanical and electrical personnel. (Annex I)

A summary of the manpower needs in the aviation sector to 1983 may be given with respect to educational level required as shown in figure 2.

FORMATION	PROGRAMMES	ESTIMATED NO. OF JOBS
3 year Technician	Technicien en génie mécanique	250
	Technicien en dessin	231
	N.C. Programming	133
	Technicien en génie électronique	127
2 year Trade apprenticeship	Machiniste (generale)	433
	Monteur de matl. électronique	177
1 year Operator	Régleur conducteur des machines outils	975

Manpower Requirement In The Aviation Sector
Summary of Selected Specializations 1978-1983

Figure 2

The report of the Commission of Inquiry on Educational Leave and Productivity (Adams, 1979) states that there is, at present, a skilled trades shortage which in some cases is preventing the expansion of industry. More precisely a survey for the Federal government indicated that 87% of the present skilled workforce was over the age of 40. Since it takes several years to train skilled workers, craftsmen are being replaced at a rate of about 1.8 percent per year. To maintain the present number of craftsmen requires a 4.7% rate of replacement. To further aggravate the situation immigration regulations and quotas have made it more difficult for companies to recruit craftsmen from abroad.

CONCLUSION

Existing vocational education programmes in Quebec's secondary schools and CEGEPs are not satisfying manpower requirements for qualified technical personnel. Many students in general programmes at the secondary level are leaving school before graduation because of their inability to cope with general studies which do not directly relate to usable job skills. Many secondary school drop-outs remain unemployed due to their lack of technical skills yet they do not wish to return to polyvalent secondary schools where costly facilities exist to train much needed skilled workers. Vocational specialization at the secondary level seems to carry with it a stigma of poor quality education resulting in unemployment due to a lack of maturity, low general knowledge and poor attitude in the work place.

Vocational programmes at the CEGEP are in demand by students graduating from secondary V with the necessary qualifications for admission. Graduates of three year CEGEP vocational programmes have developed a good reputation in business and industry hence unemployment rates in many specializations are very low.

Adults wishing to acquire technical skills are forced to use facilities scheduled in the late afternoon or evening. Training programmes are not readily available and registration for the few programmes that do exist is confusing and time consuming. In general it may be stated that accessibility to vocational training and retraining is extremely limited.

Recommendations

The following recommendations are based on a review of articles, reports and policy statements (see bibliography) coupled with practical experience and personal contact with many industries in the Montreal area. The need for change in the vocational education structure in Quebec seems to be most apparent in all specializations relating to mechanical technology and more precisely mechanical fabrication. The manufacturing sector and the mechanical technology specializations required by manpower in such industries may be seen as a complex collection of personnel from the unskilled through to the engineer. Within this labyrinth there exists several common factors which are fundamental to employees. One such factor is the nature of the environment in which the manufacturing process takes place. No matter what the product, the basic environment and equipment used tends to be the common denominator to the industry. A second factor is the necessity for the employee to have a mature, honest and positive attitude towards the work taking place. It should be the goal of the educational system to teach the fundamental theory and skills required for a variety of specializations within the mechanical fabrication sector. In order to develop a familiarization with the industrial environment and to promote safe conduct and positive attitudes it is necessary to have a physical facility which in many ways closely resembles that of the environment to which the graduates will be entering. We therefore recommend the following:

Recommendation 1. The establishment of a technological

specialization centre administered by an existing CEGEP but having special status such as L'Ecole Aeronautique in St. Hubert. One such specialization centre is desperately in need in the mechanical manufacturing technologies sector.

The location of the specialization centre should closely coincide to the industrial activity in any given area. The close proximity of a specialization training centre to industry would help to promote interest on the part of industry, demonstrate that the Ministry of Education is genuinely interested in the appropriation of qualified manpower, and would also enable the staff and faculty of such a centre to feel more in tune with the industrial environment. Although the specialization centre should be separate from an existing CEGEP the distance between centres should not exceed approximately 15 minutes transportation time. In the island of Montreal region there exists a concentration of manufacturing industries in and around the Lachine, Dorval, Pointe Claire districts. The general tendency for the establishment or expansion of industries in the manufacturing sector is toward the west island area, primarily due to the availability of land and the encouragement of the various cities to develop their industrial sectors.

