

chapter I-13.3, r. 9

Basic adult general education regulation

Education Act
(chapter I-13.3, s. 448).



On 10 August 2020, the Superior Court ordered a stay of the application of the Act to amend mainly the Education Act with regard to school organization and governance (S.Q. 2020, c. 1) to English language school boards until a judgment is rendered on the merits of the application for judicial review challenging the validity of certain provisions of the Act.

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CHAPTER 1

NATURE AND OBJECTIVES OF EDUCATIONAL SERVICES

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

The purpose of the services is:

- (1) to enable adults to become increasingly autonomous;
 - (2) to facilitate the social and vocational integration of adults;
 - (3) to help adults enter and remain in the job market;
 - (4) to enable adults to contribute to the economic, social and cultural development of their community;
- and
- (5) to enable adults to acquire learning that is certified by the Minister.

O.C. 652-2000, s. 1.

DIVISION I

TRAINING SERVICES

2. Training services include instructional services and orientation services.

O.C. 652-2000, s. 2.

3. The purpose of instructional services is to help adults acquire the theoretical or practical knowledge that will enable them to achieve their learning objectives. The services may be offered through various learning methods and include:

- (1) pedagogical support services;
- (2) literacy services;
- (3) preparatory services for secondary education;
- (4) Secondary Cycle One education services;
- (5) Secondary Cycle Two education services;
- (6) social integration services;
- (7) sociovocational integration services;
- (8) francization services;
- (9) vocational training preparation services;
- (10) preparatory services for postsecondary education.

O.C. 652-2000, s. 3.

4. Pedagogical support services are designed to enable adults:

(1) to receive pedagogical support to facilitate remedial work and the transition from one course to another and to help them overcome their learning difficulties during their studies;

(2) to obtain linguistic support, for those whose mother tongue is not French, in order to improve their mastery of French as the language of instruction, except when they are receiving francization services.

O.C. 652-2000, s. 4.

5. Literacy services are designed to enable adults:

(1) to access other learning services, if necessary;

(2) to improve their capacities in different areas of learning;

(3) to carry out their family and social roles.

O.C. 652-2000, s. 5.

6. Preparatory services for secondary education, in order to offer access to secondary education or to other training services, are designed to enable adults:

(1) to increase their knowledge and abilities in written comprehension and expression in the language of instruction and in mathematics;

(2) to acquire a basic knowledge of the second language and of other areas of learning that may be chosen from among the elective subjects.

O.C. 652-2000, s. 6.

7. Secondary Cycle One education services are designed to allow adults to extend the scope of their knowledge in basic and elective subjects so that they may go on to Secondary Cycle Two or to vocational training, as the case may be.

O.C. 652-2000, s. 7.

8. Secondary Cycle Two education services are designed to allow adults to complete their secondary education by mastering basic and elective subjects so that they may obtain a Secondary School Diploma or go on to vocational training or postsecondary education, as the case may be.

O.C. 652-2000, s. 8.

9. Social integration services are designed to provide adults experiencing adjustment difficulties of a psychological, intellectual, social or physical nature with access to individualized learning that will enable them to acquire basic social skills and will prepare them for further studies, if they wish to do so.

O.C. 652-2000, s. 9.

10. Sociovocational integration services are designed to allow adults to acquire the competencies required to enter or remain in the labour market or, to pursue their studies, if they wish to do so.

O.C. 652-2000, s. 10.

11. Francization services are designed to develop the basic oral and written French skills of adults whose mother tongue is not French and, for some, to facilitate their integration into Québec society while allowing them to prepare their transition to further studies or the labour market.

O.C. 652-2000, s. 11.

12. Vocational training preparation services are designed to enable adults to acquire the prerequisites necessary for admission to the selected program.

O.C. 652-2000, s. 12.

13. Preparatory services for secondary education are designed to enable adults to acquire the necessary prerequisites.

O.C. 652-2000, s. 13.

14. Orientation services are designed to enable adults:

(1) to establish a learning plan following reception referral, counselling and support services, taking into account their personal and work experience and their goals;

(2) to explore the paths and resources available in order to carry out their learning plan in keeping with their learning profile.

O.C. 652-2000, s. 14; O.C. 816-2021, s. 66.

DIVISION II

POPULAR EDUCATION SERVICES

15. Popular education services are services that relate to the intellectual, social and cultural development of adults or of groups of adults and to the implementation of community projects.

O.C. 652-2000, s. 15.

16. The purpose of popular education services is to promote the acquisition of knowledge and the development of skills, attitudes and behaviour required in the everyday lives of adults, groups and communities.

