

Case Studies on Adult Learning

In-House Basic Training

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ADULT LEARNING

Knowledge Centre

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On April 1, 2009, the Table des Responsables de l'Éducation des Adultes et de la Formation Professionnelle (TRÉAQFP)¹ launched a DVD documentary² on the benefits of in-house training for adults. In 2006, an initial report, made public after about five years of experience, confirmed that school boards and in-house basic training are actions that produce results³.

The Groupe de travail sur la formation de base en entreprise thinks that improving adults' basic employment skills is a key issue for the working class, a government concern, challenges for school boards and a tool for developing a culture of ongoing in-house training. This group also states that promoting basic training as a factor for the company's strategic development offers potential that should be pursued given school boards' expertise in providing training on reading, writing, arithmetic, communication, teamwork and other technologies.

1- Program description

1-1- Basic training's mission

In-house basic training has changed a great deal since its initial goal was literacy education in order to address the school dropout rate and the lack of job skills and abilities.

According to the Quebec Ministère de l'Éducation, des loisirs et du sport (MELS)⁴, at a company where the required knowledge is constantly increasing in diversity and complexity, it is important to offer adults various training activities throughout

¹ Groupe de travail sur la formation de base en entreprise de la TRÉAQFP (2006). Les commissions scolaires et la formation de base en entreprise: des actions qui portent des fruits.

Online: <http://treaqfp.qc.ca/101/PDF/CSFormationDeBaseEntrep.pdf>

² TRÉAQFP (2009). Un DVD sur les retombées de la formation de base en entreprise. Online: <http://treaqfp.qc.ca/106/106m.asp>

³ Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TRÉQFP). Online: <http://treaqfp.qc.ca>

⁴ MELS. État de la formation de base des adultes au Québec. Online: <http://www.mels.gouv.qc.ca/DFGA/politique/formationgenerale/situation.html>

their lives to help them improve their qualifications and knowledge, flourish on a personal level or find places to learn. Basic training should therefore enable workers to:

Understand and use written information in daily activities at home, at work and in the community in order to achieve their goals and expand their knowledge and skills;

Communicate effectively with their peers and the community;

Use information and communication technologies for training and recreation and in their various dealings;

Actively participate in the company's development.

1-2- Target population

Based on the data from the 2001 Canadian census, in-house basic training is of concern to all adults who do not have a high school diploma. This program designates those adults as being under-educated⁵, and they represent about 34% of the population in the regions.

1-3- Operation

1-3-1- Type of training

There are many types of on-the-job basic training programs. The first involves refreshing workers' knowledge of French, mathematics, history and geography so that they can pass the high school equivalency examinations.

The second type of training falls under both basic training and so-called essential skills development. In this case, the training offers the opportunity to develop related skills in the semi-skilled trades. For example, a health and safety course is required in order for a construction worker to develop essential skills, whereas a technology and stock management course is more appropriate in order for an automotive parts clerk to develop essential skills.

⁵ MELs. Population cible de la formation de base. Online:
<http://www.mels.gouv.qc.ca/DFGA/politique/formationgenerale/pdf/41-3032.pdf>

The purpose of basic training is therefore to equip employees with appropriate and sufficient knowledge for the position held in order to provide quality service that meets employment standards. The training is customized when it focuses strictly on the specific needs of the company and its employees, in accordance with the recommendation of the TRÉAQFP working group aimed at bringing together professional and technical training⁶.

1-3-2- Recruiting

Education consultants first make a proposal to the region's business leaders⁷ to inform them of the benefits and practical details, especially from a financial perspective. They also inform the workers⁸. A site visit enables them to get to know the company and its employees better, and to determine any real and immediate needs.

Education consultants in customized in-house training must therefore review the client's profile and assess the needs of the company that wishes to train its personnel. A training plan is then developed and submitted for the company's approval before a grant application is filed with the Fonds national et régional de formation de la main-d'œuvre (FNRFMO)⁹.

1-3-3- Training

The training must meet three basic criteria. It must not hinder production. It must be flexible and easy for both the employer and the employees. In-house training lasts an average of 125 hours spread over one year. The training takes place after working hours, three hours a week. The employees attend training at their workplace twice a week and are paid at the regular wage rate for those hours.