Recommendation 2. That a technological specialization centre for mechanical and related technologies be located in the Lachine, Dorval, Pointe Claire area and administered by the

CEGEP in that area which is John Abbott College.

The equipment and facilities required for the training of skilled manpower in the mechanical technology sector is similar whether the specialization be at the level of machine operator, apprentice machinist, technologist, engineer or technical teacher. A great deal of capital equipment presently exists in a scattering of locations in secondary schools and CEGEPs in the Montreal region. Large investments in capital equipment are not being used to maximum potential in the present system, a system in which the schools are closed for a minimum of three months during the year. In most cases when these schools are in operation it is for limited time during the day. Any training which does exist, exists in isolation. That is to say that the training of machine operators and the machinists which goes on in the secondary school is completed in an environment which does not resemble that of industry. Similarly the training of technicians at the CEGEP does not allow for an interaction between the various levels of skills. In industry it is essential that the technologist, technician, engineer and machine operators have an understanding of the role and importance which each plays within the manufacturing sector.

Recommendation 3. That a technological specialization centre for mechanical technologies incorporate the teaching of technological skills at all levels such as machine operator, general machinist, technician, technologist and perhaps act as the practical laboratory component of engineering programmes.

Vocational teacher training could also take place at the centre.

The mechanical industrial sectors in industry are, to a large extent, dealing with an international market. Consequently much of the work in these sectors requires a fundamental knowledge of French and English. The potential student clientele seeking the training in such a centre would be drawn from two major language groups, English and French.

Recommendation 4. That the mechanical technology specialization centre be administered and operated as a bilingual centre.

The student clientele seeking upgrading or training in any skill area is a very heterogeneous group. This group includes students who have completed or dropped out of general courses of study at the age of fifteen, those wishing to acquire job skills following a period of time when they had been employed or unemployed, those who have been employed for several years and wish to upgrade their skills, and those whose jobs have been made redundant due to changes in the industrial environment. Similarly the student clientele does not easily fit the existing academic calendars. It is a clientele that would like to begin their retraining when the need arises and at a time that best suits their personal schedule. Similarly the employment opportunities in industry do not occur at one time during the year but are ongoing regardless of academic calendar.

Recommendation 5. That a mechanical technology specialization centre operate on a 52 week a year basis, operating from 8:00 am through until 11:00 pm. and accepting new students on a regular basis at an interval of no more than one month. Training programmes should be designed in such a way that students are able to progress at their own rate accomplishing the various objectives in each programme. Teachers in the specialization centre then act more as a manager in their area of specialization than a teacher. The teacher as a manager of students concept enables extremely flexible time-tabling, a high degree of personal student contact, and generally prepares the learner in a self-directed, problem solving manner which most closely resembles the actual situation in the industrial environment.

Recommendation 6. That the mechanical technology specialization centre include the following specializations selected from secondary vocational:

250.00 Hydrothermics (Welding)

310.00 Technical Drawing

340.00 Mechanical Technology (Fabrication)

Selected from CEGEP vocational:

241.01 Mechanical Technology (Fabrication)

241.03 Mechanical Technology (Design)

270.02 Metallurgy (Quality Control)

270.03 Metallurgy (Welding)

280.01 Aviation Technology (Fabrication)

Recommendations Summary

The above mentioned recommendations represent a global overview of the type of mechanical specialization centre which should be established. Detailed information pertaining to finance, administrative structures, curriculum planning, certification, teacher norms and working conditions would require a further study and much negotiation before implementation.

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APPENDIX H

EDUCATION POPULAIRE - AND THE
ANGLOPHONE COLLEGES

FINAL REPORT

Presented to:

Comité d'orientation - REPO

Presented by:

Champlain College (St. Lambert)
Dawson College
John Abbott College

November 15th 1979

EDUCATION POPULAIRE - AND THE
ANGLOPHONE COLLEGES

FINAL REPORT

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EDUCATION POPULAIRE - AND THE ANGLOPHONE COLLEGES

GOAL

Developed as one of ten applied research projects approved by the Comité R.E.P.O. (Réalisation en Education Populaire) * this project worked toward the following goal:

"To define, 'éducation populaire', and in so doing to identify the potential, and the most appropriate types of action, that Dawson, Champlain (St. Lambert) and John Abbott Colleges can attain within the areas they serve with respect to 'éducation populaire', and to share this data with the Fédération/DGEA research team.

