

Analysis and synthesis of
the results of a survey

The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards



2008-2009

Secteur de la formation professionnelle et technique et de la formation continue

SARCA

SERVICES D'ACCUEIL, DE RÉFÉRENCE,
DE CONSEIL ET D'ACCOMPAGNEMENT

Québec 

Analysis and synthesis of
the results of a survey

The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards



Secteur de la formation professionnelle et technique et de la formation continue

SARCA

SERVICES D'ACCUEIL, DE RÉFÉRENCE,
DE CONSEIL ET D'ACCOMPAGNEMENT

Direction de l'éducation
des adultes et de l'action
communautaire

This study was conducted by Réginald Grégoire inc. Réginald Grégoire and Marielle Demers analyzed the documentation and prepared the report, while Gilles Martel was responsible for word-processing tasks.

Coordination

Lino Mastriani, coordonnateur
Direction de l'éducation des adultes et de l'action communautaire

Responsible of the production

Élisabeth Manka

Redaction

Réginald Grégoire inc.
Réginald Grégoire
Marielle Demers

Layout

Christiane Giroux

Photo credit

Photo Manifestation
CLUB 2/3, Philippe De Villers, photographer

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2008—08-00310

ISBN 978-2-550-53527-0 (PDF)
ISBN 978-2-550-53528-7 (printed version)
Legal deposit – Bibliothèque et Archives nationales du Québec, 2008

Table of contents

List of tables.....	vii
Foreword.....	1
General introduction.....	3
I Context of the MEQ survey	5
II Selection of school boards	6
III Questionnaire and responses	7
IV Preliminary compilation	8
V The study.....	8
VI Additional information.....	10
Chapter One	13
An overview of reception, referral, counselling and support services	13
Introduction	15
I Organizational chart	15
II Mission and orientations of services	15
III Changes made to services in the past five years.....	17
IV Outcomes of the changes	20
V Difficulties encountered.....	21
VI Establishing a budget.....	22
Highlights	23
Chapter Two	25
Information about the people receiving services.....	25
Introduction	27
I Adults enrolled in a learning activity and adults who attended the first day of classes .	28
II Categories of adults centres would like to reach.....	31
1. Adult education centres.....	31
2. Vocational training centres.....	31
III Characteristics of newly enrolled adults.....	32
1. Number of newly enrolled adults.....	33
2. Newly enrolled adults referred to a centre by a local employment centre.....	35
3. Newly enrolled adults referred to a centre by an organization other than a local employment centre.....	38
4. Newly enrolled adults not referred by any organization	39
5. Newly enrolled adults who dropped out within the first three weeks of classes....	41
Highlights	43

Chapter Three.....	47
Orientations of reception, referral, counselling and support services, especially with respect to staff activities	47
Introduction	49
I Connections between centre orientations and those of reception, referral, counselling and support services	49
1. Existence of a document explaining these connections.....	49
2. Description of the connections	50
II Procedure followed by staff members	51
1. Components of the various procedures	51
2. Applications.....	64
Highlights	65
Chapter Four.....	67
Partnerships.....	67
Introduction	69
I Ties established	69
II Evaluation of relationships with partners	72
1. Sources of satisfaction	72
2. Difficulties.....	72
III Specific agreements with partners	73
IV Possibility of establishing additional ties	74
V Needs not being met by reception, referral, counselling and support services	74
Highlights	75
Chapter Five	77
Roles and duties of staff members	77
Introduction	79
I Classes of employees and the nature and scope of their activities.....	79
1. Adult education centres.....	80
2. Vocational training centres.....	93
3. Other institutions	102
4. General overview	106
II Annual planning.....	113
III Obstacles to organization or planning	114
IV Frequency and purpose of meetings.....	115
Highlights	118
Chapter Six	121
Knowledge and skills required of staff, and professional development	121
Introduction	123
I Knowledge and skills required of the different classes of employees	123

1.	Guidance counsellor	124
2.	Educational and vocational information counsellor	126
3.	Training consultant.....	127
4.	Teacher.....	128
5.	Psychoeducator	129
6.	Student trainee in guidance or educational information	130
7.	Social worker.....	131
8.	Receptionist	132
9.	Office clerk	133
10.	Secretary.....	134
11.	Education consultant.....	135
12.	Other classes of employees.....	136
13.	“Other” classes of employees and areas of knowledge and skills	137
II	Professional development activities held between 2001 and 2003.....	137
III	Professional development activities requested by staff members.....	139
	Highlights	140
Chapter Seven.....		141
Intervention tools.....		141
Introduction		143
I	Forms used	143
1.	Administrative aspects of admission and registration	144
2.	Prior learning.....	144
3.	Act of choosing, changing or dropping a learning activity	145
II	Information about prior learning	146
1.	Information requested by staff members.....	146
2.	Information not requested but deemed useful.....	147
III	Most relevant tools	147
IV	Tools lacking	150
Highlights		151
Chapter Eight.....		153
Promotion of services		153
Introduction		155
I	Promotional activities	155
1.	Promotional methods used	155
2.	How the methods used are viewed.....	156
II	Outcomes of promotional activities	157
III	Obstacles	158
1.	According to adult education centres.....	158
2.	According to vocational training centres	159
IV	Initiatives and incentives for adults to pursue their studies	160
1.	Community-based education	161

2. Customized training	161
3. Innovative orientations and practices.....	161
4. Adults with difficulties	162
5. Specific groups.....	163
V Assignment of staff to the promotion of reception, referral, counselling and support services	163
Highlights	164
Chapter Nine.....	167
Cost of services	167
Introduction	169
I Cost of services and when fees are collected	170
1. In adult education centres	170
2. In vocational training centres	172
II Criteria for determining how financial resources are allocated to the different reception, referral, counselling and support services	174
III Counsellor/consultant-adult and support staff-adult ratios	174
1. Counsellor/consultant-adult ratio.....	174
2. Support staff-adult ratio.....	176
IV Weekly schedules of reception and referral services	176
Highlights	177
Chapter Ten.....	179
Evaluation and quality management.....	179
Introduction	181
I Accountability in reception, referral, counselling and support services	181
II Evaluation of services	182
Highlights	182
Conclusion	183
A few reminders	185
Content of the study	185
Results of the study and their implications.....	186
List of documents cited	189
APPENDIXES	191
Appendix I List of school boards that responded to the DFGA questionnaire, by region. 193	
Appendix II Questionnaire on the state of reception, referral, counselling and support services offered to adults in the school boards March 24, 2003	195
Bibliography	215

List of tables

TABLE 1	Difference between the number of adults enrolled in an adult education centre over a period of about three months in 2002 and the number of adults who attended the first day of classes, by age group	30
TABLE 2	Difference between the number of adults enrolled in a vocational training centre over a period of about three months in 2002 and the number of adults who attended the first day of classes, by age group	30
TABLE 3	Total number of adults newly enrolled in an adult education centre over a period of about three months in 2002, by highest level of education recognized and sex	34
TABLE 4	Total number of adults newly enrolled in a vocational training centre over a period of about three months in 2002, by highest level of education recognized and sex	35
TABLE 5	Number of newly enrolled adults referred to an adult education centre by a local employment centre over a period of about three months in 2002, by highest level of education recognized and sex	37
TABLE 6	Number of newly enrolled adults referred to a vocational training centre by a local employment centre over a period of about three months in 2002, by highest level of education recognized and sex	38
TABLE 7	Number of adults newly enrolled in an adult education centre who were not referred by an organization over a period of about three months in 2002, by highest level of education recognized and sex	40
TABLE 8	Number of adults newly enrolled in a vocational training centre who were not referred by an organization over a period of about three months in 2002, by highest level of education recognized and sex	41
TABLE 9	Number of adults newly enrolled in an adult education centre over a period of about three months in 2002 who dropped out within the first three weeks of classes, by highest level of education recognized and sex	42
TABLE 10	Number of adults newly enrolled in a vocational training centre over a period of about three months in 2002 who dropped out within the first three weeks of classes, by highest level of education recognized and sex	43

TABLE 11	Organizations, agencies or institutions with adult education and vocational training centres have formed partnerships, and approximate percentage of centres that have formed such partnerships	70
TABLE 12	Classes of employees working in reception, referral, counselling or support services in an adult education centre, and the number (N) and percentage (%) of centres in which they work	82
TABLE 13	Total number of different tasks (N tasks) performed by the different classes of employees working in reception, referral, counselling or support services in adult education centres	83
TABLE 14	Number of different tasks performed by different classes of employees, by number of adult education centres in which these tasks are performed	84
TABLE 15	Classes of employees that perform 1 or more reception, referral, counselling or support tasks in 1 or 2 adult education centres	85
TABLE 16	Classes of employees working in reception, referral, counselling of support services in a vocational training centre, and the number (N) and percentage (%) of centres in which they work	93
TABLE 17	Total number of different tasks (N tasks) performed by the different classes of employees working in reception, referral, counselling and support services in vocational training centres	95
TABLE 18	Number of different tasks performed by different classes of employees, by number of vocational training centres in which these tasks are performed	96
TABLE 19	Classes of employees that perform 1 or more reception, referral, counselling or support tasks in 1 or 2 vocational training centres	97
TABLE 20	Classes of employees working in reception, referral, counselling of support services in adult education or vocational training in an institution other than an adult education centre or a vocational training centre, and number (N) of institutions in which each class of employees works	103
TABLE 21	Number of different tasks (N tasks) performed by classes of employees working in reception, referral, counselling or support services in adult education or vocational training in institutions other than an adult education or vocational training centre	104
TABLE 22	List of classes of employees (in alphabetical order), by type of institution in which they work in reception, referral, counselling or support services	107

TABLE 23	Reference framework for the types of tasks performed by reception, referral, counselling and support staff in adult education centres, vocational training centres and other institutions	112
TABLE 24	Number of adult education centres, vocational training centres and other institutions that encounter obstacles in the organization or annual planning of their reception, referral, counselling or support activities or services	115
TABLE 25	Number of adult education centres, vocational training centres and other institutions in which reception, referral, counselling and support staff must attend meetings or in which they would like there to be more such meetings	116
TABLE 26	Number of adult education centres, vocational training centres and other institutions, by topics discussed in current meetings and main topics that reception, referral, counselling and support staff would like to discuss in future meetings	117
TABLE 27	Number of adult education centres and vocational training centres that require each area of knowledge or skill of guidance counsellors working in reception, referral, counselling and support services	125
TABLE 28	Number of adult education centres and vocational training centres that require each area of knowledge or skill of education and vocational information counsellors working in reception, referral, counselling and support services	126
TABLE 29	Number of adult education centres and vocational training centres that require each area of knowledge or skill of training consultants working in reception, referral, counselling and support services	127
TABLE 30	Number of adult education centres and vocational training centres that require each area of knowledge or skill of teachers working in reception, referral, counselling and support services	128
TABLE 31	Number of adult education centres and vocational training centres that require each area of knowledge or skill of psychoeducators working in reception, referral, counselling and support services	129
TABLE 32	Number of adult education centres and vocational training centres that require each area of knowledge or skill of student trainees in guidance or educational information working in reception, referral, counselling and support services	130

TABLE 33	Number of adult education centres and vocational training centres that require each area of knowledge or skill of social workers working in reception, referral, counselling and support services	131
TABLE 34	Number of adult education centres and vocational training centres that require each area of knowledge or skill of receptionists working in reception, referral, counselling and support services	132
TABLE 35	Number of adult education centres and vocational training centres that require each area of knowledge or skill of office clerks working in reception, referral, counselling and support services	133
TABLE 36	Number of adult education centres and vocational training centres that require each area of knowledge or skill of secretaries working in reception, referral, counselling and support services	134
TABLE 37	Number of adult education centres and vocational training centres that require each area of knowledge or skill of education consultants working in reception, referral, counselling and support services	135
TABLE 38	Number of adult education centres and vocational training centres that require each area of knowledge or skill of other classes of employees working in reception, referral, counselling and support services	136
TABLE 39	Number and percentage of professional development activities organized between 2001 and 2003 by at least 10% of the 60 adult education centres and 52 vocational training centres that participated in the survey	138
TABLE 40	Tools deemed relevant for providing reception, referral, counselling and support services and the proportion of institutions that mentioned them	149
TABLE 41	Number of adult education centres offering one or more of six common services and approximate fees charges	171
TABLE 42	Number of vocational training centres offering one or more of six common services and approximate fees charges	173



Foreword

This report is one of the measures taken by the Ministère de l'Éducation, du Loisir et du Sport to revise reception, referral, counselling and support services in school boards and in their adult education centres and vocational training centres. It is a result of the orientations and measures contained in the *Government Policy on Adult Education and Continuing Education and Training* and the related Action Plan (see MEQ, 2002a and 2002b).

The Policy introduces the concept of “reception, referral, counselling and support services” in its final orientation *Removing Obstacles to Access and Retention* (p. 27). It states that “adults need help in clarifying their learning plans and learning about possibilities that may meet their aspirations. These services help adults to return to studies and they contribute to retention.”

The Action Plan describes the general responsibilities of reception, referral, counselling and support services (p. 7), which can be summarized as follows:

- helping adults develop a learning plan
- referring them to other services if necessary counselling them about the recognition of prior learning
- supporting and advising them throughout the learning process

Establishing a record of learning is now a formal responsibility of school board reception and referral services (p. 28).

Since these services contribute to the achievement of the Policy's objectives, the Ministère has taken steps to improve and re-organize them in the network of school boards and has adopted a work plan.

One step in the plan was to draw up a profile of current reception, referral, counselling and support services offered in the school boards, adult education centres and vocational training centres. The aim was to:

- a) gain an overview of the state of these services in the school boards
- b) define the ideal situation and determine how much work would be needed to attain it
- c) if possible, identify indicators for the evaluation of changes made and results obtained in the coming years

Information was gathered from 20 school boards and all of their centres in the spring of 2003. It was compiled, then analyzed and synthesized. The results are presented in this report.

This report is an important reference document for the Ministère and the school boards. It contains a large quantity of valuable information for anyone who wishes to analyze and interpret the situation of a school board or centre, situate it in a broader context, understand the evolution of reception, referral, counselling and support services, or organize discussions about different aspects of these services.

A summary of the study, of interest to a broader spectrum of readers, has also been produced. It will certainly shed light on the state and development of reception, referral, counselling and support services in the school boards and the concerns of staff members and those who work in the same types of services outside the field of education.

Alain Mercier, Director
Direction de la formation générale des adultes
Ministère de l'Éducation, du Loisir et du Sport



General introduction

This study is a follow-up to a survey conducted by the Direction de la formation générale des adultes (DFGA) of the Ministère de l'Éducation (as of February 2005 the Ministère de l'Éducation, du Loisir et du Sport) on reception, referral, counselling and support services offered to adults in the school boards. Based on a compilation of responses to the questionnaire and, in the case of certain questions, on the responses themselves, it provides an analysis, interpretation and synthesis of the information gathered. This introduction describes the context of the study, identifies the participants in the survey, presents the questionnaire and the documentation it elicited, explains the preliminary compilation of the information gathered, as well as the meaning, general approach and content of the study and, lastly, provides additional information, in particular as regards the conventions used in the report.

I Context of the MEQ survey

One of the chapters of the government policy on adult education published on May 2, 2002, addresses obstacles to access and retention (see MEQ, 2002a, p. 27-33). One of the eight areas in which the policy recommends the “removal” of obstacles is reception, referral, counselling and support services¹ (see MEQ, 2002a, p. 27). It states that “educational institutions should provide this type of service throughout their territories and should balance their functions so that adults have access to resource persons to help them” (MEQ, 2002a, p. 27).

The accompanying Action Plan discusses various aspects of these services in greater detail, for example, the second measure under basic education reads as follows:

“In order to encourage adults to undertake a learning plan, in particular in basic education, and to promote retention and success: **improve reception and referral services for adults and offer counselling and support services**” (MEQ, 2002b, p. 7) (in bold and italics in the original text).

According to the Action Plan, “these services will be responsible for:

- helping adults develop their learning plan and, if necessary, referring them to other appropriate services to meet their needs, in particular to community-based groups
- counselling adults about the possible recognition of their prior learning and competencies, about appropriate upgrading activities and about any other educational service likely to meet their needs
- supporting and advising adults throughout the learning process” (MEQ, 2002b, p. 7)

¹ A chapter summary entitled “Taking Action” states that it is necessary “to improve counselling and support services” (see MEQ, 2002a, p. 33).

This is the backdrop for the DFGA survey and, by extension, this study. The result was a questionnaire designed to gather information about various aspects of the current situation of services commonly referred to as reception and referral services in school boards, but which also include counselling and support services, as well as guidance services. The territory covered includes the mission, organization, management, financing and evaluation of services, as well as their clients, the type of interventions, classes of employees, and internal and external approaches and tools.

II Selection of school boards

Twenty school boards were selected to participate in the survey. In response to a request sent by the MEQ to its regional offices on November 29, 2002, the *Tables régionales des directrices générales et des directeurs généraux* for French-language school boards selected one school board per administrative region. The request specified the appropriate selection criteria: the school boards in question must, in recent years, have adapted their reception, referral, counselling and support services to the needs of different target populations, including students already enrolled and have developed new or innovative practices.¹ For English-language school boards, another selection method was applied. In all, of the 69 English and French-language school boards in Québec,² 20 were selected: 17 French-language and 3 English-language (see Appendix I for a complete list).

Since the *Tables régionales des directrices générales et des directeurs généraux* were asked to consider three ministry programs at the same time, it is uncertain whether the selected school boards were those that best met the two above-mentioned criteria. According to a note we received from the DFGA, considerations concerning the distribution of the three programs in the school boards undoubtedly played a role in the selection.

Choosing the school boards by administrative region and language guaranteed a representative sample of a wide variety of educational and socioeconomic situations. However, not all regions are created equal in terms of number of school boards, the number of adults enrolled and resources. For example, there are nine school boards in the Montérégie and only one in Laval.

For the purposes of this study, a school board comprises adult education centres, vocational training centres and other institutions. The questionnaire was sent to 20 school boards,

¹ This information, like most of the information in the general introduction, concerns the selection of participants, the development and administration of the questionnaire, and the preliminary compilation of responses, and was provided either verbally or in writing by the DFGA team responsible for reception, referral, counselling and support services.

² There are 72 school boards in Québec. The special status school boards — Cree, Kativik and du Littoral — were excluded from the study.

including 60 adult education centres (out of about 188 in all 69 school boards), 52 vocational training centres (out of about 177) and 12 other institutions, for a total of 124 institutions offering clearly defined reception, referral, counselling or support services. Eight of the “other institutions” are school board administrative centres, one is a school board with a centralized general education and vocational training department, two are relatively autonomous units dependent on a school board, and the last is a regional centre.

There are a few differences between the number of institutions considered in this study (60 adult education centres, 52 vocational training centres and 12 other institutions) and those in the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (which will be addressed in detail later on) (55 adult education centres, 50 vocational training centres and 13 other institutions). This study considers an additional 5 adult education centres and 2 vocational training centres, and one less “other institution.” The main reason for these differences is that, unlike the Canada Research Chair, we included four centres that offer recognized activities in both general education and vocational training. Two of them were included as adult education and vocational training centres, while the other two were included as adult education centres only. The fifth adult education centre appears to have been forgotten, or ignored because of its particular clientele. Lastly, the “other institution” that we eliminated had been misidentified in the initial coding; consequently, the related information had been classified in an inappropriate category of the compilation.

III Questionnaire and responses

The questionnaire includes an introduction, general instructions, 10 sections, a glossary and a few references (see DFGA, March 24, 2003, and Appendix II). The first section (eight questions) is intended for the school board itself, while the remaining nine (38 questions) address the institutions directly. All of the questions are at least partly open-ended. As you can see in Appendix II, many of the questions cover a wide range of information.

The questionnaire was to be completed between mid-March and mid-May 2003. However, some questionnaires were returned to the DFGA after the deadline. Those responsible for the survey in the school boards met on March 14. Using funds earmarked by the MEQ for the survey, some school boards hired people to complete the questionnaire, while others assigned the task to staff members. Some institutions filled out the questionnaire themselves, while others had a third party formulate the responses. This would explain why, in our analysis, we observed that some responses were almost identical among the centres in a given school board.

Responses to 46 questions, almost all of them open-ended, provided by 124 institutions or respondents, resulted in a considerable volume of documentation (see DFGA, 2003). However, the materials also included a few dozen documents attached to the questionnaires returned by e-mail and a few hundred sent by other means. These included several types of forms

(e.g. admission, registration, attendance, retakes), descriptions of procedures or rules, administrative manuals, centre rules and codes of conduct, organizational charts, memos, information leaflets about a centre or one of its programs, memorandums of understanding, and guides offering information about reception, referral, pedagogical support and related topics.

IV Preliminary compilation

In the summer of 2003, the DFGA asked the Canada Research Chair in Teacher Training (Université Laval) to compile the responses (without paying attention to the attachments). The result was a series of five documents:

- an overview of the organization of reception, referral, counselling and support services in each of the 20 participating school boards (see Gauthier, Mellouki et al., August 2003)¹
- an overview and a transcript of almost all the responses to the eight questions addressed directly to the school boards (see Gauthier, Mellouki et al., September 2003)
- three documents on the other 38 questions on the state of reception, referral, counselling and support services in adult education centres, vocational training centres and other institutions (referred to as “centralized services”) (see Gauthier, Mellouki et al., November 2003a, November 2003b and November 2003c).

In hundreds of tables, the compilations combine information from different sources and reproduce or, more often, summarize descriptions or comments included in the participants’ responses. In addition, for each of the 10 themes and in the above-mentioned overview, and for each participating school board, they provide one, two or three pages of “highlights.” For the nine themes directly related to the institutions, the authors give highlights separately for adult education centres, vocational training centres and other institutions. However, none of the documents contains an explanation of the methodology used and the difficulties encountered in compiling the information and extracting the highlights.

V The study

In an annotated version of the questionnaire used for this study, the DFGA stated that it was seeking a profile of the state of reception, referral, counselling and support services in the school boards. It believed that such a profile would enable it to determine the scope of changes that need to be made to these services and that it should be distributed to all school boards in order to raise awareness of the need to make changes to reception, referral, counselling and

¹ This profile was based on the responses to questions c, d, h, 5, 7, 14, 17 and 18 of the questionnaire (see Appendix II).

support services. The product was to be a research report including raw data (in tables, graphs and so on) and text to explain its analysis and interpretation (DFGA, February 19, 2004, p. 3).

