Continuing Education in Colleges and Universities

Pathways to Student Success

ORES

Observatoire
sur la réussite
en enseignement
supérieur

This dossier was produced by the Observatoire sur la réussite en enseignement supérieur (2024).

Contributions

Research and Senior Editor: Catherine Charron (ORES)

Content Review: Julie Gagné (ORES), Anouk Lavoie-Isebaert (ORES) and Karine Vieux-Fort (ORES)

Graphic Design and Layout: KAKEE, in collaboration with Audrey Bouchard-Lachance (ORES) and Mélissa Landry (ORES)

Linguistic Review: Marie-Ève Cloutier (ORES)

Advisory Committee: Éric April (Cégep du Vieux Montréal), Marilyn Baillargeon (Université TÉLUQ), Biba Fakhouri (Université de Montréal), Julien Lambrey de Souza (Université du Québec à Rimouski) and Jonathan Martel (Collège de Maisonneuve)

To cite this dossier: Observatoire sur la réussite en enseignement supérieur (2024). *Continuing Education in Colleges and Universities: Pathways to Student Success*. Online: https://oresquebec.ca/en/dossiers/continuing-education-in-colleges-and-universities-pathways-to-success/

Legal Deposit - Bibliothèque et Archives nationales du Québec,
Archives Canada, 2024
ISBN: 978-2-9821435-5-5

In this dossier, the color green is used to identify words from the lexicon and hyperlinks. The definitions of the words part of the lexicon are displayed as the cursor is hovered over a word. Hyperlinks are underlined.

This dossier has been produced with a commitment to applying recognized strategies for inclusive communication, both in its linguistic aspects and in its visual treatment.

This document is produced with the financial support of the governement of Québec, under the Canada-Québec Agreement.

Table of contents

List of Figures

List of Acronyms and Abbreviations

ACS	Attestation of collegial studies
CPMT	Commission des partenaires du marché du travail
DCS	Diploma of college studies
LLL	Lifelong learning
MES	Ministère de l'Enseignement supérieur
MESS	Ministère de l'Emploi et de la Solidarité sociale
RAC	Recognition of prior learning and acquired competencies
UNESCO	United Nations Educational, Scientific and Cultural Organization

Summary

This dossier highlights current issues related to continuing education in colleges and universities and suggests courses of action to foster student success in a lifelong learning context.

Three issues are addressed in this dossier, namely:

1. The isolation of continuing education in colleges and universities;
2. The diversity and valorization of learning in non-credited programs, and
3. The barriers to and the conditions facilitating student success in continuing education.

A summary of the concepts of lifelong learning and recognition of prior learning and acquired competencies (RAC) complete the presentation of the issues at stake. Finally, this dossier offers some prospective reflections on the role of continuing education in colleges and universities as part of the ecological transition.

Thank you for taking a few minutes to share your feedback on the dossier by filling out this short form.

Background

Background

Continuing education, a variety of educational projects

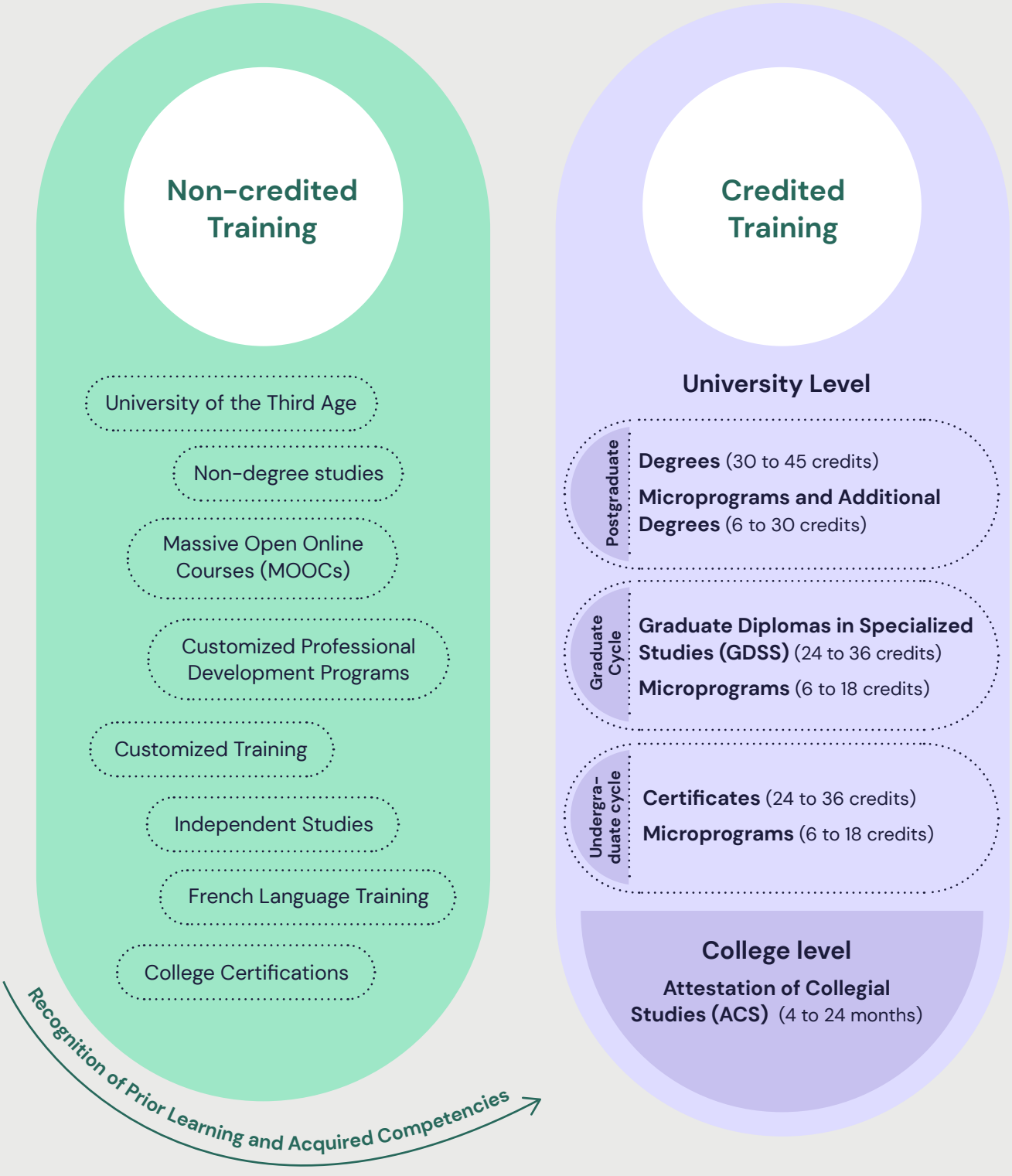
In the province of Québec, continuing education refers to diverse realities depending on the level of education and institutions. For several university institutions, it includes all short-term programs that do not lead to a degree, while for others the term refers to non-credited programs only, such as professional development activities. At the college level, continuing education includes both short-term credited and non-credited programs, as well as training offered to businesses to meet their skills development needs. In higher education, although the continuing education sector is integrated into the institutional organizational structure, it is generally a separate entity within institutions.

In the field of scientific research, continuing education is generally associated with the field of adult education – "adults" referring to people who go back to school some time after completing, or not, their initial education, and who take on roles characteristic of adulthood in our society (Doray & al., 2007, p. 7; Kasworm, 2018). Some adult learners make a real "return to school" in a credited program, while for others it is more of a punctual and targeted training project (for example, for the purpose of professional development). A number of adults choose to enroll in a regular program, but the vast majority turn to non-credited programs and short-term programs offered through continuing education services.

[1] P. Doray and his colleagues explain that "this convention is based on the idea that an individual has left school for a certain period of time [...] has entered the labour market (or has sought to do so) and that they may have founded their own unit of life. In other words, they have taken a step toward adulthood" (Doray & al., 2007, p. 7).

Figure 1.

Overview of Continuing Education in Colleges and Universities



Note. Inspired by CSE (2006;2016a), Doray & Manifet (2017) and Duchaine & al. (2014).

Continuing education, a variety of educational projects

A **broad concept** will be adopted in this dossier to deal with continuing education in all its diversity; *i.e., all the educational projects of the so-called "adult" student population in higher education*. Considered in this way, continuing education refers more to a specific "relationship to studies" rather than to a specific training offering and is part of a lifelong learning perspective.

The 3 fields of adult learning and education according to UNESCO

1. Literacy and basic skills
2. Continuing training and professional development
3. Active citizenship

A continuing education project can be based on a professional development objective: updating or having one's skills recognized, making a transition in one's career or (re)qualifying. The objective can also be of a different kind, such as educating oneself in different areas of life (consumption, interpersonal relationships, lifestyle), learning new knowledge or supporting citizen engagement. Some adults are also seeking education to acquire basic knowledge to function in society, such as literacy, French language integration or digital skills development.

(CSE, 2016a, p. 20)

While higher education is present in the three spheres of adult education identified by UNESCO, for the past forty years the educational offering has been very strongly concentrated around employment-related continuing education. Continuing education services within institutions develop **responses to the needs formulated by various stakeholders in the labour market** (such as employers, sectoral labour committees or even ministries with economic vocations). They are also closely linked to **government priorities for the requalification and upgrading of the workforce**. Economic logics, which are in tension with other purposes of education across the field of higher education (Carpentier, 2017), are thus particularly predominant in continuing education (Doray & Ionici, 2023; Doray & Manifet, 2017).

Until recently occupying a peripheral place in reflections on higher education, continuing education is nevertheless at the heart of colleges' and universities' mission of teaching and providing services to the community. In a regional context, continuing education also constitutes an **important driver of social, economic and cultural development** (Proulx & Bouchard, 2020). Moreover, by opening the doors of higher education to less traditional populations (first-generation students, women, adults, people from immigrant backgrounds, First Peoples) (ACDEAULF & ICÉA, 2013; Raby & al., 2023),

> Continuing education is both a response to the diversification of student pathways and a vector of diversification of the various higher education student populations (CSE, 2013b).

Such diversification is one of the major trends identified for **the university of the future** (Quirion, 2021). In a context of crises and uncertainties, continuing education is set to play a major role in the response higher education institutions will provide as to the skills and knowledge needed by current and future generations.

Issues at Stake

Issues at Stake

Decompartmentalizing Continuing Education

The regular sector and the continuing education sector tend to **evolve in a parallel way** within higher education institutions. According to the Conseil supérieur de l'éducation, "the current compartmentalization between regular and continuing education [at the college level] prevents the development of a common vision of the issues that transcend the two sectors" (CSE, 2019, p. 79). Several factors contribute to such institutional compartmentalization.

Separate Teams

At the college level, continuing education is a **distinct educational service**, both pedagogically and administratively, and these units are responsible for short-term programs and business services. At the university level, all institutions have a unit **specific to non-credited continuing education programs**. However, the institutional configurations of short-term credited programs differ considerably from one institution to another. Indeed, in some universities, these programs are **integrated into the faculties or departments** (e.g., in Université du Québec network institutions), while in other universities they are part of a **centralized service**. Other universities adopt a mixed configuration. Be that as it may, integration challenges between continuing and regular education arise in all university and college networks.

Institutional compartmentalization concerns teaching personnel. In continuing education at the college level, the status of personnel is mainly **precarious** and shows a **high turnover rate** (FNEEQ, n.d.). At the university level, 90% of continuing education teaching personnel are on contract (Pasma and Vick, 2022, p. 31). Several lecturers combine teaching and professional practice. The use of a distinct, contractual and precarious teaching staff is **not conducive to the sharing of expertise between continuing education and the regular sector**. However, some institutions prefer the contractual hiring of in-house teaching staff (professors or lecturers).

A Distinct Financing Method

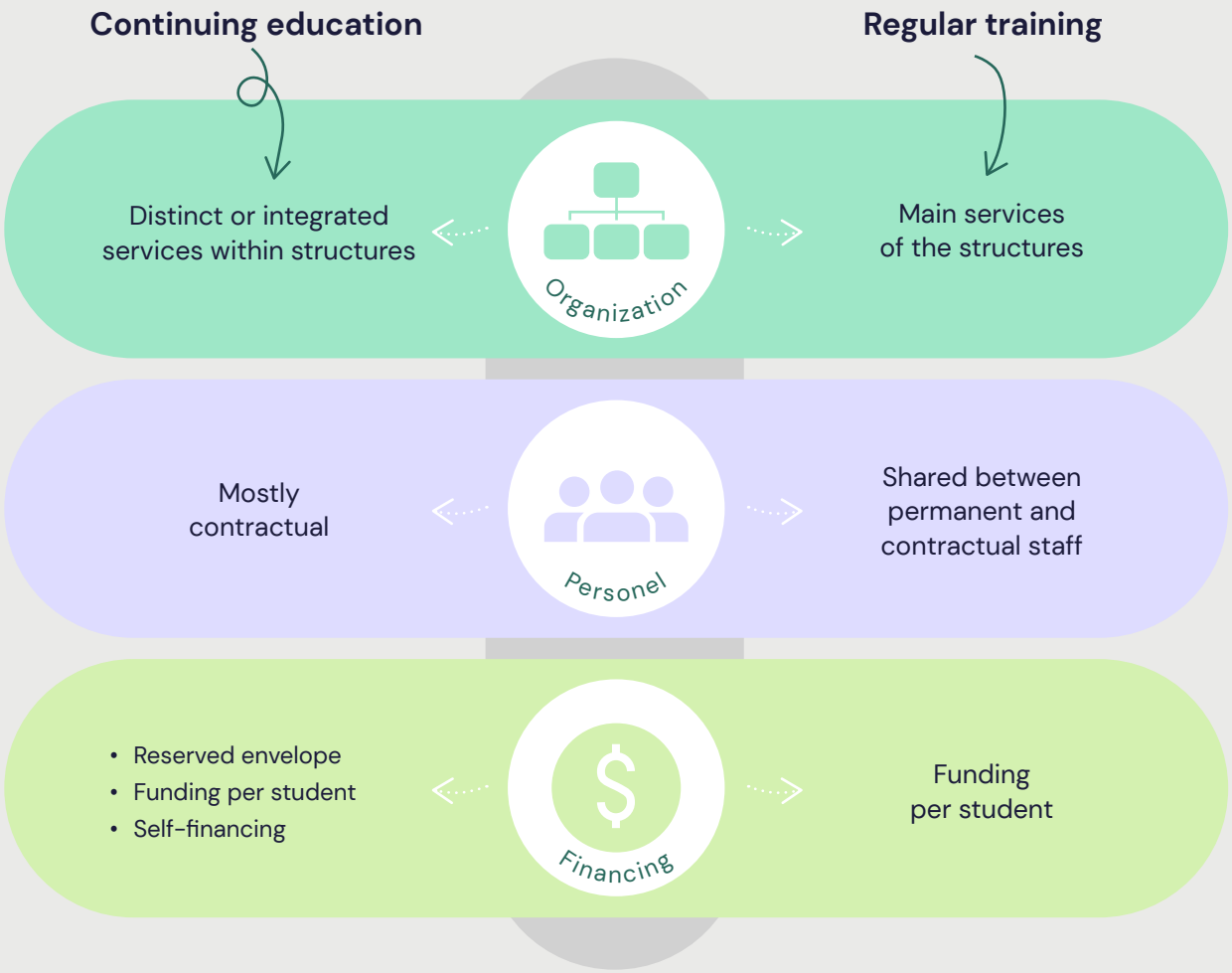
Institutional compartmentalization results in part from the **distinct method of financing** continuing education activities in higher education. (Doray & Manifet, 2017; Lefebvre, 2018; MEES, 2019; Rey-Lescure & Lefebvre, 2018)

- **At the college level**, public financing for credited continuing education comes mainly from **reserved envelopes**. These are determined annually by the government, in particular on a regional basis, and the funds come from the ministère de l'Enseignement supérieur (MES) and the ministère de l'Emploi et de la Solidarité sociale (MESS). The MESS (via Services Québec) can also **purchase seats or entire groups from institutions** in certain courses or programs, depending on its employment-assistance measures. Non-credited continuing education activities are mainly subject to **self-financing**; in other words, they must be financed by registrations.

- **At the university level**, individuals enrolled in credited short-term programs are tallied in the same way as other students, for the purpose of calculating government financing. Therefore, the financing of credited short-term programs is done on the **same basis as regular programs**. For all matters relating to non-credited activities, the entities responsible for continuing education are subject to **self-financing**. As is the case at the college level, institutions recover at least some of the surpluses generated by these activities.

Figure 2.

Sectors Evolving in a Parallel Way



Note. Inspired by CSE (2019), FNEEQ (s.d.), MEES (2019), Pasma & Vick (2022) et Rey-Lescure & Lefebvre (2018).

Short-Term Programs: Development Centred Around the Needs of Socio-Economic Stakeholders

In a logic of rapid response to labour market needs, **flexibility** and **agility** are common goals of continuing education services. This position distinguishes continuing education within the higher education culture and sometimes causes tensions in institutions. In 2010, the Conseil supérieur de l'éducation observed that "in terms of continuing education, the response of universities to the needs of businesses is still struggling to establish its legitimacy alongside teaching, research and creation activities" (CSE, 2010, p. 35).

At the college level, the influence of economic stakeholders in the development dynamics of short-term programs is decisive and is reflected in the **priority given to rapid socio-professional integration or requalification**. Indeed, to address the difficulties of recruiting workers in certain sectors, the MESS supports the development of short-term programs (leading to an attestation of collegial studies - ACS) in certain targeted fields.

> The number of programs leading to an ACS "skyrocketed" in the mid-1990s, **from 133 in 1996 to 673 in 2003**, a growth that has since stabilized (Bernier, 2011, p. 79). In December 2023, there were **998 programs leading to an ACS** across all college institutions, **including 383 in the public CEGEP network** (Fédération des cégeps, 2023 ; Inforoute FPT, 2023).

Labour requirements have also led to the emergence of an even shorter type of program: **college certifications** (non-credited). This concept, established by the Fédération des cégeps, is financially supported by the Government of Québec (ministère des Finances, 2022, p. D.23). The segmentation of technical programs into skill blocks, each giving rise to a Technical Training Certificate (TTC), is another experiment (still at the pilot project stage) developed jointly by the Fédération des cégeps and the Commission des partenaires du marché du travail (CPMT) (Fédération des cégeps, 2020).