HYPOTHESES

To provide us with the appropriate sense of direction toward the realization of our goal we identified the following hypotheses:

- That the experiences of other institutions in North America, and particularly the community services divisions of community colleges, are pertinent to the development of 'éducation populaire' in Quebec, and that we can learn from them.
- That a needs analysis be undertaken, in the form of a colloque, which will involve representatives of other Montreal institutions offering 'education populaire'. This will enable them to explore the popular education role and functions which seem most suitable in CEGEPs.
- That the colloque will serve as a catalyst to encourage that group to meet and plan cooperatively on a regular basis.
- That by comparing the experiences of community colleges elsewhere with the outcomes of the needs analysis, we will gain a better understanding of how to serve our communities - as well as provide important data to the Quebec study of 'éducation populaire' in the CEGEPs.
- That an instrument to help us identify the needs of 'education populaire' students be researched, designed, developed and tested.

*Project REPO was formed by the Fédération des Cegeps in response to a request from the Quebec Ministry of Education (Adult Education Branch) to recommend policy in the area of 'éducation populaire' at the college level.

CONCLUSIONS AND RECOMMENDATIONS

Definition.....éducation populaire

One of the major tasks of this study was to give substance to the term 'éducation populaire' and to explore the degree to which this concept forms part of the community college mission across North America. While we did not come up with a concrete definition we were able to identify a framework within which we believe the development of 'éducation populaire' should occur.

Our study, and particularly the results of the colloque, pointed out to us that the English expression 'popular education' is not an appropriate translation of 'éducation populaire'. Popular education usually refers to the offering of non-credit instruction leading to personal fulfillment. 'Education populaire' on the other hand, seems to focus on an entirely different set of circumstances. It is seen as a community based process, functioning at a local level for the well being of the collectivity, or the individual, and allowing for all types of educational activity. Further, it implies participation by the community in the planning of activity that will affect it.

In a North American setting the term usually employed to describe this community based process is 'community education'. Community education is seen as a dynamic approach to individual and community involvement, based on the premise that local resources can be drawn together to assist in solving most community problems, and that the public schools and colleges and governmental services have a capacity for far greater impact upon the community than they are currently making. It assumes the building of different types of relationships between colleges and others in the community; these can range from the formal, legally contracted merger, through the more informal cooperative joint venture, to advisory relationships and the provision of direct assistance in terms of facilities, expertise or other resources.

The CEGEP in the community - proposed policy

That the CEGEP has its place in the community has been well established in recent years. The government of Quebec in its White Paper on the colleges "Nouvelle Etape", described the CEGEP in the community "as a gathering place, an educational disseminator and resource centre, and a source of socio-cultural enrichment" (1) and declared that "it will be essential to recognize accessibility to the resources of the CEGEP as a right and not a privilege.

The CEGEP constitutes a public asset and the government intends to obtain full measure from this fact." (2)

The government has clearly indicated that community services, integral to the mission of the traditional community college, will form part of the future of CEGEPs (3)

...the government plans to encourage the CEGEP to develop its general services to the community. In this area, admittedly, the achievements have been rather modest. While adult education can already claim to its credit a varied range of accredited courses and activities in socio-cultural formation, initiatives in community services are still at a rudimentary stage.

...In more than one CEGEP however, interesting initiatives have been taken.....

In one instance it may be a theatre group or an artistic presentation; in another a community radio station; elsewhere a day-care centre or income tax service, or even consultation, information or documentation services. In this regard a lesson can be drawn from the dynamic experience of some of the anglophone CEGEPs, whose particular traditions have made them more sensitive to the needs of the community.

The movement of the college toward a more direct contact with the milieu will have to include an analysis of how the community perceives the college. If its perceptions differ widely from those the CEGEP has of itself, re-examination of the institutional role would seem to be in order.

The CEGEP in the Community - potential

The place of the North American college in the community is usually assumed to be one of providing educational services for all age groups in response to unmet needs, to serve as a centre of community life, to contribute to and promote, the cultural, intellectual and social life of the college district community and the development of skills for the profitable use of leisure time, and to provide community leadership and coordination. This mandate resembles closely the potential of 'éducation populaire' in the CEGEPs.