In more concrete terms, it was agreed that the information gathered would be analyzed and interpreted and the results synthesized in as meaningful a way as possible, without necessarily weighting each of the themes or questions equally. It was also agreed that the primary source would be the preliminary compilation, but that, for some questions, it would be necessary to refer to the original responses and, as needed, to the attachments.¹ The themes and subthemes to be given priority were indicated in the annotated version of the questionnaire (DFGA, February 19, 2004). They included the general organization of reception, referral, counselling and support services; how they operate and the difficulties encountered; the methods and types of intervention favoured by staff members in their professional relationships with adults; the tools used in these methods and interventions; relationships between reception, referral, counselling and support services and local employment centres; and the roles and duties of the different classes of employees working in these services.

This report is organized around the 10 themes in the questionnaire. However, some of the themes were reformulated to better reflect the content of the related responses. The first theme gives an overview of reception, referral, counselling and support services from the school boards' point of view. The other nine themes, addressed in nine chapters, are based on the institutions' responses. They are: adults receiving services and adults targeted by reception, referral, counselling and support services; the orientation of the services, especially with respect to staff members' approach; partnerships with other organizations; the roles and duties of reception, referral, counselling and support services staff; the knowledge and skills required of staff, and professional development; intervention tools; the promotion of services; fees payable by adults; and, lastly, the evaluation and management of the quality of services.

We paid special attention to the differences between adult education centres and vocational training centres. Although we proceed differently in the different themes, we emphasize the particular characteristics, often quite marked, between the two types of centres. The limits of the study prohibited us from doing such a systematic analysis of similarities and differences between adult education and vocational training centres on the one hand, and other institutions on the other. We did, however, point out differences in some subthemes (for example, the one dealing with classes of employees and the nature and scope of their activities) and noted that, overall, the "other institutions" share the same orientations, approaches and constraints as adult education and vocational training centres.

¹ We observed that consulting the original responses and attachments was necessary for a significant number of questions. Otherwise, it would have been very difficult to determine the relevance, reliability and, perhaps especially, the context and accuracy of the responses. Also, some subquestions are not dealt with at all, because they were not included in the compilation.

Since the aim of the synthesis was to shed light on the overall state of reception, referral, counselling and support services, and not only on a set of isolated themes, we attempted to make connections between the data related to the different themes. In some cases, we felt it necessary to transfer data to another theme in which they appeared to make more sense.

A summary at the end of each chapter highlights the main observations and a brief conclusion at the end of the report discusses the scope of the study.

One notable characteristic of the questionnaire is the small number of centres¹ that provided similar responses. Consequently, in most of the situations studied, a result of 25% (and even 15% in many cases) can be considered high, and a result of 50%, very high. This is particularly noticeable in the tables in the compilation. In our opinion, this phenomenon can be explained by the general character of most of the questions and the specific nature of the headings in the compilation, and does not reflect, for example, differences between the centres themselves (which do, however, exist, as we will see later on). For example, the fact that a number of centres did not mention certain documents, steps, methods or actions that are indispensable to the operation of the centre, and that we have good reason to believe are indeed used (such as the form to request a statement of marks or an equivalent document from a new applicant), cannot be interpreted as a difference between two centres. This should be taken into account when interpreting words such as “several” and “many,” and numbers such as 8 (which corresponds to 15% of vocational training centres) or 9 (which corresponds to 15% of adult education centres).

VI Additional information

Any research report entails a multitude of decisions concerning style, symbols, the presentation of text in general and tables in particular, and the way in which numbers and references are indicated. Under the circumstances, we opted for accuracy and clarity. We also attempted to be as explicit and specific as the data permitted.

This being said, we would like to point out a few things:

- a) Except in certain general passages or those related only indirectly to the results of the survey, we have chosen not to spell out the numbers in the text.
- b) We also chose to use the symbol “%” rather than the term “per cent,” which is often used in the field of education in Québec. The percentages have also been rounded off to the nearest unit or tenth.

¹ We have purposely used the term “centre” here, rather than the broader “institution,” which is used elsewhere in the text. The reason is that, in this case (and in several others), we did not believe it appropriate to compare a percentage based on 12 institutions with one based on 60 adult education centres and 52 vocational training centres.

- c) In this study, the term “adult education” encompasses both vocational training and general education, unless the context is clearly more restrictive (for example, in the term “adult education centre”).
- d) In an empirical study in which the basic instrument is a written questionnaire, the wording of the questions influences the answers of the respondents, and determines, to a large extent, the terminology used in the processing of the content of the responses. The authors of such a questionnaire choose to formulate their questions in certain ways using certain terms, and these are the questions to which the respondents give their answers. The authors sometimes realize subsequently that their questions could have been clearer or more precise. For example, the questionnaire uses terms such as “refer”, “class of employee”, “partner”, “reach” (adults interested in a training activity), “contacts” (with other organizations), terms which are sometimes criticized. Similarly, in the compilation described briefly in section IV above, there are a relatively high number of terms that could be considered questionable. We feel that researchers should feel free to modify such terminology as they see fit.

In this document, we chose to use many of the terms and expressions mentioned above. We considered them to have, for the authors of the questionnaire, the respondents and the potential readers of this study, a meaning that we should respect. In other cases, however, we decided it was necessary to distance ourselves from some of the terminology used. For example, we used the terms “student”, “adult”, “centre” and others we deemed appropriate to speak of adults, rather than the terms “client”, “clientele”, and “school”, which we were surprised to see so prevalent in the responses and attachments. We believe that, in a study such as this, which clearly focuses on adult education (although it is true that many of the adults served are under the age of 20), we must be consistent with the basic aim of the survey itself (see section I on the context of the MEQ survey). Among other things, this means that we took care not to automatically use traditional educational terms in the emerging field of adult education.

- e) In the introduction and the ten **chapters**, the divisions headed by a roman numeral are considered sections, while those headed by an Arabic numeral are considered **sub-sections**.

Chapter One



**An overview of reception, referral,
counselling and support services**

Introduction

This section of the questionnaire includes eight questions (a to h). The first two are intended to identify the school board by name and administrative region. The responses to these questions were addressed in the general introduction (see section II). The answers to the other six questions provide an overview of the orientation, organization and operation of reception, referral, counselling or support services offered to adults in the school boards, as well as of the main difficulties encountered. Note that these responses were provided by school boards rather than by their centres. The following sections contain an analysis of the responses to these six questions. As we mentioned in the general introduction, some questions receive more attention than others. The chapter ends with a series of highlights.

I Organizational chart

The third question concerns the organizational chart of reception, referral, counselling and support services in the school board. Given the formulation of the question, five school boards with highly decentralized services failed to respond. Several others described the hierarchical relationships between the school board and the centres rather than the relationships between the services in the school board and in the centres. This can be explained, at least in part, by the fact that, in most cases, the status of services in the centres is unclear; almost every centre has reception, referral, counselling or support services staff, but very few have a specific department. The situation appears to be similar in more than half of the 20 school boards that participated in the survey.

II Mission and orientations of services

Question d asks about the “choices that were made” by the school board regarding three aspects of reception, referral, counselling and support services: their mission, their orientations and the policy that sets guidelines for them. Not one of the 20 school boards answered this question by referring explicitly and separately to each of the aspects. Also, since the terms were not defined, the school boards interpreted them differently. For each of the aspects, however, the responses and attachments contain pertinent information. In order to ensure a certain level of accuracy, we defined the aspects as follows:

- a) *Mission*: information about the purpose, goals or general objectives of reception, referral, counselling or support services
- b) *Orientations*: information about where the services fit in in the school board, their basic operation and the types of services they offer adults

- c) *Policy*: information about the existence of an explicit and structured presentation of the mission and orientations of the services or at least a draft thereof

Thus defined, the **mission** of reception, referral, counselling and support services, according to the participating school boards, is:

- to meet the public's need for information about adult education services
- to help adults return to school and pursue their studies
- to meet the needs of specific groups of adults: young dropouts, immigrants, adults who want to take stock of their education or who are participating in government employment assistance programs, self-directed learners, inmates, etc.
- to "recruit new adult clientele"
- to offer support services to adults enrolled in a centre
- to support their centres' policies and action and success plans
- to work in partnership with all the organizations in the region likely to help the school board and its centres accomplish their mission

The most important **orientation** adopted by the school boards in reception, referral, counselling or support services is their de-centralization from the administrative centre to the adult education or vocational training centres. This trend has become marked in the past 10 years. In about half of all cases, decentralization is considered to be complete, with the exception of general supervision and support for certain specific operations. In other cases, the services are essentially decentralized (or undergoing decentralization), but the school board's administrative centre participates more actively in certain tasks, for example, granting recognition for prior learning and providing general information about services offered. Lastly, in seven cases, the situation is as follows:

- a) In one school board, admission to general education and vocational training is centralized and, in another, only admission to vocational training is centralized. Financial assistance for vocational training students is centralized in both of these cases.
- b) In one school board, general education services are largely decentralized, while vocational training services are mostly centralized.
- c) In a fourth school board, each centre offers most of the services but one centre has a department that, for all the centres, answers requests for information from the public, evaluates and grants official recognition for prior learning, develops learning profiles and, if applicable, refers adults who wish to enroll in a specific activity to the appropriate centre.
- d) In two other school boards, one centre offers a wider range of services than the others, particularly in the evaluation and recognition of prior learning, educational and vocational information, and guidance services. One of these specialized centres serves adults with handicaps in particular.

e) Lastly, in the seventh school board, the evaluation and recognition of prior learning in vocational training is carried out in one location for all of the school boards in the administrative region.

The following is a brief look at some other orientations:

- providing educational and vocational information services, evaluating prior academic and experiential learning, administering tests, and offering counselling, guidance and support services for the entire territory
- offering quality adult education services
- promoting vocational training
- following the same rules governing admission of vocational training applicants in two neighbouring administrative regions
- helping adults, particularly those with less than the equivalent of nine years of schooling, develop and implement a life plan
- designing, testing and applying interactive models to foster the emergence of a demand for instruction

Lastly, very few school boards have a **policy** that sets guidelines for reception, referral, counselling and support services. Most either mention or imply that they do not have a general framework. Only three school boards appear to have one that is consistent with our definition of “policy”. Three or four others have documents or are developing documents based on a similar concern.

III Changes made to services in the past five years

Question “e” is, in reality, two questions. The first is whether, in the past five years (1998-2003), the school boards have made changes to their reception, referral, counselling and support services that had an impact on certain aspects of the services. The second is why these changes were made. The first question suggests that there may have been a “major” impact on one or more of five different aspects: organization, management, funding, staffing and operation.

Fourteen out of the 20 school boards consider that major changes were made. First, let us examine what these changes were with respect to each of the five aspects. Then, we will identify the main reasons for these changes. In most cases, the information gathered is not sufficient to make a firm connection between a change and a particular reason.

Organization

According to the school boards, this aspect was most subject to major changes, and most of these were related to either centralization or decentralization. The situation differs considerably from one school board to the next. For example, one school board stopped offering adult

education and vocational training services and abolished existing services at the administrative centre. The adult education and vocational training centres took over. Another school board centralized reception and other services in vocational training. Two other school boards transferred services to their adult education and vocational training centres and adopted measures limiting their scope. One school board set up a unit to provide general information and evaluate prior learning for all centres, while the other kept an employee responsible for reception and referral at the administrative centre and made her responsible for a committee to share information and efforts, made up of representatives of each centre. Also in this school board, in which reception and other services are considered to be basically decentralized, the recognition of prior learning in vocational training is granted by an organization responsible for this task in all the school boards in the administrative region. There is also a special case in which a school board, with the support of Emploi-Québec, created an autonomous centre whose mission is to provide information, counselling, guidance and support services in adult education and vocational training.

The dominant trend is the extensive, or total, decentralization of services to adult education and vocational training centres but, in at least half of the 20 participating school boards, decentralization is somewhat mitigated. As we will see later on, some school boards are questioning its results.

Some school boards mentioned changes that were not necessarily related to the centralization or decentralization of services but, given the briefness of their response or their vague description of the changes, it is difficult to assess their import. For the most part, it appears that these changes were gradually imposed by political or financial circumstances rather than adopted following specific studies or a clear desire to change course; for example, the reorganization of duties as a result of budget constraints or administrative requirements.

Management

No changes were mentioned in this area in the school boards' administrative centres. The major change is the actual transfer of responsibility to the centres, rather than a particular change in the management of services. As we will see in the following pages, major changes took place in the centres; the main change in the administrative centres was the more or less substantial reduction of the amount of time devoted to managing services.

Funding

Some respondents mentioned the lack of funding clearly earmarked for reception, referral, counselling or support services. At least two school boards pointed out that the problem is becoming worse as demand grows.

Staffing

In the past five years, it appears that staff in six or seven school boards has spent more time on reception, referral, counselling and support services. One school board, for example, hired another employee to work in the general education sector, another increased the amount of time devoted to tutoring in general education, and a third clarified and redistributed duties in order to free up more time. Overall, however, the number of professionals assigned to reception, referral, counselling and support services (full-time or, more often, part-time) and the time they are able to devote to them do not appear to have increased significantly. According to the survey, two or three school boards cut staff in this area and the remaining employees have had to take on extra duties.

Operation

Only those school boards with partly centralized reception, referral, counselling and support services mentioned changes in this area. According to one school board, for example, given the insufficient resources available and the increasing amount of time devoted to administrative tasks, counselling and support services are being offered to groups rather than individuals; instead of meeting with adults individually, staff members organize information meetings, orientation sessions or workshops. Another school board noted a clear improvement in services when it computerized several operations: applications for admission or financial assistance, the first steps in the recognition of prior learning, etc. A third school board said it used the Internet in the first steps of the recognition of prior learning.

As we said before, the question also asked why school boards made changes to their services. They responded that events outside their control were at least as responsible for the changes than any decisions they might have made. The following are the main reasons cited for the changes:

- an increase in demand due to:
 - an increase in enrollments, especially in vocational training
 - the growing number of young people between the ages of 18 and 25 enrolled in learning activities, and the greater proportion of these with severe learning or behavioural problems
 - the size of the territory covered by some school boards
- a lack of sufficient funding
- administrative or other requirements of the Ministère de l'Éducation
- changes in administrative standards and management practices in general
- the amount of time staff must devote to admission and registration tasks (including developing the learning profile) rather than to professional activities
- the range of programs required to meet the needs of a greater variety of students

- the poor organization and operation of services
- the desire for greater efficiency, more complementarity among centres and classes of employees, and a greater ability to foresee the consequences of new policies and practices
- the difficulty of recruiting new students

IV Outcomes of the changes

Question f delves a bit further into the changes made to reception, referral, counselling and support services in the school boards between 1998 and 2003. More specifically, it addresses the outcomes of the changes.

One school board said that it had no indicators for judging the outcomes of the changes made. Indeed, the responses to this question suggest that all of the school boards could have said the same. Moreover, none of the school boards mentioned a methodical evaluation of the consequences of the changes it had decided or been forced to make by circumstances.

The outcomes mentioned are for the most part related to two types of changes: larger staff and, more often, the decentralization of services to adult education and vocational training centres or, on the contrary, their centralization to the administrative centre or elsewhere.

In every case in which there was an actual increase in the number of employees or the number of hours allocated to reception, referral, counselling and support services, the outcome was considered positive. School boards observed an improvement in support services, increased retention and success rates, admitted a greater number of adults, met the needs of current students, and forged closer ties between general education and vocational training. According to respondents, the reorganization of tasks and duties in some school boards also improved efficiency.

Respondents were far more ambivalent about the decentralization of services to the centres. School boards that, in the past five years, have “recentralized” certain services to the administrative centre or elsewhere said that they were satisfied with the outcome. In this way, adults receive more complete information in one place. Moreover, communications and cooperation with partner organizations and businesses, as well as promotional activities, are deemed to be easier and more effective. However, at least three other school boards had a different opinion of relationships with partners: in their view, information sharing and cooperation with local employment centres, secondary schools and colleges, for example, are easier and more effective when services are decentralized.

Respondents were far more hesitant to discuss the outcomes in highly decentralized services than those in partially centralized services. Those who gave only a general opinion said they

were more or less satisfied with the results. They noted, for example, “greater involvement” on the part of students in the centre and better social and personal support. On the other hand, those who were more specific almost all had reservations. The following is a brief summary of their responses:

- a) When services are provided separately for general education and vocational training, the information provided is neither complete nor objective, and not all the adults’ needs are taken into account.
- b) The decentralization of reception, referral, counselling and support services has resulted in an “erosion” of the adult education “culture” in the school board. Without a centralized location for the planning, evaluation and coordination of services, i.e. the school board’s administrative centre, the school board’s mandate with respect to adult education has become unclear.
- c) Decentralization favours the segregation of general education and vocational training.
- d) The range of services offered varies from one centre to the next. Without someone responsible for the services, they are neither planned nor evaluated.

V Difficulties encountered

Question g is addressed to all school boards, whether or not they made changes to their reception, referral, counselling or support services in the five years prior to the questionnaire. They are asked to state the difficulties they face in offering the services in question.

Fourteen school boards out of 20 explicitly cited a shortage of staff as a major difficulty. Another 3 school boards cited a lack of financial resources which, in this case, amounts to the same thing. Of the 3 remaining school boards, one saw “few difficulties,” while 2 cited other types of difficulties.

Many of the difficulties cited relate to a shortage of staff, for example the few guidance and support services provided free of charge; the fact that adults must make an appointment and wait two weeks or more before meeting with a professional in a centre; the assignment of professionals to administrative or clerical tasks; the stagnation of certain services, in particular counselling, guidance and support services; and the inability to meet the basic needs of a population spread over a vast territory. One school board deemed its shortage of staff so severe and so permanent that it decided to cease offering services other than analysis of applicants’ records and development of their learning profile in terms of the programs offered in the centres. The outcome? In general, “the centres encounter no difficulties”. Some school boards say that the difficulty in meeting adults’ needs is exacerbated during intensive periods of admission and registration, especially in September, October and February.

Other difficulties cited include:

- poorly trained staff
- a lack of cooperation among staff members
- an excessively drawn-out process for developing learning profiles (unrealistic in many cases)
- the inefficient distribution of tasks among the various classes of employees and the need for some of them to adapt to new tasks
- a lack of expertise in promoting available services
- a lack of consistency in the practices of different centres
- the inability of school boards that cover a vast territory and, in some cases, more than one administrative region, to ensure satisfactory relationships with all the necessary organizations
- a shortage of applicants and a lack of the appropriate tools for granting recognition for prior learning in vocational training
- the constant need to explain the reception and referral process to certain partners
- the inability to set up an educational and vocational documentation centre for students and educators

Some responses included suggestions, for example:

- a) Funds should be set aside to hire specialists (e.g. social workers, psychologists).
- b) Many more services should be offered in places adults frequent on a regular basis rather than in a school board institution.
- c) In many cases, it would be preferable to develop a partial or intake profile for a student rather than an exit profile. In addition to being more realistic, this approach would free up time for counselling and support services.

VI Establishing a budget

The last question addresses how the budgets for all the reception, referral, counselling and support services are established.

Not one school board mentioned sources of income other than the Ministère de l'Éducation and local school taxes. However, upon analysis of the responses to other questions, question g for example, it becomes clear that businesses and various organizations (e.g. the Société de l'assurance automobile du Québec, the Commission de la santé et de la sécurité au travail, the Commission de la construction and Emploi-Québec) pay school boards for counselling, guidance and support services or, in the case of Emploi-Québec, provide grants for special projects.

According to the somewhat brief responses provided, the centres in 3 school boards receive the entire budget allocated by the Ministère de l'Éducation, du Loisir et du Sport for adult general education and vocational training. In one of these school boards, the centres also receive "a

large portion of school taxes". These centres set their own priorities and, consequently, the proportion of their budget that will be allocated to reception, referral, counselling or support services. The criteria they use are not specified. The other 17 school boards set their centres' budgets. About 10 of them then allow the centres to decide how much will be allocated to the different services, but some respondents said that, once the fixed expenses have been taken care of (essentially teachers' and instructors' salaries), funds are rather limited. In the other cases, the responses suggest that the amount available for reception, referral, counselling and support services is set by the school board.

Seven of the 17 school boards that set their centres' budgets specified the criteria they use. These include:

- expected number of students (3 school boards)
- costs for the previous year or, sometimes, more than one year (2 school boards)
- "dedicated general revenues"
- priorities of the success plan
- centres' needs based on the annual enrollment plan

Highlights

The responses provided by school boards' administrative centres to the questions related to the general orientation, organization and operation of reception, referral, counselling and support services suggest the following:

1. There is a major trend toward the decentralization of reception, referral, counselling and support services to adult education and vocational training centres. Consequently, those responsible for these services are far more likely to work in a centre than at the school board's administrative centre. However, many of these employees also perform other tasks and, in most centres, there does not appear to be a specific department for reception, referral, counselling and support services.
2. According to the participating school boards, their mission in terms of reception, referral, counselling and support services is to support their centres; to provide adults with information and various types of support and to recruit new adults; and to form partnerships with other organizations.
3. The most important change to reception, referral, counselling and support services in the past decade was most probably the decentralization of services to the centres. This decentralization is almost complete in about half the school boards. The situation varies considerably in the other half. The school boards' administrative centres are more likely to be directly responsible for promoting services, providing general information, and granting recognition for prior learning (academic or experiential).

4. Very few school boards have a policy governing reception, referral, counselling and support services. Some, however, are currently working toward developing one.
5. Most changes made to reception, referral, counselling and support services between 1998 and 2003 were related to decentralization (most cases) or centralization (mainly regarding the coordination between centres and the evaluation and recognition of prior learning).

Other changes cited include the use of information and communications technologies for applications and some steps in the recognition of prior learning.

6. The changes were as much the result of conditions external to the school boards than of formal decisions on their part. The causes include an increase in demand, administrative constraints, the variety of programs and the desire to improve the services offered.
7. None of the participating school boards did a methodical evaluation of the changes made to reception, referral, counselling and support services. Every time those changes resulted in an increase in the number of staff members or the amount of time devoted to the services offered, however, results were deemed positive. Also, school boards are ambivalent, and sometimes rather critical, concerning the results of the decentralization of services (see section IV above).
8. A shortage of staff is the difficulty most often cited by school boards. This situation severely limits the number and quality of services offered. Several other difficulties were cited, including poorly trained staff and the excessively drawn-out process for developing learning profiles (see section V above).
9. Reception, referral, counselling and support services are funded by the Ministère de l'Éducation, du Loisir et du Sport and local school taxes, as well as a variety of public agencies and businesses. In about half the school boards, the centres determine how much will be allocated to the above-mentioned services in the budget approved by the school board. However, in most cases, the budget appears to cover essentially teachers' and instructors' salaries and other fixed expenses, and relatively little else.