O.C. 652-2000, s. 16.

DIVISION III

STUDENT SERVICES

17. Student services are designed to provide adults in training programs with support regarding their personal and social conditions.

O.C. 652-2000, s. 17.

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

O.C. 652-2000, s. 18.

CHAPTER II

GENERAL ORGANIZATIONAL FRAMEWORK FOR EDUCATIONAL SERVICES

DIVISION I

ADMISSION AND ENROLLMENT

19. In order for an adult to be admitted to the educational services offered by a school service centre, the adult must apply for admission to the school service centre offering the services.

The application for admission must include the following information:

- (1) the person's name;
- (2) the person's residential address;
- (3) if the person is a minor, the names and residential address of the person's parents.

O.C. 652-2000, s. 19.

19.1. In order for an adult to be admitted to training leading to a semi-skilled trade, the adult must meet the admission requirements established by the Minister.

O.C. 489-2005, s. 1.

20. If the person has already attended an educational institution in Québec, the application must include an official document bearing the permanent code assigned to the person by the Ministère de l'Éducation, du Loisir et du Sport, such as a statement of learning achievement.

If the person applying for admission is unable to provide such a document because he or she will be attending an educational institution in Québec for the first time, the application for admission must include a birth certificate bearing the names of the person's parents, unless the person is of full age, or a copy of the person's act of birth issued by the registrar of civil status.

If, for one of the reasons set out in articles 130 and 139 of the Civil Code, the person is unable to provide a birth certificate or a copy of the act of birth, the application for admission must include a written affidavit attesting to the person's date and place of birth. That affidavit shall be made by the person, if of full age, or by the person and one of his or her parents if the person is a minor.

O.C. 652-2000, s. 20.

21. The school service centre shall inform the person and, if the person is a minor, the person's parents whether the application for admission has been accepted or refused.

O.C. 652-2000, s. 21.

22. If the adult is admitted, the school service centre shall enroll the adult in an adult education centre.

O.C. 652-2000, s. 22.

DIVISION II

SCHOOL CALENDAR

23. The following days are holidays for persons enrolled in an adult education centre:

- (1) 1 July;
- (2) the first Monday in September;
- (3) the second Monday in October;
- (4) 24, 25 and 26 December;
- (5) 31 December, 1 and 2 January;
- (6) Good Friday and Easter Monday;

(7) the Monday preceding 25 May;

(8) 24 June.

However, adults may be called upon to take part in sociovocational integration training courses on those holidays.

O.C. 652-2000, s. 23.

DIVISION III

TEXTBOOKS AND INSTRUCTIONAL MATERIAL

24. Adults shall have access to the textbooks and instructional material selected in accordance with the Act for their programs of studies.

O.C. 652-2000, s. 24.

DIVISION IV

EVALUATION OF LEARNING

25. The evaluation of learning is the process whereby a judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions.

O.C. 652-2000, s. 25; O.C. 489-2005, s. 2.

26. Adults shall receive a statement of learning achievement at least twice a year.

O.C. 652-2000, s. 26.

27. Promotion shall be carried out separately for each program.

Adults may enroll in a program only after obtaining the prerequisites.

O.C. 652-2000, s. 27.

28. Adults may register for imposed examinations to earn the credits without having taken the corresponding course.

O.C. 652-2000, s. 28.

29. The pass mark for all courses is 60%.

O.C. 652-2000, s. 29.

CHAPTER III

CERTIFICATION OF STUDIES

30. The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV or V level including at least 20 credits at the Secondary V level, and among those 54 credits, the following credits:

(1) 12 credits in language of instruction, including at least 6 at the Secondary V level;

(2) 8 credits in second language, including at least 4 at the Secondary V level;

(3) 4 credits in a Secondary IV or Secondary V program of studies established by the Minister in the subject area of Social Sciences; and

(4) 8 credits in a Secondary IV or Secondary V program of studies established by the Minister in the subject area of Mathematics, Science and Technology, including 4 in mathematics.

The number of credits earned in language of instruction and in second language may not exceed 36.

Credits earned at the Secondary IV and V levels are taken into account when awarding the diploma, that is, credits earned for elective subjects in general education programs or a vocational training program leading to a Diploma of Vocational Studies or in a vocational training program leading to an Attestation of Vocational Specialization, and the equivalent learning recognized in accordance with section 250 of the Education Act (chapter I-13.3).