This proliferation of programs, whose duration varies widely, makes it difficult for employers to "judge the equivalence of different ACS programs in a given field" (Vérificateur général du Québec, 2018, p. 31). Furthermore, over the years, the **closed-envelope financing method has not always allowed institutions to fully meet the demand of adults for qualifying training** (Corriveau, 2014; Déplanche & al., 2016, p. 13; Fédération des cégeps, 2021, n. 4), in addition to limiting the hiring of permanent staff.

Attestation of Collegial Studies (ACS): A Few Figures on Attendance

- **Definition**: Program of study generally associated with a diploma of college studies (DCS), but whose curriculum excludes general education skills (literature, philosophy, English and physical education) (MES, 2021a).
- **Duration**: 4 to 24 months
- Certification of studies: by the college itself
- **Objective**: Respond quickly to the needs of the local or regional labour market (Martel, 2023).
- **Eligibility**: People who have interrupted their studies for two consecutive terms or people with a diploma of vocational studies (DVS).

In public CEGEPs and subsidized private colleges, people enrolled in an ACS program represented **12% of the total student population in 2022-2023 (23% in technical training)**, a proportion that has increased slightly in recent years. In non-subsidized private colleges, which mainly if not exclusively offer programs leading to an ACS, enrollment volume has jumped in recent years, mainly due to **the influx of international students** (Colpron, 2023). In 2008, 2% of individuals enrolled in an ACS program were studying in the unsubsidized network, a proportion that rose to 50% in 2020-2021, and fell to 31% in 2022-23 (BDSO, 2023a; MES, 2023b).

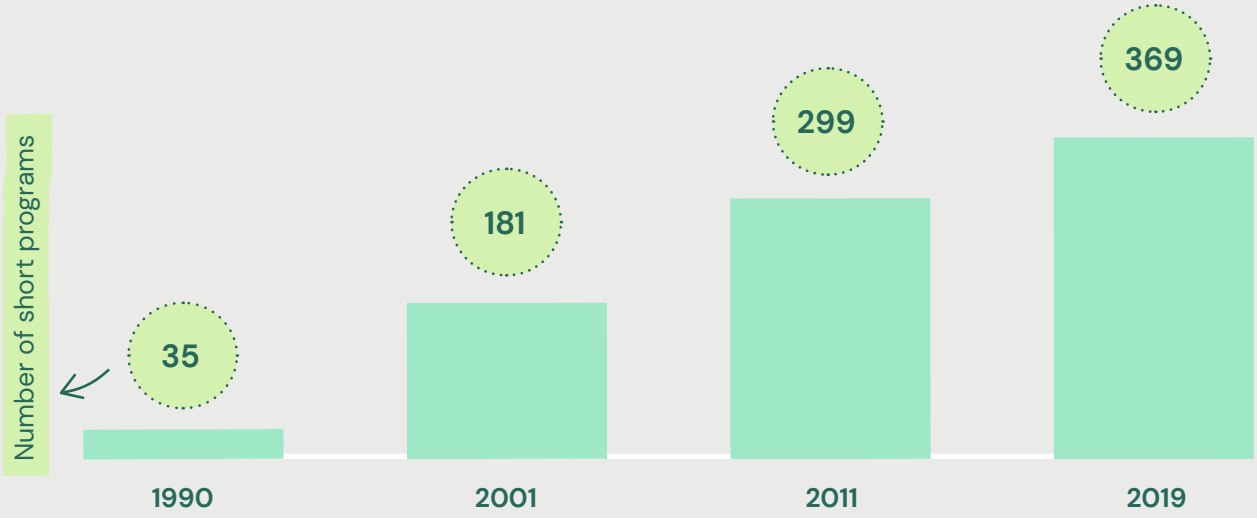
Despite the professional vocation of ACS programs, **rapid socio-professional integration is not always possible** for recently graduated people. According to the results of the Relance survey, the unemployment rate for people with an ACS reached 5.9% in 2022, while it was 2.7% among those with a technical DCS. These individuals are also slightly less likely to have a job related to their education than people with a DCS (74.7% against 85.7%) (MES, 2023a, n.d.).

At the university level, **the number of short-term programs has also multiplied** in recent decades. The value of short-term programs has sometimes been questioned (Bissonnette and Porter, 2013; CSE, 2013a, p. 16-17) and some observers of the higher education community see the "proliferation" of even shorter-term programs – such as undergraduate microprograms with 9 to 18 credits, or even fewer – as a symptom of a "school/market integration logic" that is becoming more and more pronounced at the university level (Cordeau, 2021; Nunez-Pelletier, 2022).

Although increasingly widespread, this trend toward the creation of short-term programs has been observed particularly in French-speaking universities (especially outside major centres) and in the field of administration (Fortin & al., 2022, n. 8).

Figure 3.

Number of Short-Term Programs in the Five Public Universities Located Outside Major Urban Centres *from 1990 to 2019



**Université du Québec en Outaouais (UQO), Université du Québec à Rimouski (UQAR), Université du Québec en Abitibi-Témiscamingue (UQAT), Université du Québec à Chicoutimi (UQAC) and Université du Québec à Trois-Rivières (UQTR).*

Note. According to Proulx & Bouchard (2020).

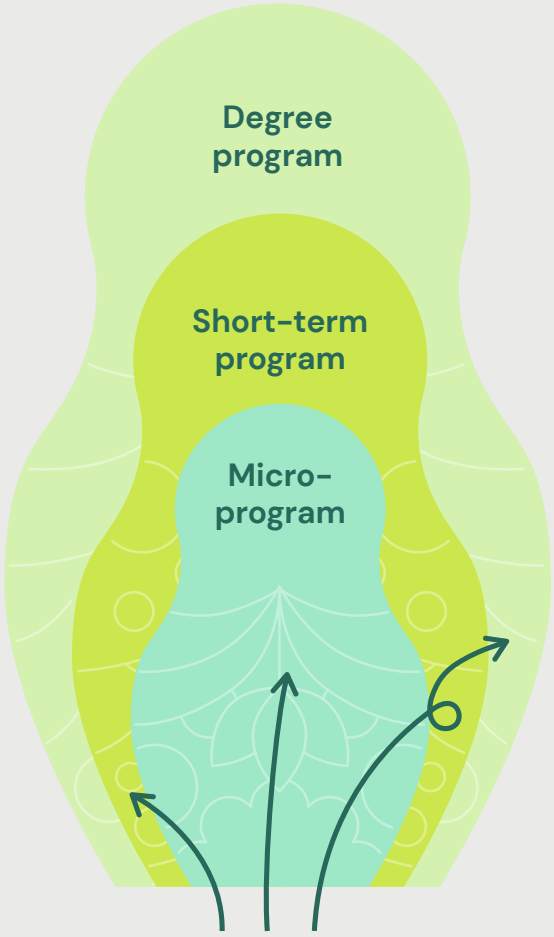
University Certificates, Diplomas and Microprograms: A Few Figures on Attendance

Despite the increase in the number of programs offered, the **total level of enrollment** in short-term university programs has remained **relatively stable** over the past twenty years. At the undergraduate level, a slight decrease in certificate enrollment (30 credits) was offset by an increase in microprogram attendance (6 to 18 credits) (BDSO, 2023b; Duchaine & al., 2014). In 2022-2023, 38,000 people were enrolled in undergraduate certificate programs and 7,000 in a microprogram, compared to 169,000 in bachelor's degree programs (MES, 2023c).

Short-term programs are an **important route** to higher education for people with a non-traditional relationship to studies (Duchaine & al., 2014). They do not seem to be a substitute for degree programs, whose enrollment levels are maintained. In fact, nearly a quarter of people who graduate from a short-term undergraduate program later choose to enroll in a bachelor's degree program (Duchaine & al., 2014, p. 61), which is why it is appropriate to create "nested" programs or to allow accumulation for obtaining a degree.

Figure 4.

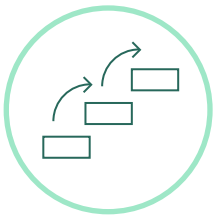
Nested Programs to Facilitate Access to Education



Note. Inspired by Duchaine & al. (2014).

Short-term programs are the subject of **intense competition** among higher education institutions. "Institutional individualism," exacerbated by the multiplication of off-campus sites and the development opportunities offered by distance education, **hampers the development of a concerted vision of the educational offering** (Julien and Gosselin, 2013, 2016). At the college level, for example, a recent compilation reported "273 programs offered remotely by 41 institutions, including 246 ACS programs" (Duhaime, 2022, p. 24). The same online program may be offered by various institutions. This competitive dynamic is identified in the report on Québec's university of the future as "potentially harmful" in addressing the actual and multiple needs of higher education programs (Quirion, 2021, p. 27).

Collaborative Initiatives Deserving Attention



Inter-Level Collaborations:

- Regional university branches developed in collaboration with the college sector (e.g., Université du Québec à Rimouski and Cégep de Baie-Comeau)
- Programs that are connected or developed jointly (e.g., complementary programs in digital transformation at the Université du Québec à Chicoutimi and Collège d'Alma)
- Inter-level approaches to reflection (e.g., work on the "transition back to school" of the Pôle sur les transitions en enseignement supérieur, which brings together the Université du Québec à Chicoutimi and the Cégep de Chicoutimi, the Cégep de Jonquière, the Cégep de Saint-Félicien and the Collège d'Alma)

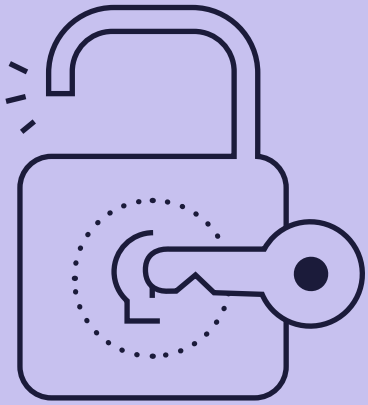
Interinstitutional Collaborations:

- Common programs (e.g., the work-study college pathway and the recognition of prior learning and acquired competencies process (RAC96) in early childhood)
- Approaches to harmonize practices (e.g., Grande initiative réseau en RAC at the Université du Québec)

Decompartmentalization Within Institutions:

- Cumulative bachelor's degree
- Microprograms fully credited as part of a degree program

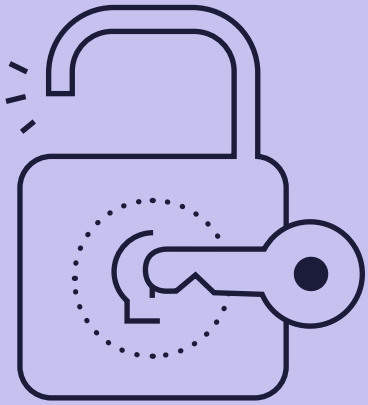
Courses of Action to Promote the Decompartmentalization of Continuing Education



For the government

- **Renew the 2002 policy for** adult education **and continuing education** by fully integrating the mandate of higher education institutions (Bélanger, 2013, p. 292; UIL and Shanghai Open University, 2023b, p. 62).
- Offer **clear and up-to-date information** on the various programs leading to an ACS and on associated **employment prospects** (Vérificateur général du Québec, 2018, p. 21).
- **Document the integration pathways** of students enrolled in short-term university programs (1st, 2nd and 3rd cycles), by integrating them into the Relance surveys, carried out every two years by the ministère de l'Enseignement supérieur among undergraduates and graduates (Duchaine & al., 2014, p. 76).

Courses of Action to Promote the Decompartmentalization of Continuing Education



For institution administrations and members of management

- Fully include continuing education in **strategic planning documents**, including CEGEPs' success plans (CSE, 2010, p. 45, 79; Fédération des cégeps, 2021, p. 32).
- Develop an **institutional strategy** for continuing education with a view to ensuring lifelong learning (UIL & Shanghai Open University, 2023b, p. 62; Université de Montréal, 2010).
- Foster **collaboration** among departments or faculties to address emerging needs (UIL & Shanghai Open University, 2023a, p. 18).
- Promote the **sharing of expertise** between staff working in continuing education programs and staff working in regular education programs within higher education institutions (CSE, 2010, p. 79).

For those responsible for continuing education in colleges and universities

- Continue and strengthen **cooperation among higher** education institutions in order to harmonize the continuing education offering on the territory (CSE, 2010, p. 80).
- Support the development of research projects aimed at **documenting the impact of continuing education initiatives**.

Issues at Stake

Valuing and Diversifying Learning Experiences in Non-Credited Continuing Education Programs

Many learners want to improve or acquire certain knowledge without necessarily engaging in a complete and sanctioned educational pathway. Non-credited continuing education programs meet a wide variety of adult needs in terms of education, and come in various forms (Bélanger, 2013):

1. Training to **reposition yourself** on the labour market;
2. Professional development activities with a focus on career advancement;
3. **Tailor-made** continuing education activities in response to the needs expressed by organizations or businesses;
4. Training sessions and transfer of expertise to **social groups** (community services);
5. Pedagogical activities for the purpose of **personal development** (e.g., free attendance, University of the Third Age);
6. **Public activities** of a cultural, social or political nature (e.g., conference series, public symposia, radio programs).

Unfortunately, the precise extent of non-credited activities and the accurate description of the learning populations who benefit from them is difficult to establish, due to **the lack of systematic compilation of data** by institutions and public organizations.

Employment-Related Continuing Education Targeted by Higher Education Institutions

Employment-related education and business services make up the largest portion of the non-credited education programs offered in higher education institutions. On the one hand, continuing education services have a **public programming**, constituted of various activities, sometimes free but most often at a charge. People seeking professional development register on their own volition, or at the request of their employer or professional order. On the other hand, all institutions offer **personalized services to businesses** in order to respond in a targeted manner to the training needs of their staff.

Although they also offer **basic education** (literacy, French language integration), business services (tailor-made education) mainly address the specific requests of businesses or public and parapublic organizations. These "quasi-private" units (Doray & Simoneau, 2019, p. 20) within college and university institutions develop their own business strategies to position themselves in the employment-related continuing education market. In this ecosystem, higher education institutions are not only competing against each other (as is the case for credited education), but also against a large number of private stakeholders (Bernier, 2011, p. 78; Doray & al., 2017; Doray & Simoneau, 2019, p. 20). Such competition, coupled with the lack of institutional compilation of data, means that institutions are reluctant to "disclose information about these activities" (Doray & Manifet, 2017).

Labour Policies and the Employment-Related Continuing Education Market

In the province of Québec, businesses with a payroll of more than $2 million are required to devote 1% of this payroll to the training of personnel, otherwise they are required to pay the corresponding amount to the Workforce Skills Development and Recognition Fund. This fund, along with the Fonds de développement du marché du travail (mainly from the Employment Insurance Fund), make up most of the public money invested in labour training in the province of Québec.

Employers subject to the so-called "1%" Act can use various training providers:

- External consultants;
- In-house trainers;
- Accredited private firms;
- Recognized educational institutions.

In 2021, just over a quarter of employers chose training provided by educational institutions (secondary or post-secondary), while almost half of employers purchased training offered by equipment suppliers or vendors (ISQ, 2023, p. 35).

Micro-Credentials: An Alternative Way to Value Learning

In the field of continuing professional development, higher education institutions and other training organizations have long been issuing professional development units (PDUs) or continuing education units (CEUs).

More recently, another type of certification has emerged and is currently the subject of considerable enthusiasm: micro-credentials (Desmarchelier & Cary, 2022; Gooch & al., 2022; Millard & al., 2023). In a gamified version inspired by video games, micro-

credentials namely take the form of digital badges. These certifications delivered in digital format differ from formal academic titles due to:

- Their limited scope: they cover a small number of skills only.
- The short duration of the learning process: only a few hours in some cases.

This international phenomenon has grown considerably with the **generalization of online learning tools**: the number of digital badges issued tripled between 2018 and 2022, reaching 74 million worldwide (Stoddard & al., 2023). In the context of the pandemic, when higher education institutions needed to quickly find alternatives to in-person teaching, universities in the United States partnered with private training platforms, whose revenues exploded (Williamson & Hogan, 2021). In fact, some governments, such as that of Ontario, have invested significant amounts in the development of micro-credentials since 2020 (MacDonald, 2022; Mwaba &al., 2022).

Designed as "à la carte" tools to facilitate professional integration or development, micro-credentials are based on a **business model that is still in search of legitimacy**. Still relatively unknown to employers and learners (Harvey & al., 2023; Pichette & al., 2021), they mainly attract **professionals who have already graduated** (Oliver, 2022, p. 12). There is **little empirical data to measure the actual** impacts of these micro-credentials on learners' educational and professional pathways (OECD, 2023; Pichette & Courts, 2024; Thi Ngoc Ha & al., 2023). For now, any positive effects on employment rates and wages would be especially noticeable in certain male-dominated fields such as information technology and construction (Douglas, 2024).

In the absence of evidence on this recent phenomenon, existing studies mainly highlight the potential and possible pitfalls of micro-credentials for learners (Oliver, 2022; Varadarajan & al., 2023):

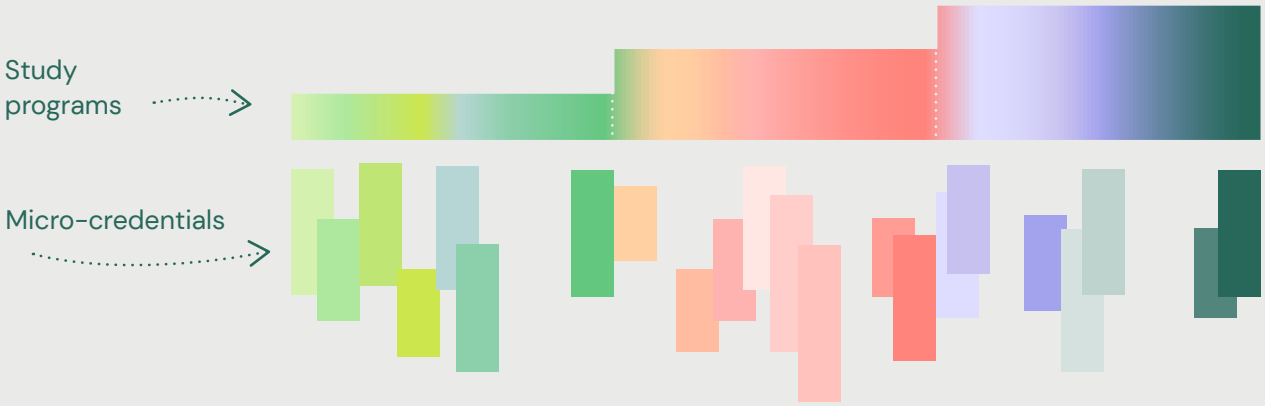
Figure 5.
Potential Benefits and Possible Pitfalls of Micro-Credentials

Note. According to Oliver (2022) and Varadarajan & al. (2023).