Chapter Two



**Information about the people
receiving services**

Introduction

The second section of the questionnaire includes four questions (see Appendix II). The aim of these questions was to:

- determine how many people had contacted the reception, referral, counselling or support services of an adult education or vocational training centre or other institution over a specific three-month period to at least obtain information
- determine how many of these people had then been admitted to a learning activity and how many had actually attended the first day of classes
- find out about the newly enrolled adults, i.e. how many had enrolled, their sex, their level of education, the retention rate after three weeks of classes and, if applicable, the local employment centre or other organization that had referred them to the institution
- identify the difficulties experienced by adult education and vocational training centres and other institutions in reaching their target clientele

The first and fourth questions required respondents to indicate the number of individuals in each of the different categories (see Appendix II).

The DFGA determined that the information about the number of adults who contacted reception, referral, counselling or support services was unreliable (see DFGA, February 19, 2004, p. 11). The main reason for this is that most institutions do not keep accurate records of the number of adults that show up at their offices, telephone them or contact them by other means in order to obtain information or guidance services. Under the circumstances, it was decided that this study would not address that part of the first question. Section I below, however, addresses the other two parts (see second bullet above).

The answers to the second question, which asks respondents to comment on the table they have just filled out, are included in section I. Sections II and III address the categories of adults that the centres¹ would like to reach (see last bullet above) and various characteristics of newly enrolled adults (see third bullet), respectively.

The main source of information for this chapter was the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 16-31, 35-36 and 197-210, and November 2003b, p. 13-28, 33 and 230-241). We also included the information provided by the 5 adult education centres and 2 vocational training centres mentioned in the general introduction and, on a number of occasions, consulted respondents' answers.

¹ The questions are aimed for the most part at institutions that actually offer adult education. For this reason, the information about the 12 other institutions, deemed contradictory or insignificant, was not taken into account.

I Adults enrolled in a learning activity and adults who attended the first day of classes

Table 1 indicates the number of adults who, over a period of about three months, enrolled part-time or full-time in an adult education centre, the number of these who attended the first day of classes and the difference, in absolute numbers and as a percent-age, between the two. Table 2 provides the same information for vocational training centres. In both tables, the adults considered are divided, sometimes approximately, into age groups.

Two adult education centres and 2 vocational training centres did not answer this question. Moreover, the response of 15 other adult education centres and 12 other vocational training centres were disregarded. In most of these cases, this was because the DFGA decided not to take into account the responses of those centres that based their answers on scenario 3 (see DFGA, February 19, 2004, p. 11). It is important to add, however, that in the case of two adult education centres, the scenario used was learned belatedly and that, in other cases, there was no clear indication of the scenario used. Table 1 is therefore based on the answers of 43 respondents out of 60, and Table 2, on those of 38 respondents out of 52.

Concerning the interpretation of the information in these tables, it is important to take into account the following:

- a) The information provided by the respondents does not all refer to the same three-month period. For example, some adult education centres included information about part of the month of August (considered a particularly intense period), while others appear not to have.

As suggested by the DFGA after distribution of the questionnaire, vocational training centres took into account an enrollment period at the beginning of 2002 (or even at the end of 2001), that sometimes exceeded three months. Some vocational training centres also included in their numbers of adults attending the first day of classes those they had added to replace adults who had dropped out.

- b) There were variations in the way in which some adults were counted, i.e. those admitted after having successfully completed a secondary studies equivalence test (SSET) and those admitted to a community-based education program, a social or sociovocational integration program or a distance education program.
- c) Some vocational training centres stated that they included adults registered to retake a module or an examination or those en-rolled as self-directed learners in the number of adults enrolled. It is not certain that all vocational training centres had the same understanding of “adults enrolled.”

These facts, and especially the fact that 6 adult education centres and 3 vocational training centres gave the number of adults enrolled by age group, then classified all adults who attended the first day of classes as “age unknown,” explain why the number of adults attending the first

day of classes is higher—much higher in the case of adult education centres—than the number of adults enrolled.

Given these considerations, the following can be learned from Tables 1 and 2.

According to Table 1, 14.6% of adults enrolled in an adult education centre did not attend the first day of classes. According to Table 2, the percentage is slightly higher in vocational training centres (16.4%). In their comments, some adult education centres cited rates of 5% to 15%, while vocational training centres suggested that the rates could be higher. The numbers provided by some vocational training centres tend to confirm that, indeed, the rate is sometimes much higher.

In adult education centres, the greatest difference between the number of adults enrolled and the number of adults attending the first day of classes is among adults aged 25-29 and 30-44; in vocational training centres, it is among adults aged 30-44 and 45 and over. The rate is between 23% and 28.3% in each of these four age groups, and is over 20% in two other cases, i.e. among adults aged 20-24 enrolled in an adult education centre and among adults aged 25-29 enrolled in a vocational training centre. According to Tables 1 and 2, adults aged 45 and over enrolled in an adult education centre (13.6%) and adult students aged 16-19 enrolled in a vocational training centre (16%) are most likely to attend the first day of classes.

TABLE 1

Difference between the number of adults enrolled in an adult education centre over a period of about three months in 2002 and the number of adults who attended the first day of classes, by age group

Number of respondents : 43 out of 60

AGE GROUP	ENROLLED IN A LEARNING ACTIVITY	ATTENDING THE FIRST DAY OF CLASSES	DIFFERENCE (ABSOLUTE NUMBER AND PERCENTAGE)	
	N	N	N	%
• 16-19	7 110	5 728	1 382	19.4
• 20-24	4 322	3 384	938	21.7
• 25-29	2 693	2 019	674	25.0
• 30-44	6 081	4 682	1 399	23.0
• 45 AND OVER	3 523	3 044	479	13.6
• AGE UNKNOWN	469	1 817	(1 348)	(287.4)
TOTAL AND DIFFERENCE	24 198	20 674	3 524	14.6

TABLE 2

Difference between the number of adults enrolled in a vocational training centre over a period of about three months in 2002 and the number of adults who attended the first day of classes, by age group

Number of respondents : 38 out of 52

AGE GROUP	ADMIS EN FORMATION	PRÉSENTS LE PREMIER JOUR	NOMBRE DE PERSONNES ET TAUX DE DÉPERDITION	
	N	N	N	%
• 16-19	2 770	2 326	444	16.0
• 20-24	2 266	1 865	401	17.7
• 25-29	907	696	211	23.3
• 30-44	1 615	1 191	424	26.3
• 45 AND OVER	420	301	119	28.3
• AGE UNKNOWN	1 093	1 205	(112)	(10.2)
TOTAL AND DIFFERENCE	9 071	7 584	1 487	16.4

II Categories of adults centres would like to reach

The third question asks centres to specify categories of adults they would like to reach and to indicate what keeps them from doing so. The Canada Research Chair in Teacher Training (Université Laval) compiled the responses in four tables, two for adult education centres and two for vocational training centres (see Gauthier, Mellouki et al., November 2003a, p. 18-21, and November 2003b, p. 15-18). The following is a summary of the overall compilation.

1. Adult education centres

Of the 60 adult education centres surveyed, 49 mentioned at least one category of adults they would like to reach and 52 indicated at least one obstacle to their goal. Illiterate adults, including those whose first language is not French, is the category that most centres (23) would like to reach. Mentioned by 15 centres, workers are the second largest group. Twelve adult education centres expressed an interest in dropouts, 8 in the unemployed or Emploi-Québec clientele, 7 in adults aged 25 and over, allophones and immigrants or single parents, 5 in young people aged 16-24 and 4 in adults living in rural or remote areas. Lastly, only 3 adult education centres mentioned adults aged 45 and over and 1, seniors and Amerindians.

As obstacles to achieving their goal, 18 centres mentioned a lack of advertising, 17 a lack of human resources and an equal number a lack of financial resources, 9 problems related to the schedule of activities and access to facilities, 7 adults' misgivings about education, 6 the availability of facilities, 6 insufficient information about the targeted categories of adults, 5 standards regarding the composition of groups, 5 Emploi-Québec requirements and 4 the presence of young people in the centres, a lack of flexibility in the programs, a lack of motivation, transportation problems or ignorance of the programs available on the part of external resources. Two adult education centres mentioned the competition of community organizations and one, difficulty reaching prison inmates.

2. Vocational training centres

Forty-four out of 52 respondents expressed an interest in at least one category of adults, and 45 gave at least one obstacle to achieving their goal. The most widely targeted group is young people aged 16-24 (14 centres). Similarly, 11 centres expressed an interest in general education students (in the youth sector?). Ten centres expressed an interest in women, 9 in the unemployed, 6 in allophones and immigrants, 4 in dropouts and an equal number in adults living in rural or remote areas, 3 in workers and 2 in each of the following categories: adults aged 25 and over, Native peoples and seniors.

There are five major obstacles preventing vocational training centres from reaching their targeted clientele: a lack of advertising (24 centres), ignorance of the programs available on the part of external resources (16 centres), a lack of human resources (14 centres), a bias against

vocational training (14 centres) and a lack of financial resources (10 centres). Some centres also mentioned competition between vocational training centres (6 centres), problems related to access (6 centres) and the size of the territory (2 centres).

III Characteristics of newly enrolled adults

In question 4, the DFGA is attempting to determine how many adults enrolled in a learning activity for the first time between September 1 and November 30, 2002, and, in particular, how many of these people were referred to an adult education or vocational training centre by a local employment centre, another organization or no organization at all. It is also attempting to determine the number and percentage of newly enrolled adults who dropped out before the end of the third week of classes, by highest level of education recognized at the time of enrollment (presecondary, Secondary I or other) and sex. The information about the characteristics of newly enrolled adults have been grouped together in eight tables:

- a) Tables 3 and 4 contain information about adults newly enrolled in an adult education centre or a vocational training centre, respectively, by highest level of education recognized and sex.
- b) Tables 5 and 6 contain the same basic information about newly enrolled adults who were referred to an adult education centre or a vocational training centre, respectively, by a local employment centre.
- c) Tables 7 and 8 contain the same basic information about newly enrolled adults who were not referred to an adult education centre or vocational training centre, respectively, by any organization.
- d) Tables 9 and 10 contain the same basic information about adults newly enrolled in an adult education centre or a vocational training centre, respectively, who dropped out before the end of the third week of classes.

It was not deemed relevant to provide a table containing information about newly enrolled adults referred to an adult education centre or a vocational training centre by an organization other than a local employment centre. This information is included, however, in subsection 3 below.

As mentioned earlier, the term “adults enrolled” was not understood to mean the same thing by all respondents. For example, one adult education centre deemed any adult enrolled in the centre who had not attended the centre in 2001-2002 newly enrolled, while other centres only took into account the period between September 1 and November 30, 2002. Some centres also included adults enrolled in a community-based education or distance education program, while others did not.

Since one of the aims of the question was to collect information about the characteristics of newly enrolled adults by prior schooling, we were obliged to disregard the responses of 2 adult

education centres that did not answer and of 5 others that did not indicate the highest level of education recognized. As a result, only 53 out of 60 adult education centres actually responded. The rate is 50 out of 52 for vocational centres. The responses of 2 vocational training centres to question 4 had to be disregarded.

1. Number of newly enrolled adults

Table 3 indicates, over a period of three months in 2002, the number of newly enrolled adults in the 53 adult education centres, as well as their sex, the highest level of education recognized and the proportion of them who were classified in each of the 12 categories listed in the questionnaire or in other categories. Table 4 provides the same type of information for the 50 vocational training centres. Remember that, at the time of the study, the total number of adult education centres in French and English school boards in Québec was approximately 188, while the number of vocational training centres was approximately 177.

According to Table 3, the number of men and women newly enrolled in an adult education centre was fairly equal, although there were slightly more men. The number of women was slightly higher in the “other categories” and in three specific categories: literacy, Secondary V and college. The situation was very different in vocational training centres, where the number of newly enrolled men was almost 50% higher than the number of newly enrolled women. Table 4 also indicates that the number of newly enrolled men was higher than the number of newly enrolled women in all categories except college and university, which, combined, include only 28 men and 41 women.

TABLE 3

**Total number of adults newly enrolled in an adult education centre
over a period of about three months in 2002,
by highest level of education recognized and sex**

Number of respondents : 53 out of 60

CATEGORY	MEN	WOMEN	TOTAL	% OF TOTAL ENROLLMENTS
	N	N	N	%
• LITERACY	2 018 (31) ⁽²⁾	2 126 (32)	4 144	19.8
• PRESECONDARY	809 (39)	636 (33)	1 445	6.9
• SECONDARY I	1 005 (47)	801 (46)	1 806	8.6
• SECONDARY II	1 284 (45)	1 016 (46)	2 300	11.0
• SECONDARY III	1 454 (50)	1 343 (48)	2 797	13.3
• SECONDARY IV	1 362 (49)	1 250 (48)	2 612	12.5
• SECONDARY V	1 380 (46)	1 603 (45)	2 983	14.2
• WITHOUT A STATEMENT OF MARKS	673 (29)	598 (27)	1 271	6.1
• COLLEGE LEVEL	66 (11)	96 (11)	162	0.8
• UNIVERSITY LEVEL	60 (7)	57 (6)	117	0.6
• SSETs ⁽¹⁾	26 (7)	15 (3)	41	0.2
• GENERAL DEVELOPMENT TEST (GDT)	46 (6)	16 (4)	62	0.3
• OTHER CATEGORIES	492 (22)	728 (22)	1 220	5.8
TOTAL	10 675	10 285	20 960	100.1

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

Clearly, the greatest number and percentage of adults newly enrolled in an adult education centre are in the literacy category (1 out of 5).¹ In comparison, the proportion of newly enrolled adults with a presecondary (6.9%) or Secondary I (8.6%) education is, at first glance, surprisingly low. In the other four years of Secondary school, the percentage rises somewhat, from 11% in Secondary II to 14.2% in Secondary V.

¹ However, the content of this category is the least clear of all. In the questionnaire, the category "Literacy" is presented in the same way as the other categories, i.e. as *prior* schooling and therefore already achieved. At least some centres surely classified in this category adults enrolled in literacy programs in 2002 or in a program considered to be more or less equivalent (e.g. social integration).

TABLE 4

**Total number of adults newly enrolled in a vocational training centre
over a period of about three months in 2002,
by highest level of education recognized and sex**

Number of respondents : 50 out of 52

CATEGORY	MEN	WOMEN	TOTAL	% OF TOTAL ENROLLMENTS
	N	N	N	%
• LITERACY	0	0	0	0
• PRESECONDARY	4 (2) ⁽²⁾	0	4	0.1
• SECONDARY I	23 (8)	16 (6)	39	0.4
• SECONDARY II	105 (11)	36 (9)	141	1.2
• SECONDARY III	334 (28)	248 (24)	582	5.1
• SECONDARY IV	2 033 (48)	1 247 (45)	3 280	28.8
• SECONDARY V	2 722 (49)	2 070 (46)	4 792	42.0
• WITHOUT A STATEMENT OF MARKS	99 (10)	77 (6)	176	1.5
• COLLEGE LEVEL	21 (4)	32 (5)	53	0.5
• UNIVERSITY LEVEL	7 (3)	9 (3)	16	0.1
• SSETs ⁽¹⁾	173 (35)	109 (22)	282	2.5
• GENERAL DEVELOPMENT TEST (GDT)	353 (39)	198 (30)	551	4.8
• OTHER CATEGORIES	964 (38)	523 (29)	1 487	13.0
TOTAL	6 838	4 565	11 403	100

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

In vocational training centres, almost 71% of newly enrolled adults have a Secondary IV (28.8%) or Secondary V (42%) education. SSETs and the GDT add 7.3% of adults deemed to have a more or less equivalent education. Lastly, the relatively high percentage of newly enrolled adults in “other categories” (13%) can be explained in part by adults who, when they enrolled, had a Secondary School Vocational Certificate (SSVC), a Diploma of Vocational Studies (DVS) or an Attestation of Vocational Specialization (AVS).

2. Newly enrolled adults referred to a centre by a local employment centre

According to Tables 5 and 6, over a period of about three months in 2002, local employment centres referred approximately the same number of adults to the 50 vocational training centres (1 842) as to the 53 adult education centres (1 849) who responded to the fourth question on the DFGA questionnaire. Since the number of newly enrolled adults in adult education centres was, theoretically, 20 960 during the same period (see Table 3), and the number of newly

enrolled adults in vocational training centres was 11 403 (see Table 4), the percentage of newly enrolled adults referred to an adult education centre by a local employment centre can be estimated at 8.8% and the percentage referred to a vocational training centre, at 16.2%.¹ Tables 5 and 6 also reveal that local employment centres referred more women than men to adult education centres (1 064 women vs. 785 men) and a few more men than women to vocational training centres (937 men vs. 905 women).

In vocational training centres, 61.3% of newly enrolled adults are recognized as having a Secondary IV or V education. In adult education centres, the corresponding percentage is 21.5%. Most newly enrolled adults in adult education centres are recognized as having a Secondary II or III education (14.2% and 15.5%, respectively). Also, few vocational training centres admit newly enrolled adults “without a statement of marks” referred by a local employment centre, while the number (117 men and 143 women) and percentage of this group of newly enrolled adults referred to an adult education centre by a local employment centre (14.1%) are relatively high.

Of newly enrolled adults referred by a local employment centre to an adult education centre, 74.4% are recognized as having somewhere between “literacy” and a Secondary V education, while 84.5% of newly enrolled adults referred to a vocational training centre by a local employment centre are classified in one of the following five categories: Secondary III, Secondary IV, Secondary V, secondary studies equivalence test or general development test. The SSETs and GDT alone account for 15% of newly enrolled adults referred to a vocational training centre by a local employment centre.

¹ These percentages (like others in this subsection and elsewhere in the report) should be interpreted with caution. One reason is the uncertainty surrounding the representativity of the school boards selected for the survey. Another is associated with the answers to the fourth question, on which the above percent-ages are based. The calculations are based on the assumption that all the newly enrolled adults appearing in Tables 3 and 4 were either referred by a local employment centre, another organization or no organization at all. In reality, however, as can be observed in the totals of Tables 5 to 8 and the data in subsection 3 below, there are 3 707 fewer newly enrolled adults in adult education centres and 928 fewer newly enrolled adults in vocational training centres in Tables 3 and 4 than in Tables 5 to 8 and subsection 3.

TABLE 5

**Number of newly enrolled adults referred to an adult education centre
by a local employment centre over a period of about three months in 2002,
by highest level of education recognized and sex**

Number of respondents : 53 out of 60

CATEGORY	MEN	WOMEN	TOTAL	% OF NEWLY ENROLLED ADULTS REFERRED
	N	N	N	%
• LITERACY	33 (14) ⁽²⁾	59 (16)	92	5.0
• PRESECONDARY	69 (21)	70 (21)	139	7.5
• SECONDARY I	91 (31)	106 (32)	197	10.7
• SECONDARY II	110 (31)	152 (35)	262	14.2
• SECONDARY III	113 (31)	174 (36)	287	15.5
• SECONDARY IV	90 (29)	153 (34)	243	13.1
• SECONDARY V	69 (25)	86 (26)	155	8.4
• WITHOUT A STATEMENT OF MARKS	117 (15)	143 (14)	260	14.1
• COLLEGE LEVEL	9 (2)	10 (1)	19	1.0
• UNIVERSITY LEVEL	6 (1)	7 (1)	13	0.7
• SSETs ⁽¹⁾	2 (2)	1 (1)	3	0.2
• GENERAL DEVELOPMENT TEST (GDT)	1 (1)	1 (1)	2	0.1
• OTHER CATEGORIES	75 (9)	102 (13)	177	9.6
TOTAL	785	1 064	1 849	100.1

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

TABLE 6

**Number of newly enrolled adults referred to a vocational training centre
by a local employment centre over a period of about three months in 2002,
by highest level of education recognized and sex**

Number of respondents : 50 out of 52

CATEGORY	MEN	WOMEN	TOTAL	% OF NEWLY ENROLLED ADULTS REFERRED
	N	N	N	%
• LITERACY	0	0	0	0
• PRESECONDARY	4 (2) ⁽²⁾	0	4	0.2
• SECONDARY I	5 (3)	3 (3)	8	0.4
• SECONDARY II	29 (9)	13 (6)	42	2.3
• SECONDARY III	71 (18)	80 (16)	151	8.2
• SECONDARY IV	187 (36)	204 (32)	391	21.2
• SECONDARY V	350 (39)	389 (34)	739	40.1
• WITHOUT A STATEMENT OF MARKS	2 (1)	1 (1)	3	0.2
• COLLEGE LEVEL	1 (1)	5 (2)	6	0.3
• UNIVERSITY LEVEL	2 (2)	0	2	0.1
• SSETs ⁽¹⁾	55 (17)	51 (12)	106	5.8
• GENERAL DEVELOPMENT TEST (GDT)	105 (23)	64 (19)	169	9.2
• OTHER CATEGORIES	126 (18)	95 (11)	221	12.0
TOTAL	937	905	1 842	100

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

3. Newly enrolled adults referred to a centre by an organization other than a local employment centre

Only 20 out of 53 adult education centres and 8 out of 50 vocational training centres mentioned that some of their students were referred by organizations other than a local employment centre (2 613 and 380, respectively). Of those in adult education centres, 82.3% (2 151) were enrolled in one centre, and 10.9% (285) were enrolled in another three centres. In the remaining 16 adult education centres, the number of students referred by another organization varies between 1 and 29, for a total of 177 (6.8%). Sixty per cent of newly enrolled adults referred to an adult education centre by an organization other than a local employment centre were classified in the category "literacy", 14.2% (370) in "presecondary", 7.7% (200) in "Secondary I", 6.3% (165) in

“without a statement of marks”. The remaining 310 (11.9%) were primarily classified between Secondary II and Secondary V.

Of the 380 adults referred to a vocational training centre by an organization other than a local employment centre, 265 (69.7%) were enrolled in one vocational training centre, which failed to indicate their level of education. Eighty adults (21.1%) were referred to another vocational training centre, 55 of whom (23 men and 32 women) had a Secondary V education. The remaining 35 adults (9.2%) were from a number of categories, including SSETs (5 referrals) and the GDT (15 referrals).

4. Newly enrolled adults not referred by any organization

Tables 7 and 8 contain information about adults newly enrolled in adult education and vocational training centres over a period of about three months in 2002 who were not referred by an organization, according to three characteristics.

The first characteristic is sex. The number of men and women newly enrolled in an adult education centre who were not referred by an organization was relatively equal (6 384 men and 6 407 women). In vocational training centres, however, the figures are very different (5 051 men and 3 202 women).