⁶ TRÉAQFP. Vers le rapprochement de la formation professionnelle et technique : Réflexions de la TRÉAQFP. Online http://www.treaqfp.qc.ca/101/PDF/Rapport_c_orient_minist_6dec05_final.pdf

⁷TRÉAQFP. Feuillet promotionnel sur la formation de base en entreprise (employeurs). Online: <http://www.treaqfp.qc.ca/107/pdf/Formdebaseweb.pdf>

⁸TRÉAQFP. Feuillet promotionnel sur la formation de base en entreprise (travailleurs). Online: <http://www.treaqfp.qc.ca/107/pdf/Formbaseposterweb.pdf>

⁹Emploi-Québec. Fonds de développement et de reconnaissance des compétences des la main-d'œuvre. Online: <http://emploi Quebec.net/francais/entreprises/loiformation/fondsnational.htm>

The ultimate goal is to enable employees to develop the skills required to obtain a high school diploma and employers to have a qualified, skilled workforce that meets the job requirements¹⁰.

Employees need to assess their knowledge at the outset. Assessments are constructive throughout the training process. The final assessment is being awarded a Quebec high school diploma.

1-4- Funding

In-house basic training is not payable by the employer. In accordance with the Quebec government's policy on adult training, the creation of the Fonds national de formation de la main-d'œuvre has given Quebec an intervention framework and a significant source of funding to meet the challenge of increasing the basic skill level of adults in-house¹¹.

This fund is made up of the monies paid by employers subject to the so-called 1% Act (*Act to promote workforce skills development and recognition*) that did not invest an annual amount equivalent to 1% of their payroll in training their personnel. The fund is therefore used to subsidize workplace skills development projects in every region of Quebec on an annual basis.¹²

It also gives small businesses with fewer workers an opportunity to enjoy the same resources for increasing the skill level of their employees, to keep them and to ensure their economic viability¹³.

2- Statistics and achievements

¹⁰Michel Boulanger (2009). La formation de base en entreprise. Personal communication.

¹¹Groupe de travail sur la formation de base en entreprise de la TRÉAQFP (2006). Les commissions scolaires et la formation de base en entreprise: des actions qui portent des fruits. Online: <http://treaqfp.qc.ca/101/PDF/CSFormationDeBaseEntrep.pdf>

¹²Emploi-Québec. Fonds de développement et de reconnaissance des compétences des la main-d'œuvre. Online: <http://emploiquebec.net/francais/entreprises/loiformation/fondsnational.htm>

¹³Michel Boulanger (2009). La formation de base en entreprise. Personal communication.

2-1- Achievements

The TRÉAQFP website provides a list of in-house basic training-related achievements¹⁴. It specifies that the information relates both to the services school boards provide in the area of in-house basic training and to promotion and research tools. In addition to basic skills in French, mathematics, introduction to computer science, and oral and written business communications, the training also includes problem-solving or teamwork activities.

The TRÉAQFP has numerous publications on in-house basic training. The various groups make their experience and expertise known through documents posted by the Centre de documentation sur l'éducation des adultes et la condition féminine (CDÉACF) and the TRÉAQFP, or through conferences like the one scheduled for June 2009. The very encouraging results achieved to date have created media interest in in-house basic training.¹⁵

2-2- Partnership

The directory also indicates the partnership of several organizations, including the members of the TRÉAQFP, which are mainly school boards from 17 Quebec regions, two English-language school boards and two others with a special status (Kativik and Littoral), as well as the Centre de la formation de la main-d'œuvre Huron-Wendat¹⁶.