In higher education, institutions are directly affected by this trend, which is often presented as an **innovative response** to new labour market requirements, focused on specific skills (Lang, 2023; Oliver, 2022; Orman & al., 2023). In the academic world, some criticize the close alignment of higher education institutions' offering with economic demands (Pachler, 2023). Others also point to the **risk of losing coherence** in educational pathways, or even of "dismantling" programs **by fragmenting them** into micro-credentials (Beaupré & al., 2021, p. 91; MacDonald, 2022).

Figure 6.

Micro-Credentials: Toward a Fragmentation of Study Programs?



Note. Inspired by Macdonald (2022) and Wheelahan & Moodie (2021).

Toward a Framework for Micro-Credentials in Higher Education?

Given the fast pace of change in this area and the wide range of practices, a number of institutions have begun to design reference frameworks. Colleges and Institutes Canada (CICan) has produced a national framework on micro-credentials (CICan, n.d.), which the Fédération des Cégeps and the Association des collèges privés du Québec have joined. In Ontario, eCampus Ontario has developed a common framework for developing micro-credentials (*eCampus* Ontario, n.d.). In 2023, in this province, the Postsecondary Education Quality Assessment Board, an independent body, proposed a quality assurance framework for micro-credentials in higher education. In the wake of this process, it recommended the creation of a designation (*Ontario Micro-Credential*) reserved for educational institutions recognized by the government. For the Board, such a framework would generate numerous benefits for learners: the official recognition of the value of learning, the possibility of accumulating micro-credentials in educational pathways and "transferability" to the labour market (PEQAB, n.d., p. 39).

In the province of Québec, the supervision of micro-credentials could possibly be part of a larger project aimed at providing the province with a "structuring tool to foster the comparison and readability" of all qualifications awarded by recognized public authorities (CSE, 2024, p. 71). According to the Conseil supérieur de l'éducation, such a framework should be supported by a "multi-stakeholder and independent" governance structure, including representatives of the education community, the world of work and civil society (CSE, 2024, p. 72-73).

Learning While Having Fun: The Case of Universities of the Third Age

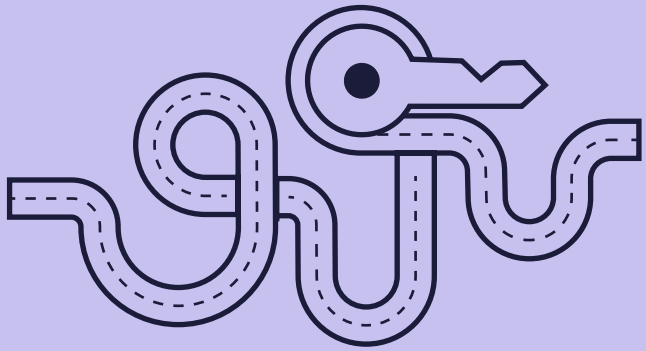
Higher education institutions welcome a diversity of learners of all ages who are motivated by the joy of learning, and whose educational goals do not include graduation or even certification of learning. These student populations, about whom little is spoken, attend public activities, register for free attendance, take language courses or even massive open online courses (MOOCs).

In a context of demographic aging, combined with a general increase in the level of education of the population, an increasingly significant portion of the adult population in higher education institutions is made up of seniors. Engaging in new learning experiences contributes significantly to the cognitive and physical health as well as to the social life of retired people (Lee & al., 2024). **However, the educational demand of seniors is seldom taken into consideration** (Bélanger, 2015, p. 123). Already in 1984, the Conseil supérieur de l'éducation proposed to review the concept of "adult" in education to take into account those in their third 'age' of life, who are "at the peak of their human development" and for whom it is no longer about "preparation for active life and professional preparation, but rather about a type of education that is more open, more disinterested, without any relation with productivity or social promotion" (quoted in Lemieux, 2020, p. 285-286).

Universities of the Third Age are now enjoying increasing popularity. For instance, the Université de Sherbrooke reached a peak of 8,505 registrations before the pandemic in all of its 30 regional branches (Charpentier, 2023). In addition to Universities of the Third Age, other models aim to integrate seniors transversely into higher education.

For example, the Age-Friendly University Global Network, a group that includes around one hundred universities, mainly American, encourages the inclusion of seniors in all areas of higher education (Montayre & al., 2023; Montepare, 2022).

Courses of Action to Value and Diversify Learning Experiences in Non-Credited Continuing Education Programs



For school administrations:

- Include **continuous professional development** in universities' mission (Bélanger, 2013, p. 289).
- Address the **diversity of adults' educational** aspirations and **training needs**, in particular by offering and advertising programming for an older population, based on various training methods (in-person teaching, enhanced in-person teaching, online) (Brouillette, 2021).
- Ensure that non-credited continuing education is recognized as part of university teaching responsibilities and integrated into mechanisms for promoting professional careers (University of Montreal, 2010).
- Engage in **strategic thinking on the adoption of micro-credentials**, in line with the institutional mission and by considering related academic and financial issues (McGreal & Olcott, 2022).

For business services managers

- Strengthen **"quality assurance" mechanisms** in continuing education, in particular by establishing systematic course evaluation practices (UIL & Shanghai Open University, 2023b, p. 63).
- Provide individuals who teach in non-credited education programs with **constructive feedback** from a pedagogical advisor, with a view to continuous improvement (Fédération des cégeps, 2021, p. 85).

Issues at Stake

Going Back to School as an Adult: Success Factors

Older learners, who go back to school after acquiring additional life experiences, generally have a **high level of motivation** and "demonstrate solid career choices and vocational thinking" (Richard, 2023). However, several factors can compromise the success of a return-to-school project (Marzarte-Fricot, 2019; Solar & al., 2016).

- **Dispositional factors**: The psychological characteristics of the person, their previous school experience, their motivation.
- **Situational factors**: Their living conditions, their availability, their financial situation.
- **Institutional factors**: Admission rules, schedule, cost, training terms and conditions.
- **Informational factors**: Their knowledge of the training offering and services available.

For individuals who are employed, the most frequently reported **barriers** to continuing education are (ICÉA, 2019b; Mercier & al., 2021; OECD, 2019, p. 30):

- Workload (employment);
- Lack of time due to family responsibilities (especially for women);
- Cost of education;
- Inadequate training terms and conditions (e.g., schedule);

- Lack of support from the employer.
- le manque de soutien de l'employeur.

For their part, higher education institutions can support the success of return-to-school projects by setting up enabling conditions **for non-traditional student populations**. It is worth repeating that, according to the Conseil supérieur de l'éducation, the educational success of adults must be considered:

> according to the learner's conception of their own success — whether they see it as an academic pathway and whether they wish to complete it or not (CSE, 2016b, p. 47).

For instance, graduation is not always one of the goals that learners set for themselves when they go back to school.

Flexible Training Terms and Conditions to Accommodate the Work-Family-Studies Balance

The design of the educational offering must address adults' educational needs while taking into account the **constraints associated with the coordination of family and professional responsibilities**. The challenge of combining parenting and studying concerns a large proportion of adults enrolled in higher education programs, especially women, first-generation students (Bonin, 2021, p. 3) and people from immigrant backgrounds, the latter representing one parent student out of two (ministère de la Famille, 2019, p. 12).

In order to make pathways, training terms and conditions as well as learning activities more **flexible** (flexibilization) (Paquelin & Chantal, 2019, p. 8), institutions can give priority to:

- **Evening** or w**eekend** courses;
- Access to **part-time** education;
- The **geographic proximity** of training sites (satellite campuses or branches);
- Learning vehicles in **virtual**, **hybrid** or **HyFlex mode**;
- A **variety of educational formats**: credited or non-credited programs and courses, self-studies, free attendance or non-degree studies, open educational resources, MOOCs, etc.

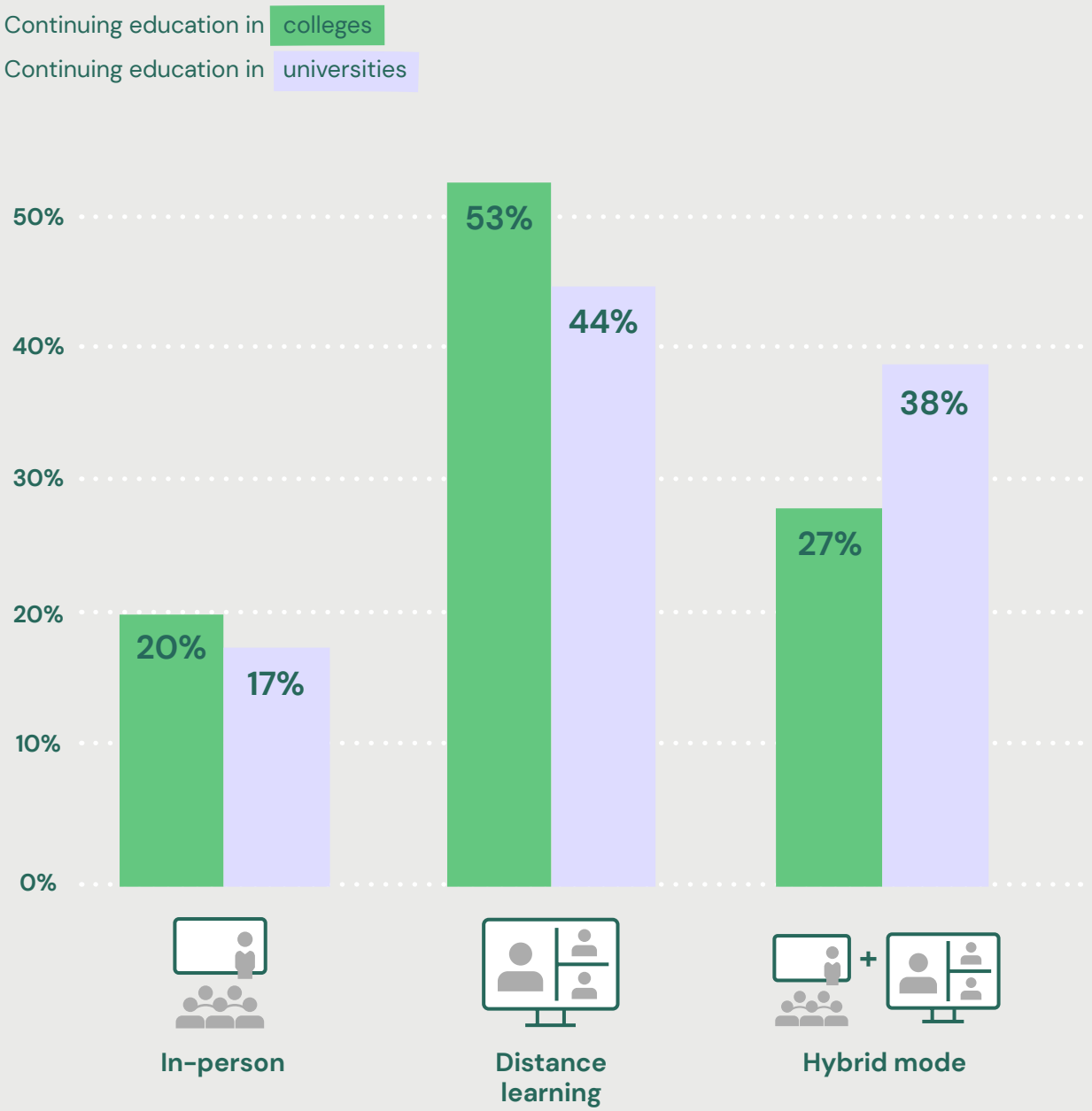
Continuing Distance Education

Distance education is "an important accessibility factor" for adults who face significant time constraints (ACDEAULF, 2012, p. 19; AGEEFEP, 2021, p. 73). Adults who go back to school have long represented the majority of people enrolled at the Université TÉLUQ and Cégep à distance, two higher education institutions that are entirely remote.

Thanks to technological developments and on account of the pandemic context, the offering for distance courses has multiplied in recent years across all higher education institutions. **Online or hybrid continuing education has now largely replaced in-person education**.

Figure 7.

Modes of Continuing Education in the College and University Sectors



Note. According to LJD Conseils (2022, p. 7). Sondage sur la formation continue au Québec. Juin 2022. (sous embargo par la Commission des partenaires du marché du travail)

However, some inequalities related to digital technology in distance education still persist. A recent study identifies **the technological aspect as a major barrier for adults** who have reached the college level or lower and who are considering going back to school (Bellare & al., 2023).

Digital inequalities concern:

- Students' digital literacy level (CAPRES, 2019);
- Access to appropriate digital tools or to a reliable Internet connection (Bergère, 2021; CDÉACF, 2021; Sualehi, 2023);
- **Basic writing skills**, especially when communication methods rely almost exclusively on writing (e.g., asynchronous online courses). One in five adults aged 25 to 64 in the province of Québec who has a university degree is still in the lower literacy levels (Hango, 2014).

Several teaching practices can **foster the educational success of adults** in a distance learning context. Among these are:

- Avoiding isolation by ensuring a "**remote presence**" (Androwkha & Jézégou, 2020), in particular by promoting sustained interactions, synchronous and asynchronous, among peers, with the teacher and with the pedagogical content (Béché & Schneider; Lin & Sun, 2022; Loock & al., 2022; Nguyen, 2022; Petit & al., 2015);
- Providing **regular feedback** to learners (Diep & al., 2019; Gurtner and Zahnd, 2003);
- Designing courses and pedagogical support that take **into account the varying degrees of preparation of individuals** for the requirements of online education (Loock & al., 2022);
- Taking into consideration the **learning pathways** and the **socio-emotional relationship to education** of people going back to school (Moreau, 2017);
- Varying the **types of learning activities**, by avoiding relying exclusively on writing (Kaiser & al., 2023).

An Adult-Oriented Pedagogical Approach in a Learning Context

Andragogy is a humanistic approach to adult education that focuses primarily on the learner. Although the principles behind the andragogical paradigm can also be applied to younger learners, the fact remains that this model has inspired a large number of adult educators and still serves as a reference today.

Figure 8.
Principles of Knowles' Andragogical Model (1990)

Note. According to Knowles (1990, p. 70–75).

Adult learners are a heterogeneous population, in which certain groups experience greater social and economic inequalities as well as particular challenges in terms of educational success (ICÉA, 2020).

> To reduce barriers to learning and improve access to higher education for all adult student populations, the principles of inclusive education (ORES, 2023) should be preferred in continuing education as well as in regular education.

Financial Support

The financial issue is crucial when it comes to access to higher education for adults going back to school, who often **have family responsibilities while not having access to the same sources of financing** as young students in initial education. For example, nearly half of adults aged 24 or over enrolled in a regular program in CEGEP say they have financial concerns, compared to 16% of younger adults (Richard & al., 2023, p. 82). Single mothers who are heads of families and single parents are particularly affected by a financial insecurity (Coalition pour la conciliation famille-travail-études, 2016; Mercier, 2023).

Student financial assistance programs are better adapted to the reality of students engaged in a "vertical" academic pathway (DCS-BA/BS-masters-doctorate), which no longer corresponds to the reality of many educational pathways that extend throughout life and which may branch off (CCAFE, 2016; CSE, 2013b, 2022a). Certain parameters of programs or regulatory provisions thus constitute **barriers for adults who are considering going back to school**:

- A Loans and Bursaries Program that is inaccessible to part-time students;
- Scholarships in targeted programs of study offered to full-time students only;
- Tuition fees charged to part-time students enrolled in a DCS program;

- An insufficient level of support provided by the Loans and Bursaries Program to fund a full-time return-to-school project, especially for low- and modest-income workers;
- A lack of financial support provided to people taking part in a recognition of prior learning and acquired competences (RAC) process.

Services to Support Retention

Student life services are often designed for young students in initial education. Adults who go back to school do not experience the same difficulties and their needs are therefore different. In addition, as the world of continuing education is less defined and less known than that of initial education, adults who are engaging or thinking of engaging in an educational pathway may **need more sustained support**. To foster student success in continuing education, institutions can develop or upgrade a **range of services adapted to adults**:

- **Information and orientation**
  Orientation services are not very much in demand from adults, especially people without degrees and people from immigrant backgrounds, and such services are often poorly adapted to their needs (Bélisle & Bourdon, 2015, p. 79-80; CSE, 2021; Jafar, 2023; Renner & Skursha, 2022; Richard & al., 2023, p. 104).
- **Psychosocial support**
  The needs most mentioned by adult CEGEP students are stress control, financial problem solving and time management (Richard & al., 2023, p. 98).
- **Childcare services**
  Approximately one student family out of three does not have access to childcare (ministère de la Famille, 2019, p. 16, 2019, p. 12).
- **Financial assistance (and advisory services)**
  Adults do not know all the possible options for financing a return-to-school project (loans program, RRSP, employer financing, tax credits, education savings plan, etc.) (ACDEAULF & ICÉA, 2013, p. 28).

- **Institutional pedagogical support**
  Pedagogical support (such as tutoring or other forms of support) for adults should be part of an andragogical approach (Vertongen, 2020, p. 152-155).
- **Recognition of prior learning and acquired competencies** (RAC)
  For an adult who is going back to school, RAC can represent a springboard to graduation. RAC is a "cornerstone" of access to higher education for adults (ACDEAULF & ICÉA, 2013, p. 27).

Promising Initiatives

- **Childcare services** with atypical opening hours (Université de Sherbrooke)
- Access to **group insurance** for people enrolled in continuing education (Cégep de Jonquière)
- Recognition of prior learning services **adapted to Indigenous realities** (Cégep Marie-Victorin)
- **University study preparation** programs (Université de Montréal)
- **Support** and **networking** services for students who take on parental responsibilities (Cégep Limoilou)
- A connection between **placement services** and continuing education services (Université Laval)

Courses of Action to Foster Success in Continuing Education

For school administrations

- **Reflect on ways to improve access** to continuing education for underrepresented audiences, especially those without a degree.
- **Compile data** on people enrolled in credited and non-credited continuing education programs in order to better understand their needs (Fédération des cégeps, 2021).
- Create a **family-work-study balance policy** in all higher education institutions (Coalition pour la conciliation famille-travail-études, 2016; Yagoubi and Tremblay, 2022, p. 52).
- Ensure better inter-university coordination for the **recognition of credits and diplomas** (ACDEAULF & ICÉA, 2013, p. 27).