There are at present a number of agencies, voluntary and otherwise, providing educational activity of one sort or another within their communities. To

introduce the college into this setting seems unnecessary unless one of its purposes is to nourish the development of what now exists. It would appear that here the colleges are especially well suited to perform a role of leadership and coordination.

While continually working toward the goal of fostering community based education, the college could help establish community needs, coordinate planning and the use of resources (including its own) and most important, bring continuity to a developmental process that too often is approached in an ad hoc manner which ultimately results in confusion, duplication, and sometimes bitterness. In essence, the role of the college in the community should be to demonstrate how learning can be an important element in solving problems, to help improve the quality of individual and group life, and ultimately to help people learn what they want/need to learn.

A Funding Base

If the colleges are to fully exploit their own potential to serve the community the government will have to reassess its methods of funding education in the adult sector. As experience in Quebec and elsewhere indicates, community education by definition involves the non-traditional and usually the disadvantaged. To assume that programmes can be offered on a cost-recovery basis is unrealistic. Other modes of funding will have to be developed, especially since CEGEPs, unlike our American counterparts, have so little access to private sources of funding.

Although we do not have any specific recommendations to make in this regard, we would suggest that wherever a college is expected to assume a community commitment, there be some funding base that allows for continuity, involving the maintenance of a permanent community education office with at least full time professional and secretary.

Experience shows us that it takes time to establish a presence and develop credibility in a community, and this must be planned for. We would also suggest that funding in the community education sector be based on a formula other than student contact hours. A system must be created which will discourage competition and duplication as colleges vie for more students, and which will allow for the development of autonomy and independence among participating community groups.

METHODOLOGY

The project was conducted in the three separate phases as outlined below.

Review of the Literature - the Community College

The community college, with which CEGEPs have often been compared, has developed, as part of its tradition, education for adults designed to meet specific needs, and clearly separate from 'regular' college offerings. Usually called Community Services, it is not unlike our approach to adult education, especially with respect to 'éducation populaire'.

Therefore we assumed that to examine community services programmes and experiences in North America would be profitable as the results of such a study could well indicate directions for future growth and development as well as furnishing a point of reference which we do not possess at present.

A researcher familiar with community colleges was engaged to conduct a review of the North American literature with particular emphasis on philosophy, administrative structures, and approaches to clientele. (See Appendix A)

Colloque - Needs Assessment - in the Community

Representatives of Anglophone organizations i.e. Regional School Boards, OVEP's, YMCA's - providing different types of 'éducation populaire' began meeting last year to explore working relationships, and how to eliminate unnecessary competition or duplication while still maintaining a high degree of autonomy.

Working from this precedent, the project directors organized a colloque around the topic of appropriate *éducation populaire* activities for colleges, which was held on October 24th and 25th 1979 at the Holiday Inn, Place Dupuis. The groups invited included the Anglophone CEGEPs (Champlain, Dawson, John Abbott and Vanier), the school boards serving the greater metropolitan Montreal area, the Anglophone universities (Concordia and McGill) and several non-governmental organizations - Y.M.C.A., Y.W.C.A. Catholic Community Services, Jewish Family Services, Visual Arts Centre, Saidye Bronfman Centre, City Recreation departments. The overwhelming concern of those invited seemed to indicate a desire among all community groups for some clarification of the issues. We realized, too late to make any changes however, that there were other groups involved in 'éducation populaire' which might have been included and who should be encouraged to participate in the future (i.e. private schools, C.L.S.C.'s, libraries and recreation groups involved in social-cultural programmes).

Because this gathering had been convened by the CEGEPs to discuss their future involvement in the area of 'éducation populaire' it was feared by some that the colleges were moving into an area of power, control and funding which would have adverse effects on the other groups present. Part of the success of the colloque, was that this issue was clearly identified and confronted.

Survey - The Role of the CEGEP

No Anglophone college can say with any certainty that it knows a great deal about the 'éducation populaire' needs of its community. There is a need for a reliable instrument designed, prepared and tested.

Drawing on the resources available within the different colleges and indeed the Province, we developed, validated and administered to a limited sample, a tool to serve this purpose. While it was originally designed to meet the needs of the participating colleges it is available in both English and French and should be equally applicable to either rural or urban settings.

The survey includes the following areas:

1. Demographic information
2. Awareness of community institutions and/or services and programmes.
3. Communication vehicles.
4. Support Services
5. Perceptions of the role of the college in the community - actual
6. Perceptions of the role of the college in the community - ideal.
7. Perceived barriers to educational opportunities.