The other two characteristics are the highest level of education recognized and the proportion of newly enrolled adults classified in each of the 12 categories listed in the questionnaire or in other categories. Overall, most newly enrolled adults are classified in more or less the same categories as they were in Tables 5 and 6. In Table 7, 83.8% of adults newly enrolled in an adult education centre were classified in the first seven categories, while the corresponding percentage was 74.4% in Table 5. Similarly, in Table 8, 82.4% of adults newly enrolled in a vocational training centre were classified in five categories (Secondary III, Secondary IV, Secondary V, SSETs and GDT), while the corresponding percentage was 84.5% in Table 6. The distribution among the categories themselves, however, is slightly different:

- In adult education centres, adults referred by a local employment centre were more likely (10.7% and 14.2%) to be recognized as having a Secondary I or Secondary II education than adults who were not referred (9.3% and 10.8%) (see Tables 5 and 7).
- According to the same tables, newly enrolled adults who were not referred to an adult education centre were far more likely to be recognized as having a Secondary V education than adults who were referred by a local employment centre (17.0% vs. 8.4%).
- The percentage of newly enrolled adults referred to a vocational training centre by a local employment centre who were recognized as having a Secondary IV education was 21.2%, while the corresponding percentage was 31.3% among those who were not referred (see Tables 6 and 8).

- In vocational training centres, SSETs and the GDT play a considerably lesser role among newly enrolled adults not referred by an organization (2.5% and 3%, respectively) than among those who were referred by a local employment centre (5.8% and 9.2%, respectively).

TABLE 7

Number of adults newly enrolled in an adult education centre who were not referred by an organization over a period of about three months in 2002, by highest level of education recognized and sex

Number of respondents : 48 out of 60

CATEGORY	MEN	WOMEN	TOTAL	% OF NEWLY ENROLLED ADULTS WHO WERE NOT REFERRED
	N	N	N	%
• LITERACY	355 (23) ⁽²⁾	537 (27)	892	7.0
• PRESECONDARY	483 (34)	410 (32)	893	7.0
• SECONDARY I	665 (38)	521 (40)	1 186	9.3
• SECONDARY II	803 (38)	580 (39)	1 383	10.8
• SECONDARY III	1 089 (40)	1 008 (42)	2 097	16.4
• SECONDARY IV	1 101 (38)	985 (41)	2 086	16.3
• SECONDARY V	942 (37)	1 229 (38)	2 171	17.0
• WITHOUT A STATEMENT OF MARKS	465 (19)	516 (21)	981	7.7
• COLLEGE LEVEL	43 (7)	50 (7)	93	0.7
• UNIVERSITY LEVEL	22 (6)	21 (4)	43	0.3
• SSETs ⁽¹⁾	18 (4)	14 (3)	32	0.3
• GENERAL DEVELOPMENT TEST (GDT)	39 (3)	13 (2)	52	0.4
• OTHER CATEGORIES	359 (17)	523 (16)	882	6.9
TOTAL	6 384	6 407	12 791	1001

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

TABLE 8

Number of adults newly enrolled in a vocational training centre who were not referred by an organization over a period of about three months in 2002, by highest level of education recognized and sex

Number of respondents : 46 out of 52

CATEGORY	MEN	WOMEN	TOTAL	% OF NEWLY ENROLLED ADULTS WHO WERE NOT REFERRED
	N	N	N	%
• LITERACY	0	0	0	0
• PRESECONDARY	0	0	0	0
• SECONDARY I	18 (6) ⁽²⁾	13 (5)	31	0.4
• SECONDARY II	73 (8)	23 (5)	96	1.2
• SECONDARY III	226 (24)	142 (19)	368	4.5
• SECONDARY IV	1 651 (42)	936 (38)	2 587	31.3
• SECONDARY V	1 995 (43)	1 401 (39)	3 396	41.1
• WITHOUT A STATEMENT OF MARKS	42 (7)	68 (5)	110	1.3
• COLLEGE LEVEL	19 (3)	29 (4)	48	0.6
• UNIVERSITY LEVEL	2 (1)	6 (2)	8	0.1
• SSETs ⁽¹⁾	80 (28)	130 (16)	210	2.5
• GENERAL DEVELOPMENT TEST (GDT)	159 (30)	87 (18)	246	3.0
• OTHER CATEGORIES	786 (34)	367 (25)	1 153	14.0
TOTAL	5 051	3 202	8 253	100

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

5. Newly enrolled adults who dropped out within the first three weeks of classes

Tables 9 and 10 illustrate the answers of 53 adult education centres and 50 vocational training centres to this subquestion. They indicate that the dropout rate is much higher in adult education centres than in vocational training centres. Insofar as we can establish a relationship between the information in Tables 9 and 10 and the total number of newly enrolled adults in Tables 3 and 4, the rates are 13.5% ($2\,837 \div 20\,960$) in adult education centres and 5.2% ($594 \div 11\,403$) in vocational training centres. The rate in adult education centres is almost identical for men (13.6%) and women (13.5%), while, in vocational training centres, the dropout rate is higher among women (7.2%) than among men (3.9%).

TABLE 9

Number of adults newly enrolled in an adult education centre over a period of about three months in 2002 who dropped out within the first three weeks of classes, by highest level of education recognized and sex

Number of respondents: 53 out of 60

CATEGORY	MEN	WOMEN	TOTAL	% OF TOTAL NUMBER OF DROPOUTS
	N	N	N	%
• LITERACY	222 (16) ⁽²⁾	198 (17)	420	14.8
• PRESECONDARY	135 (26)	111 (21)	246	8.7
• SECONDARY I	200 (34)	185 (29)	385	13.6
• SECONDARY II	226 (38)	187 (36)	413	14.6
• SECONDARY III	183 (37)	181 (33)	364	12.8
• SECONDARY IV	169 (37)	151 (30)	320	11.3
• SECONDARY V	146 (31)	181 (29)	327	11.5
• WITHOUT A STATEMENT OF MARKS	105 (11)	57 (11)	162	5.7
• COLLEGE LEVEL	3 (1)	9 (3)	12	0.4
• UNIVERSITY LEVEL	3 (2)	7 (2)	10	0.4
• SSETs ⁽¹⁾	1 (1)	0	1	0.1
• GENERAL DEVELOPMENT TEST (GDT)	0	0	0	0
• OTHER CATEGORIES	58 (9)	119 (11)	177	6.2
TOTAL	1 451	1 386	2 837	100.1

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

Returning to Tables 9 and 10 exclusively, we observe that, in adult education centres, most dropouts were classified in "literacy" (14.8%) or Secondary II (14.6%), while slightly fewer were recognized as having a Secondary I (13.6%), Secondary III (12.8%), Secondary IV (11.3%) or Secondary V (11.5%) education. The situation is very different in vocational training centres (see Table 10). The proportion of dropouts is particularly high among newly enrolled adults recognized as having a Secondary V education. This percentage (43.6%) is much higher than the proportion of newly enrolled students recognized as having a Secondary IV education (26.6%). In addition, 2.7% of adults admitted on the basis of their results on the SSETs dropped out, while the percentage was 4.9% of those admitted following the GDT. The numbers on which these final percentages are based, however, are very small.

TABLE 10

Number of adults newly enrolled in a vocational training centre over a period of about three months in 2002 who dropped out within the first three weeks of classes, by highest level of education recognized and sex

Number of respondents: 50 out of 52

CATEGORY	MEN	WOMEN	TOTAL	% OF TOTAL NUMBER OF DROPOUTS
	N	N	N	%
• LITERACY	0	0	0	0
• PRESECONDARY	0	0	0	0
• SECONDARY I	1 (1) ⁽²⁾	2 (2)	3	0.5
• SECONDARY II	5 (4)	0	5	0.8
• SECONDARY III	24 (11)	14 (10)	38	6.4
• SECONDARY IV	66 (22)	92 (19)	158	26.6
• SECONDARY V	105 (26)	154 (27)	259	43.6
• WITHOUT A STATEMENT OF MARKS	4 (1)	3 (1)	7	1.2
• COLLEGE LEVEL	1 (1)	0	1	0.2
• UNIVERSITY LEVEL	0	0	0	0
• SSETs ⁽¹⁾	8 (7)	8 (5)	16	2.7
• GENERAL DEVELOPMENT TEST (GDT)	14 (9)	15 (7)	29	4.9
• OTHER CATEGORIES	38 (18)	40 (10)	78	13.1
TOTAL	266	328	594	100

(1) Secondary studies equivalence tests.

(2) The number in parentheses indicates the number of centres that gave a response other than 0.

Highlights

The information used to write this report is inaccurate and not always reliable. This presents problems in this chapter more than others. The following conclusions should therefore be considered general indications or working hypotheses rather than facts upon which to base future policy.

1. About 15% of adults enrolled in adult education centres, and 16% of those enrolled in vocational training centres do not attend the first day of classes. The rate is between 20% and 25% among adults aged 20-24 and 30-44 enrolled in an adult education centre, as well as among adults aged 25-29 enrolled in a vocational training centre, and it is 25% or more among adults aged 25-29 enrolled in an adult education centre and among adults aged 30-44 and 45 and over enrolled in a vocational training centre.

2. Illiterate adults and candidates for francization are the populations targeted by most adult education centres. They are followed, in order, by workers, dropouts, the unemployed and/or Emploi-Québec clientele, adults aged 25 or over, allophones and immigrants, and single parents.

The lack of advertising, associated with insufficient information, is the reason cited by most adult education centres to explain their inability to reach the categories of adults they would like to. The lack of human and financial resources, problems related to the schedule of activities and access to facilities, adults' misgivings about education, insufficient information about the targeted categories of adults, standards regarding the composition of groups, Emploi-Québec requirements and the presence of a large number of young people in the centres were also cited.

3. Vocational training centres would mostly like to reach young people aged 16-24 and general education students enrolled in adult education centres and possibly in secondary schools. Other categories mentioned by at least 4 vocational training centres include women, the unemployed, allophones and immigrants, dropouts and adults living in rural or remote areas.

The main reason cited by respondents to explain why they find it difficult to establish contact with certain categories of adults is the same as the reason cited by adult education centres: a lack of advertising. The fact that external resources have little information about programs and a lack of resources are also cited by both adult education and vocational training centres. Fourteen centres also cited a bias against vocational training, while fewer mentioned competition among vocational training centres and various problems related to access (facilities, transportation, etc.).

4. Over a period of about three months in 2002, 20 960 adults were considered newly enrolled in 53 adult education centres (see Table 3) and 11 403 in 50 vocational training centres (see Table 4). The number of newly enrolled men and women in adult education centres was more or less equal, while the number of men newly enrolled in vocational training centres was 50% higher than the number of newly enrolled women. In adult education centres, 1 out of every 5 adults was classified in "literacy" and 11% to 14.2% were recognized as having a Secondary II, III, IV or V education. In vocational training centres, 42% of newly enrolled adults were recognized as having a Secondary V education, while 28.8% were classified in Secondary IV. Lastly, 7.3% of newly enrolled adults were admitted on the basis of their successful completion of SSETs or the GDT.
5. With certain reservations, it can be estimated that, over a period of about three months in 2002, about 9% of adults newly enrolled in an adult education centre (1 849 out of 20 960) and 16% of those newly enrolled in a vocational training centre (1 842 out of 11 403) were referred by a local employment centre. Local employment centres referred more women than men to adult education centres (1 064 vs. 785) and more men than women to

vocational training centres (937 vs. 905). Most newly enrolled adults referred to an adult education centre by a local employment centre were recognized as having a Secondary III education (15.5%) and many as having a Secondary I, Secondary II or Secondary IV education, while, 61.3% of newly enrolled adults referred to a vocational training centre by a local employment centre were recognized as having a Secondary V (40.1%) or Secondary IV (21.2%) education. It is also important to note that 15% of newly enrolled adults referred to a vocational training centre by a local employment centre were admitted on the basis of their results on SSETs or the GDT.

6. Only 20 adult education centres out of 53 and 8 vocational training centres out of 50 said they admitted adults referred by organizations other than a local employment centre (2 613 in adult education centres and 380 in vocational training centres). It is also important to note that a large proportion of these newly enrolled adults were referred to very few centres. For example, 93.2% of the adults were enrolled in 4 adult education centres, and 90.8% in 2 vocational training centres. In 60% of cases, the highest level of education recognized among newly enrolled adults referred to an adult education centre by an organization other than a local employment centre was “literacy”; in 14.2% of cases it was “presecondary”. In almost 70% of cases, the highest level of education recognized among newly enrolled adults referred to a vocational training centre by an organization other than a local employment centre was unknown.
7. The number of men and women newly enrolled in an adult education centre who were not referred by an organization is almost the same (6 384 men and 6 407 women). In vocational training centres, however, the numbers are very different (5 051 men and 3 202 women). In vocational training centres, the highest level of education recognized among newly enrolled adults not referred by any organization was Secondary IV or Secondary V (72.4%). In adult education centres, the highest level of education recognized among this group was spread out over the five years of secondary school (69.8%). SSETs and the GDT play a far lesser role among newly enrolled adults not referred by any organization than among those referred by a local employment centre.
8. The dropout rate among newly enrolled adults within the first three weeks of classes may, with certain reservations, be estimated at 13.5% in adult education centres (2 837 out of 20 960) and at 5.2% in vocational training centres (594 out of 11 403). The rate is almost identical among men and women in adult education centres, and a bit higher for women than for men in vocational training centres. In adult education centres, most dropouts are classified in “literacy” or recognized as having a Secondary II education, while, in vocational training centres, most dropouts are recognized as having either a Secondary V or, in fewer cases, a Secondary IV education. Lastly, 4.9% of dropouts were admitted on the basis of their results on the GDT.

Chapter Three



**Orientations of reception, referral,
counselling and support services,
especially with respect to staff activities**

Introduction

This chapter covers questions 5 to 7 in the questionnaire.

- a) Question 5 asks respondents to define the reception, referral, counselling and support services in their institution.
- b) The first part of question 6 asks only whether respondents have a document in their centre identifying its “mission and orientations.” “If so”, the question continues, “explain the elements connected to reception, referral, counselling and support services”.
- c) Question 7 is particularly extensive. In the annotated questionnaire, it is referred to as the most important (DFGA, February 19, 2004, p. 15). Its aim is to obtain as accurate a description as possible of the procedure followed by reception, referral, counselling and support services staff when meeting with an adult. Respondents are asked about the number of meetings, the objectives and the steps in the process, the rules governing student placement, the connections between reception, referral, counselling and support services and educational services and, lastly, activities carried out while the adult is attending the centre or after he or she has left, including guidance activities.

According to the DFGA, question 5 was misunderstood (DFGA, February 19, 2004, p. 14). In many cases, the same answers were given to questions 5 and 7. In our opinion, after having consulted the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 39-42, November 2003b, p. 36-39, and November 2003c, p. 19), almost all of the information provided as a response to question 5 also appears in the task descriptions of staff members (see Chapter Five, subsections 1.3, 2.3, 3.2 and 4).

Given all of these considerations, as well as the synthetic nature of this report, the answers to questions 5 and 7 are addressed globally in section II below. The section immediately following addresses question 6. Given the type of questions and the theme itself, we have chosen to focus almost exclusively on adult education and vocational training centres.

I Connections between centre orientations and those of reception, referral, counselling and support services

1. Existence of a document explaining these connections

About 75% of the 60 adult education centres and 65% of the 52 vocational training centres said that there is a document de-scribing their centre’s mission and/or orientations. About 60% of the adult education centres and slightly fewer than half the vocational training centres mentioned

connections between the content of this document and the mission and/or orientations of their reception, referral, counselling and support services. It is important to note that different types of documents are referred to. In some cases, the document was specially developed to determine the centre's mission and/or orientations but, in at least half of all cases, it was prepared for another purpose or in another context, such as the centre's success plan and annual or three-year action plan; the student agenda, logbook or information guide; and the federal-provincial vocational training agreement.¹

2. Description of the connections

What sort of connection is made between the centre's mission and/or orientations and those of reception, referral, counselling and support services in these documents? After studying the compilation and consulting the responses provided by nearly half of the adult education and vocational training centres, we observed the following:

- a) The documents are more likely to make connections between the centre's mission and/or orientation and those of reception, referral, counselling and support services in the case of adult education centres than in the case of vocational training centres. Respondents' answers also indicate that adult education centres make proportionally more connections, of more different kinds.
- b) In general, although more commonly in adult education centres than in vocational training centres, the connections are related to monitoring, support and supervision, with a strongly stated view to offering flexible training adapted to adults' needs. Similarly, some centres have set up, or are considering setting up, a tutoring system for all part-time and full-time students (see also section II, 1.5 below).

Let us make two comments here. The first is that the answers appear to be based more on goals than on reality. Consequently, it is difficult to draw the line between plans for the future (extremely demanding in many cases) and current practices. The second concerns the aim of these existing or planned services: the students' proficiency in the prescribed official content is at least as much of a concern as their career choice and the relevance of their studies. It is important to bear this in mind when interpreting the emphasis placed by a number of respondents on the connection between reception, referral, counselling and support services and "success in school".

- c) Information about existing services, procedures, rules and requirements is an important issue. Information about the labour market and trades and occupations is also a concern, although secondary.

¹ This agreement defines all training services, including reception, referral, counselling and support services.

II Procedure followed by staff members

Staff members follow a “procedure” when dealing with adults, who, in most cases, have at least achieved the psychological threshold of wanting to learn. To address reception, referral, counselling and support services from this point of view, we must examine the activities of the 124 institutions identified in the general introduction (see section II). This is not the only chapter, however, to describe these activities. A substantial section of Chapter Five, which addresses classes of employees and the nature and scope of their activities, also provides relevant information. Consequently, this section does not contain information about the duties of staff members unless it is necessary to clarify a point. Another reason for this is that the answers given by respondents in Chapter Five are much more accurate than those in this section.

Under the circumstances, we have chosen to address the answers to questions 5 and 7 in two stages. First, we will identify and describe components of the procedure — or, as we will see, the procedures — followed by staff members; then we will determine how these staff members deal with each of the components of the different procedures.

On the basis of the responses, we identified five components of staff activities:

- providing information
- evaluating and validating prior learning
- helping adults clarify their goals and needs
- selecting a learning activity
- providing support while the adult is attending the centre and afterwards

It is important to remember that these are components of a complete process, and not steps in that process. Analysis of the information gathered demonstrates that, according to the dominant perception of training in the centre, the characteristics of the adults that frequent it, the composition of the staff and various other factors, these components can be combined and organized in any number of ways. The result is a variety of procedures that range from the simple to the highly complex.

The following is a brief description of each of the components of the procedures described by adult education and vocational training centres.

1. Components of the various procedures

1.1 Providing information

What is this information about? More specifically, what is its purpose? The four essential aspects of this component, in our opinion, are as follows (subject to the paragraph below): the adult, the centre, other institutions providing evaluation and/or instructional services, and the labour market.

The responses also contain a fair amount of information about the promotion of services. Since, however, they are very similar to the responses to the questions in Chapter Eight, we have decided to address all information about the promotion of services in that chapter.

Two observations apply to the above-mentioned components to varying degrees. The first is that the information can either be conveyed to adults individually or as a group. The following three situations are relatively clear:

- a) As long as adults have not expressed a desire to learn, information is mostly conveyed to them on an individual basis.
- b) Once adults have taken serious steps to undertake a learning process (when, for example, they register for a learning activity or especially when they begin attending classes), information is often conveyed to groups of adults.
- c) Lastly, once adults are truly committed to a learning activity, the information they receive on an individual basis or as part of a group varies considerably. Where individual student monitoring is considered important, much of the information is provided on an individual basis. In other cases, verbal or written information is usually conveyed to groups of adults.

The second observation concerns the means of conveying information. Even if information is contained in a leaflet, a brochure or an audio-visual document, for example, much information is conveyed person to person, either in an interview or over the telephone. Some information is also transmitted by mail, by e-mail, on telephone answering machines, in student or local newspapers or on a Web site. Some respondents mentioned access to documentation centres for educational and vocational information. In many cases, students are provided with an information package, an agenda, a student guide or a similar document upon registration. Some centres also organize open houses or information days or half-days for specific groups, including a tour of the facilities (see Chapter Eight for further information). Many adult education centres also offer introduction to training sessions. The duration of these sessions varies — from two or three days to eight weeks, and sometimes more. Some vocational training centres organize “integration” activities. These activities, designed for students who have already enrolled, take place several weeks before actual classes begin. They allow the students to meet with staff members and become familiar with the facilities and centre rules.

In most vocational training centres and a large number of adult education centres, open houses appear to have become a tradition. However, expectations vary considerably from one centre to the next. In some cases, emphasis is placed on general information, contact with staff members and a tour of the facilities while, in others, especially in vocational training centres, the aim is to create a sense of belonging, pride and responsibility (for example, by addressing the conditions for success).

Information about the adult

This information includes the adult's name, address, telephone number and so on, his or her prior academic and experiential learning and official documents (e.g. birth certificate, proof of citizenship, copies of diplomas, statements of marks). Most often, the adult's objective (e.g. general education, short-term vocational training) and his or her motivation (e.g. personal decision, particular event, referral by another organization) are also taken into account.

Information about the centre

Information is far more abundant in this area. In most, if not all, cases, it deals more or less accurately with:

- programs, courses and other learning activities offered, including their specific requirements (prerequisites), objectives and duration, the meaning of abbreviations, course schedules and, if applicable, their cost and the terms and conditions of payment
- the existence of remedial, evaluation or upgrading services
- admission and registration procedures
- the different tests that must or may be taken before classes begin or shortly thereafter: placement or diagnostic tests in languages or mathematics; the general development test; secondary studies equivalence tests; tests on specific intellectual, social or manual skills; evaluation of learning acquired outside an educational institution; etc.
- the classes of employees available at the centre and the services they provide
- the learning profile
- teaching methods: individualized instruction, lectures, distance education, etc.
- the evaluation of learning, certification rules, requirements for obtaining various diplomas and, in vocational training centres, gateways between the Diploma of Vocational Studies (DVS) and the Secondary School Diploma (SSD)
- the necessary textbooks, documents and, in vocational training centres, materials
- centre rules (including, according to one centre, rules concerning harassment, discrimination and racism)
- policies concerning absences, lack of punctuality and early departures
- open houses (half of the vocational training centres mentioned this)
- pertinent bus routes
- equivalences recognized by the Ministère des Relations avec les citoyens et de l'Immigration (MRCI) for learning acquired outside Canada

In addition, vocational training centres provide information about:

- work-study programs, practicums and, in one centre, the difference between the objectives-based approach and the competency-based approach
- waiting lists
- apprenticeship booklets
- financial assistance and related procedures

- the many competitions, awards and scholarships available to students enrolled in vocational training (e.g. Hats off to you!, the Skills Competitions, the Automotive Industries Association competition)
- safety measures
- available housing

When candidates are under the age of 18, most of this information can also be given at a meeting with parents alone or with the students. One centre pointed out that these meetings are also an opportunity to discuss the appropriateness of the branch chosen.