For the people who design the educational offering

- Offer more **part-time, hybrid or remote programs** (Mercier & al., 2021, p. 51; UIL & Shanghai Open University, 2023b, p. 60).
- Promote **flexible and personalized pathways**, including credited programs (e.g., access to extracurricular credited courses) (Bélanger, 2013, p. 289; UNESCO, 2023).
- Develop **literacy skills development activities** for adults (Simard, 2021).

Courses of Action to Foster Success in Continuing Education

For student life services managers

- Make services **accessible in the evening and remotely** (ACDEAULF, 2012; AGEEFEP, 2021, p. 109; McMillen & al., 2023).
- Promote **networking** initiatives, including virtual ones, among adult learners (McMillen & al., 2023).
- Provide **personalized support** to older students, for example by setting up an interview with each new person enrolled in a continuing education program (Fédération des cégeps, 2021, p. 92; Staiculescu, 2011, p. 219).
- Share and facilitate access to various **sources of financing** (Bélanger, 2013, p. 289).
- Support access to **childcare services adapted** to the needs of parent-students (Coalition pour la conciliation famille-travail-études, 2016; Lapointe-Therrien, 2021, p. 23; Mercier & al., 2021, p. 51).
- Provide **measures dedicated** to students who take on **parental or informal caregiving responsibilities**: peer networking, workshops, free childcare, status that allows for accommodation, material support, etc. (Nadeau, 2015).
- Raise awareness about **RAC** at the college and university levels, especially among people from immigrant backgrounds.

Courses of Action to Foster Success in Continuing Education

For teachers and pedagogical advisors

- Promote the development of **andragogical** knowledge and skills in an online education context Kara & al., 2019).
- Support the professional development of continuing education teaching personnel (in particular through communities of practice) Fédération des cégeps, 2021).
- Provide coaching and support to teaching staff for the adoption of **inclusive and personalized practices** (Trépanier & Grullon, 2023).

For the government

- With a view to ensuring lifelong learning, explore **complementary ways of financing** continuing education projects: educational leave, training credits, continuing education savings funds, etc. (Bélanger, 2013, p. 289; ICÉA, 2019a, p. 33).
- Increase financial assistance for **part-time** students (ACDEAULF, 2012; AGEEFEP, 2021, p. 72; CCAFE, 2016).
- Reassess certain parameters of the Loans and Bursaries Program to **facilitate a return to full-time studies** (CCAFE, 2016, p. 42-43).
- Improve financial support for **RAC** candidates (CSE, 2022b, p. 81).
- **Not limit financial support** to training programs that align with employment-training priorities (ICÉA, 2019a, p. 29).

Key Concepts

Key Concepts

What is Lifelong Learning?

Lifelong learning (LLL) is an international reference framework that has been supported by UNESCO for about fifty years. LLL is among the goals of the **United Nations' 2030 Agenda for Sustainable Development**:

> "**Goal 4**: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." (UN, n.d.).

This concept is closely associated with that of the "right to education," enshrined in the *Universal Declaration of Human Rights* adopted at the end of World War II. For UNESCO, lifelong learning is the realization of the right to education for all.

In the province of Québec, this LLL framework of reference was also adopted by the Conseil supérieur de l'éducation (CSE, 2016a) and the Institut de coopération pour l'éducation et la formation des adultes (ICÉA) (Dignard & al., 2021), and several higher education institutions claim such right as well.

Learning in all its Forms

> Lifelong learning "implies that an individual's life course can no longer be divided into a period of preparation followed by a period of action, rather that learning extends across the whole lifespan in different life phases." (UIL, 2022, p. 17).

This perspective calls into question the dichotomy between, on the one hand, initial education intended for young people, and, on the other hand, continuing education intended to fill the educational gaps for adults. By putting emphasis on learning pathways, it calls on the entire education system as an "organizing principle of a policy aimed at supporting the educational success of all" (CSE, 2016b, p. 49).

However, lifelong learning is not just about educational institutions. Adults, as well as children and young people, of course, learn as part of the formal framework of school institutions, but also in a variety of environments and locations, and through various more or less informal means. Consequently, the Conseil supérieur de l'éducation puts forward the idea that education extends not only "throughout" but also "across" life (CSE, 2016a, p. 13):

- Throughout: at different stages of life.
- Across: in the various spheres of life.

Therefore, continuing education in colleges and universities is a component of this larger concept related to adult education in the context of lifelong learning.

Figure 9.

Lifelong and Lifewide Learning

Note. Inspired by CSE (2016a; 2016b) and UIL (2022).

Values Conveyed by the LLL Perspective

The perspective of LLL is centred on the needs and aspirations of the learner, but its impact concerns the future of society in all its dimensions (social, economic, cultural). This expression has been invested with several meanings by international institutions over the last 60 years (Kinnari and Silvennoinen, 2023; Ruşitoru, 2017). From a schematic point of view, two visions stand out in the ideological universe of LLL:

- **Humanist vision**: It has been supported by UNESCO since the Fauré report (1963), referred to as "Learning to be," and gives LLL a democratic and emancipatory aim. In the province of Québec, the Jean Commission (1984) closely linked adult education with the participation of individuals in democratic life (Dahl, 2021).

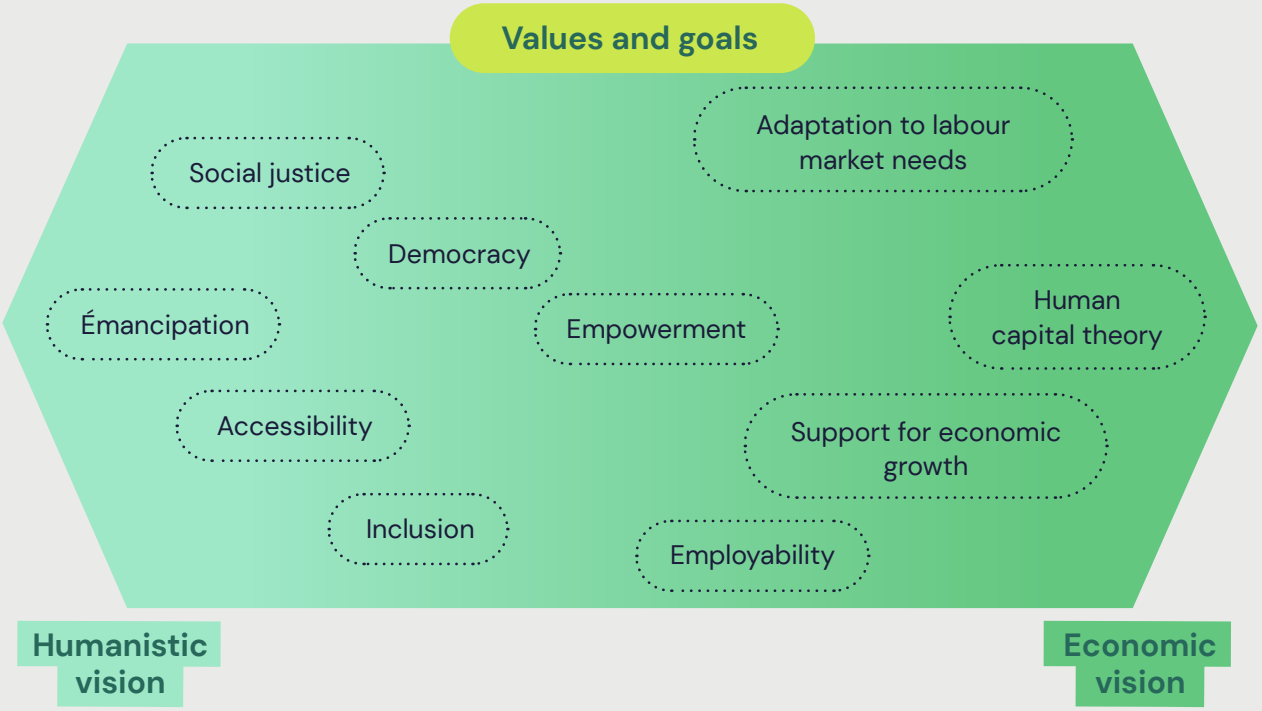
  In this vision, accessibility and inclusion are of paramount importance and part of a social justice objective. For the ICÉA, "equal access to all places of learning, for all adults and at all ages of life must be recognized as founding principles of the right to lifelong learning" (Dignard, 2021).

- **Economic vision**: It is supported namely by the Organization for Economic Co-operation and Development (OECD) and the European Commission. Based on the theory of human capital, it gives LLL an individual aim of employability and qualification in response to the demands of the labour market (Carpenter, 2021; de Viron & al., 2023; 2023; Normand, 2023).

  In this vision, the focus is on the role of LLL policies in supporting economic growth, and a key value is that of helping individuals adapt to the new realities of the world of work (OECD, 2019).

Figure 10.

Two Approaches to Lifelong Learning



Note. According to Carpenter (2021), Dahl (2021), de Viron & al. (2023), Dignard (2021) and OCDE (2019).

Québec Policy for Adult Education

The State obviously plays a key role in making the right to lifelong learning effective. In 2002, the Government of Québec adopted the Policy on Adult Education and Continuing Education and Training:

> The objectives of learning as a process that goes on throughout life are to develop the autonomy and the sense of responsibility of individuals and communities, to enable them to deal with changes in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in society, **in short to enable individuals and communities to take control of their destiny and that of society in order to face the challenges ahead** (Ministère de l'Éducation, 2002, p. 2).

The publication of this Policy and its first action plan (2002-2007) were followed by scattered initiatives in the field of adult education (CDÉACF, s.d.-a). Moreover, **the role of college and university institutions in adult education and training in the province of Québec is not explicitly included in the 2002 policy**, which has not been conducive to the coherence of continuing education practices in colleges and universities, nor to the strengthening of relationships with other stakeholders in the ecosystem. Several voices from the field of education in the province of Québec are calling for the **creation of a new "clear and structuring" Québec policy on lifelong learning** (Collective, 2023).

Key Concepts

What is Recognition of Prior Learning and Acquired Competencies?

> Recognition of prior learning and acquired competencies (RAC) is "a process whereby a person identifies the learning that they have completed in various times, places, using a variety of methods and contents, in order to have it evaluated by experts and obtain official accreditation from a recognized educational institution" (Sansregret, in St-Pierre & al., 2010, p. 123).

RAC is based on **3 fundamental principles**, enshrined in the Québec Policy on Adult Education and Continuing Education and Training. According to these principles, a person:

1. is entitled to the formal recognition of prior learning and acquired competencies that correspond to elements of qualifying training, so long as they provide proof that they master them;
2. is not required to repeat in a formal school context prior learning they have already completed elsewhere using other methods;
3. should not be required to seek recognition again for competencies or prior learning that have been rigorously assessed and sanctioned by an official system (ministère de l'Éducation, 2002, p. 23-24).

Therefore, RAC is intended for people who wish to have **the value and relevance of the learning they have acquired in various contexts** (such as academic, professional, family, socio-community, etc.) officially recognized. At the university level, the RAC process allows one to be admitted to a program without formally meeting the admission requirements or to be exempt from certain courses. At the college level, the RAC process focuses on competencies specific to a program and leads to a diploma (ACS or DCS).

A Multi-Step Approach

In higher education, RAC has two components:

- **Recognition of academic learning**: Any RAC process includes a step for validating academic learning that was completed in another institution. At the university level, such recognition takes the form of course equivalencies or credits.
- **Recognition of acquired experience (extracurricular)**: Such recognition is more complex to operationalize. At the college level, the process is well structured and the standards surrounding the design of tools are outlined by the ministère de l'Enseignement supérieur (MES, 2021b). At the university level, the recognition of experiential learning is developing, but remains more embryonic than at the college level. University institutions are free to develop their own RAC practices (Morrissette & Larochelle, 2021).

Overview of the RAC Process in CEGEPs

- **184 programs** fully offered through RAC in the 48 institution;
- **2/3** of the programs offered through RAC are **ACS** programs;
- In 2018-2019, nearly **4,000 people had undertaken** a RAC process at the college level, **90% of whom were aged 25 or over**;
- The network includes **two centres of expertise in the recognition of prior learning and acquired competencies** (CERAC), located at the Cégep Marie-Victorin and the Cégep de Sainte-Foy. CERACs offer support to institutions at the RAC level.

(CSE, 2022b, p. 40-52)

A RAC process includes many steps. Once fully informed about the nature and requirements of the process, the candidate must **prepare an application** that includes several documents relating to their previous experiences, their educational pathway and the reasons that have led them to undertake this process (e.g., cover letter, resume, letters of support, portfolio).

At the college level, the entire process is described in the Technical Framework produced by the ministère de l'Enseignement supérieur (MES, 2021b, p. 29):

Figure 11.

Recognition of Prior Learning Process at the College Level

Note. Adapted from MES, 2021b, p. 29

How Does RAC Contribute to Student Success?

For students, RAC can **accelerate their educational pathway, reduce the costs of studies and increase their personal confidence**.

Dimensions and Functions of RAC

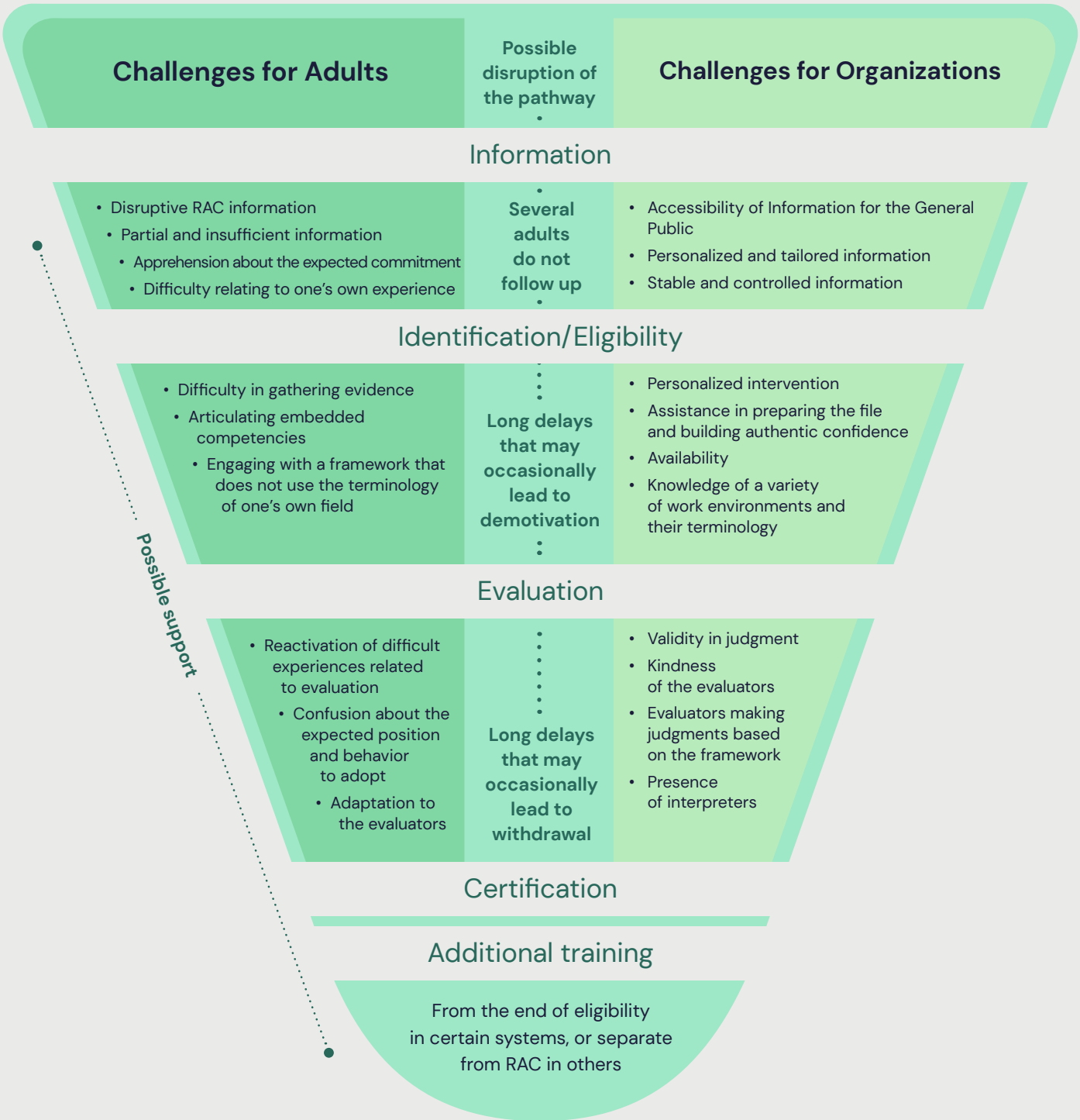
- **Acknowledge oneself**: Regain confidence, take stock
- **Recognize**: Be admitted to a program
- **Validate**: Shorten one's educational pathway
- **Certify**: Get a degree or certificate

(Bélisle & Fernandez, 2018, p. 51)

Research shows that RAC has **positive effects on graduation rates and school retention** (Bélisle & Fernandez, 2018; Klein-Collins & Shafenberg, 2023). Nevertheless, the process is quite demanding and challenges related to retention arise at all stages. Professional support is a key success factor: "adults appreciate the presence of professionals who work on the emotional dimension [of RAC] (Bélisle and Fernandez, 2018, p. 111).

Figure 12.

Access, Retention, and Success in RAC: Challenges for Adults and Organizations



Note. Adapted from Bélisle & Fernandez, 2018, p. 114.

More Significant Barriers for People from Immigrant Backgrounds

The recognition of diplomas and experiences is an important milestone in the pathways of immigrants (CSE, 2021). Barriers to the recognition of their wealth of experiences and competencies are partly responsible for the **professional integration difficulties** they encounter as well as for their **overqualification** – which is extremely high among qualified immigrant populations (CAPRES, 2021), n particular women. Hurdles need to be overcome on the part of employers and professional orders, but also on the part of the education system (Cornelissen & Turcotte, 2020; Doutreloux, 2023).