The partnership includes other agencies in the province¹⁷, forming a network that is working towards the same interests but at different levels, namely: the Centre de documentation sur l'éducation des adultes et la condition féminine (CDÉACF); Quebec's Comités sectoriels de la main-d'œuvre (CSMO) on the environment,

¹⁴TRÉAQFP. Répertoire des réalisations en formation de base en entreprise. Online: <http://www.treaqfp.qc.ca/107/107h.asp>

¹⁵Claude Lafleur (2008). "Le dur combat de la TRÉAQFP : La formation de base en entreprise est le dossier de l'heure". Le Devoir, September 6-7, 2008. Online: <http://www.ledevoir.com/2008/09/06/204204.html>

¹⁶TRÉAQFP. Les membres. Online: <http://www.treaqfp.qc.ca/101/101e.asp>

¹⁷TRÉAQFP. Le répertoire des réalisations pour la formation en entreprise. Online: <http://www.treaqfp.qc.ca/107/107h.asp>

textiles, marine industry, and information and communication technologies; the Conference Board of Canada; the Canadian Council on Learning; Emploi-Québec; the Literacy Foundation; Horizons; Human Resources and Skills Development Canada; and the Direction de la formation générale des adultes (DGFA).

School boards offer various programs that have been adapted to regional needs. For example, the Commission scolaire de la Capitale offers four types of training:

Conflict prevention and management;

Teamwork;

Trainer training;

Personality types.

2-3- Statistics

A survey conducted by the TRÉAQFP found that only ten percent of school boards offer no services to businesses and that there are 4,751 contracts. Twenty percent of school boards have had contact with over 200 businesses and, for some, just as many contracts. Eighty percent of school boards have had joint projects with the Comités sectoriels de la main-d'œuvre (CSMO). The TRÉAQFP data indicate seven projects with the lumber CSMO and four projects with the plastics and composite materials CSMO. The retail trade, social economics and community action CSMOs have each completed three projects.

The Commission scolaire des Hautes-Rivières¹⁸ states that it started with two or three in-house basic training groups a year when this initiative began. The experience acquired from year to year has made it possible to increase the number of groups and diversify the training products. Its services are now being offered "customized" in different regions and, in 2008, reached 14 training groups a year. Michel Boulanger thinks this figure has been exceeded for the current year.

¹⁸Michel Boulanger (2009). La formation de base en entreprise. Personal communication.

That school board is also currently training other school boards that want to offer training programs in their respective regions. The TRÉAQFP has actually established an intervention guide for business services that may contribute to their school board's and region's development¹⁹.

Validated by four other major experiences outside of Quebec²⁰, in Ontario, the United States, England and France, the field of in-house basic training and adult trainer training is clearly improving following cooperation between the Direction de la formation générale des adultes (DFGA), the Ministère de l'Éducation (MELS) and the Université du Québec à Montréal (UQÀM)²¹.

While the Institut canadien d'éducation des adultes (ICEA)²² is calling on the government to extend the adult education and professional development policy, the Groupe de travail sur la formation de base en entreprise has set itself new goals²³ of promoting in-house basic training nationwide (DVD launch in April 2009); searching for new funding sources; training for reinstatement in employment; and training for newcomer integration.

¹⁹TRÉAQFP. Guide d'intervention 2006. Pour le service aux entreprises qui contribuent au développement de leur commission scolaire et de leur région. Online:

http://www.treaqfp.qc.ca/107/pdf/guide_intervention_rec_sae_31_janv.pdf

²⁰ TRÉAQFP. [La validation de la formation de base chez les adultes : Quatre expériences majeures en dehors du Québec](http://www.treaqfp.qc.ca/103/PDF/validation.pdf). Online: <http://www.treaqfp.qc.ca/103/PDF/validation.pdf>

²¹ TRÉAQFP. Avis sur la [formation des maîtres en formation générale des adultes](http://www.treaqfp.qc.ca/103/PDF/Avis_formation_maitres_3nov04.pdf) en collaboration avec la Direction de la formation générale des adultes (DFGA) du ministère de l'Éducation, du Loisir et du Sport (MELS) et l'UQÀM. Online: http://www.treaqfp.qc.ca/103/PDF/Avis_formation_maitres_3nov04.pdf

²²Déclaration de l'ICÉA sur l'élargissement de la Politique gouvernementale d'éducation des adultes et de formation continue. Online: http://bv.cdeacf.ca/EA_PDF/126748.pdf

²³ Michel Boulanger (2009). La formation de base en entreprise. Personal communication.