Information about other institutions providing evaluation and/or instructional services

When looking at applications, an adult education or vocational training centre will often refer some adults to another institution or organization more likely to be able to meet their needs. According to the information gathered by the DFGA, adults may be referred:

- by a vocational training centre to an adult education centre (usually to do tests or complete their general education), by an adult education centre to a vocational training centre, by one adult education centre to another, or by one vocational training centre to another
- to the youth sector of the same school board (usually to meet with a guidance counsellor)
- to a centre for allophones or former dropouts returning to school
- to school board distance education services
- to a community educational institution

Some adult education and vocational training centres also believe that adults requiring services other than strictly instructional services would be better served by a partner organization: local employment centre, Carrefour Jeunesse Emploi, Commission de la santé et de la sécurité au travail, Société de l'assurance automobile du Québec, etc., so they provide the necessary information.

Lastly, as respondents pointed out, information about other institutions providing evaluation and/or instructional services can consist in relatively detailed information about the entire school system and, in particular, about the requirements for admission to different types of institutions.

Information about the labour market

Most adult education centres made no explicit reference to information about the labour market. At best, they imply that the general education acquired at the centre prepares adults for vocational training. Vocational training centres alluded to different aspects of the labour market, including the different trades and occupations. For example, some referred to the promotion of trades and occupations, as well as requirements, the placement rate in various trades and

occupations, job prospects, jobs of the future, student-for-a-day programs (for people who want an idea of a trade or occupation), and the Inforoute FPT (vocational and technical training).

1.2 Evaluating and validating prior learning

Responses dealing with this second component of reception, referral, counselling and support services address the following three aspects: the type of education an adult has when he or she contacts a centre to enroll in a learning activity, the means used to evaluate prior learning and the way in which this learning is recognized and validated.

Type of education

The two subjects most often mentioned by adult education centres are language — English or French depending on the language of the centre — and math. Slightly more than a third of the adult education centres expressed concerns about evaluating adults' proficiency in these subjects. Second language — French or English — is mentioned almost as often. Some adult education centres said that they pay special attention to literacy and proficiency in French among immigrants. Science, history, computer science and “general education” appear only in one or two responses. Some adult education centres said that they also evaluate certain intellectual skills (the ability to reason, for example), social skills (the ability to integrate into society) and other skills, including those contained in the *Four Spheres of Generic Competencies*¹ defined by the Ministère de l'Éducation, du Loisir et du Sport.

Vocational training centres have a different point of view. These centres usually limit their interventions in general education to ensuring that adults meet the requirements for admission to the different vocational training programs prescribed by the MELS. They do not evaluate general education as such. Two centres, however, said that they have the adults take general knowledge and writing tests. Ordinarily, if an adult does not have the necessary prerequisites in language, math or another subject to enroll in a given program, he or she is referred to an adult education centre. Vocational training centres have access to a wide variety of tests designed to evaluate vocational training acquired in or outside of an educational institution, as well as the interests and attitudes required to practise a given trade or occupation.

Evaluation of prior learning

The main tools used by adult education and vocational training centres to evaluate an adult's prior learning are the report card (usually from the youth sector but sometimes from the adult sector), the MELS statements of marks for Secondary IV and V, and the results obtained on

¹ The evaluation of these competencies is a service offered by a number of adult education centres. These include personal and family competencies; social, community and political competencies; occupational and economic competencies; and cultural and recreational competencies. The development of a portfolio is important in the evaluation and validation of these competencies for admission to optional courses.

various tests. In some cases, only one tool is used while, in others, they all combine to create what most centres call the adult's "record". Another means of evaluating prior learning, especially in vocational training, is to interview adults, usually on an individual basis but sometimes as a group. Some vocational training centres regularly evaluate portfolios for several trades and occupations. Lastly, according to respondents, some teachers in adult education centres contribute to the evaluation by monitoring the adult when classes begin or in the following weeks. One centre mentioned that a teacher evaluates the adults using a special observation checklist.

As we mentioned earlier, there are many different types of tests, especially in vocational training. Several adult education and vocational training centres suggested that they use them frequently and rely heavily on them. It also appears that the rules governing these tests are diverse, relatively complex and almost as numerous as the centres that provided the information. According to our analysis, in order to know which tests are really used, how frequently and under what conditions they are administered, how valid they are, how they are interpreted, what consequences they have for adults and what role they play in the activities of reception, referral, counselling and support staff, it would be necessary to conduct a much more elaborate study.

The following are a few observations based on respondents' answers.

a) Diversity of tests

Secondary studies equivalence tests (SSETs), the general development test (GDT) and prior learning tests are probably the most well-known evaluation instruments. There are, however, many others, including various placement and diagnostic tests in French, English and math. Science and history tests are much less common. These tests come from a variety of public and private sources, including the Ministère de l'Éducation, du Loisir et du Sport (the literacy-level French and arithmetic placement tests, for example), school boards and adult education and vocational training centres.

In the past five years, placement tests, which often fail to confirm the level of education recognized in the youth sector, have been used less frequently. They are being replaced by diagnostic tests, which are considered more appropriate from a pedagogical standpoint. Nevertheless, one centre abolished diagnostic tests entirely. In any event, it appears that the difference between placement tests and diagnostic tests can be minimal. In some cases, the same test has merely undergone a name change or the results are now interpreted for pedagogical rather than placement purposes. There are also a variety of tests, produced by the centres or elsewhere, whose objective is most often to evaluate learning needs as accurately as possible in terms of specific skills or a well-defined field of knowledge.

There are also special tests for certain handicaps and oral tests in literacy and francization.

Lastly, most tests in vocational training are related to the trade or occupation in which the adult is interested. For example, they may focus on proficiency in the mathematical operations required by the program and, more frequently, the ability to distinguish colours, the tendency to suffer from vertigo, manual skills, the ability to lift objects, or “mechanical inclination.”

b) Rules governing the administration of tests

In vocational training centres, the program is the main criterion for determining which tests the adult must take. In adult education centres, the most common criteria appear to be courses successfully completed at the Secondary III, IV or V level, and the number of years elapsed since the adult left school. This double criterion can be applied in different ways. However, the amount of time elapsed cannot have exceeded six years or, in most cases, three years. There appears to be a tendency to classify students going directly from secondary school to an adult education centre at the level recognized in the youth sector but these students are required to undergo short-term upgrading (usually less than 100 hours, sometimes less than 50), whose duration varies according to a number of factors (e.g. marks received at the secondary level, educational goals).

In some centres, almost all applicants must take some kind of test, especially if they cannot produce a statement of marks or if their prior education was in a continuous individualized path for learning or in an institution outside Canada (or sometimes outside Québec). Centres said that they applied MEQ-defined procedures in literacy and francization.

Lastly, in a certain number of adult education and vocational training centres, adults are encouraged to take tests, but may refuse. If they agree to take the tests, they are not obliged to follow the resulting recommendation.

Recognition or validation of prior learning

According to respondents' answers, there are two ways of recognizing and validating learning acquired outside an educational institution: the granting of an attestation of equivalence or enrollment in a level of education just above the level recognized by a centre at the school board to which the adult has applied or in some cases by a partner organization.

None of the respondents' answers, however, mentions the validation of prior learning outside an educational institution through the awarding of a diploma. It appears to be taken for granted that students will always have to take courses in an adult education or vocational training centre. At best, for a limited number of trades and occupations, some vocational training centres that rely heavily on the evaluation of portfolios are more likely to recognize learning acquired outside an educational institution than others. These include assistance to patients or beneficiaries in health care establishments, dental assistance, computing support, industrial mechanics and hairdressing.

The most often cited equivalence is awarded by the Direction des acquis scolaires of the Ministère des Relations avec les citoyens et de l'Immigration (MRCI) for learning acquired outside of Canada. There are also equivalences for learning acquired in the other provinces or territories of Canada, or even in Québec under the jurisdiction of a federal ministry. For these cases, an equivalence guide is provided by the MELS. Centres were more likely to mention exemptions than equivalences. This means of granting recognition consists in exempting a student from a certain prerequisite course given the learning acquired elsewhere in the same subject.

1.3 Helping adults clarify their goals and needs

This third component involves helping adults clarify their educational goals and the specific steps they must take to achieve them, as well as making sure these goals and needs are consistent. The questions asked respondents to describe the types of action taken. The following is a summary of the responses to these questions.

Helping adults clarify goals

What are the adult's goals or, to use a word just as frequently used by respondents, objectives, when he or she takes the first steps in enrolling in a learning activity? Personal satisfaction? Better employment opportunities? The alleviation of family pressure or social or occupational constraints? How carefully have these goals been considered? Are they clear? Can they be achieved within a reasonable time frame? These are the main questions suggested by centres that deem it necessary to help adults clarify their goals as they prepare to enroll in a recognized learning activity in an adult education or vocational training centre.

Several responses suggest that the goals of adults when they approach an adult education centre are often imprecise and unclear. They can also be unrealistic given the adult's results in school or social constraints (e.g. amount of studies required, choice of a trade or occupation in which there is already chronic underemployment). In general, the goals of adults who contact vocational training centres appear to be clearer. About 15 vocational training centres explicitly stated that applicants for vocational training mostly need to *confirm* their choice. In addition to having decided or agreed to enroll in vocational training, they are at least thinking about a specific sector. The centres also mention, however, that their information about the school system and the labour market is often insufficient and that they do not necessarily know what program they should enroll in.

Another difference between adult education centres and vocational training centres is that reception, referral, counselling and support staff in a large number of adult education centres are greatly — perhaps excessively — concerned with the adult's goals in relation to vocational training, while vocational centres are almost never concerned about their goals with respect to general education. These centres appear to focus on the appropriate choice of trade or

occupation and the related vocational training program. General education seems to be considered a mere prerequisite. If the adult does not have the general education needed to enroll in a given vocational training program, he or she will be referred to an adult education centre. In some vocational training centres, adults are referred to a guidance counsellor in an adult education centre if their goals appear to be unclear or unrealistic.

According to respondents, secretaries, office clerks, educational and vocational information counsellors, training consultants, guidance counsellors, teachers and other staff members attempt to help adults clarify their goals by examining their interests, their prior life and work experience and their values. Some centres pointed out the need for clarification in the short, medium and long terms. At least 3 adult education centres believe that adults have more difficulty setting short-term goals in general education than in vocational training.

By helping adults clarify their goals, the centres are attempting to determine which program would be the most appropriate, as well as to increase motivation and ensure that students will persevere in the course they have chosen. At least 7 centres pointed out, however, that it is necessary to review these goals more than once, including after classes have begun.

Helping adults clarify needs

For the most part, these needs are educational. They are often accompanied, however, by psychosocial and financial needs. Educational needs are usually divided into two categories: general education needs (including francization) and vocational training needs.

Several centres said that they try to clarify the “client needs” to be met by the suggested program of study, but these needs are identified only in general terms (level or program in which the adult should enroll). The strategies used indicate an awareness of the fact that these needs may be vague, under-evaluated or poorly contextualized. At least one adult education centre mentioned that it is also necessary to examine everything surrounding the need.

Some centres suggested that helping adults clarify their needs is a two-step process, first involving non-specialized staff (e.g. secretary, office clerk), then specialized personnel (e.g. training consultant, guidance counsellor). The first clarification is general in nature and is based mainly on the adult’s spontaneous answers. The second is based on more precise and systematic methods and techniques that go beyond the adult’s spontaneous answers. This process appears to involve considerable participation on the part of the adult in some centres and to be rather authoritarian in others. Similarly, in some institutions, test results are used for information purposes only while, more commonly, they are a significant factor in determining the adult’s needs, which are then formalized in a learning profile.

Some adults have psychosocial needs that manifest themselves as chronic absences, persistent learning difficulties, and attitudes or behaviours inconsistent with attending a centre. The cause may be physical, mental or related to family or social problems. The most common

policy appears to be to refer these adults as soon as possible to an outside specialized resource (e.g. CLSC, community organization, psychologist), but the centres also mentioned that they must be able to rely on staff that is capable of making an initial diagnosis, solving problems as they arise and, at times, providing long-term assistance. Some centres have a proper special education and psychology department to meet these needs. Other centres lament the lack of the appropriate specialized personnel. A large number of vocational training centres have staff specializing in loans, bursaries and other types of financial assistance. Some adult education centres can also help students out financially or assist them in finding a more long-term solution to their financial problems.

Making sure the adult's goals and needs are consistent

Some institutions focus more intently on the adults' goals than on an analysis of their educational needs, while a greater number are especially concerned with their educational needs and take little time to clarify their goals when they say they want to enroll in a learning activity. There is a desire to harmonize goals and needs but, overall, perhaps because of a lack of resources, there do not appear to be any concrete results.

If the goals they are trying to achieve are not consistent with the needs they are trying to satisfy, adults may find themselves enrolled in a learning activity that has no meaning for them and that, consequently, may decrease their motivation and encourage them to drop out. The extremely high absence and dropout rates and the lack of punctuality noted in several responses could, in our opinion, be explained in part by the inconsistency — real or perceived — between the adults' goals and the learning activities in which they are enrolled.

Types of action taken

Information, in its broadest sense, is the means usually used by institutions to help adults clarify their goals and needs and establish consistency between the two. We addressed this issue at length in subsection 1.1. Some parts of Chapter Five also address the topic (see Chapter Five, sections 1, 1.3, 2.3, 3.2 and 4).

Educational and vocational information counsellors, training consultants and other staff members capable of guiding students in their learning and career choices are considered indispensable. They talk to adults (individually or in small groups) about their experiences at school and at work, their results on various tests, their goals, their motivation, the needs they perceive and their interests, then help them explore possible learning and career paths and, if necessary, monitor their progress over a period of time. They also organize visits to businesses and organizations in order to enable adults to confirm their perceptions and to compare them with contextualized information.

One centre mentioned the principles of the guidance-oriented school, which is presented as a place where all staff members play well-defined roles in the guidance process.

Lastly, as means of helping adults clarify their educational goals and needs, consider the activities designed to promote adult education and related services addressed in Chapter Eight. Most of these activities also help adults adopt a different attitude toward education and their future in the labour market. Several institutions mentioned the usefulness of these activities in providing information, raising awareness and, in a sense, providing guidance.

1.4 Selecting a learning activity

In adult education centres, the focus of this fourth component of reception, referral, counselling and support services is the development of a learning profile.¹ About 80 per cent of centres mentioned this point. In this study, so high a percentage on any question is extraordinary (see general introduction, section V); in reality, it means that the development of a learning profile is a widespread measure. Vocational training centres describe this component differently. Only a dozen centres use the term “learning profile”, but as many of these centres as adult education centres use the same process. It is described as a confirmation that the adult meets MELS requirements for admission to a given vocational training program. Essentially, the profile is confused with the program. The situation in general education is different: the profile is made up of a series of courses in different subjects.

According to some adult education centres, even in general education, an adult’s profile is based on his or her career goals. Other factors cited that influence development of the profile or admission to a vocational training program include the information contained in the adult’s academic record and his or her results on placement tests (general education) and local conditions (e.g. admission tests, tests specific to certain programs, selection interviews, quotas for young people aged 16-18 and women interested in non-traditional trades or occupations) (vocational training). Since there are more applicants than places available, one vocational training centre requires a \$100 deposit to be placed on a waiting list.

The learning profile and, although with somewhat more difficulty, the choice of a vocational training program, can be changed at the request of the adult concerned or upon recommendation of the teacher, an education consultant, a guidance counsellor or another professional. In some cases, the local employment centre may also have something to say about it. This change can be made at practically any time. In one adult education centre, between August and November, 100 learning profiles out of 124 were changed.

¹ Some respondents used the term “profile of studies”, “academic profile” or, based on a slightly different conception, “departure profile”. A distinction is usually made between this profile, which essentially specifies which courses the adult will be taking, and the learning plan, plan of action or individualized learning plan (terms vary in this case as well). The latter terms are broader in meaning than “learning profile.” Section 14 of the *Basic Adult General Education Regulation* uses the term “learning profile.”

Fewer adult education centres are using placement tests, but evaluations, remediation, upgrading and various other types of services are becoming increasingly popular. Some centres mentioned that these services are included in the learning profiles. We have already mentioned mandatory upgrading (see subsection 1.2.2, b below). One of the criteria for determining whether an adult should take a given test, i.e. the number of years elapsed since he or she left school, also appears to be used in a number of adult education centres to determine the upgrading required in languages and math. Often, at least some of this upgrading takes place in a 3-day to 8-week introduction to training sessions.

In addition to upgrading activities, the introduction to training program usually contains activities in subjects such as work methods, self-knowledge, the labour market, and establishing and following a schedule. Many adult education centres, as well as a few vocational training centres, organize workshops in learning strategies, stress management, memorization, social problems and combining citizenship activities with regular subjects. For students with particular learning difficulties, one adult education centre has developed an 8-week learning management program (15 hours a week).

1.5 Support

This component of reception, referral, counselling and support services can be defined as follows: monitoring an adult's educational or career goals other than proficiency in the subjects he or she is studying. According to respondents, in particular in their answers to questions 5 and 7 on the DFGA questionnaire, this type of support is the answer to a number of different needs or problems. Consequently, it also takes a variety of forms and involves different objectives. The following is an overview of these needs and problems and the way in which support services are used to deal with them.

Support services mostly deal with attendance and what are commonly referred to as "personal problems". In a large majority of centres, lack of punctuality, early departure and absenteeism appear to be a serious and persistent problem. Most centres have adopted specific monitoring and control measures, as well as a range of actions, from simple meetings to discuss the reasons for the behaviour to temporary or permanent expulsion from the centre. Intermediate measures consist in working with the student to find a solution, proposing a schedule that is better adapted to his or her needs or, in more severe cases, redirecting the student, assigning him or her a tutor,¹ (which can also play a pedagogical role), establishing a plan of action with the student (which, in some cases, is a "contract") or referring him or her to a more specialized resource person or organization. In this case, or in the case of personal problems, the resource person can be a guidance counsellor (most often cited), another professional at the centre, a

¹ In at least a dozen adult education centres and as many vocational training centres, tutoring is part of the support and supervision provided in the centre. Apparently, in these cases, although the students' personal problems play an important role, tutors focus on their proficiency in the targeted learning.

Carrefour Jeunesse Emploi, a CLSC, a community organization or another resource person or organization capable of helping the adult set priorities, manage his or her time or improve his or her work methods. Often, when the adult in question has a file at a local employment centre, both institutions work together.

We have already mentioned the psychosocial and financial needs experienced by many adults (see subsection 1.3.2). In Chapter Five, we will also see that a number of staff members, including teachers, devote part of their time (and some staff members almost all of their time) to helping students solve a variety of personal problems related to, among other things, physical or mental health, financial resources, working conditions, the need to find a job, relationships with their spouse, housing concerns, the use of psychotropic substances, and ways of getting to the centre. They can also involve the adult's attitude or behaviour at the centre.

According to the centres' experience, these problems are a serious handicap to success in school. This is undoubtedly why they came up in several answers. It is also why centres hire psychologists, social workers, addiction counsellors, people to monitor students and other professionals, or lament the lack of resources that prevents them from dealing with the situation. Two or three centres also mentioned the lack of appropriate materials. Another described its buddy program. The buddy is also a student, who takes responsibility for the student in question, answers any questions, discusses school or other issues and provides moral support, especially in times of difficulty. Lastly, in addition to offering immediate financial assistance to students in need, some centres offer them jobs or help them find one outside the centre.

Another aspect of support services provided by staff members, although less common, is encouraging students to stay in school until they have achieved their goals. This aspect also includes efforts made to contact former students to encourage them to return to school. Some centres keep graduates informed of new courses, programs and services. Generally speaking, this aspect of support consists in meeting with adults individually or in groups to promote higher education and provide information about programs and institutions that might be of interest to them and helping them enroll in another institution (e.g. a CEGEP).

Helping students integrate into the centre through cultural, recreational or other types of activities is a support activity mentioned by a few centres. These activities are designed to create a "team spirit" and a sense of belonging. In some centres, one person devotes a substantial amount of time to this type of activity.

The fifth and final aspect mentioned by respondents was addressed only by vocational training centres. It involves finding practicum positions and, eventually, jobs. Surprisingly few centres mentioned support offered by reception, referral, counselling and support services staff to students seeking practicum positions. The reason may be that this type of support is usually provided by another department. In addition, a third of the vocational training centres reported that they help graduates find jobs by making lists of potential employers, facilitating contact with them and promoting their graduates both publicly and in private meetings.

The most often cited objective of support services is probably to increase motivation. Motivation is cited as both a major problem and an essential ingredient for success in school. The need to make adults accountable is also frequently mentioned.

2. Applications

Reception, referral, counselling and support services staff usually provide information, evaluate and validate prior learning, help adults clarify their goals and needs, select a learning activity and provide support in areas other than proficiency in the targeted learning (for which teachers are mainly responsible). However, depending on the institution and on circumstances, these components can be combined in any number of ways.

One centre provides a variety of information but recognizes only the strict minimum of learning acquired outside school. Another provides information mostly about rules, procedures and requirements, but pays special attention to helping adults clarify their goals and needs. Yet another has adults participate in the selection of the most appropriate learning activity and makes an effort to adapt content, instructional methods and schedules, but simply does not provide support services. Lastly, a fourth centre provides all of these services, but not one stands out for the amount of care taken in providing it. The information gathered is rife with examples of similar situations.

At first glance, the order in which the components are presented here might be considered a model. In reality, the situation is far more complex, especially with respect to information. In many centres, the initial information an applicant receives is very brief and essentially administrative in nature. More substantial information to help students make academic and career choices is provided in subsequent steps. Similarly, clarification of the adult's goals and needs usually takes place at the same time as the evaluation of prior learning and selection of a learning activity.

Furthermore, the vague reference framework which, in most cases, is used as a guide for reception and referral services and especially counselling and support services, as well as the staff at most centres, is insufficient to establish a consistent quality approach combining all of the five components mentioned above.

According to the responses related to this theme and others (notably Chapter Five), information is the component that receives most attention and for which there are the greatest number of effective tools. There also appears to be a number of tests available to evaluate prior learning.