The survey has been implemented in the areas served by Champlain, Dawson and John Abbott Colleges (see Appendix B).

MAJOR FINDINGS

A. Review of the Literature - the Community College

The rationale and underlying philosophy for community education has always been a part of community college history. For example, the President's Commission on Higher Education (1947) described the community college as "designed to serve chiefly local community education needs." Further, "its dominant feature is its intimate relation to the life of the community it serves." (4) Translating such ideals to effective action has proven problematic.

Community colleges have had to deal with a plethora of interpretations as to what constitutes community education. As well, inadequate funding and struggles over local versus provincial (or state) control of programmes has troubled their efforts.(5)

A survey of most writings regarding community education across North America and discussions with practitioners in the field of community college education furnish the following conclusions and concerns.

- The community education efforts of community colleges are gaining a greater coherence and focus in practice and theory. This is being accomplished through a significant, growing body of literature, documentation and research of the community-education experience in the college.
- In the U.S. the founding of the Center for Community Education (1975) under the auspices of the AACJC, and such shared efforts as COMBASE, a Co-operative for the Advancement of Community Based Post Secondary Education (which is a nation wide consortium of fourteen community colleges) have promoted advancement in the articulation of community education. This has been accomplished through disseminating information regarding exemplary programmes and providing forums of dialogue and writing.
- Evidence of a nationally co-ordinated Canadian view of community education in colleges was not found. However, the provincial development of community colleges and their community education function draws on others' experience. In the case of Saskatchewan, we have one of the most coherent, consistent examples of a community based approach to community college education in North America.
- Experience across North America illustrates that there is a useful and legitimate role community colleges play, providing leadership in educational services for the non-traditional student, disadvantaged groups and for addressing community wide needs and issues.

- There is still some distance to travel toward a clear identity for community education in the college setting. Despite gains in recent years there is still confusion, for example, between "community services" and "continuing education". Such confusion leads to inappropriate policy, organizational priorities and structures which impede community education endeavours.
- A major issue being addressed by community colleges is the growing necessity for cooperation among agencies and organizations, including the community colleges, providing community services. In order to have the most effective, efficient and well organized community education this challenge must be met. In this regard there are many examples of successful community/community college collaborations.
- Consistent funding is a necessary ingredient for community education programming. A truly community based approach is a time consuming process. Gaining the trust of the community, building the skills of active community members and those of community college workers to mount successful joint programmes takes time. Moving from superficial "wants" to substantive community "needs" through the interpretation of the community and the community college also takes time.
- Funding for community education which serves the non-traditional student cannot realistically be based on the extension model of cost recovery from programmes. By definition the educational needs being met do not easily and immediately lend themselves to a "course" format. The clientele served usually have severely limited financial resources. Being outside of the mainstream of post-secondary participants in education they would be most reluctant to commit limited resources to educational activities.
- There are significant differences between funding sources available in the U.S. and those available in Canada. Primarily, the U.S. has large, private funding bodies (Mott Foundation) which support community education projects in the community college. Canada lacks large, private funding foundations. Therefore, government at civic, provincial and even federal levels must play a greater role in providing support.

E. Colloque - Needs Assessment - in the Community

Among the conclusions and concerns emerging from the Holiday Inn colloque, were the following:

- If 'éducation populaire' is to function as a community service, top level approval in the institution is considered essential. The Academic sectors often do not view this as a priority as the institution tends to see formal education as more important to its mission than community or popular education.
- 'Education populaire' can be the route that will lead people to regard the institution as theirs. However, in such a setting, the participants should have greater control, even though it might be difficult for the institutions to set up the mechanisms that will allow this to happen.
- There is uncertainty as to how results of this project will affect the school boards and CEGEPs. As the school boards now possess a mandate in the area of 'éducation populaire' the possibility of the CEGEPs entering the field has generated a certain amount of apprehension.
- It is also apparent that issues relating to social development and community education cannot be dealt with in isolation. For example, Bill 65, chapter 48, defines the role of the C.L.S.C. (Community Local Service Centre) in helping citizens resolve both social and community problems, areas which overlap with 'éducation populaire'.
- Voluntary organizations in the private sector expressed real concern that the combined efforts of the colleges and school boards, would unless carefully considered, undermine their efforts in éducation populaire, and risk eroding the community base which is so important to the process.
- Generally groups felt that this consultation process had not yet reached a position where they could feel comfortable criticizing one another. Although the issues have become apparent, there remains a lot of work to be done, and 'éducation populaire' will maintain a competitive rather than collaborative stance unless the options for future involvement are many and varied and the funding base is clarified. Nevertheless there is an interest in encouraging more networking and cooperation among the groups. As a next step a second meeting is being called for in late November, to be organized by representatives of the school boards.