In higher education institutions, **the barriers that** immigrants face in their quest for recognition include, namely:

- **The impossibility** for some people, in particular refugees, **to provide written evidence** of their academic achievements and the absence of alternative mechanisms (Goudet, 2021);
- **Administrative pitfalls**, in particular on account of the fact that "the RAC process [at the college level] is generally not accessible to refugees due to **the requirement of a work permit or a study permit** for admission" (CSE, 2022b, p. 20);
- **Limited proficiency in French**, which interferes with their ability to demonstrate their competencies (CSE, 2021, p. 87);
- The **lack of knowledge about RAC** and the confusion between the role and the services offered by the various stakeholders involved in the recognition of competencies (institutions, professional orders, ministère de l'Immigration, Emploi-Québec) (Comité interministériel sur la reconnaissance des compétences des personnes immigrantes formées à l'étranger, 2017);
- Discriminatory **biases** in the assessment of competencies (Goudet, 2021).

In addition to immigrants, other populations also have less access to the RAC process, in particular **Indigenous people, as well as people belonging to a visible minority, at a social disadvantage or with disabilitie**s. At the university level, "the process often seems reserved for adults who already have a qualifying degree"

(Bélisle & Fernandez, 2018, p. 41). Therefore, not only does it appear important to raise awareness about RAC, but also to strengthen RAC services from an intersectional perspective.

Challenges for Institutions

Despite the progress achieved over the last few years, several challenges remain to be addressed in order for RAC to become a genuine part of the higher education system:

- Develop and maintain **RAC expertise** in institutions, particularly university institutions (CSE, 2023, p. 71-72; Horth, 2023).
- **Coordinate** the various stakeholders and institutions involved in RAC (Bédard, 2020; Dagenais & Langevin, 2016, p. 33).
- **Mitigate certain epistemological and cultural barriers** to RAC in higher education: scholarly or didactic stance, disciplinary boundaries, etc. (de Champlain & al., 2023; Ricard, 2018).
- **Raise awareness about RAC**, including among organizations that support professional integration (Dagenais & Langevin, 2016, p. 32).
- **Develop tools, common references and information sharing systems** related to RAC at the university level (Horth, 2023).


Prospective

Prospective

Continuing Education and Ecological Transition: An Alignment to be Built

> Adult education will not be – and cannot be – the only solution to global challenges, but it is fertile ground in which change can take place, which in turn will enrich the Earth with a more sustainable world (Schreiber-Barsch & Mauch, 2019, p. 532).

There is a **strong consensus on the importance of integrating environmental competencies and knowledge into all school curricula**, from preschool to post-secondary education (Borde & al., 2022; Molthan-Hill & al., 2022). This kind of education is needed not only to empower individuals in a changing world, but also to empower communities to build a viable future.

Through sustainable development goal 4, the United Nations invites us to see education at the service of the common good. In contrast to an individual vision of success, the UN suggests moving "away from an exclusive focus on access and quality, measured mainly in terms of learning outcomes, towards an increased emphasis on learning content and its contribution to sustainability of people and the planet" (UNESCO, 2020, p. 14).

The latest report from the Intergovernmental Panel on Climate Change (IPCC) explains that humanity's window to ensure a viable and sustainable future is rapidly closing. The Panel calls for urgent and transformative actions, and in particular for "deep, rapid, and sustained greenhouse gas emissions reductions in all sectors" (IPCC, 2023).

The unprecedented urgency of responding to environmental crises makes continuing education a "decisive issue for the transition" (Bortzmeyer, 2021).

Why is adult education crucial for the ecological transition?

- **Intergenerational justice**: Young people do not have to carry the burden of transition alone and "repair the cumulative wrongs of the past" (L'éducation au service de la Terre, 2022, p. 16).
- **Impact force**: It is mainly adults who, through their professional and civic activities, "are currently making, in the short and medium term, decisive decisions locally and globally, for the environment and society in general." (Villemagne & Sauvé, 2021)
- **Urgency to act**: Continuing education is more agile than official educational programs, which evolve more slowly. Initiatives can be developed quickly "pending concrete measures taken at the level of ministries and Canadian universities to adjust curricula and teacher training" (Dionne & Lefebvre, 2022, p. 131).

Higher education can be a leading figure in continuing education for the transition. Two roles appear to be particularly strategic in this respect:

1. Supporting the transition in the world of work;
2. In-service teacher training.

Role 1 : Support the World of Work

The urgency related to the ecological transition requires a deep transformation of the "forms of production, consumption, transport and work organization, and is, in addition, subject to a strong influence from regulations" (France Stratégie & al., 2021, p. 2). All sectors of activity will be affected, whether by the creation, disappearance or redefinition of jobs. According to the International Labour Organization, the transition to a green economy will therefore involve an increase in professional transitions (ILO, 2019). This will in turn need to be supported by **robust and equitable continuing education systems** that will provide all workers with the **opportunity to improve their lot**.

> Indeed, research has shown that the consequences of environmental crises disproportionately affect the most vulnerable populations: precarious workers, women, Indigenous peoples.

What is a "Just Transition"?

Officially adopted by the signatory States of the Paris Agreement in 2015, this concept **focuses on the changes necessary for the ecological transition to take place while aiming to reduce social inequalities**. Education is a "key element in achieving just transition" (Front commun pour la transition énergétique, 2020, p. 25). Therefore, with a view to a just transition, requalification mechanisms should also target workers who have less access to continuing education.

Climate Change Mitigation and Adaptation

The **professional development** and **requalification** of individuals, from a perspective of a just transition, constitutes a challenge of collaboration between the State, the education sector and workplaces. While reflection on work-related issues linked to the ecological transition is often limited to the concept of "green jobs," it concerns all sectors of activity. In fact, in order to promote **intersectoral cooperation** and "act toward building the economy of tomorrow," in 2023, the Government of Québec created a "centre of expertise on green transition and the workforce" (Scheed, 2023, p. 36).

A **global vision** of the type of continuing education necessary for the ecological transition to take place should include:

- **Environmental professions** (e.g., in the water, renewable energy, energy efficiency or soil management sectors). The sectoral workforce committee, at the request of the Government of Québec, has produced a competency framework for the 10 environmental sub-sectors.
- "Greening jobs"; i.e., those "whose purpose is not environmental-related, but which incorporate new 'competence bricks' to take into account the environmental dimension in a significant and quantifiable way" (Baghioni & al., 2024). These include jobs that will be directly impacted by the introduction of new environmental standards.

- **Social and health professions**, often referred to as "care" jobs. These jobs in health, education and social services, within public services or even within the community sector and the social economy, are indeed at the heart of the transition. Not only do these jobs emit low levels of GHGs, but they also play a key role in adapting to changes and mitigating climate injustice, in addition to contributing to the emergence of environmental awareness in society (ILO, 2023, p. 32). Unlike jobs in the environmental sector, which are predominantly male workplaces (EnviroCompétences, 2023), "care" jobs are mainly occupied by women. Therefore, there is also an equity issue in fully integrating them into the reflection on supporting the transition in workplaces.

Role 2 : Training Teachers

> According to a recent study, "**less than one in two people who teach feel competent enough to educate about climate change** and this content takes up less than 1% of the teaching time. According to the same people surveyed, the main barriers to the integration of climate change education would be the **lack of time**, the **scarcity of teaching resources**, as well as the **lack of professional knowledge and competencies** in the field."

The *Québec Education Program* (QEP) promotes elements of education for sustainable development, from preschool to high school. However, **this aspect is rarely included in the initial education of people who are to become teachers**, both in the province of Québec and Canada. Moreover, the Québec framework of professional competencies for the teaching profession does not include specific competencies in this regard. (Coalition Éducation Environnement Écocitoyenneté, 2022).

However, through its adherence to several international conventions, Canada has committed to integrating "learning objectives directly related to environmental and climate change education" and to "ensuring adequate teacher training to promote this kind of education" (Dionne & Lefebvre, 2022, p. 128). Indeed, according to UNESCO, it is not enough to include environmental education in school curricula,

it is also necessary to aim at the "systematic and comprehensive building of capacities in education for sustainable development in initial and continuing education as well as in the evaluation of teachers at the preschool, primary, secondary and post-secondary levels" (UNESCO, 2020, p. 30).

Consequently, in addition to initial education, **continuing education is an important tool** in helping teachers bring environmental education to life in their classrooms[2].

Supporting the Education Ecosystem

The continuing education of teachers in the ecological transition is also an opportunity **to achieve the desired collaboration** between higher education, the school system, non-formal stakeholders in lifelong learning, and the state and governmental apparatus (Sauvé & al., 2018, p. vi).

Universities, with their cutting-edge expertise in both environmental and educational matters, a**re particularly well-positioned to build the capacity of schools to integrate environmental and climate change education** (Reimers, 2021). A concrete way for higher education institutions to increase their presence in schools and to contribute to the continuing education of teachers is, for example, to include them in action-research projects (CSE, 2023, p. 95).

To "build a climate change education ecosystem" (Reimers, 2021), universities can also:

- **select, sort and organize pedagogical resources** to help teachers build their own continuing education curriculum on the environment;
- **create and maintain exchange networks between scientists and educators** at all levels in order to support the professional educational community;
- **establish partnerships** with schools and local non-formal education organizations.

[2] The Plan d'action de développement durable 2023-2028 includes certain measures that aim to support climate change education projects, in particular through the training of teachers and the development of educational tools.

Synergy with local organizations – for example, with environmental groups involved in non-formal education initiatives [see box below] - is preferred in order to build a solid educational ecosystem. Indeed, several specialists argue that in environmental education, the challenge consists more in **creating a "feeling that one has the power to act"** rather than merely disseminating facts about environmental crises (Morin & al., 2022).

In this respect, initiatives to **reconnect with the environment** are particularly promising, which is why it is important for environmental education to **be open to non-academic expertise, in particular to Indigenous knowledge** (Legault & al., 2023).

A plethora of stakeholders and initiatives in non-formal environmental education:

- **Municipalities**, such as the Communauté métropolitaine de Québec, which have developed an Environmental Education Program;
- **Trade union organizations**, such as the Centrale des syndicats du Québec (CSQ), which have created and supported the réseau des Établissements verts Brundtland for over 30 years, now called the Mouvement ACTES;
- **Associations, groups or foundation**s whose mission directly concerns environmental education, such as ENvironnement JEUnesse, The Association québécoise pour la promotion de l'éducation relative à l'environnement, or the Monique-Fitz-Back Foundation;
- **Indigenous organizations** that have developed educational programs, such as KINA8AT.

University research infrastructures dedicated to environmental education:

- The Centre de recherche en éducation et formation relatives à l'environnement et à l'écocitoyenneté (UQAM);
- The Chaire en éducation à l'environnement et au développement durable UQAR – Desjardins (UQAR);
- The Chaire de leadership en enseignement des sciences et développement durable (Université Laval);
- Several other institutions also offer their teaching staff **short-term programs or non-credited continuing education courses** in the fields of environment, ecological transition and climate change.

Lexicon

A

Adult education and continuing training: "These two related terms refer to the set of learning processes, formal or otherwise, through which individuals considered adults in the society to which they belong develop their skills, enrich their knowledge and improve their technical or professional qualifications, or reorient them in accordance with their own needs and those of society. The concepts of education and training refer to the academic dimension for the former, while the latter concept of training has a socioeconomic connotation that more precisely concerns the concept of "employment-related continuing training" as applied in the province of Québec in the context of workforce development." (ministère de l'Éducation, 2002)

Andragogy: "Branch of educational sciences that studies the theoretical and practical aspects of teaching and education adapted to adults in various environments: school, community, business, etc." (CDÉACF, n.d.)

Asynchronous: "Activity taking place on a delayed basis at different times and at the choice of each person, student or teacher (UQTR, 2013, p.3-4.)" cited in (CSE, 2020).

C

Certification of studies: "Official recognition, through a diploma, of a student's success in a program of study. Process leading to such recognition." (Lebel, 2004)

Continuing education: "All types and forms of teaching pursued by those who have left formal education, who have exercised a profession or who have taken on adult responsibilities." (CCAFE, 2016, p. 73)

Continuing education/professional development units (CEUs/PDUs): "Unit used to quantify the number of hours devoted to a structured continuing training activity. A professional development unit usually represents 10 hours of participation, which includes personal work and attendance at the activity. Those who meet the requirements needed are awarded a certificate of participation that sets out the content of the training and the number of hours allocated to it. Professional development units, although they do not lead to a diploma, represent a guarantee of the quality of the training received. Higher education institutions and firms specializing in professional training offer activities to which professional development units are attached." (OQLF, 2002)

Customized training: "Training activity planned jointly by a public education institution and a work environment in order to ensure the training of some of the company's or organization's employees." (Doray & al., 2017, p. 25)

D

Degree: "University title awarded with certain diplomas. There are three types of degrees: bachelor's degree (1st cycle), master's degree (2nd cycle) and doctorate degree (3rd cycle)" (CSE, 2010, p. 54). By extension, a diploma of college studies (DCS) is referred to as a college degree program.

Digital badge: "Digital badges are visual, online representations of learning achieved or competencies acquired. At the technical level, these are images or Web pages that encapsulate information relating to obtaining recognition in accordance with specific criteria and proof." (Garon-Épaule, 2015) The purpose of badges is not only to attest to learning, but to motivate learners and value their achievements (Dignard, 2019). They are designed to be easily transferable into the social media environment like LinkedIn.

Digital literacy: "Digital literacy refers to an individual's ability to understand and use information with the help of technology: accessing, understanding and using online resources and information, communicating with others, managing one's accounts and personal information securely, etc." (CDÉACF, 2021)

E

Employment-related continuing education: Formal learning activities undertaken by adults for the purposes of transition, mobility, development or professional development.

Enhanced in-person teaching: In-person learning situation, enriched upstream and downstream by the provision of online resources by the teacher.

F

Flexibilization: "Flexibilization can be defined as a process by which the possibility is explicitly recognized and given to the learner to make choices on certain dimensions of the pedagogical organization of a training pathway. It allows for the personalization of one's own pathway according to one's personal and professional development needs, and societal expectations. It contributes to strengthening the commitment and retention of students in their own training project without suffering a "learning deficit." (Paquelin & Chantal, 2019, p. 12)

Formal education: Includes "activities generally organized in a school setting, structured by a curriculum and that lead to a diploma or certificate recognized by society." (CSE, 2016a, p. 14)

Free attendance: "[A person who attends] can register for courses, without being required to do the assignments or take the examinations. [They] neither obtain credits nor recognition of education." (UQAM, 2012)

H

Hybrid: "Learning that takes place in systems that combine to varying degrees face-to-face learning phases and distance learning phases." (Saucier, 2014)

HyFlex: "HyFlex learning [differs from the hybrid mode] as, week after week, [students] have the choice of taking the course in-person, in class or in remote synchronous mode via a computer platform." (CSE, 2020)

I

Informal learning: Includes "learning in diverse environments, without direct official recognition, external planning (by a trainer, for example) or structure" (CSE, 2016a, p. 14).

Initial education: "Education that an individual undertakes before entering the labour market or their professional career. In the province of Québec, it is more precisely identified with education acquired continuously or with an educational pathway undertaken continuously. Thus, people involved in initial education will often be referred to as "young people." (Dubé, 2004)" cited in (CDÉACF, n.d.)

M

Micro-credentials: "Micro-credentials are proof of learning and are awarded after participation in a short-term program aimed at teaching a small set of competencies (i.e., skills, knowledge, attributes), they are sometimes linked to other competencies." (Pichette & al., 2021)

MOOCs (Massive open online courses): "Online courses accessible to an unlimited number of participants, generally free of charge and with no admission requirements. Online courses accessible to all may lead to a certificate of participation, paid or not. They can be offered by an educational institution, a business, an organization or an individual." (OQLF, 2023)

N

Non-degree studies: "[A student] who is admitted and who can take one or more à la carte courses. [They] are not pursuing a university degree. Without being admitted to a program, [they] can enroll in courses where [they] are required to do the assignments and take the examinations. [If] they are successful, [they] can have their credits recognized in a regular program." (UQAM, 2012)

Non-formal education: Consists of "structured training activities, often provided in a non-educational setting, that generally do not lead to a certification recognized by society." (CSE, 2016a, p. 14)

Non-traditional relationship to studies: "A non-traditional relationship to studies is mainly manifested by: a non-exclusive commitment to studies, considering, among other things, employment and parental responsibilities; an irregular educational pathway, considering, among other things, changes in educational pathways, interruptions and returns to studies as well as part-time studies." (CSE, 2013b, p. 13)

O

Open educational resources: "Open educational resources (OERs) are teaching, learning or research materials that are in the public domain or released with intellectual property licenses that facilitate the free use, adaptation and distribution of resources." (UNESCO, s.d.) quoted in (CSE, 2020)

P

Professional development: "Short-term training, with a specific objective, generally provided following initial education or training and intended to complement, improve or update knowledge, skills or competences." (CEDEFOP, 2023)

R

Regular education (college): It concerns students enrolled full-time during the day in a program leading to a DCS. Students enrolled in a DCS program offered as evening courses or in an ACS program are considered to be pursuing continuing education.

Regular program: At the college level, this name refers to programs leading to a DCS; at the university level, the definition is vaguer and can refer to different sets of credited programs. The term is often used in opposition to continuing education.

S

Short-term programs: In this dossier, this term refers to all credited programs that are non-degree programs, or that do not lead to a degree (therefore excluding minors and majors).

Synchronous: "Real-time activity provided through a computer medium and which requires the simultaneous presence of the persons concerned." (UQTR, 2013, p.3-4) (CSE, 2020)

T

Tailor-made education: "Training activity planned jointly by a public educational institution and a workplace to ensure the training of part of the company's or organization's employees" (Doray et al., 2017, p. 25).

U

University of the Third Age: "Organization that offers multidisciplinary education to elderly clients in the form of courses, workshops, conferences or activities in a flexible environment that encourages discussions and that does not have examinations, assignments or diplomas. The only eligibility criterion for Universities of the Third Age is a minimum age that generally varies between 50 and 55 [...]. Universities of the Third Age are not part of the normal university network, but are often affiliated with a university, which allows them to offer university education." (OQLF, 2018) (OQLF, 2002)

References

Would you like to learn more about this subject?
See additional resources available online.