Highlights

1. About 45% of adult education centres and 32% of vocational training centres said they have a document describing their centre's mission and/or orientations that refers to reception, referral, counselling and support services. The nature and source of these documents are varied; in at least half of all cases, they were developed for purposes other than determining the centre's mission and/or orientations. Several centres cited the success plan.
2. Proportionally more adult education centres than vocational training centres made connections between their mission and/or orientations and their reception, referral, counselling and support services. They also made a greater variety of connections. Overall, these connections involve follow-up and support and supervision. It is also clear that, in describing these connections, the centres consider that the main purpose of reception, referral, counselling and support services is to foster "success in school". This is what the vocational or life plan central to the reference framework, for example, describes.
3. In the mission and/or orientations described, information about the adult education or vocational training centres' services is more common than information about the labour market or about trades and occupations.
4. Reception, referral, counselling and support services comprise five components: providing information, evaluating and validating prior learning, helping adults clarify their goals and needs, selecting a learning activity and providing support. Given the variables involved, staff members organize and combine these components in any number of ways. Approaches therefore vary considerably in number and complexity.
5. The first component, providing information, involves the following five aspects: the adult himself or herself (Who is he/she? What does he/she want? What kind of education does he/she have?), the centre (What does it offer? Under what conditions?), other institutions or organizations offering evaluation or training that could better meet the adults' expectations or specific needs, the labour market and, lastly, the promotion of services. This aspect will be addressed in Chapter Eight. Note that information about the centre itself is considered the most important.
6. An analysis of the responses highlights three aspects of the activity of reception, referral, counselling and support service staff related to the evaluation and validation of prior learning: the adult's education (In what subject or field of study? Does the adult have the prerequisites needed to enroll in a specific vocational training program?), the means used to evaluate his or her education (e.g. portfolio, tests) and the way in which the results of the evaluation are recognized.
7. Helping the adult clarify his or her goals and the training he or she needs to achieve them, and establishing consistency between these goals and needs: these are the basic aspects

of the third component of reception, referral, counselling and support services. Information, broadly speaking, is a key means used by institutions to help adults clarify their goals, specify their needs and ensure consistency between goals and needs.

8. In adult education centres, the central aspect of the component “selecting a learning activity” is developing a learning profile and, in vocational training centres, admitting the adult to a program. Several factors, including the successful completion of tests, influence the applicant’s learning profile or admission to the program and help determine whether the adult should continue in the same profile or program. In adult education centres, there is a marked tendency to replace placement tests and their contradictory results with evaluation, remedial, upgrading and other types of activities. The duration of these sessions appears to be determined mainly by the number of years elapsed since the adult left school, but it is also influenced by his or her results on various tests.
9. Lastly, the fifth component, providing support, consists in monitoring an adult’s progress in achieving his or her educational or employment-related goals other than the mastery of learning provided for in the activities in which he or she is enrolled. This type of support targets several needs, problems and objectives, and takes a variety of forms. In most centres, support services focus on attendance and what are referred to as “personal problems”. This component also involves motivating students and helping them persevere in their studies, actively integrating adults into the centres they attend and, in vocational training centres, finding practicum positions and jobs. The development of motivation appears to be the most important aspect of this component.
10. Reception, referral, counselling and support services offered to adults generally include the five above-mentioned components but, depending on the institution and on circumstances, these components can be combined in any number of ways, forming a variety of more or less complex procedures.



Chapter Four



Partnerships

Introduction

The first of the five questions in this section of the DFGA questionnaire addresses organizations, agencies or other institutions with which the institutions have forged ties, and the nature of these ties.¹ The next two questions are related, the first asking institutions about their “difficulties and sources of satisfaction” in dealing with their partners and the second, about special projects and/or agreements with some of these partners. The fourth question asks institutions whether they think it would be “useful” to forge *additional* ties with certain organizations or institutions. Lastly, the fifth question broadens the theme by asking the institutions whether, in their territory, there are needs that are not being met by reception, referral, counselling and support services. This chapter is organized around these questions. After consulting the compilation of responses provided by institutions other than adult education and vocational training centres, we decided not to proceed with a detailed analysis of their answers in this chapter.

The main source of information for this chapter was the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (Gauthier, Mellouki et al., November 2003a, p. 63-85, and November 2003b, p. 63-81). We did, however, take into account 5 additional adult education centres and 2 additional vocational training centres. Also, after consulting several responses and attachments, we deemed it necessary to make a few corrections to the above-mentioned compilation.

I Ties established

Table 11 gives an overview of the main ties between adult education and vocational training centres on the one hand, and organizations, agencies and other institutions on the other. The information provided by the 12 other institutions is similar. The table reveals that local employment centres are the only type of organization with which most adult education and vocational training centres have established partnerships. A large proportion of adult education centres have also formed partnerships with nonprofit community organizations or associations (about 75%), but only about 50% of vocational training centres have done so. Equal proportions of adult education centres and vocational training centres (about 40%) have established ties with a Carrefour Jeunesse Emploi. About 50% of adult education centres and vocational training centres have formed partnerships with private or public elementary or secondary schools, 50%

¹ The first part of the question is addressed to adult education centres, vocational training centres and other institutions without mention of reception, referral, counselling and support services. In a subquestion, the institutions are asked to describe the services they offer organizations, agencies and other institutions with which they have forged ties and the “clientele” referred to their reception, referral, counselling and support services.

of adult education centres with CLSCs and the same percentage of vocational training centres with businesses or boards of trade.¹

TABLE 11

Organizations, agencies or institutions with adult education and vocational training centres have formed partnerships, and approximate percentage of centres that have formed such partnerships

Number of respondents : 60 adult education centres out of 60 and 52 vocational training centres out of 52

POURCENTAGE OF CEA	ADULT EDUCATION CENTRES PARTNERSHIPS WITH:	VOCATIONAL TRAINING CENTRES PARTNERSHIPS WITH:
- ABOUT 75%	<ul style="list-style-type: none"> • community organizations • local employment centres 	<ul style="list-style-type: none"> • local employment centres
- ABOUT 50%	<ul style="list-style-type: none"> • elementary or secondary schools • CLSCs 	<ul style="list-style-type: none"> • elementary or secondary schools • community organizations • businesses or boards of trade
- ABOUT 40%	<ul style="list-style-type: none"> • Carrefours Jeunesse Emploi 	<ul style="list-style-type: none"> • Carrefours Jeunesse Emploi
- 20% to 30%	<ul style="list-style-type: none"> • businesses or boards of trade • vocational training centres 	<ul style="list-style-type: none"> • school boards • adult education centres • Emploi-Québec • various ministries or parapublic organizations
- 10% to 20%	<ul style="list-style-type: none"> • various ministries or parapublic organizations • Emploi-Québec • CEGEPs and universities • hospitals 	<ul style="list-style-type: none"> • other vocational training centres • CLSCs • CEGEPs and universities • professional associations • local development centres • Commission de la construction du Québec
- LESS THAN 10%	<ul style="list-style-type: none"> • a dozen other organizations, agencies or institutions 	<ul style="list-style-type: none"> • Ten or so other organizations, agencies or institutions

¹ In consulting respondents' answers, we observed that the business in question could be a sponsor (e.g. Coca-Cola or a Caisse populaire).

In all other cases, no more than 30% of adult education centres and vocational training centres mentions ties with the same type of organization, agency or institution. For example, 20% to 30% of adult education centres have formed partnerships with businesses, boards of trade or vocational training centres, while the same percentage of vocational training centres have formed partnerships with adult education centres, school boards, Emploi-Québec and various provincial ministries or parapublic organizations (other than those mentioned by name). Table 11 also lists the types of organizations, agencies or institutions with which 10% to 20% of adult education centres or vocational training centres have formed partnerships. Note that “hospitals” may include regional boards.

Lastly, the categories of organizations, agencies or institutions mentioned by less than 10% of respondents include:

- adult education centres: local development centres, rehabilitation centres, the Commission de la construction du Québec, an Innu or Amerindian community and various ministries or parapublic organizations, including Human Resources Development Canada, the Ministère des Relations avec les citoyens et de l'Immigration, the Commission de la santé et de la sécurité au travail (CSST) and the Société de l'assurance automobile du Québec (SAAQ)
- vocational training centres: hospitals, rehabilitation centres, various ministries or parapublic organizations (including the CSST and the SAAQ), the municipality and Fonds Jeunesse

In most cases, the organizations, agencies and institutions with which most adult education and vocational training centres have formed partnerships are also those with which the centres' administrative, financial, recruitment and placement activities require frequent interaction. The organization with which most adult education and vocational training centres form partnerships, the local employment centre, is probably also the organization that offers the most complementary and essential services. Local employment centres need adult education and vocational training centres to provide training in order to improve adults' employability, while adult education and vocational training centres need the students and funding provided by local employment centres.

The fact that so many adult education and vocational training centres form partnerships with community organizations can be explained by the large number of community organizations and the wide variety of services they offer. The compilation on which this report is based lists 109 and 43 community organizations that have entered into partnerships with adult education centres and vocational training centres, respectively (see Gauthier, Mellouki et al., November 2003a, p. 65-66, and November 2003b, p. 65). There is therefore a notable difference between adult education centres and vocational training centres, especially since more than 13 out of 43 community organizations have developed ties with vocational training centres in a single school board. These usually nonprofit organizations deal among other things with literacy, employment,

re-entering the work force, mental health, food aid, volunteer work, women or young people in difficulty, immigrant orientation, local economic development and the defence of various rights.

II Evaluation of relationships with partners

1. Sources of satisfaction

Generally speaking, the centres are satisfied or very satisfied with their relationships with partners. In its compilation, the Canada Research Chair in Teacher Training (Université Laval) revealed that 56% of the adult education centres and 66% of the vocational training centres were “very satisfied”. As the basis for their satisfaction, 25% of adult education centres and 12% of vocational training centres noted shared interests, while 22% of adult education centres and 18% of vocational training centres mentioned that they worked together to meet both adults’ and labour market needs. Other items were cited by less than 10% of adult education centres, including recruitment and the promotion of adult education. Elements cited by vocational training centres included support for adults attending the centre (14%) and the promotion of vocational training (10%).

2. Difficulties

Adult education centres and vocational training centres mentioned the same types of difficulties in their relations with partners, the difference being in the proportion of respondents to cite each type. The following are a few examples from the compilation produced by the Canada Research Chair (Université Laval):

	<i>Adult Education Centres</i>	<i>Vocational Training Centres</i>
• The imposition and complexity of rules and administrative criteria	29%	18%
• The duplication of procedures	16%	8%
• Poor dissemination of information	13%	32%
• A poor understanding of their mission and role	9%	30%

It is also important to note that 3 difficulties were mentioned exclusively by adult education centres: frustration at not being able to take action (9%), a lack of funds (9%) and limited recruitment (4%).

Some difficulties were also mentioned by adult education centres and vocational training centres in similar proportions, for example:

	<i>Adult Education Centres</i>	<i>Vocational Training Centres</i>
• Coordinating schedules	22%	24%
• Maintaining relations	18%	20%
• Differences of opinion	18%	14%
• Providing students with personal and psychological assistance	5%	6%

The compilation does not contain information about the content of the difficulties encountered, although the responses we consulted revealed the following:

- a) Training requirements are secondary to security issues in penitentiaries.
- b) The general education funded by local employment centres is usually very short.
- c) It is very difficult to establish durable relationships with government and paragonment partners. It is also difficult to plan activities with these partners in advance.
- d) Relationships with partners are excellent, but the partners refer very few adults to the centres.

III Specific agreements with partners

The answers to question 10 reveal a considerable difference between forging ties with partners (Table 11) and signing specific agreements or developing special projects with them. The greatest number of adult education centres (17 centres, or 28%) said they had no specific agreements with partners. The corresponding number for vocational training centres is 13 (25%). Sixteen adult education centres (27%) mentioned the existence of an agreement with a local employment centre, 13 (22%) with Emploi-Québec, 10 (17%) with social services and 9 (15%) with educational institutions. Lastly, anywhere from 1 to 6 centres stated that they had agreements with community organizations and Carrefours Jeunesse Emploi.

Vocational training centres have agreements with fewer of the same types of organizations. Nine centres (17%) said they had an agreement with Emploi-Québec, 7 (13%) with a local employment centre, and 7 (13%) with businesses offering practicum positions. The numbers vary from 1 to 6 in all other cases.

A study of slightly more than half of respondents' answers reveals that it is very rare that reception, referral, counselling or support services are mentioned explicitly in these agreements. Some of the activities mentioned, however, are similar to those provided by these services, for example when an adult education centre agrees to help keep a group of adults motivated at the request of a local employment centre and monitors them systematically. Another example is a

vocational training centre which, in an agreement with a business, agrees to assign staff members to a company plant to meet individually with adults who would like to obtain a Diploma of Vocational Studies (DVS). More or less similar agreements also exist with community organizations and health care institutions.

IV Possibility of establishing additional ties

Almost 9 out of 10 adult education and vocational training centres believe that it would be useful to establish additional ties with certain organizations or institutions. The most often cited partner in this context is a community organization; community organizations are cited by 32% of adult education centres and 27% of vocational training centres. In second place, the same percentage of adult education centres (17%) mentioned elementary or secondary schools and local employment centres, while vocational training centres mentioned businesses (23%) and, in third place, local employment centres (19%). Adult education centres also cited businesses (13%) and Carrefours Jeunesse Emploi (10%), while 8% or less mentioned public organizations, including CLSCs, and a few associations. Vocational training centres also mentioned Carrefours Jeunesse Emploi (10%), as well as CEGEPs and universities (12%), Emploi-Québec (8%) and, in 1 to 3 cases, other organizations or associations (including CLSCs).

The reasons for these choices are not included in the compilation. According to our study of some of the answers, those provided were rather brief.

V Needs not being met by reception, referral, counselling and support services

Forty-two adult education centres out of 60 and 38 vocational training centres out of 52 believe that some needs in their territory are not being met by reception, referral, counselling or support services. Most of them stated 1 or 2 unmet needs. In general education, the 2 major needs mentioned were relationships with social services staff (28% of the adult education centres) and guidance counselling (17%). The other needs cited include assistance for immigrants and Anglophones (10%), a lack of information about the role of the centres and organizations (10%) and support services (8%).¹ Two centres mentioned the recognition of prior learning, equivalences and competencies, and 1 centre the need for evaluation and monitoring of adults with severe learning difficulties.

The need most often mentioned by vocational training centres is for support services (19%), followed by employment assistance (15%). In addition to support services, the compilation contains a similar category entitled “Follow-up (post-training)”, which 7 vocational training

¹ One centre mentioned specialized support and assistance in meeting basic needs such as food and housing.

centres considered a need not met by the organizations in their territory. Two of these centres mentioned this need in conjunction with support services. The lack of information about the role of the centres and organizations and the recognition of prior learning, equivalences and competencies were mentioned by 6 vocational training centres (12%), and the following four needs, by 4 vocational training centres: reception of adults outside the school system, guidance counselling, relationships with social services staff and assistance for immigrants. Lastly, 5 vocational training centres pointed out the need for student residences.

Highlights

1. About 75% of adult education centres and as many vocational training centres said they had established ties with a local employment centre. A large percentage of adult education centres have formed partnerships with community organizations or associations, but only 50% of vocational training centres have done so. As Table 11 shows, about 50% of adult education centres have established ties with CLSCs, while the same percentage of vocational training centres have formed partnerships with businesses or boards of trade, and slightly more than 40% of adult education centres and vocational training centres have established ties with elementary or secondary schools and Carrefours Jeunesse Emploi. According to respondents, adult education and vocational training centres have formed partnerships with other organizations, agencies or institutions.
2. Most of the partnerships formed with different organizations, agencies or institutions are based on the centre's activities. For the most part, these partnerships involve administrative, financial, recruitment or placement services. Some partnerships are also based on the fact that the organization, agency or institution offers services that complement those offered by adult education and vocational training centres, for instance community organizations and Carrefours Jeunesse Emploi.
3. Relationships with partners are deemed very satisfactory by 56% of adult education centres and 66% of vocational training centres, for a variety of reasons. Shared interests and the ability to work together to meet shared needs is the most often cited combination of reasons.
4. The difficulties encountered in relationships with partners are essentially the same, but the perceived seriousness of some of these varies considerably between adult education centres and vocational training centres. For example, proportionally more adult education centres than vocational training centres consider the complexity of rules and administrative criteria and the duplication of procedures difficulties, while proportionally more vocational training centres cited poor transmission of information and a poor understanding of their mission and role.
5. Most partnerships are not accompanied by written agreements. Most agreements are with local employment centres and Emploi-Québec.

6. Nine out of 10 adult education centres and vocational training centres believe that it would be “useful” to forge additional ties with certain organizations or institutions. The most often cited partners are community organizations: 32% of adult education centres and 27% of vocational training centres expressed an interest in forging additional ties with one or more community organizations.
7. Seven out of 10 adult education centres and vocational training centres believe that some needs in their territory are not being met by reception, referral, counselling or support services. The 2 major needs mentioned by adult education centres are relations with social services staff and guidance counselling; vocational training centres mentioned support and employment assistance.



Chapter Five



Roles and duties of staff members

Introduction

One of the main aspects of this theme involves identifying classes of employees that work in adult education centres, vocational training centres, or other school board institutions, as well as the nature and scope of their activities, in relation to what the questionnaire refers to as reception, referral, counselling and support services. This subtheme addresses the following three questions:

- a) According to respondents, which classes of employees perform reception, referral, counselling and support tasks and how many different tasks do they perform?
- b) What tasks do they perform?
- c) In how many adult education centres, vocational training centres or other institutions does each class of employees work?

We will also consider three other aspects of reception, referral, counselling and support activities:

- a) The annual planning of reception, referral, counselling and support services or activities: How are they planned and who is responsible?
- b) Obstacles to annual planning: What are they?
- c) Meetings attended by reception, referral, counselling and support services staff: Are there meetings? How often? What topics are addressed? Should there be more meetings? What topics should be discussed?

Each of these aspects is dealt with in its own section in this chapter. The first one, however, because it is considered particularly sensitive, is dealt with in far greater detail than the other three. It is also important to note that, for reasons related to DFGA internal planning, a more complete version of Section I (classes of employees and the nature and scope of their activities) was produced not only before the other three sections, but also before any of the chapters in this document.

I Classes of employees and the nature and scope of their activities

Our answers to the three questions related to classes of employees and their activities mentioned in the introduction are based on two indicators. The first is the *number of centres or other institutions* in which tasks were performed by each class of employees working in reception, referral, counselling or support services. The second is the *number of different tasks* performed by each class of employees in a centre or other institution.

The next three sections deal with the subject in adult education centres, vocational training centres and other institutions, respectively. The first two sections are organized identically: two subsections, one on each of the two above-mentioned indicators (1.1 and 1.2 for adult education centres and 2.1 and 2.2 for vocational training centres) and a third section describing the tasks performed by each class of employees working in an adult education centre or vocational training centre (1.3 and 2.3). The third section is essentially the same, except that the first two subsections have been combined (see table of contents). Lastly, the fourth section presents a synthesis of the classes of employees involved and the types of tasks they perform in adult education centres, vocational training centres and other institutions.

Our primary source of information was the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 90-110, November 2003b, p. 86-121, and November 2003c, p. 41-48). For various reasons, however (e.g. to check certain information, because of a lack of data in the compilation), we deemed it necessary to consult some centres' actual responses. The same is true for other questions. This also resulted in the addition of information from 5 adult education centres and 2 vocational training centres whose answers were not included in the compilation produced by the Canada Research Chair in Teacher Training (see general introduction, section II).

1. Adult education centres

In the 60 centres for which information is available, 39 classes of employees work in reception, referral, counselling or support services (see Table 12 below). They may or may not be part of an actual department. Indeed, it is impossible in some cases to determine whether a given class of employees works in some "department" serving adults or both adults and young people, or whether it works exclusively in reception, counselling or support. Question 14, from which, along with questions 17 and 18, the information in this section is taken, asks "how authority and responsibilities are shared among the staff who work in reception, referral, counselling and support services". Although questions 17 and 18 focus more specifically on "reception and referral" services and "reception, referral, counselling and support" services, respectively, the answers do not always interpret the word "service" as a specific administrative entity. For this reason, the answers to questions 14, 17 and 18 are grouped together in the compilation.

1.1 First indicator: Number of centres and classes of employees

Table 12 lists the 39 classes of employees that perform reception, referral, counselling or support tasks in one or more of the 60 participating adult education centres. It also indicates, in order, the number and proportion of centres in which each class of employees works. Secretaries, centre directors, guidance counsellors, training consultants and teachers work in the greatest number of centres (more than 45% in all cases). Twenty-one classes of employees in reception, referral, counselling or support services are employed in 5% of centres or less. The other 13 classes of employees fall somewhere between the two; they play a role in anywhere from 4 to 18 centres (7% to 30%).

At least one guidance counsellor, one training consultant, one education consultant or one educational and vocational information counsellor is associated with reception, referral, counselling and support services in at least one adult education centre in the following number of school boards (out of the 20 that participated in the survey): guidance counsellor – 17, training consultant – 12, education consultant – 9, educational and vocational information counsellor – 5.

1.2 Second indicator: Number of different tasks performed

The information in section 1.1 was used to draw up a list of classes of employees that work in reception, referral, counselling or support services in an adult education centre, indicating the number of centres in which they work, and to assess their level of activity and importance. In this subsection, we will continue our analysis of the same classes of employees, this time indicating the number of different tasks they perform.

Tables 13, 14 and 15 present the number of different tasks that the classes of employees appearing in Table 12 perform in the same centres. According to Table 13, the difference between the class of employees that performs the greatest number of tasks (119) and the class that performs the fewest (1) is considerable. It can probably be explained in part by the complexity of certain jobs, and by the fact that the classes of employees that perform the greatest number of different tasks are usually also those that work in the greatest number of centres. It is also important to note the specificity of the task descriptions in the compilation and the fact that we have, for the most part, used the same descriptions. Lastly, in some cases, we suspect that the very wide range of tasks (sometimes unrelated, as we will see in section 1.3) performed by a given class of employees might be due to political or organizational, or even conceptual, deficiencies.

According to Table 12, the five classes of employees that work in the greatest number of centres are also those that, according to Table 13, perform the greatest number of different tasks (teachers: 57, and training consultants: 119). The same is true for all classes of employees, with a few exceptions. For example, receptionists and administrative technicians perform fewer different tasks than might be inferred from the number of centres in which they work, while people in charge of student monitoring and technicians (not otherwise defined) perform more.