C. Summary - The Role of the CEGEP

Because of time constraints the data obtained to date are extremely limited. What have been collected are now being analysed and will be available within the month. The colleges are encouraged to further refine the questionnaire if information relevant to their particular communities is missing.

They might also want to enlarge and expand the instrument for their own use, in ascertaining programme direction and development.

A FINAL WORD

As this project concludes, we recognize that in meeting our goal, we have also opened a number of doors which are about to lead us down interesting passages. We have established that when we speak of 'éducation populaire' in the CEGEPs we are dealing with the same concepts that others describe as 'community education' or 'community services', and that we share with them similar goals, activities and indeed problems.

Initial contact has been made and we would like to pursue it further.

We discovered that, while it can be difficult to work with others in a similar milieu, there is value in exploring with them how to make our services and resources more accessible to the community.

We have also developed an instrument which we can take into the community to solicit the public's perception of our mission. We believe this to be a valuable process and would hope that in the future funds will be made available to allow colleges to seek out, and to update this type of information.

And finally we would be remiss if we did not comment on how satisfying it was to be part of this project. Working closely with old colleagues, discovering new ones, and developing a much greater understanding of the potential place and role for 'éducation populaire' in our colleges was both professionally and personally enriching. We are appreciative of this opportunity and feel a commitment to continue the joint venture both on our own and in cooperation with other colleges and the Ministry of Education.

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FOOTNOTES

1. Gouvernement du Quebec, Ministère de l'Education. Colleges in Quebec: A New Phase. Government Projects in the Area of Cegeps. Service général des communications des Ministère de l'Education. Quebec 1978. p.43
2. Ibid p.44
3. Ibid p.43
4. Higher Education in American Democracy Vol. 1, Establishing Goals 1947. Hannelore B. Rader, "The Newest Dimension of the Community College - Community Services, " ED 156301, 1978, p.3
5. Ibid, p.5

A D D E N D U M

Changes to the Brief presented to
La Commission d'étude sur la formation des adultes
by John Abbott College,
December 1980.

New Recommendation No. 5 as follows:

The college believes that integration of services would provide better opportunities for adults, and have recommended the integration of services so that the faculty and staff could work interchangeably in either division. Again, this would entail adequate allocation of salaries to make a proposal such as this viable. On the other hand, if integration is to become a reality, there would need to be considerable provision made so that adult populations are not simply assimilated into the colleges, but are provided with adequate services to meet their needs. They should not simply have to adapt to the existing organization. We believe that adults have the right to equal educational opportunities, including all support services and other facilities, e.g. adequate classrooms (desks, chairs, blackboards, AV equipment lounge areas, reading rooms, lockers, etc.).

Recommendation No. 6:

None of the recommendations made above can become a reality without adequate funding. Every area of adult education -- research and development, program planning, facilities and support systems, community services, the dissemination of information -- requires generous financial support.

Recommendation No. 7:

The institution, and the student as well, are constantly met with bureaucratic barriers and structural problems within the educational system of which they are a part. We recommend that attention be given to the alleviation of this constant source of frustration, and that the Minister of Education issue documentation indicating

the processes involved in the implementation of adult education programs.

Page 30 of Brief -

Replace the first paragraph of page 30 with the following:

The services which have become associated with the Department of Student Services are required for all students regardless of the nature of their programs or the time of life at which they have chosen to enter the CEGEP. It is to be expected, however, that the needs of the adult student would be different from those of the adolescent and the orientation of the services adjusted accordingly. Traditionally, the government has provided funds to make such services available to the adolescent student and must do so for adult learners as well. We also see the greatest need for student services for adults in the areas of counselling and academic advising, vocational and career information, and access to facilities such as a learning centre, and College and Career Shop.