ACDEAULF. (2012). *Mémoire sur l'accessibilité et la participation des adultes à l'enseignement supérieur*. Association canadienne d'éducation des adultes des universités de langue française. https://acdeaulf.org/wp-content/uploads/2020/06/Memoire_Accessibilite-des-adultes-a-lenseignement-superieur.pdf

ACDEAULF & ICÉA. (2013). *La place des adultes dans les universités québécoises : un enjeu de société*. Association canadienne d'éducation des adultes des universités de langue française et Institut de coopération pour l'éducation des adultes. https://acdeaulf.org/wp-content/uploads/2016/04/Memoire_Place-des-adultes-dans-les-universites-quebecoises.pdf

AGEEFEP. (2021). *19e congrès biennal de l'AGEEFEP. 17 octobre 2021. Cahier du participant*. Association générale des étudiantes et étudiants de la Faculté de l'éducation permanente. https://ageefep.qc.ca/pdf/congres/cahiers-congres/cahier_2021.pdf

Androwkha, S. & Jézégou, A. (2020). La présence à distance en e-Formation : Entretien avec Annie Jézégou. *Médiations et médiatisations,* (3). https://doi.org/10.52358/mm.vi3.116

Baghioni, L., Delanoë, A., Foli, O., Hocquelet, M., Mahlaoui, S., Moncel, N., Séchaud, F. & Valette-Wursthen, A. (2024). *Répondre aux besoins en compétences à l'heure de la transition écologique : représentations et réalités* (54). Céreq. https://www.cereq.fr/sites/default/files/2024-02/CETUDES_54_1.pdf

BDSO. (2023a). *Effectif à l'enseignement collégial selon diverses variables, au trimestre d'automne, Québec, de 2008-2009 à 2021-2022*. Banque de données des statistiques officielles sur le Québec. https://bdso.gouv.qc.ca/pls/ken/ken213_afich_tabl.page_tabl?p_iden_tran=REPER3CERPK19551171394354]vk&p_lang=1&p_m_o=MEES&p_id_ss_domn=825&p_id_raprt=3417#tri_organ=0&tri_lang=1&tri_niv_scol=1&tri_typ_freq=1&tri_typ_formt=1&tri_typ_diplm=1&tri_serv_ensgn=1&tri_fam_progr=1&tri_sectr_formt=0

BDSO. (2023b). *Effectif à l'enseignement universitaire selon diverses variables, au trimestre d'automne, Québec*. Banque de données des statistiques officielles sur le Québec. https://bdso.gouv.qc.ca/pls/ken/ken213_afich_tabl.page_tabl?p_iden_tran=REPER3CERPK19551171394354]vk&p_lang=1&p_m_o=MEES&p_id_ss_domn=825&p_id_raprt=3419#tri_typ_freq=5&tri_cycle=1&tri_typ_diplm=1&tri_lang=1&tri_sexe=1&tri_domn_etud=1&tri_discp=0

Beaupré, C., Comtois, A., Ferland, M., Larose, S., Peñafiel, R. & Pontbriand, I. (2021). *Partenariats et place de l'entreprise privée en éducation*. Fédération nationale des enseignantes et enseignants du Québec - CSN. https://fneeq.qc.ca/wp-content/uploads/2021-05-10__Dossier-PPP-en-e%CC%81ducation_CES_FINAL.pdf

Béché, E. & Schneider, D. K. (2019). État des lieux de la recherche francophone sur les formations ouvertes et à distance. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (27). https://doi.org/10.4000/dms.3910

Bédard, J.-L. (2020). Reconnaissance des acquis : évolution et perspectives. Dans H. El-Hage (dir.), *Les angles morts de la gestion de la diversité : A-t-on le bon réflexe ?* (p. 87-92). Institut de recherche pour l'intégration professionnelles des immigrants. https://r-libre.teluq.ca/2209/1/Actes-du-colloque%281%29.pdf

Bélanger, P. (2013). L'accès des adultes à l'université d'aujourd'hui. Dans P. Chenard, P. Doray, E.-L. Dussault et M. Ringuette (dir.), *L'accessibilité aux études postsecondaires: un projet inachevé* (p. 277-293). Presses de l'Université du Québec.

Bélanger, P. (2015). *Parcours éducatifs : Construction de soi et transformation sociale*. Presses de l'Université de Montréal.

Bélisle, R. & Bourdon, S. (2015). *Tous ces chemins qui mènent à un premier diplôme : orientation des adultes sans diplôme dans une perspective d'apprentissage tout au long de la vie*. Fonds de recherche du Québec. https://frq.gouv.qc.ca/histoire-et-rapport/tous-ces-chemins-qui-menent-a-un-premier-diplome-orientation-des-adultes-sans-diplome-dans-une-perspective-dapprentissage-tout-au-long-de-la-vie/

Bélisle, R. & Fernandez, N. (2018). *Rôle des pratiques en reconnaissance des acquis et des compétences dans la persévérance et la réussite scolaires d'adultes sans diplôme qualifiant*. Centre d'études et de recherches sur les transitions et l'apprentissage. https://www.certarecherche.ca/wp-content/uploads/2018/01/belisle-fernandez_rerva_2018.pdf

Bellare, Y., Smith, A., Cochran, K. & Lopez, S. G. (2023). Motivations and Barriers for Adult Learner Achievement: Recommendations for Institutions of Higher Education. *Adult Learning*, *34*(1). https://doi.org/10.1177/10451595211059574

Bergère, M. (2021). Transition et inégalités numérique : Un enjeu pour les universités. Dans *2020. Effets et conséquences de la crise sanitaire* (p.126-129). Bulletin des bibliothèques de France. https://www.cairn.info/effets-et-consequences-de-la-crise-sanitaire--9782492897009-page-126.htm

Bernier, C. (2011). *Formation et employabilité : Regard critique sur l'évolution des politiques de formation de la main-d'œuvre du Québec*. PUL: Les Presses de l'Université Laval.

Bissonnette, L. & Porter, J. R. (2013). *L'université québécoise : préserver les fondements, engager des refondations. Rapport du Chantier sur une loi-cadre des universités*. Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie.

Bonin, S. (2021, octobre). *Quel est l'impact des responsabilités parentales sur la poursuite d'études universitaires ?* Université du Québec. http://uquebec.ca/dri/publications/analyses_de_donnees/Note_%C3%A9tudiants_parents_VF.pdf

Borde, B., Léna, P. & Lescarmontier, L. (2022). Education as a Strategy for Climate Change Mitigation and Adaptation. Dans M. Lackner, B. Sajjadi et W.-Y. Chen (dir.), *Handbook of Climate Change Mitigation and Adaptation* (p. 3089-3113). Springer International Publishing. https://doi.org/10.1007/978-3-030-72579-2_149

Bortzmeyer, M. (2021). Prendre en compte les enjeux environnementaux et de durabilité dans la formation initiale et continue. Un point de vue depuis le ministère de la transition écologique. *Revue française d'administration publique*, *179*(3). https://www.cairn.info/revue-francaise-d-administration-publique-2021-3-page-639.htm

Brouillette, L. (2021). Former et innover à l'université du troisième âge : analyse comparative d'un cours de littérature musicale donné en présentiel, en présentiel amélioré et en ligne. *Recherche en éducation musicale*, (36). https://www.mus.ulaval.ca/sites/mus.ulaval.ca/files/2021-12/REEM-36-former_innover.pdf

CAPRES. (2021). *Insertion socioprofessionnelle des diplômé·es de l'enseignement supérieur*. Consortium d'animation sur la persévérance et la réussite en enseignement supérieur. https://www.oresquebec.ca/dossiers/insertion-socioprofessionnelle-des-diplomees-de-lenseignement-superieur/

Carpenter, S. (2021). Adult Education and Neoliberalism: Unpacking the Agency of the Future. Dans S. Brigham, R. McGray et K. Jubas (dir.), *Adult Education and Lifelong Learning in Canada: Advancing a Critical Legacy* (p. 335-344). Thompson Educational Publishing.

Carpentier, V. (2017). Historical Perspective, Research in Higher Education. Dans P. Teixeira et J. C. Shin (dir.), *Encyclopedia of International Higher Education Systems and Institutions* (p. 16). Springer Netherlands. https://doi.org/10.1007/978-94-017-9553-1_167-1

CCAFE. (2016). *L'accessibilité financière des adultes aux projets d'études et de formation*. Comité consultatif sur l'accessibilité financière aux études. https://numerique.banq.qc.ca/patrimoine/details/52327/3531230

CDÉACF. (2021). *Littératie numérique*. Centre de documentation sur l'éducation des adultes et la condition féminine. https://cdeacf.ca/dossier/litteratie-numerique

CDÉACF. (s. d.-a). *Dossier spécial : Politique d'éducation des adultes*. Centre de documentation sur l'éducation des adultes et la condition féminine. Récupéré le 22 septembre 2023 de https://cdeacf.ca/dossier/pea

CDÉACF. (s. d.-b). *Glossaire de l'éducation et formation des adultes*. Centre de documentation sur l'éducation des adultes et la condition féminine. Récupéré le 18 septembre 2023 de https://cdeacf.ca/documents/ressources/glossaire

CEDEFOP. (2023). *Terminologie de la politique européenne d'enseignement et de formation. Perfectionnement professionnel / renforcement des compétences*. Centre européen pour le développement de la formation professionnelle. https://www.cedefop.europa.eu/fr/tools/vet-glossary/glossary/perfectionnement-professionnel-renforcement-des-competences

Charpentier, E. (2023, 9 juillet). L'Université du troisième âge regagne petit à petit en popularité. *La Tribune*. https://www.latribune.ca/actualites/actualites-locales/sherbrooke/2023/07/02/luniversite-du-troisieme-age-regagne-petit-a-petit-en-popularite-RR2WTVIFYVHCVOE2TUYZI7JY2Y/

CICan. (s. d.). *Cadre national sur les microcertifications*. Collèges et instituts Canada. https://www.collegesinstitutes.ca/fr/colleges-instituts-communaute/avantages-formation-collegiale/cadre-national-sur-les-microcertifications/

Coalition Éducation Environnement Écocitoyenneté. (2022). Lettre ouverte. De la reconnaissance à l'engagement politique. https://www.coalition-education-environnement-ecocitoyennete.org/lettre-ouverte/de-la-reconnaissance-a-lengagement-politique

Coalition pour la conciliation famille-travail-études. (2016). *Plateforme politique pour faire face aux nouveaux défis*. https://www.fafmrq.org/wp-content/uploads/2015/11/Plateforme-CCFTE-juin-2017.pdf

Collectif. (2023). *Lettre ouverte : Il est temps d'agir en éducation des adultes !* https://icea.qc.ca/fr/actualites/lettre-ouverte-il-est-temps-d%E2%80%99agir-en-%C3%A9ducation-des-adultes%C2%A0

Colpron, S. (2023, 2 août). Étudiants étrangers : Le stratagème du DEP. *La Presse*. https://www.lapresse.ca/actualites/education/2023-08-13/etudiants-etrangers/le-stratageme-du-dep.php

Comité interministériel sur la reconnaissance des compétences des personnes immigrantes formées à l'étranger. (2017). *Rapport*. Gouvernement du Québec. https://ceraccegeps.ca/wordprcms/wp-content/uploads/2017/10/6.-Rapport-Comit%C3%A9-minist%C3%A9riel-sur-la-recon.-Pl.pdf

Cordeau, W. (2021). L'enseignement supérieur comme rouage de l'économie mondialisée. *À bâbord !*, (89). https://www.ababord.org/L-enseignement-superieur-comme-rouage-de-l-economie-mondialisee

Cornelissen, L. & Turcotte, M. (2020). *La persistance de la surqualification en emploi des immigrants et des non-immigrants*. Statistique Canada. https://www150.statcan.gc.ca/n1/pub/75-006-x/2020001/article/00004-fra.htm#n1-refa

Corriveau, É. (2014, 16 octobre). La solution aux besoins du marché du travail ? *Le Devoir*. https://www.ledevoir.com/societe/education/421037/la-formation-continue-au-niveau-collegial-la-solution-aux-besoins-du-marche-du-travail

CSE. (2006). *En éducation des adultes, agir sur l'expression de la demande de formation : une question d'équité*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/en/publications/education-adultes-demande-formation-50-0450/

CSE. (2010). *Les services offerts aux entreprises par le réseau de l'éducation : pour un meilleur accès aux ressources collectives*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/services-offerts-aux-entreprises50-0472/

CSE. (2013a). *Comment l'État et les établissements universitaires abordent-ils les réalités étudiantes actuelles ? Document complémentaire à l'avis du Conseil intitulé « Parce que les façons de réaliser un projet d'études universitaires ont changé… »*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/en/publications/universitaires-realites-etudiantes-50-2101/

CSE. (2013b). *Parce que les façons de réaliser un projet d'études universitaires ont changé…*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/projet-detudes-universitaires-50-0480/

CSE. (2016a). *L'éducation populaire : mise en lumière d'une approche éducative incontournable tout au long et au large de la vie*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/leducation-populaire-50-0492/

CSE. (2016b). *Mémoire du Conseil supérieur de l'éducation dans le cadre des consultations publiques pour une politique de la réussite éducative : cinq idées-forces pour soutenir l'élaboration d'une politique de la réussite éducative des jeunes et des adultes*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/politique-reussite-educative-50-0498/

CSE. (2019). *Les collèges après 50 ans : regard historique et perspectives*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/wp-content/uploads/2019/05/50-0510-AV-colleges-apres-50-ans.pdf

CSE. (2020). *Définitions et modalités de la formation à distance*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/formation-a-distance-50-2108/

CSE. (2021). *L'inclusion des familles immigrantes : pour une synergie accrue en éducation des adultes*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/wp-content/uploads/2021/05/50-0542-AV-inclusion-familles-immigrantes.pdf

CSE. (2022a). *Formation collégiale : Expérience éducative et nouvelles réalités*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/experience-educative-nouvelles-realites-50-0553/

CSE. (2022b). *La reconnaissance des acquis et des compétences au collégial : Une avenue à optimiser et à promouvoir*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/wp-content/uploads/2022/05/50-0555-AV-RAC-optimiser-promouvoir.pdf

CSE. (2023). *Profession enseignante au Québec : voies d'accès actuelles et potentielles. Rapport sur l'état et les besoins de l'éducation 2021-2023*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/profession-enseignante-voies-acces-50-0807/

CSE. (2024). *Un cadre national de qualification pour reconnaître, comparer et soutenir le développement des compétences au Québec*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/publications/cadre-national-qualification-50-0565/

Dagenais, C. & Langevin, A. (2016). *Reconnaissance des parcours scolaires et expérientiels des personnes immigrantes. Pertinence de la reconnaissance des acquis et des compétences (RAC) au collégial pour un parcours d'intégration réussi*. Centre d'expertise en reconnaissance des acquis et des compétences (CERAC), Cégep Marie-Victorin. https://ceraccegeps.ca/wordprcms/wp-content/uploads/2017/10/11.-CERAC-Rapport-_final-web-004.pdf

Dahl, A. (2021). Adult Education in Québec : Participation in Light of the Jean Report. Dans S. Brigham, R. McGray et K. Jubas (dir.), *Adult Education and Lifelong Learning in Canada: Advancing a Critical Legacy* (p. 82-92). Thompson Educational Publishing.

de Champlain, Y., Hutchison, M., Boudreault, H., Chastenay, P., Girard, A. & Laurin, D. (2023). La reconnaissance des acquis et des compétences, une transdiscipline ? *Enjeux et société : approches transdisciplinaires*, *10*(1). https://doi.org/10.7202/1098702ar

Déplanche, N., Chabot, J.-P. & Maltais, M. (2016). *Le financement du réseau collégial québécois : un bref état des lieux*. Institut de recherche en économie contemporaine (IREC).

Desmarchelier, R. & Cary, L. J. (2022). Toward just and equitable micro-credentials: an Australian perspective. *International Journal of Educational Technology in Higher Education*, *19*(25). https://doi.org/10.1186/s41239-022-00332-y

de Viron, F., Jézégou, A. & Bussi, M. (2023). L'adulte d'aujourd'hui : sommé d'apprendre ? *Sociétés en changement*, (16). https://cdn.uclouvain.be/groups/cms-editors-iacchos/societes-en-changement-note-thematique/IACCHOS-socie%CC%81te%CC%81s%20en%20changement-formationadulte-WEB_0.pdf

Diep, A. N., Zhu, C., Cocquyt, C., De, G. M., Vo, M. H. & Vanwing, T. (2019). Adult learners' needs in online and blended learning. *Australian Journal of Adult Learning*, *59*(2). https://files.eric.ed.gov/fulltext/EJ1235812.pdf

Dignard, H. (2019, 11 décembre). Créer des badges numériques. *Apprendre + Agir La publication en ligne de l'ICÉA*. https://icea-apprendreagir.ca/creer-des-badges-numeriques/

Dignard, H. (2021). *Lutter contre les inégalités en éducation des adultes*. Institut de coopération pour l'éducation des adultes (ICÉA). https://icea.qc.ca/fr/actualites/lutter-contre-les-in%C3%A9galit%C3%A9s-en-%C3%A9ducation-des-adultes-0

Dignard, H., Pelletier, S. & Baril, D. (2021). *Orientations stratégiques en éducation des adultes : Apprendre à tout âge dans une société du savoir*. [Document de réflexion publié en soutien à la démarche d'élaboration de planification stratégique 2021-2026 de l'ICÉA]. Institut de coopération pour l'éducation des adultes (ICÉA). https://icea.qc.ca/sites/icea.qc.ca/files/ICA-DO~1.PDF

Dionne, L. & Lefebvre, I. (2022). L'éducation relative à l'environnement et au changement climatique : l'appui d'ententes internationales pour son institutionnalisation. *Éducation relative à l'environnement : regards - Recherches - Réflexions*, *17*(1). https://www.erudit.org/en/journals/ere/2022-v17-n1-ere07463/1093841ar/

Doray, P. & Ionici, A. (2023). L'éducation des adultes dans les cégeps et les politiques publiques au Québec : De l'État providence au néo libéralisme. *Canadian Journal for the Study of Adult Education*, *35*(01). https://cjsae.library.dal.ca/index.php/cjsae/article/view/5718

Doray, P. & Manifet, C. (2017). La professionnalisation des universités par la formation continue des adultes : une comparaison Québec-France. *Formation emploi. Revue française de sciences sociales*, (138). https://doi.org/10.4000/formationemploi.5101

Doray, P., Mason, L. & Bélanger, P. (2007). *L'art de vaincre l'adversité : le retour aux études des adultes dans l'enseignement technique* (2007-05). Centre interuniversitaire de recherche sur la science et la technologie (CIRST). http://bv.cdeacf.ca/EA_PDF/147605.pdf

Doray, P. & Simoneau, F. B. (2019). Les jalons pour une sociologie historique de l'éducation des adultes. Dans M. Doucet et M. Thériault (dir.), *L'adulte en formation… pour devenir soi. Espaces, passages, débats et défis* (p. 7-30). Presses de l'Université du Québec.