Tables 14 and 15 provide additional information. Table 14 focuses on the 13 classes of employees that perform the greatest number of tasks and a given task in at least 3 adult education centres. For example, the 119 tasks performed by training consultants can be broken down as follows: 107 tasks in 1 or 2 centres, 7 tasks in 3 centres, 3 tasks in 4 centres, 1 task in 5 centres and 1 task in 10 centres. At the other end of the spectrum, assistant directors perform only 1 task in 3 adult education centres and 9 tasks in only 1 or 2 centres.

TABLE 12

**Classes of employees working in reception, referral, counselling or support services
in an adult education centre, and the number (N) and percentage (%)⁽¹⁾
of centres in which they work**

Number of respondents : 60 out of 60

CLASS OF EMPLOYEES	CENTRE		CLASS OF EMPLOYEES	CENTRE	
	N	%		N	%
1. Secretary	41	68	21. Special education technician	3	5
2. Centre director	31	52	22. Responsable du suivi étudiant	3	5
3. Guidance counsellor	29	48	23. Animator	3	5
4. Training consultant ⁽²⁾	28	47	24. Information officer	2	3
5. Teacher	28	47	25. Technician	2	3
6. Receptionist	18	30	26. Teaching assistant	2	3
7. Office clerk	18	30	27. Social service technician	2	3
8. Education consultant	16	27	28. Group leader	2	3
9. Administrative assistant	15	25	29. Special educator	1	2
10. Tutor	11	18	30. Monitoring and support technician	1	2
11. Educational and vocational information counsellor	9	15	31. Development officer	1	2
12. Instructor	8	13	32. Reception and referral clerk	1	2
13. Educational organization technician	7	12	33. Distance education coordinator	1	2
14. Administrative technician	5	8	34. Person in charge of practicums	1	2
15. Counsellor ⁽³⁾	5	8	35. Psychoeducator	1	2
16. Assistant director	5	8	36. Psychologist	1	2
17. Person in charge of the centre	4	7	37. Invigilator	1	2
18. Social worker	4	7	38. Addiction rehabilitation officer	1	2
19. Administrative officer	3	5	39. Security officer	1	2
20. Clerk	3	5			

(1) Rounded of to the nearest unit.

(2) Includes a general education and vocational training counsellor.

(3) Includes a student life counsellor in one centre. (2) Le terme « conseiller en formation » inclut, entre autres, une « conseillère en formation générale et professionnelle ».

TABLE 13

Total number of different tasks (N tasks) performed by the different classes of employees working in reception, referral, counselling or support services in adult education centres

CLASS OF EMPLOYEES	N TASKS	CLASS OF EMPLOYEES	N TASKS
1. Training consultant		21. Administrative technician	9
2. Guidance counsellor	81	22. Animator	9
3. Secretary	74	23. Clerk	9
4. Centre director	65	24. Teaching assistant	6
5. Teacher	57	25. Special educator	5
6. Education consultant	51	26. Monitoring and support technician	5
7. Office clerk	48	27. Information officer	4
8. Administrative assistant	37	28. Development officer	4
9. Tutor	28	29. Reception and referral clerk	4
10. Instructor	25	30. Social services technician	4
11. Educational and vocational information counsellor	24	31. Group leader	4
12. Counsellor	19	32. Social worker	4
13. Educational organization technician	18	33. Distance education coordinator	3
14. Person in charge of student monitoring	18	34. Person in charge of practicums	3
15. Receptionist	16	35. Psychoeducator	2
16. Technician	15	36. Psychologist	2
17. Special education technician	15	37. Invigilator	1
18. Administrative officer	14	38. Addiction rehabilitation officer	1
19. Person in charge of the centre	13	39. Security officer	1
20. Assistant director	10		

TABLE 14

**Number of different tasks performed by different classes of employees,⁽¹⁾
by number of adult education centres in which these tasks are performed**

CLASS OF EMPLOYEES	NUMBER OF CENTRES IN WHICH THE TASKS ARE PERFORMED									TOTAL TASKS
	1 or 2	3	4	5	6	7	9	10	19 or 21	
1. Training consultant	107	7	3	1				1		119
2. Secretary	64	2	2	2		2			2	74
3. Guidance counsellor	73	5	3							81
4. Centre director	59	5	1							65
5. Office clerk	43	1		1	2		1			48
6. Receptionist	11	2	1			2				16
7. Administrative assistant	32	2	1		1	1				37
8. Education consultant	47	2		2						51
9. Teacher	55	1	1							57
10. Educational and vocational information counsellor	22	2								24
11. Tutor	27		1							28
12. Administrative officer	13	1								14
13. Assistant director	9	1								10

(1) See Table 15 for classes of employees that do not work in at least 3 adult education centres.

Secretaries perform the same task in the greatest number of adult education centres: they answer telephone calls from adults or greet them in person in 21 centres, and they provide adults with general information in 19 centres. According to the same table, like receptionists, administrative officers perform fewer different tasks than other classes of employees (see Table 13, which ranks them 15th and 18th, respectively), but they perform more tasks in a given centre (see Table 14, in which they are ranked 6th and 12th, respectively).

TABLE 15

Classes of employees that perform 1 or more reception, referral, counselling or support tasks in 1 or 2 adult education centres⁽¹⁾

CLASS OF EMPLOYEES ⁽²⁾	CLASS OF EMPLOYEES
1. Animator	14. Teaching assistant
2. Information officer	15. Special educator
3. Administrative technician	16. Monitoring and support technician
4. Clerk	17. Development officer
5. Social services technician	18. Reception and referral clerk
6. Technician	19. Group leader
7. Special education technician	20. Distance education coordinator
8. Educational organization technician	21. Person in charge of practicums
9. Instructor	22. Psychoeducator
10. Counsellor	23. Invigilator
11. Person in charge of student monitoring	24. Addiction rehabilitation officer
12. Social worker	25. Psychologist
13. Person in charge of the centre	26. Security officer

(1) See Table 13 for the total number of tasks performed by each class of employees.

(2) The 4 classes of employees in bold type perform at least 1 task in 2 adult education centres. None of the other classes perform tasks in more than one centre.

Table 15 presents the 26 classes of employees that do not appear in Table 14. The main difference between the two tables is the presentation, given the criterion for inclusion (1 task or more in only 1 or 2 centres). As mentioned in note 1, the first 4 classes of employees perform at least 1 task in 2 adult education centres. They perform other tasks in only 1 centre. The other 22 classes of employees (37% of the 60 participating centres) perform more than one task, but none of these in more than 1 centre. Lastly, 3 of them – invigilators, addiction rehabilitation officers and security officers – perform only 1 reception, referral, counselling or support task in 1 centre.

1.3 Classes of employees

Secretary

Secretaries greet adults in person or over the telephone in the greatest number of adult education centres (21 out of 60), but their most time-consuming tasks are informational and administrative. In reality, there appears to be considerable overlap between these tasks. For example, when a secretary helps an adult fill out a questionnaire, he or she is performing an administrative task, as well as providing the information needed to fill it out correctly.

Providing information, which appears in every task description, involves almost every aspect of the centre: forms, schedules, admission and registration procedures, courses, tests (e.g. placement, general development, secondary studies equivalence), special services (within or outside the school board), individualized instruction, recognition of prior learning, etc. The following tasks can also be classified as administrative: filling out forms, compiling data, collecting fees, verifying applicants' documents and general educational objectives, transmitting information to a local employment centre, managing waiting lists, entering data in a database, making appointments and administering tests and exams.

Training consultant

The 119 tasks performed by training consultants (or, in some centres, their equivalent: reception and referral counsellors, for example) in 28 adult education centres out of 60 are related to administration, management, counselling and support. They also provide information to adults enrolled or seeking to enroll in the centre or to the general public. This information concerns services offered by the centre and, in many cases, by other organizations (e.g. vocational training centres, CLSCs, Commission de la construction, CEGEPs).

As professionals, training consultants help adults clarify their needs, establish their plan of action or learning profile and select courses. They also help some adults implement their plans, pursue their studies, find a job or solve psychosocial problems. As administrators, they open, analyze and evaluate files; participate in meetings and share information with other organizations; administer tests and collaborate with other staff members.

Office clerk

In most adult education centres, office clerks greet clients and provide information. Most of their tasks, however, are administrative in nature. Like other classes of employees, they open files and make sure they are complete but, unlike other classes, they go on to enter the information in the centre's database.

The information they provide is usually general in nature, but it can also be more specific. It is provided in person, over the telephone or by e-mail. It includes referrals to other resource

people, services or centres. Their administrative tasks include collecting fees, making appointments and printing documents.

Receptionist

Receptionists' tasks involve reception, information and administration. They perform as many administrative as information tasks, but they perform reception or information tasks in more adult education centres than they do administrative tasks. Their main administrative tasks include opening files, collecting fees and managing appointments, while those related to information involve providing information in person and over the telephone, and referring adults to specialized resource persons or organizations.

Assistant director and administrative assistant

Assistant directors, present in reception, referral, counselling and support services in only 5 adult education centres, appear to perform different tasks depending on the circumstances, including greeting potential students. They work with students with severe behavioural problems and students requesting an extension of services, promote services, etc. In 2 or 3 centres, they also counsel students.

Administrative assistants perform a number of different tasks (37), but none of them in more than 7 centres, and 32 in only 1 or 2 centres (see Table 14). The task they perform in the greatest number of centres is providing information about the centre's procedures, rules and services, sometimes to the public, but more often to specific adults. They also refer adults to other resource people or services.

The majority of their tasks are administrative in nature. In particular, they open and analyze student files, establish and make changes to schedules and learning profiles, coordinate student monitoring, check attendance and, as needed, work with adults with problems related to attendance or other behavioural difficulties, transmit information to the local employment centre and participate in meetings with different partners.

Tasks related to monitoring and correction appear to dominate, but some tasks clearly involve counselling and providing support to adults experiencing difficulties at school.

Guidance counsellor

Guidance counsellors provide information about programs offered by adult education centres, admission and registration procedures, postsecondary education, and trades and occupations, but their administrative tasks also include planning student-for-a-day events, organizing open houses or job fairs, participating in meetings with the centre's partners, administering exams, verifying learning profiles, registering students and setting schedules. They sometimes work with groups, but they usually counsel adults on an individual basis. Counselling tasks include

identifying adults' needs, helping adults identify their skills and other resources, analyzing records or test results, evaluating prior learning, developing learning profiles and suggesting possible courses or careers.

Some of their tasks can also be related to support services, for example, when they provide students with support during the learning process, or help them solve financial problems or find a job.

Overall, guidance counsellors perform many different tasks (we identified 81), but never in more than 4 centres. Remember that, according to Table 12, they work in about half of the adult education centres surveyed.

Centre director

About half of the 65 tasks performed by centre directors mentioned in respondents' answers (see Table 13) are clearly administrative in nature. They consist in organizing, planning, coordinating, supervising, explaining, monitoring, developing, supervising, supporting, dealing with infractions, making decisions and evaluating. They focus on people, as well as on projects, operations, procedures, behaviours, problem situations, partnerships and resources. Since there are a number of ways of combining these aspects, it is obvious that centre directors perform a number of administrative tasks and that these tasks vary from centre to centre.

A large portion of their time is also devoted to providing information to staff members, partners and the general public, as well as to students during open houses or other special events. Lastly, centre directors sometimes greet visitors, counsel adults about their learning project and provide support to adults with serious difficulties.

Education consultant

Education consultants play an important role in evaluating adults' prior learning when they enroll in an adult education centre. They meet with adults, administer tests and examine the documents provided. In some cases they monitor the appropriateness of the course chosen by the adult. They also provide information about the programs available and often refer adults to other professionals, centres or organizations. Education consultants counsel teachers and administrators and, more rarely, students. In some centres they also maintain partnerships with other centres or organizations.

Teacher

Several of the 57 tasks attributed to teachers in the reference documentation lie in a grey area between reception, referral, counselling and support on the one hand, and the duties usually expected of a teacher on the other, for example, when they evaluate adults' prior learning in their native language, a second language or another subject; monitor their learning; identify their

learning difficulties; help them implement a solution; discuss problem cases with colleagues; and meet with literacy or francization students for the first time. Their participation in the 25-hour introduction to training “course” is also probably more closely related to teaching than counselling, guidance or support.

In their numerous contacts with adults, teachers are also called upon to provide information about existing services and eligibility requirements, as well as the centre’s rules, and often to refer adults to a specific service. Lastly, adult education teachers perform administrative tasks, such as participating in registration sessions, updating student files and establishing ties with other organizations.

Educational and vocational information counsellor

Educational and vocational information counsellors collect, record, process, convey, analyze or otherwise manage information. They also use all available media, including faxes, the Internet and CD-ROMs. In one case, the educational and vocational information counsellor shows groups of students how to use the Internet to find information about trades and occupations or jobs. Overall, the information they provide appears to cover more ground than most other classes of employees that provide information. Their administrative tasks include registering students, establishing their course schedule and evaluating the prior learning of applicants.

Tutor

In the 11 adult education centres in which they work in reception, referral, counselling and support services, tutors are said to “monitor” students. In one of these cases, the centre specified that the tutor holds a monthly meeting in which it is determined whether the student has achieved his or her objectives for each subject and whether there is room for improvement in his or her “schoolwork” or personal life. This task is similar to other, support-related tasks, including providing information and, on occasion, counselling. These tasks, however, are not always related to support services, since tutors also meet with adults to discuss their education needs and to help them find a suitable course among those that are available.

Instructor

Respondents identified a relatively wide range of tasks attributed to instructors. They include giving adults permission to use the computer room, motivating and supporting adults in their learning and explaining how individualized instruction works. Of the 25 tasks we identified (see Table 13), none is performed in more than one centre.

Administrative tasks are the most common, but some tasks are related to teaching, counselling, guidance or support, for example, tasks involving examining different teaching/learning methods or referring an adult to a tutor. Other tasks include greeting new students; providing information

about the centre's programs, trades and occupations, other professional services available (e.g. the four spheres of generic competencies),¹ other organizations and rules.

Counsellor

Employees referred to simply as “counsellors” in adult education centres usually perform administrative tasks such as admitting students, studying student files, developing learning profiles and organizing a variety of activities based, for example on Human Resources Development Canada games intended to help students make a career choice. In performing these tasks, counsellors are naturally called upon to provide information and, on occasion, counselling, guidance or support services. In 1 of the 5 centres with counsellors on staff, one counsellor is more specifically assigned to student life. Among other things, he encourages adults to participate in a variety of activities and helps them find the money to pay for their studies.

Administrative officer

According to respondents, the administrative officer or, in one adult education centre, the “administrative assistant”, is also a reception officer. His or her administrative tasks include admitting or registering students, managing placement tests and maintaining contact with the local employment centre. The 14 tasks identified also include providing information and, on occasion, performing certain counselling and support tasks.

Technicians

Table 12 contains six classes of employees identified as technicians. In one case, the type of technician is not specified. The other five types of technician are educational organization technicians, special education technicians, administrative technicians, social services technicians, and monitoring and support technicians.

Seven centres have **educational organization technicians**, more than any other type of technician. These technicians' tasks are mostly administrative, but they sometimes greet clients and provide information about the centre's programs and services. Their most important administrative tasks include opening and verifying student files, and entering information into a database. In one centre, the educational organization technician meets with former students.

Five adult education centres have **administrative technicians**. Their tasks are similar to those of educational organization technicians, involving student files and schedules, but they also collect fees and supervise office clerks.

¹ See Chapter Three, section I, 1.2.1.

Technicians and **special education technicians** (in one case referred to as a **special assistance technician**) perform about 15 tasks in 2 or 3 different centres. Technicians sometimes greet clients, but their tasks are essentially administrative in one case, and information-related with a touch of counselling in the other. Special education technicians are the technicians that perform the most counselling and guidance tasks and, more rarely, support-related tasks. They also maintain contact with other internal resources, as well as external resources such as CLSCs, detoxification centres and local employment centres. Essentially, they monitor students at the educational and psychosocial levels.

In one adult education centre, the **social services technician** handles social problems that hinder “performance in school”, while, in another centre, the social services technician appears to perform administrative, counselling and support-related tasks. Lastly, **monitoring and support technicians** work mostly in counselling, but also perform certain administrative tasks (e.g. finding new resources to help adults solve some of their problems).

Other officers

The tasks of office clerks and administrative officers were described in special sections (see 1.3.3 and 1.3.14). There are also **information officers** in 2 centres and, in 1 centre, a **development officer**, an **addiction rehabilitation officer** and a **security officer** who, according to respondents, work in reception, referral, counselling or support services. Information officers provide information to individuals and groups of applicants, register students and collect fees. The development officer works in reception and information, and ensures that the adults’ learning corresponds to their needs. The addiction rehabilitation officer works with young adults with problems related to psychotropic substance abuse, among other problems. Lastly, the security officer “greet clients”.

Person in charge of student monitoring

These employees work in every area and it is difficult to identify where most of their time is spent. One characteristic of their duties is that they meet regularly with groups of students and teachers. These structured meetings appear to focus mostly on students’ problems and needs. They also keep the local employment centre informed of the progress of its referrals. Their other tasks (a total of 18 in 3 centres and, for the most part, the same as those performed by many other classes of employees) include giving workshops on work methods, time management, motivation and other topics of similar interest to students.

Person in charge of the centre

These employees, who usually work in small centres, also have other duties in the institution. Of the 13 tasks they perform, those related to providing information, especially to students but also on occasion to the community, take up most of their time. This information can be related to the centre’s rules and regulations or the services offered. Administrative tasks, ranking second,

involve admitting and registering students, distributing instructional materials to students and organizing activities to increase the students' sense of belonging (e.g. community meals).

The other 12 classes of employees

Of the other 12 classes of employees, social workers work in 4 centres, clerks and animators in 3 centres, teaching assistants and group leaders in 2 centres, and 7 other classes of employees in only 1 centre out of 60. In one centre, a social worker devotes 80% of his time to reception, referral, counselling or support tasks, but the tasks are not identified as such. In two other centres, social workers essentially perform counselling tasks in individual or group meetings. In the fourth centre, the social worker works with young adults with severe adjustment difficulties. In two cases, **animators** contact students registered the previous year and provide them with support. In the third case, the animator (said to be "in the field") performs information-related, counselling and administrative tasks. One of her tasks consists in meeting with students to evaluate their file. **Clerks** essentially perform administrative tasks (related to students' files, absences, test results, etc.), greet adults and provide information.

In one centre, the **teaching assistant** provides adults with support throughout the learning process. In the other, he performs similar duties, as well as administrative tasks. **Group leaders** help prepare student files, maintain contact with other organizations and counsel certain students.

The **special educator** provides support services, organizes sociocultural and community activities and refers students to other resources. The **reception and referral clerk** essentially performs administrative tasks and provides information about services available at the centre. In reception, referral, counselling and support services, the **distance education coordinator** super-vises the admission process and is responsible for administering placement tests. The **person in charge of practicums** monitors adults participating in practicums on a regular basis. The **psychoeducator's** tasks involve evaluating adults' needs and providing information and support. The **psychologist** helps adults having considerable difficulty determining a course of action. Lastly, the **invigilator** supervises students taking tests.

2. Vocational training centres

2.1 First indicator : Number of centres and classes of employees

TABLE 16

Classes of employees working in reception, referral, counselling of support services in a vocational training centre, and the number (N) and percentage (%)⁽¹⁾ of centres in which they work

Number of respondents: 52 out of 52

CLASS OF EMPLOYEES	Centre		CLASS OF EMPLOYEES	Centre	
	N	%		N	%
1. Secretary	37	71	18. Human resources consultant	3	6
2. Centre director	28	54	19. Animator	2	4
3. Education consultant	25	48	20. Social worker	2	4
4. Teacher	21	40	21. Psychologist	2	4
5. Receptionist	18	35	22. Local employment centre and Fonds Jeunesse liaison officer	1	2
6. Training consultant ²	18	35	23. Social services technician	1	2
7. Assistant director	12	23	24. Person in charge of admission	1	2
8. Office clerk	10	19	25. Person in charge of student monitoring	1	2
9. Tutor	8	15	26. Student life administrative officer	1	2
10. Guidance counsellor	8	15	27. Communications officer	1	2
11. Administrative assistant	7	13	28. Person in charge of financial assistance	1	2
12. Administrative technician	5	10	29. Person in charge of practicums	1	2
13. Educational and vocational information counsellor	5	10	30. Recreational technician	1	2
14. Executive assistant	4	8	31. Homeroom teacher	1	2
15. Educational organization technician	3	6	32. Course coordinator for the Commission de la construction	1	2
16. Information officer	3	6	33. Project supervisor	1	2
17. Person in charge of loans and bursaries	3	6	34. Professional	1	2

(1) Rounded off to the nearest unit.

(2) Includes educational information counsellors, 2 general education and vocational training counsellors and an employment consultant

If almost identical titles are combined, 34 classes of employees work in reception, referral, counselling or support services in the 52 participating vocational training centres. As mentioned in the section on adult education centres (see section I, 1), these employees may or may not be part of a formally recognized reception, referral, counselling and support services department.

The number of centres in which the different classes of employees work varies considerably. For example, according to Table 16, secretaries work in 37 out of 52 centres, while 13 other classes of employees work only in one centre. Six classes of employees work in between 35% and 71% of centres. The other 15 classes work in reception, referral, counselling or support services in anywhere from 2 to 12 centres.

At least one guidance counsellor, one training consultant, one education consultant or one educational and vocational information counsellor is associated with reception, referral, counselling and support services in at least one vocational training centre in the following number of school boards (out of the 20 that participated in the survey): guidance counsellor – 7, training consultant – 8, education consultant – 12, educational and vocational information counsellor – 4.

2.2 Second indicator: Number of different tasks performed

Table 17 provides the same type of information as Table 13, but for vocational training centres. The number of classes of employees working in vocational training centres is slightly lower than in adult education centres (34 as opposed to 39). The number of different tasks performed is also lower in vocational training centres. For example, in adult education centres, training consultants, guidance counsellors and secretaries, who perform the greatest number of different tasks, perform 119, 81 and 74 tasks, respectively, while in the 52 vocational training centres, the classes of employees with the same ranking (secretary, education consultant and centre director) perform only 56, 43 and 38 tasks, respectively. Of the other 31 classes of employees, 12 perform between 11 and 35 tasks and 19, between 1 and 10 tasks.

Tables 18 and 19 serve the same purpose for vocational training centres as Tables 14 and 15 for adult education centres: to provide an overview of the number of centres in which the classes of employees perform different tasks.