Holders of a Diploma of Vocational Studies or an Attestation of Vocational Specialization who earned the credits in Secondary IV language of instruction, second language and mathematics are, for the purposes of this section, deemed to have obtained the credits set out in subparagraphs 3 and 4 of the first paragraph.

Adults must have earned credits for at least 1 course at the Secondary IV or V level given by an adult education centre.



In respect of adults who have successfully completed a Secondary Cycle Two course at an adult education centre before 1 July 2010, section 30 of this regulation is replaced by the following until 1 July 2011:

30. *The Minister shall award a Secondary School Diploma to adults who earn at least 54 credits at the Secondary IV and V levels, divided as follows:*

(1) 12 credits in language of instruction, including at least 6 at the Secondary V level;

(2) 6 credits in Secondary IV or Secondary V English, second language, for adults whose language of instruction is French;

(3) 6 credits in Secondary V French, second language, for adults whose language of instruction is English;

(4) 36 credits in elective subjects, including at least 18 at the Secondary V level.

The number of credits earned in language of instruction and in second language may not exceed 36.

For the awarding of a Secondary School Diploma:

(1) the credits earned in a vocational training program are considered as credits earned at the Secondary V level, with the exception of credits earned in a vocational training program leading to a semi-skilled trade;

(2) adults must have obtained credits for at least 1 course at the Secondary V level given by an adult education centre. (O.C. 538-2010, s. 2)

O.C. 652-2000, s. 30; O.C. 489-2005, s. 3 and 7; O.C. 538-2010, s. 1 and 2.

31. Adult education centres shall offer 25 hours of instructional services for each credit in a program of studies, unless fewer hours are required to achieve the compulsory objectives and cover the compulsory content of the program.

O.C. 652-2000, s. 31; O.C. 318-2024, s. 11.

32. On the recommendation of the school service centre, the Minister shall award a training certificate in sociovocational integration of adults to adults who, after successfully completing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration comprising 900 hours divided as follows:

- (1) 200 hours of development of employability and sociovocational attitudes;
- (2) 600 hours of practical training in sociovocational integration;
- (3) 100 hours divided according to the person's learning plan.

O.C. 652-2000, s. 32; O.C. 489-2005, s. 4; O.C. 318-2024, s. 11.

32.1. On the recommendation of the school service centre, the Minister shall award a training certificate for a semi-skilled trade, with mention of the trade, to every adult who has completed the training of not less than 900 hours and has successfully completed the practical training component for the semi-skilled trade of not less than 450 hours. That training includes

- (1) in general training:
 - (a) 200 hours in language of instruction (French or English);
 - (b) 100 hours in second language (French or English); and
 - (c) 150 hours in mathematics; and
- (2) in practical training:
 - (a) 75 hours in introduction to the world of work; and
 - (b) 375 hours in preparation for the semi-skilled trade.

O.C. 489-2005, s. 5; O.C. 318-2024, s. 11.

CHAPTER IV

FREE EDUCATIONAL SERVICES

33. Adults who are resident in Québec, within the meaning of the Education Act (chapter I-13.3), and are enrolled in training services are entitled to free access to all services, with the exception of, if they have already been awarded a Secondary School Diploma, preparatory services for secondary education, Secondary Cycle One education services and Secondary Cycle Two education services.

O.C. 652-2000, s. 33.

CHAPTER V

QUALITY OF LANGUAGE

34. Adult education centres shall take the necessary measures to ensure that all teachers and all staff members pay special attention to the quality of written and spoken language in learning activities and in all the centre's activities.

O.C. 652-2000, s. 34.

CHAPTER VI

TRANSITIONAL AND FINAL PROVISIONS

35. *(Obsolete).*

O.C. 652-2000, s. 35; O.C. 489-2005, s. 6.

36. *(Omitted).*

O.C. 652-2000, s. 36.

37. *(Omitted).*

O.C. 652-2000, s. 37.

TRANSITIONAL

2024

(O.C. 318-2024) SECTION 13. This Regulation applies despite any inconsistent provision in the Basic school regulation for preschool, elementary and secondary education (chapter I-13.3, r. 8), the Basic adult general education regulation (chapter I-13.3, r. 9) or the Basic vocational training regulation (chapter I-13.3, r. 10).

UPDATES

O.C. 652-2000, 2000 G.O.2, 2604
O.C. 489-2005, 2005 G.O. 2, 1663
O.C. 538-2010, 2010 G.O. 2, 1531A
S.Q. 2020, c. 1, s. 312
O.C. 816-2021, 2021 G.O. 2, 2103
O.C. 318-2024, 2024 G.O. 2, 833