Doray, P., Simoneau, F. B. & Solar-Pelletier, L. (2017). *Adéquation formation-emploi : le cas de la formation sur mesure dans l'enseignement supérieur à Montréal*. Centre interuniversitaire de recherche sur la science et la technologie (CIRST), Observatoire compétences-emplois (OCE) et Université du Québec à Montréal. https://oce.uqam.ca/wp-content/uploads/2017/02/Lade%CC%81quation-entre-la-formation-et-lemploi-le-cas-de-la-formation-sur-mesure-dans-lenseignement-supe%CC%81rieur-a%CC%80-Montre%CC%81al.pdf

Douglas, D. (2024, 20 mars). What are microcredentials? And are they worth having? *The Conversation*. http://theconversation.com/what-are-microcredentials-and-are-they-worth-having-224601

Doutreloux, E. (2023). Obstacles d'accès à l'enseignement collégial : que nous apprennent les personnes allophones issues de l'immigration récente ? *Relais. La revue de vulgarisation scientifique sur la réussite en enseignement supérieur*, (2). https://www.oresquebec.ca/relais/obstacles-dacces-a-lenseignement-collegial-que-nous-apprennent-les-personnes-allophones-issues-de-limmigration-recente/

Duchaine, S., Gagnon-Paré, M.-È. & Morin, O. (2014). *Rôles et usages des programmes de courte durée et des programmes constitutifs de grade. À la mesure des besoins de formation universitaire de l'ensemble de la société québécoise*. Université du Québec. https://numerique.banq.qc.ca/patrimoine/details/52327/2436883

Duhaime, É. N. (2022). *L'offre de formation à distance au collégial : état des lieux et enjeux socioéconomiques*. Institut de recherche en économie contemporaine (IREC). https://irec.quebec/publications/rapports-de-recherche/loffre-de-formation-a-distance-au-collegial-etat-des-lieux-et-enjeux-socioeconomiques

ecampus Ontario. (s. d.). *Principes et cadre de microcertification*. ecampus Ontario. https://www.ecampusontario.ca/wp-content/uploads/2021/03/Micro-credentials-fr_v2.pdf

EnviroCompétences. (2023). *Portrait des femmes qui exercent un métier ou une profession en environnement*. Comité sectoriel de main-d'œuvre de l'environnement. https://www.envirocompetences.org/media/nouvelles/document/EnviroComptences-Portraitdesfemmesenenvironnement24102023.pdf

Fédération des cégeps. (2020, 16 octobre). *Les cégeps, piliers de la qualification de la main-d'œuvre au Québec*. https://fedecegeps.ca/communiques/2020/10/les-cegeps-piliers-de-la-qualification-de-la-main-doeuvre-au-quebec/

Fédération des cégeps. (2021). *La réussite au cégep : regards rétrospectifs et prospectifs*. Fédération des cégeps. https://fedecegeps.ca/wp-content/uploads/2021/10/rapport-la-reussite-au-cegep.pdf

Fédération des cégeps. (2023). *Liste des formations | Cégep*. https://www.lecegep.ca/fr ctors=%3Anotempty%3A&regions=%3Anotempty%3A&languages=3138,20075&profiles=21738&mpac=1

FNEEQ. (s. d.). *Pistes de réflexion. Tournée des syndicats négo 2023*. Fédération nationale des enseignantes et enseignants du Québec - CSN. https://www.sppcem.ca/documents/N%C3%89GO%202023/2022-02-22_NEGO%202023_Boite%20outils%20all%C3%A9g%C3%A9e_site%20web.pdf

Fortin, P., Mishagina, N. & Royer, J. (2022). L'effet des cégeps du Québec sur le nombre total d'années de scolarité. *Canadian Public Policy*, *48*(3). https://doi.org/10.3138/cpp.2020-098-fr

France Stratégie, Céreq, Agence de la transition écologique et Ministère de la transition écologique. (2021). *Identifier et accompagner les compétences de la transition écologique. Synthèse du cycle 2020 de webconférences*. https://www.strategie.gouv.fr/sites/strategie.gouv.fr/files/atoms/files/synthese_du_cycle_2020_de_webconferences_-_identifier_et_accompagner_les_competences_de_la_transition_ecologique_0.pdf

Front commun pour la transition énergétique. (2020). *Projet Québec ZéN (zéro émission nette). Feuille de route pour la transition du Québec vers la carboneutralité*. https://www.pourlatransitionenergetique.org/wp-content/uploads/QcZeN-Feuillederoute_v2.pdf

Garon-Épaule, G. (2015). *Les badges numériques et la révolution de l'apprentissage*. Observatoire compétences-emplois. https://oce.uqam.ca/les-badges-numeriques-et-la-revolution-de-lapprentissage/

GIEC. (2023). *Agir sans attendre pour le climat : la clé d'un avenir vivable*. [Communiqué de presse sur le Rapport de synthèse]. Groupe d'experts intergouvernemental sur l'évolution du climat. https://www.ipcc.ch/report/ar6/syr/downloads/press/IPCC_AR6_SYR_PressRelease_fr.pdf

Gooch, E., Chaktsiris, M., Jae, K., Patterson, L., Suleman, S., Crawford Urban, M., Cukier, W. & Luke, R. (2022). *The future is micro: Digital learning and microcredentials for education, retraining and lifelong learning*. The Future Skills Centre – Centre des Compétences futures. https://fsc-ccf.ca/research/micro-credentials-for-retraining-and-lifelong-learning

Goudet, A. (2021). La reconnaissance des acquis et compétences, entre autonomie des universités et discrimination systémique des personnes immigrantes. *L'Esprit libre*. https://revuelespritlibre.org/la-reconnaissance-des-acquis-et-competences-entre-autonomie-des-universites-et-discrimination

Gurtner, J.-L. & Zahnd, J. (2003). L'accompagnement pédagogique. Un incontournable de la formation professionnelle continue à distance. *Distances et savoirs*, *1*(4). https://www.cairn.info/revue-distances-et-savoirs-2003-4-page-459.htm

Hango, D. (2014). *Les diplômés universitaires ayant des niveaux de compétence moindres en littératie et en numératie*. Statistique Canada. https://www150.statcan.gc.ca/n1/pub/75-006-x/2014001/article/14094-fra.htm

Harvey, D., Wilde, R. & Roy, P. (2023). *Employer and employee perceptions of micro-credentials*. Centres des compétences futures. http://hdl.voced.edu.au/10707/653646

Horth, P. (2023, 25 mai). *Reconnaissance des acquis et des compétences (RAC): Comment accroître l'agilité des services de RAC dans les universités ?* Journées d'études 2023 de l'ACDEAULF, ENAP Montréal.

ICÉA. (2019a). *Le droit à l'éducation des adultes a un prix. Avis sur le financement de l'éducation des adultes*. Institut de coopération pour l'éducation des adultes. https://icea.qc.ca/sites/icea.qc.ca/files/IC%C3%89A_Avis_financement_EA_Final_18_11_2019_0.pdf

ICÉA. (2019b). *Obstacles et incitatifs à la participation des adultes*. Institut de coopération pour l'éducation des adultes. https://apprendre-agir.icea.qc.ca/index.php/INDICATEUR_15

ICÉA. (2020). *Le droit à l'éducation pour tous les adultes : créer les conditions d'une éducation inclusive. Avis de l'ICÉA sur les populations en situation d'inégalités*. Institut de coopération pour l'éducation des adultes. https://icea.qc.ca/sites/icea.qc.ca/files/ICEA_Avis-sur-les-populations-en-situation-inegalite_22septembre2020_0.pdf

Inforoute FPT. (2023). *Attestation d'études collégiales (AEC)*. Inforoute de la formation professionnelle et technique. https://www.inforoutefpt.org/formation-technique/attestation-etudes-collegiales

ISQ. (2023). *Résultats de l'Enquête sur les pratiques de formation en emploi au Québec, 2021*. Institut de la statistique du Québec. https://www.cpmt.gouv.qc.ca/fileadmin/fichiers_cpmt/Publications/EPFEQ-rapport-enquete_formation_2021.pdf

Jafar, H. F. (2023). Transition Experiences of Mature Students at Ontario Colleges. *Canadian Journal of Higher Education*, *52*(4). https://doi.org/10.47678/cjhe.v52i4.189729

Julien, M. & Gosselin, L. (2013). *Comment l'État et les établissements universitaires abordent-ils les réalités étudiantes actuelles ? Document complémentaire à l'avis du Conseil intitulé « Parce que les façons de réaliser un projet d'études universitaires ont changé… »*. Conseil supérieur de l'éducation. https://www.cse.gouv.qc.ca/en/publications/universitaires-realites-etudiantes-50-2101/

Julien, M. & Gosselin, L. (2016). L'essor de la formation à distance dans le système universitaire québécois. Sommaire des résultats d'une recherche. *Distances et médiations des savoirs. Distance and Mediation of Knowledge*, (14). https://doi.org/10.4000/dms.1474

Kaiser, L., McKenna, K., Lopes, T. & Zarestky, J. (2023). Strategies for supporting adult working learners in the online learning environment. *New Directions for Adult & Continuing Education*, *2023*(179). https://doi.org/10.1002/ace.20502

Kara, M., Erdoğdu, F., Kokoç, M. & Cagiltay, K. (2019). Challenges Faced by Adult Learners in Online Distance Education: A Literature Review. *Open Praxis*, *11*(1). https://doi.org/10.5944/openpraxis.11.1.929

Kasworm, C. E. (2018). Adult Students: A Confusing World in Undergraduate Higher Education. *The Journal of Continuing Higher Education*, *66*(2). https://doi.org/10.1080/07377363.2018.1469077

Kinnari, H. & Silvennoinen, H. (2023). Subjectivities of the lifelong learner in 'humanistic generation' - Critical policy analysis of lifelong learning policies among discourses of UNESCO, the Council of Europe and the OECD. *International Journal of Lifelong Education*, *42*(4). https://doi.org/10.1080/02601370.2023.2234089

Knowles, M. S. (1990). *L'Apprenant adulte : vers un nouvel art de la formation*. Les Éditions d'Organisation.

Lang, J. (2023). Workforce upskilling: can universities meet the challenges of lifelong learning? *The International Journal of Information and Learning Technology*, *40*(5). https://doi.org/10.1108/IJILT-01-2023-0001

Lapointe-Therrien, I. (2021). Les étudiants adultes au collégial : Les comprendre pour mieux les soutenir. *Pédagogie collégiale*, *35*(1). https://eduq.info/xmlui/bitstream/handle/11515/38214/Revue-Automne2021-Vol.35-1_LapointeTherrienRichard.pdf?sequence=2&isAllowed=y

Lebel, D. (2004). *Glossaire québécois de l'éducation des adultes et de la formation continue*. Association des cadres scolaires du Québec.

L'éducation au service de la Terre. (2022). *Perspectives des Canadiens sur les changements climatiques et l'éducation : 2022*. L'éducation au service de la Terre (LST). https://lsf-lst.ca/fr/wp-content/uploads/2022/12/Perspectives-des-Canadiens-sur-les-changements-climatiques-et-leducation-2022-_c.pdf

Lee, K. E., Lee, K., Min, H. Y., Park, S. H. & Heo, J. (2024). "Learning is Like a Preservative": Lifelong Learning as Leisure. *Leisure Sciences*. https://doi.org/10.1080/01490400.2024.2335924

Lefebvre, N. (2018). La formation universitaire. Dans L. Brossard (dir.), *Le financement de l'éducation des adultes. Journée d'étude tenue le 22 février 2018 par l'ICÉA* (p. 39-41). http://bv.cdeacf.ca/EA_PDF/59568.pdf

Legault, A., Edward, K. & Agundez Rodriguez, A. (2023). Aborder l'éducation aux changements climatiques par les perspectives autochtones. Le potentiel de la littérature autochtone. *Spectre*, *53*(1). https://www.aestq.org/fr/aborder-l-ecc

Lemieux, A. (2020). *L'organisation de l'éducation au Québec – Version 2020*. Editions JFD.

Lin, X. & Sun, Q. (2022). Discussion Activities in Asynchronous Online Learning: Motivating Adult Learners' Interactions. *The Journal of Continuing Higher Education*, *72*(1). https://doi.org/10.1080/07377363.2022.2119803

LJD Conseils. (2022). *Sondage sur la formation continue au Québec. Rapport des sondages auprès d'individus et d'organisations sur l'accessibilité à la formation continue*. [Rapport remis au Secrétariat de la CPMT et à son chantier de la présidence en formation continue]. Commission des partenaires du marché du travail. https://www.cpmt.gouv.qc.ca/fileadmin/fichiers_cpmt/Partenaires/LJD_RAP_Acces_FC_2022.pdf

Loock, V. S., Fleischer, J., Scheunemann, A., Froese, L., Teich, K. & Wirth, J. (2022). Narrowing down dimensions of e-learning readiness in continuing vocational education — perspectives from the adult learner. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.1033524

MacDonald, M. (2022). Les microcertifications sont-elles l'avenir de l'enseignement supérieur? *Affaires universitaires*. https://www.affairesuniversitaires.ca/articles-de-fond/article/les-microcertifications-sont-elles-lavenir-de-lenseignement-superieur/

Martel, J. (2023). La formation continue collégiale : Un objet invisible en manque de reconnaissance ? *Canadian Journal for the Study of Adult Education*, *35*(01). https://doi.org/10.56105/cjsae.v35i01.5679

Marzarte-Fricot, N. (2019). Les facteurs internes et externes ayant un impact sur le retour aux études universitaires des professionnels en transition de carrière. Dans M. Doucet et M. Thériault (dir.), *L'adulte en formation… pour devenir soi. Espaces, passages, débats et défis* (p. 299-321). Presses de l'Université du Québec.

McGreal, R. & Olcott, D. (2022). A strategic reset: micro-credentials for higher education leaders. *Smart Learning Environments*, (9). https://doi.org/10.1186/s40561-022-00190-1

McMillen, L., Bergman, M., Robinson, T., Sheffer, H. & Sims, N. N. (2023, 2 août). *Shifting Student Support to Adult Learners* [Webinaire]. Chronicle of Higher Education. https://connect.chronicle.com/che-ci-wbn-2023-08-02-lifelong-aws_01-Event-LP---Guided.html?cid=che_ci_web_edit_1_vf_lifelong_aws_

MEES. (2019). *Rapport final – Révision du modèle d'allocation des ressources à l'enseignement collégial public*. Ministère de l'Éducation et de l'Enseignement supérieur.

Mercier, J.-P. (2023). Articuler la vie familiale et les études au cégep : Besoins des mères-étudiantes et stratégies institutionnelles. *Canadian Journal for the Study of Adult Education*, *35*(01). https://doi.org/10.56105/cjsae.v35i01.5690

Mercier, J.-P., Brossard, L., Parent-Poisson, N. & Dalle, C. (2021). *Besoins des mères-étudiantes et stratégies institutionnelles en matière d'articulation études-famille-emploi*. Institut de coopération pour l'éducation des adultes et Université du Québec à Montréal. https://icea.qc.ca/sites/icea.qc.ca/files/ARTI_Rapport2021-11-03_D%C3%A9finitive.pdf

MES. (2021a). *Balises de codification et de modification des programmes d'études conduisant à une attestation d'études collégiales (AEC)*. Ministère de l'Enseignement supérieur du Québec. https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/cegeps/services-administratifs/Balises-Attestation-etudes-collegiales.pdf

MES. (2021b). *Reconnaissance des acquis et des compétences en formation collégiale technique. Cadre général et technique*. Ministère de l'Enseignement supérieur du Québec. https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/education/SARCA/RAC-cadre-general-coll-tech.pdf

MES. (2023a). *La Relance au collégial en formation technique 2022 – La situation d'emploi de personnes diplômées*. Ministère de l'Enseignement supérieur. https://www.education.gouv.qc.ca/fileadmin/administration/librairies/documents/Ministere/acces_info/Statistiques/Enquetes_Relance/Collegial/Brochure-relance-2022.pdf

MES. (2023-b). *Répartition des effectifs au collégial, au trimestre d'automne, selon le réseau d'enseignement, l'organisme collégial et le type de formation, pour les années scolaires 2019-2020 à 2023-2024* (DGPP, DSIG, portail informationnel Socrate (ministère de l'Enseignement supérieur)).

MES. (2023-c). *Répartition des effectifs universitaires, au trimestre d'automne, selon l'organisme universitaire déclaré, l'établissement fréquenté déclaré* et le cycle d'étude, pour les années universitaires 2019-2020 à 2023-2024* (DGPP, DSIG, portail informationnel GDEU (ministère de l'Enseignement supérieur)).

MES. (s. d.). *Enquête Relance 2022 au collégial en formation technique. Survol des résultats obtenus auprès des titulaires d'une attestation d'études collégiales (AEC)*. Ministère de l'Enseignement supérieur du Québec. https://www.education.gouv.qc.ca/fileadmin/administration/librairies/documents/Ministere/acces_info/Statistiques/Enquetes_Relance/Collegial/enquete-relance-2022.pdf

Millard, L., Blackwell Young, J. & Hogan, J. (2023). Designing personalized student development through microcredentials: an institutional approach. Dans D. Willison et E. Henderson (dir.), *Perspectives on enhancing student transition into higher education and beyond* (p. 122-142). IGI Global. https://doi.org/10.4018/978-1-6684-8198-1.ch006

Ministère de la Famille. (2019). *Les besoins de garde des parents-étudiants québécois et les services qui leur sont offerts en milieu d'études - Rapport de recherche*. Ministère de la famille.

Ministère de l'Éducation. (2002). *Politique gouvernementale d'éducation des adultes et de formation continue*. Gouvernement du Québec. https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/education/adultes/Politique-gouvernementale-education-adultes-formation-continue.pdf

Ministère des Finances. (2022). *Budget 2022-2023 – Plan budgétaire*. Gouvernement du Québec. https://www.budget.finances.gouv.qc.ca/budget/2022-2023/

Molthan-Hill, P., Blaj-Ward, L., Mbah, M. F. & Ledley, T. S. (2022). Climate Change Education at Universities: Relevance and Strategies for Every Discipline. Dans M. Lackner, B. Sajjadi et W.-Y. Chen (dir.), *Handbook of Climate Change Mitigation and Adaptation* (p. 3395-3457). Springer International Publishing. https://doi.org/10.1007/978-3-030-72579-2_153

Montayre, J., Maneze, D., Salamonson, Y., Tan, J. D. L. & Possamai-Inesedy, A. (2023). The Making of Age-Friendly Universities: A Scoping Review. *The Gerontologist*, *63*(8). https://doi.org/10.1093/geront/gnac084

Montepare, J. M. (2022). Age-friendly Universities (AFU): Combating and inoculating against ageism in a pandemic and beyond. *Journal of Social Issues*, *78*(4). https://doi.org/10.1111/josi.12541

Moreau, C. (2017). *Apprenantes en formation continue en ligne : expérience d'éducatrices de jeunes enfants* [Thèse de doctorat, Université du Québec à Montréal]. https://depot-e.uqtr.ca/id/eprint/8380/1/031932623.pdf

Morin, É., Therriault, G. & Bader, B. (2022). Le développement du sentiment de pouvoir agir des jeunes face aux changements climatiques à l'école secondaire. *Éducation relative à l'environnement : regards - Recherches - Réflexions*, *17*(1). https://id.erudit.org/iderudit/1093835ar

Morrissette, J. & Larochelle, M. (2021). *Recension des écrits scientifiques sur la reconnaissance des acquis expérientiels*. Université de Montréal.

Mwaba, M., Baldwin, N. & Richter, S. (2022). Les microcertifications gagnent en popularité, mais quelle forme leur donner ? *Policy Options*. https://policyoptions.irpp.org/fr/magazines/microcertifications-formation-education/

Nadeau, V. (2015). *La conciliation famille-études au niveau collégial : comment favoriser l'accès aux parents-étudiants ?* Regroupement des groupes de femmes de la région de la Capitale-Nationale. http://www.espacejeunesfemmes.com/wp-content/uploads/2015/07/La-conciliation-famille-%C3%A9tudes-au-niveau-coll%C3%A9gial.pdf

Nguyen, N. B. C. (2022). Improving Online Learning Design for Employed Adult Learners. Dans P. Fotaris et A. Blake (dir.), *Proceedings of the 21st European Conference on e-Learning* (p. 302-309). Academic Conferences and publishing limited. https://papers.academic-conferences.org/index.php/ecel/article/view/554/799

Normand, R. (2023). Postface. La certification comme nouvelle épreuve de l'« individu apprenant » dans la gouvernementalité européenne de la Formation tout au long de la vie. *Formation emploi*, *163*(3). https://doi.org/10.4000/formationemploi.11983

Nunez-Pelletier, L. (2022, 29 décembre). Les microprogrammes se multiplient à l'UQAM. *Montréal Campus*. https://montrealcampus.ca/2022/12/29/les-microprogrammes-se-multiplient-a-luqam/

OCDE. (2019). *Getting Skills Right: Future-Ready Adult Learning Systems*. Organisation de coopération et de développement économiques. https://doi.org/10.1787/9789264311756-en

OCDE. (2023). *Micro-credentials for lifelong learning and employability: Uses and possibilities*. Organisation de coopération et de développement économiques. https://www.oecd.org/publications/micro-credentials-for-lifelong-learning-and-employability-9c4b7b68-en.htm

OIT. (2019). *Skills for a greener future: a global view*. Organisation internationale du travail. http://www.ilo.org/skills/pubs/WCMS_732214/lang--en/index.htm

OIT. (2023). *Gender equality and inclusion for a just transition in climate action: A practical guide*. Organisation internationale du travail. http://www.ilo.org/global/topics/equality-and-discrimination/gender-equality/WCMS_905739/lang--en/index.htm

Oliver, B. (2022). *Towards a common definition of micro-credentials*. Organisation des Nations unies pour l'éducation, la science et la culture (UNESCO). https://unesdoc.unesco.org/ark:/48223/pf0000381668

ONU. (s. d.). *Objectifs de développement durable*. Organisation des Nations unies. Récupéré le 29 novembre 2023 de https://www.un.org/sustainabledevelopment/fr/education/

OQLF. (2002). *Unité de formation continue*. Office québécois de la langue française. Grand dictionnaire terminologique. https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/8364609/unite-de-formation-continue

OQLF. (2018). *Université du troisième âge*. Office québécois de la langue française. Grand dictionnaire terminologique. https://vitrinelinguistique.oqlf.gouv.qc.ca/fiche-gdt/fiche/18080665/universite-du-troisieme-age

OQLF. (2023). *Vocabulaire de l'enseignement à distance et du télétravail*. Office québécois de la langue française. https://www.oqlf.gouv.qc.ca/ressources/bibliotheque/dictionnaires/vocabulaire-enseignement-distance-et-teletravail.aspx

ORES. (2023). *Équité, diversité et inclusion : au cœur de la réussite étudiante*. Observatoire sur la réussite en enseignement supérieur. https://www.oresquebec.ca/dossiers/equite-diversite-et-inclusion-edi-au-coeur-de-la-reussite-etudiante/

Orman, R., Şimşek, E. & Kozak, Ç. M. A. (2023). Micro-credentials and reflections on higher education. *Higher Education Evaluation and Development*, *17*(2). https://doi.org/10.1108/HEED-08-2022-0028

Pachler, N. (2023). Unbundling and Aggregation: Adapting Higher Education for Lifelong Learning to the New Skills Agenda and to Digital Transformation. Dans K. Evans, W. O. Lee, J. Markowitsch et M. Zukas (dir.), *Third International Handbook of Lifelong Learning* (p. 801-820). Springer International Publishing. https://doi.org/10.1007/978-3-031-19592-1_36

Paquelin, D. & Chantal, M. (2019). *Flexibilisation : principes et repères. Guide à l'intention des établissements d'enseignement supérieur*. Université Laval.

Pasma, C. & Vick, M. (2022). Précarisation de l'enseignement universitaire : portrait des tendances au Canada. Dans M. Séguin, F. Guay, M.-P. Boucher, D. Lewis et B. Héon-Morissette (dir.), *Les enseignantes et enseignants contractuels dans l'université du XXIe siècle* (p. 25-37). https://www.acfas.ca/sites/default/files/2022-11/Acfas_Cahier-scientifique_no120_numerique_VF_nov2022.pdf#page=131

PEQAB. (s. d.). *Ontario Micro-Credentials: Harnessing the Potential. A recommendation for an Ontario Micro-Credential Quality Assurance Framework*. Postsecondary Education Quality Assessment Board. https://www.peqab.ca/Publications/OMC%20FINAL%20REPORT%20POSTED.pdf

Petit, M., Deaudelin, C. & Brouillette, L. (2015, juin). *Recommandations à l'égard d'usages pédagogiques de dispositifs humains et numériques pour favoriser la présence en formation à distance : synthèse de trois recensions systématiques*. Colloque international : Apprendre, Transmettre, Innover à et par l'Université, Montpellier, France. https://hal.science/hal-01278228

Pichette, J., Brumwell, S., Rizk, J. & Han, S. (2021). *Donner un sens aux microcertifications*. Conseil ontarien de la qualité de l'enseignement supérieur. https://heqco.ca/wp-content/uploads/2021/05/Formatted_Microcredentials_FINAL_FR2.pdf

Pichette, J. & Courts, R. (2024). *Les microcertifications d'études supérieures offertes en Ontario : que nous révèlent les données probantes ?* Conseil ontarien de la qualité de l'enseignement supérieur. https://heqco.ca/fr/pub/les-microcertifications-detudes-superieures-offertes-en-ontario-que-nous-revelent-les-donnees-probantes/

Proulx, M.-U. & Bouchard, P.-L. (2020). L'enseignement supérieur et les systèmes d'innovation en région au Québec. *Recherches sociographiques*, *61*(1). https://doi.org/10.7202/1075899ar

Quirion, R. (2021). *L'Université québécoise du futur : Tendances, enjeux, pistes d'action et recommandations*. Fonds de recherche du Québec. https://cdn-contenu.quebec.ca/cdn-contenu/adm/min/education/publications-adm/rapport-reflexion-consultation/Rapport-universite-quebecoise-futur.pdf

Raby, R. L., Legusov, O., Addae, D., Martel, J., Mou, L. & Wood, D. (2023). Role of community colleges and other TVET institutions in advancing sustainable development by supporting access, diversity, and inclusion for nontraditional student populations. *Diaspora, Indigenous, and Minority Education*, *17*(3). https://doi.org/10.1080/15595692.2022.2157397

Reimers, F. M. (2021). The Role of Universities Building an Ecosystem of Climate Change Education. Dans F. M. Reimers (dir.), *Education and Climate Change: The Role of Universities* (p. 1-44). Springer International Publishing. https://doi.org/10.1007/978-3-030-57927-2_1

Renner, B. J. & Skursha, E. (2022). Support for Adult Students to Overcome Barriers and Improve Persistence. *The Journal of Continuing Higher Education*, *71*(3). https://doi.org/10.1080/07377363.2022.2065435

Rey-Lescure, G. & Lefebvre, N. (2018). La formation collégiale. Dans L. Brossard (dir.), *Le financement de l'éducation des adultes. Journée d'étude tenue le 22 février 2018 par l'ICÉA* (p. 35-39). http://bv.cdeacf.ca/EA_PDF/59568.pdf

Ricard, C. (2018). *La perception d'un apprentissage extrascolaire par des spécialistes de contenu issus du corps enseignant du secteur technique au collégial dans le cadre de la reconnaissance des acquis et des compétences* [Mémoire de maîtrise, Université du Québec à Montréal]. Archipel. https://archipel.uqam.ca/12526/1/M15872.pdf

Richard, É. (2023). Difficultés rencontrées par les étudiants adultes au collégial. *Canadian Journal of Higher Education*, *53*(2). https://doi.org/10.47678/cjhe.v53i2.190061

Richard, É., Tardif, S. & Savard, C. (2023). *Enquête sur la réussite à l'enseignement collégial. Rapport de recherche spécifique portant sur les étudiantes et les étudiants de 24 ans et plus*. ÉCOBES, CRIPESH et IRIPII. https://ecobes.cegepjonquiere.ca/media/tinymce/Enquete_ReussiteCollegial/EnqueteReussite_Rapport_24AnsPlus.pdf

Ruşitoru, M.-V. (2017). Les fondements politiques, économiques, sociaux, personnels et pédagogiques de la notion d'éducation tout au long de la vie. *Revista de Pedagogie - Journal of Pedagogy*, *65*(1). https://revped.ise.ro/wp-content/uploads/2017/07/2017.-1.-7-22-Rusitoru-M..pdf

Saucier, R. (2014). *Glossaire de la formation à distance et de la formation en ligne*. Société de formation à distance des centres de services scolaires et des commissions scolaires du Québec (SOFAD).

Sauvé, L., Asselin, H., Marcoux, C. & Robitaille, J. (2018). *Stratégie québécoise d'éducation en matière d'environnement et d'écocitoyenneté. Défis, visions et pistes d'action*. Centre de recherche en éducation et formation relatives à l'environnement et à l'écocitoyenneté (Centr'ERE).

Scheed, H. (2023). Pôle d'expertise en transition verte et de la main-d'œuvre. Pour faire face aux enjeux du marché du travail. *Vecteur Environnement*, *56*(3). https://reseau-environnement.com/wp-content/uploads/2023/08/Vecteur_final_sept_2023_URL.pdf

Schreiber-Barsch, S. & Mauch, W. (2019). Adult learning and education as a response to global challenges: Fostering agents of social transformation and sustainability. *International Review of Education*, *65*. https://doi.org/10.1007/s11159-019-09781-6

Simard, M. (2021). *Comprendre et intervenir auprès des étudiants en situation de sous-compétences en littératie au collégial*. Journées REPFRAN du Carrefour de la réussite au collégial de la Fédération des cégeps. https://clg.qc.ca/wp-content/uploads/2022/11/Pre__sentation_Michel_Simard_REPFRAN_1er_avril_2021.pdf

Solar, C., Baril, D., Roussel, J.-F. & Lauzon, N. (2016). Les obstacles à la formation en entreprise. *Savoirs*, *41*(2). https://doi.org/10.3917/savo.041.0009

Staiculescu, R. (2011). *La persévérance scolaire des adultes (immigrants récents et non immigrants) dans un contexte d'éducation des adultes et de formation continue* [Thèse de doctorat, Université du Québec à Montréal]. Archipel. https://archipel.uqam.ca/4003/1/D2132.pdf

Stoddard, E., Ruda, A., Trieckel, E. & Gallagher, S. R. (2023). *Getting started with microcredentials: a primer for higher education leaders*. Future of Higher Education and Talent Strategy, Northeastern University.

St-Pierre, L., Martel, L., Ruel, F. & Lauzon, M. (2010). Expérimentation d'une démarche et d'instruments de reconnaissance des acquis expérientiels en enseignement collégial au Québec. *Revue des sciences de l'éducation*, *36*(1). https://doi.org/10.7202/043989ar

Sualehi, S. H. (2023). (Some) adults left behind: Digital literacy and the working learner. *New Directions for Adult and Continuing Education*, (179). https://doi.org/10.1002/ace.20503

Thi Ngoc Ha, N., Spittle, M., Watt, A. & Van Dyke, N. (2023). A systematic literature review of micro-credentials in higher education: a non-zero-sum game. *Higher Education Research & Development*, *42*(6). https://doi.org/10.1080/07294360.2022.2146061

Trépanier, N. & Grullon, M. (2023). Pédagogie inclusive au collégial: Réflexion sur des enjeux de formation. *Canadian Journal for the Study of Adult Education*, *35*(01). https://doi.org/10.56105/cjsae.v35i01.5730

UIL. (2022). *Faire de l'apprentissage tout au long de la vie une réalité : un manuel pratique*. Institut de l'UNESCO pour l'apprentissage tout au long de la vie. https://unesdoc.unesco.org/ark:/48223/pf0000384238

UIL & Université ouverte de Shanghai. (2023a). *Institutional practices of implementing lifelong learning in higher education: research report*. Institut de l'UNESCO pour l'apprentissage tout au long de la vie et Université ouverte de Shanghai. https://unesdoc.unesco.org/ark:/48223/pf0000385434/PDF/385434eng.pdf.multi

UIL & Université ouverte de Shanghai. (2023b). *Tendances internationales de l'apprentissage tout au long de la vie dans l'enseignement supérieur : rapport de recherches*. Institut de l'UNESCO pour l'apprentissage tout au long de la vie et Université ouverte de Shanghai. https://unesdoc.unesco.org/ark:/48223/pf0000385559

UNESCO. (2020). *L'Éducation au développement durable : Feuille de route*. Organisation des Nations unies pour l'éducation, la science et la culture. https://unesdoc.unesco.org/ark:/48223/pf0000374891/PDF/374891fre.pdf.multi

UNESCO. (2023). *ODD 4 : Parcours d'apprentissage flexibles dans l'enseignement supérieur – de la politique à la pratique. Une analyse comparative internationale*. Organisation des Nations unies pour l'éducation, la science et la culture. https://unesdoc.unesco.org/ark:/48223/pf0000386821/PDF/386821fre.pdf.multi

Université de Montréal. (2010). *Rapport. Comité ad hoc sur la Formation continue à l'Université de Montréal*. Université de Montréal. https://secretariatgeneral.umontreal.ca/public/secretariatgeneral/documents/doc_officiels/documents-institutionnels/Rapport_FC_26-03-10.pdf

UQAM. (2012). *Lexique - terminologie universitaire*. Université du Québec à Montréal. https://etudier.uqam.ca/lexique

Varadarajan, S., Koh, J. H. L. & Daniel, B. K. (2023). A systematic review of the opportunities and challenges of micro-credentials for multiple stakeholders: learners, employers, higher education institutions and government. *International Journal of Educational Technology in Higher Education*, *20*(1). https://doi.org/10.1186/s41239-023-00381-x

Vérificateur général du Québec. (2018). *Formation technique au collégial*. Vérificateur général du Québec. https://www.vgq.qc.ca/Fichiers/Publications/rapport-annuel/2018-2019-novembre2018/fr_Rapport2018-2019-novembre2018-Chap02.pdf

Vertongen, G. (2020). *Réussite des adultes en reprise d'études universitaires. Perspective intégrative*. Presses universitaires de Louvain.

Villemagne, C. & Sauvé, L. (2021). L'éducation relative à l'environnement auprès des adultes : mouvances et repères. *Éducation relative à l'environnement : regards - Recherches - Réflexions*, *16*(1). https://id.erudit.org/iderudit/1079148ar

Wheelahan, L. & Moodie, G. (2021). Analysing micro-credentials in higher education: a Bernsteinian analysis. *Journal of Curriculum Studies*, *53*(2). https://doi.org/10.1080/00220272.2021.1887358

Williamson, B. & Hogan, A. (2021). *Pandemic Privatisation in Higher Education: Edtech and University Reform*. Education International. https://issuu.com/educationinternational/docs/2021_eiresearch_gr_covid19_commercialisation_digit?fr=sNTdjNzI5MTkzMTM

Yagoubi, A. & Tremblay, D.-G. (2022). *La conciliation famille-travail-études dans les établissements d'enseignement supérieur du Québec. Mesures et initiatives des universités et des cégeps*. Ministère de l'enseignement supérieur. https://cfte.teluq.ca/teluqDownload.php?file=2022/04/Rapport_FINAL-DGTConciliation.pdf

Observatoire
sur la réussite
en enseignement
supérieur

ORES

oresquebec.ca
info@oresquebec.ca

Follow ORES on **in** and **f**