TABLE 17

Total number of different tasks (N tasks) performed by the different classes of employees working in reception, referral, counselling and support services in vocational training centres

CLASS OF EMPLOYEES	N TASKS	CLASS OF EMPLOYEES	N TASKS
1. Secretary	56	18. Person in charge of admission	7
2. Education consultant	43	19. Administrative technician	5
3. Centre director	38	20. Person in charge of student monitoring	4
4. Guidance counsellor	35	21. Student life administrative officer	4
5. Teacher	33	22. Communications officer	4
6. Assistant director	37	23. Person in charge of financial assistance	4
7. Training consultant	28	24. Animator	3
8. Office clerk	22	25. Person in charge of practicums	3
9. Tutor	21	26. Person in charge of loans and bursaries	3
10. Receptionist	18	27. Human resources consultant	3
11. Administrative assistant	14	28. Recreation technician	3
12. Executive assistant	12	29. Social worker	2
13. Educational and vocational information counsellor	11	30. Homeroom teacher	2
14. Educational organization technician	11	31. Course coordinator for the Commission de la construction	2
15. Local employment centre and Fonds Jeunesse liaison officer	11	32. Psychologist	1
16. Information officer	10	33. Project supervisor	1
17. Social services technician	7	34. Professional	1

TABLE 18

**Number of different tasks performed by different classes of employees,⁽¹⁾
by number of vocational training centres in which these tasks are performed**

CLASS OF EMPLOYEES	NUMBER OF CENTRES IN WHICH THE TASKS ARE PERFORMED										TOTAL TASKS
	1 or 2	3	4	5	6	7	8 or 10	11 or 12	15 or 16	27	
1. Secretary	48		1			1		2	3	1	56
2. Training consultant	20	3	1			4					28
3. Education consultant	35	5	1	1		1					43
4. Centre director	31	6		1							38
5. Receptionist	13		1	2			2				18
6. Administrative assistant	8	2	1		1						12
7. Office clerk	19	2	1								22
8. Guidance counsellor	32	3									35
9. Teacher	31		1	1							33
10. Tutor	19	1	1								21

(1) See Table 19 for classes of employees that do not work in at least 3 vocational training centres.

According to Table 18, secretaries, training consultants and education consultants perform the same number of different tasks in *more than 2 vocational training centres* (8), but secretaries perform their tasks in more vocational training centres (6 tasks in 11 centres or more) than training counsellors (no tasks in more than 7 centres), who, in turn, perform their tasks in more centres than education consultants (1 task in more than 5 centres). The difference between the activities of tutors, who perform only 2 tasks in at least 3 centres (1 in 3 centres and 1 in 4 centres) and those of secretaries, who perform 8 tasks in a much greater number of centres, is considerable.

Table 19 indicates that 9 classes of employees perform one of their tasks in at least 2 vocational training centres and that the other 15, less active, do not work in more than one centre. According to the information compiled, the last 3 (psychologist, project supervisor and professional) perform only 1 task in 1 vocational training centre

TABLE 19

Classes of employees that perform 1 or more reception, referral, counselling or support tasks in 1 or 2 vocational training centres⁽¹⁾

CLASS OF EMPLOYEES ⁽²⁾	CLASS OF EMPLOYEES
1. Administrative assistant	13. Person in charge of student monitoring
2. Animator	14. School life administrative officer
3. Educational and vocational information counsellor	15. Communications officer
4. Information officer	16. Person in charge of financial assistance
5. Assistant director	17. Person in charge of practicums
6. Human resources consultant	18. Recreation technician
7. Person in charge of loans and bursaries	19. Social worker
8. Administrative technician	20. Homeroom teacher
9. Educational organization technician	21. Course coordinator for the Commission de la construction
10. Local employment centre and Fonds Jeunesse liaison officer	22. Psychologist
11. Social services technician	23. Project supervisor
12. Person in charge of admission	24. Professional

(1) See Table 17 for the total number of tasks performed by each class of employees.

(2) The 9 classes of employees in bold type perform at least 1 task in 2 vocational training centres. None of the other classes work in more than one centre.

2.3 Classes of employees

Secretary

More than three quarters of all reception, referral, counselling or support tasks performed by secretaries in vocational training centres are administrative in nature. They include registering students, managing waiting lists and appointments, signing learning profiles, taking care of loans and bursaries, and acting as liaison with Emploi-Québec and employers. In many centres, however, they also perform the duties of an information officer. Reception appears to be inherent in a number of tasks performed by secretaries, constituting an essential element of their duties, regardless of the proportion of their time it takes up.

Counsellors/consultants

The tasks most often attributed to education consultants, guidance counsellors, human resources consultants and particularly **training consultants** and **educational and vocational information counsellors** involve information or administrative follow-up. **Human resources consultants**, who work in 3 centres, are more involved in support activities. The most active classes of employees in counselling are **guidance counsellors** and **education consultants**. Support plays a minor role, being more important among guidance counsellors and training consultants than among education consultants. It appears not to be involved at all in the activities of educational and vocational information counsellors, who clearly work in information. Reception tasks as such are almost nonexistent.

The most common administrative tasks performed by counsellors/consultants include opening and analyzing files, admitting and registering students, producing reports or statistics, administering tests, helping students apply for loans or bursaries, verifying and approving learning profiles, and maintaining relations with employers and other organizations.

Several classes of employees working in information often refer adults to another resource person or service. In this case, the short list of tasks performed by human resources consultants is the only one on which referral does not appear. Other tasks include providing information about services and programs offered by the vocational training centre and promoting them among employers or the general public.

The compilation does not provide much specific information about counselling and guidance. In many cases we can only guess. Consider, for example, the following descriptions, among the most specific: “analyzes prerequisites and results of psychometric tests”, “follows up on conditional admissions”, or “validates choices of women interested in the construction trades”. In addition, there is good reason to believe that counselling and guidance are often mixed in with information-related or administrative tasks.

Support, mostly provided by training consultants, guidance counsellors and human resources consultants, comprises two facets: closer monitoring and an effort to promote the hiring of vocational training graduates. In some cases, students may be monitored over the telephone and the effort to promote hiring may be more collective than individual.

Centre director, assistant director and executive assistant

Centre directors and **assistant directors** in reception, referral, counselling or support services perform mostly administrative tasks. The next most common type of task performed by centre directors is providing information to students and the general public, and by assistant directors, providing support. The director sometimes works on the front lines of general reception services, while the assistant director regularly greets new students. Both welcome visitors. They do not perform any specific counselling or guidance tasks, but these may be included in

“monitoring students” and meetings of the director and, less frequently, the assistant director with students referred to them because of discipline problems, absenteeism and so on, or who are at risk of dropping out.

The director supervises reception and assistance activities, deals with complex admissions and disputes, and helps prepare student files and select applicants. Assistant directors perform similar tasks, but make fewer decisions. Other tasks performed by assistant directors are more closely related to teaching and instruction than those performed by the director; for example, the recognition of learning and equivalences and remedial work required by some students.

As in the case of other classes of employees, some of the reception, referral, counselling and support tasks mentioned are surprising. For example, is it relevant that the director provides references for students looking for room and board, plans courses or “organizes the institution” or that the assistant director hires teachers? Some respondents may have confused administrators’ general duties with the specific reception, referral, counselling or support tasks they perform.

Seven centres have executive assistants and, according to the compilation produced by the Canada Research Chair in Teacher Training (Université Laval), they perform the following 4 tasks in the greatest number of centres: monitoring students (especially in administrative terms, it appears) (6 out of 7 centres), dealing with requests to retake a module (4 centres), helping graduates find jobs (3 centres) and organizing remedial work and monitoring (3 centres). They also follow the activities of certain committees and greet students for student-for-a-day events, arrange participation in fairs and help organize promotional activities.

Teacher, tutor and homeroom teacher

In reception, referral, counselling and support services, **teachers** (including teacher group leaders in English-language vocational training centres) participate in a variety of promotional activities (e.g. open houses, information booths), provide new students with information about available services and perform other information-related tasks. They perform slightly fewer tasks related to admitting and registering students, for example producing reports, conducting interviews and granting recognition for prior learning. Monitoring students throughout the learning process is also mentioned; the terminology used suggests that this support includes taking attendance and providing counselling.

Support is the main activity of **tutors**. In their case, it appears that support is understood in a broader sense than among teachers and includes monitoring students particularly at the beginning of classes in one centre, taking disciplinary action with certain students, monitoring the educational programs of students with difficulties, monitoring the progress and social dynamics of their own group of students, and maintaining an “open door” policy. Counselling is an inherent part of the job description. Tasks related to information, admission and registration rank very low down on the list of tasks mentioned.

The class of employees referred to as **homeroom teachers** in one centre monitors the educational progress of a group of students and refers students with difficulties to other resource people or services.

Administrative assistant

Administrative assistants perform a total of 14 tasks in 4 vocational training centres. These tasks mainly involve common management activities: analyzing files, administering tests or organizing registration activities. In 3 centres out of 4, they are also in charge of loans and bursaries or other types of financial assistance. In these duties as in others, they are also called upon to provide information to adults (individually or in groups) or to a wider audience (e.g. by updating the centre's Web site).

The various technicians

Five types of technicians work in vocational training centres: **loans and bursaries technicians** (see subsection 2.3.9), administrative technicians (in 5 centres), educational organization technicians (3 centres), social services technicians (1 centre) and recreation technicians (1 centre). In 4 out of the 5 centres that described the tasks of **administrative technicians**, information plays a major role. Administrative tasks are fewer in number, but present in all 5 centres. The common denominator is the admission and registration of students, with special attention to immigrants in one centre. The tasks of **educational organization technicians** are almost exclusively administrative in nature and essentially involve tasks already mentioned in relation to other classes of employees. **Social services technicians** mostly work in counselling and support services. They participate in the student council and other committees, counsel adults concerning budget management and work toward the integration of students in the centre and in society in general. Lastly, **recreation technicians** promote the centre in which they work, animate student life activities in the centre and prepare documents for the reception, information and referral service.

The various officers, office clerks and people in charge of admission, practicums and student monitoring

More than half the 22 tasks performed by **office clerks** involve providing information about loaning computers, the Directeur de l'état civil and vocational training programs. A second group of tasks involves admitting and registering students. These include mainly preparing student files, registering students, and managing waiting lists and loans and bursaries.

Information officers, communications officers and **people in charge of practicums** place student trainees (for a day or more) and organize open houses and other promotional events. **Information officers** also organize visits within or outside the centre, manage employment

bulletin boards and participate in guidance-oriented school committees. Lastly, they help students make changes to their career paths, if necessary.

The **person responsible for admission**, present in only 1 centre, manages admissions, greets students and collects the necessary fees. **People responsible for student monitoring** counsel some students and implement new programs. The tasks of **school life administrative officers** involve mostly counselling, but also include providing support to adults who have completed their studies. Lastly, only 1 centre has a **local employment centre and Fonds Jeunesse liaison officer**, who performs about 10 different tasks encompassing all types of tasks performed in reception, information, admission-registration, counselling and support services. Administrative tasks include meeting with representatives of other organizations and producing reports.

Receptionist

Receptionists answer the telephone and requests for information by mail or e-mail, greet visitors, provide general information, hand out and forward forms and refer adults to the appropriate service, if applicable. In some cases, they receive and approve the documents required for admission, admit students, collect registration fees and keep the attendance register up to date.

Person in charge of financial assistance

Some centres have a **person in charge of loans and bursaries**, a loans and bursaries technician (combined with the preceding class) or a **person in charge of financial assistance**. To varying degrees, these people help students prepare their application for financial assistance and solve financial problems. According to vocational training centres, however, a number of other classes of employees also work in loans and bursaries, including secretaries, office clerks, administrative assistants, guidance counsellors, training consultants and education consultants.

The other six classes of employees

Animators, social workers and psychologists play a role in 2 centres. The other three classes (course coordinator for the Commission de la construction, project supervisor and professional [not otherwise described]) work in only 1 centre.

Animators counsel and closely monitor the progress of a specific group of students and contact students who were registered the previous year. **Social workers** counsel and monitor students, **psychologists** help them solve personal problems and professionals provide career information and counselling. The **course coordinator for the Commission de la construction** provides information and ongoing support in his or her field. Lastly, the main task of the **project supervisor** appears to be to check attendance.

3. Other institutions

Subsections 1 and 2 answered the three questions in the introduction to this chapter concerning adult education and vocational training centres: about the classes of employees working in reception, referral, counselling or support services, the tasks they perform and the number of centres in which they perform them. In this section, we will answer the same questions for other school board institutions. In 8 of the 20 school boards that participated in the survey, recognized reception, referral, counselling or support activities take place in an institution other than an adult education or vocational training centre. Two school boards even have 2 of these institutions, one of them regional and the other a result of the school board's division of general education and vocational training. As we saw in the general introduction, in addition to the 60 adult education centres and 52 vocational training centres, there are 12 other institutions in which people work in reception, referral, counselling or support services.

3.1 Two indicators: The number of other institutions, the classes of employees that work there and the number of different tasks they perform

Is the staff in these institutions the same as in the adult education and vocational training centres? Do they perform as many different tasks? Using the same indicators as in subsections 1 and 2, Tables 20 and 21 answer these questions. For example, Table 20 reveals that 16 classes of employees work in another type of institution. However, only 8 of them work in 3 institutions or more and only 4 in 5 institutions or more. The classes of employees that perform the greatest number of tasks in reception, referral, counselling or support services in other institutions are education consultants (8 institutions out of 12), secretaries (7 institutions), office clerks (6 institutions) and training consultants (5 institutions).

TABLE 20

Classes of employees working in reception, referral, counselling of support services in adult education or vocational training in an institution other than an adult education centre or a vocational training centre, and number (N) of institutions in which each class of employees works

Number of respondents : 12 out of 12

CLASS OF EMPLOYEES	N INSTITUTIONS	CLASS OF EMPLOYEES	N INSTITUTIONS
1. Education consultant	8	9. Administrative technician	1
2. Secretary	7	10. Technician	1
3. Office clerk	6	11. Educational organization technician	1
4. Training (or employment) consultant	5	12. Monitoring and support technician	1
5. Guidance counsellor	3	13. Director of educational services	1
6. Educational and vocational information counsellor	3	14. Animator	1
7. Receptionist	3	15. Person in charge of examination rooms	1
8. Coordinator	3	16. Analyst	1

These 4 classes of employees are also ranked highest in adult education and vocational training centres (see Tables 12 and 16). Nine other classes of employees mentioned in Table 20 are also active in adult education centres and/or vocational training centres (see Table 22 below). They include “Person in charge of examination rooms,” which is similar to “Invigilator” in Table 22. Lastly, 3 other classes of employees are different. They are directors of educational services, coordinators and analysts. Two of them work only in 1 institution, while the third works in 3 institutions. We can therefore conclude that, overall, the classes of employees that perform reception, referral, counselling or support tasks in other institutions are essentially the same as those that perform these tasks in adult education and vocational training centres.

TABLE 21

Number of different tasks (N tasks) performed by classes of employees working in reception, referral, counselling or support services in adult education or vocational training in institutions other than an adult education or vocational training centre

Number of respondents : 12 out of 12

CLASS OF EMPLOYEES	N TASKS	CLASS OF EMPLOYEES	N TASKS
1. Secretary	42	9. Technician	4
2. Training (or employment) consultant	28	10. Educational organization technician	3
3. Office clerk	27	11. Animator	3
4. Education consultant	24	12. Receptionist	3
5. Guidance counsellor	19	13. Person in charge of examination rooms	2
6. Educational and vocational information counsellor	12	14. Administrative technician	1
7. Coordinator	8	15. Monitoring and support technician	1
8. Director of educational services	5	16. Analyst	1

If we compare Table 21 with Tables 13 and 17, the equivalents for adult education and vocational training centres, we observe that the 5 classes of employees that perform the greatest number of different tasks in other institutions are among the 8 classes of employees that perform the greatest number of different tasks in adult education and vocational training centres. On this point also, there is considerable similarity between activities in adult education and vocational training centres on the one hand, and other institutions on the other.

3.2 Classes of employees

The various counsellors and consultants

Education consultants perform 24 tasks in 8 other institutions. Most of these reception, referral, counselling or support tasks are administrative in nature. They consist in planning, organizing, managing, verifying or establishing contacts with other resources. Information ranks second, mostly intended for potential students, parents and the community. Two or 3 tasks are presented as being counselling-related.

The tasks of **training consultants** are almost equally divided between information and administration. Much of the information-related activity focuses on the community (e.g. information meetings about vocational training for parents, career days, contacts with community organizations). Administrative tasks involve relationships with partners and the recognition of prior learning. Training consultants are more likely to be involved in counselling and guidance than education consultants. One training consultant helps students find jobs and plans annual employability activities.

The terms used are very general (e.g. “follows up with immigrants”, “offers counselling, guidance or employment services”), but about half of the 19 tasks identified for **guidance counsellors** involve counselling or guidance. They also, however, manage the loans and bursaries program of the Ministère de l'Éducation, du Loisir et du Sport and help the centres divide students into groups. Providing the community with information, especially on community radio, is also a task performed by guidance counsellors.

Educational and vocational information counsellors supervise staff members, including office clerks and guidance counsellors, and analyze applicants' files. They also provide information, mainly to potential students and students that are already enrolled. In one centre, they also provide support to Société de l'assurance automobile du Québec and Commission de la santé et de la sécurité au travail clients. They also appear to play a more significant role in reception than education counsellors, training consultants and guidance counsellors.

Secretary and office clerk

Secretaries work in 7 institutions and, as indicated in Table 21, perform the greatest number of different reception, referral, counselling or support tasks. Although it is difficult to determine in what proportion, these tasks are divided among administrative follow-up, information and reception. The objective of the administrative and information-related tasks differ little from those performed by secretaries in adult education and vocational training centres (see subsections 1.3.1 and 2.3.1).

The case of **office clerks** is slightly different. Office clerks in other institutions appear to play a more important role than their colleagues in adult education and vocational training centres in terms of issuing statements of marks, certifying equivalences obtained outside Québec, Registering students in distance education and a few other points. Of the 27 tasks they perform in 6 other institutions, several are similar; they are mainly related to admitting and registering adults in a learning activity. Lastly, of the 16 classes of employees that perform one or more tasks in another institution, office clerks are the ones who perform the greatest number of different tasks in the greatest number of different institutions, i.e. 1 task in 3 institutions and 5 tasks in 2 institutions. This may mean that the tasks of office clerks in other institutions are more clearly defined and recognized from one school board to the next than those of many other classes of employees.

Coordinators

In one school board, the **coordinator** studies requests from organizations and community groups and develops partnerships with them and, in another, she is responsible for development projects. A third coordinator mostly provides information to potential students, organizations and the population in the region.

The various technicians

Technicians (not otherwise described), **administrative technicians**, **educational organization technicians** and **monitoring and support technicians** each work only in 1 institution. The first is essentially in charge of organizing and correcting exams, administrative technicians are responsible for loans and bursaries, educational organization technicians are responsible for student files, and monitoring and support technicians are responsible for supporting and counselling students with personal problems, including absenteeism.

The other 5 classes of employees

Receptionists perform 3 different tasks, all in reception and information services, in the 3 institutions in which they work. **Directors of educational services** are apparently directly involved in the administrative follow-up of students, but also play a role in conveying information to students and helping them clarify their needs. **Animators** hold monthly information meetings about secondary studies equivalence tests (SSETs) and the General Development Test (GDT) and convey information about other reception, referral, counselling and support services offered by the school board. **People in charge of examination rooms** are responsible for administering tests and examinations. Lastly, the **analyst** receives student complaints and attempts to find solutions.

4. General overview

4.1 Classes of employees

Table 22, which is based on Tables 12, 16 and 20, reveals that, in all, 55 classes of employees work in reception, referral, counselling or support services in adult education centres, vocational training centres and other institutions. Of these, 10 work in adult education centres, vocational training centres and other institutions, 17 in adult education centres only, 13 in vocational training centres only, 2 in other institutions only, 9 in adult education centres and vocational training centres, 3 in adult education centres and other institutions, and 1 in vocational training centres and other institutions.

TABLE 22

List of classes of employees (in alphabetical order), by type of institution in which they work in reception, referral, counselling or support services

CLASS OF EMPLOYEES	WORKING		
	IN AN ADULT EDUCATION CENTRE	IN A VOCATIONAL TRAINING CENTRE	IN ANOTHER INSTITUTION
1. Addiction rehabilitation officer	YES	NO	NO
2. Administrative assistant	NO	YES	NO
3. Administrative officer	YES	NO	NO
4. Administrative technician	YES	YES	YES
5. Analyst	NO	NO	YES
6. Animator	YES	YES	YES
7. Assistant director	YES	YES	NO
8. Centre director	YES	YES	NO
9. Clerk	YES	NO	NO
10. Communications officer	NO	YES	NO
11. Coordinator	NO	YES	YES
12. Counsellor	YES	NO	NO
13. Development officer	YES	NO	NO
14. Director of educational services	NO	NO	YES
15. Distance education coordinator	YES	NO	NO
16. Education consultant	YES	YES	YES
17. Educational and vocational information counsellor	YES	YES	YES
18. Educational organization technician	YES	YES	YES
19. Executive assistant	YES	YES	NO
20. Group leader	YES	NO	NO
21. Guidance counsellor	YES	YES	YES
22. Homeroom teacher	NO	YES	NO
23. Human resources consultant	NO	YES	NO
24. Information officer	YES	YES	NO

CLASS OF EMPLOYEES	WORKING		
	IN AN ADULT EDUCATION CENTRE	IN A VOCATIONAL TRAINING CENTRE	IN ANOTHER INSTITUTION
25. Instructor	YES	NO	NO
26. Invigilator	YES	NO	YES
27. Local employment centre and Fonds Jeunesse liaison officer	NO	YES	NO
28. Monitoring and support technician	YES	NO (see no. 35)	YES
29. Office clerk	YES	YES	YES
30. Person in charge of admission	NO	YES	NO
31. Person in charge of financial assistance	NO	YES	NO
32. Person in charge of loans and bursaries	NO	YES	NO
33. Person in charge of practicums	YES	YES	NO
34. Person in charge of student follow-up	YES (see no. 35)	NO	NO
35. Person in charge of student monitoring	NO (see no. 34)	YES	NO
36. Person in charge of the centre	YES	NO	NO
37. Professional	NO	YES	NO
38. Project supervisor	NO	YES	NO
39. Psychoeducator	YES	NO	NO
40. Psychologist	YES	YES	NO
41. Reception and referral clerk	YES	NO	NO
42. Receptionist	YES	YES	YES
43. Recreation technician	NO	YES	NO
44. Secretary	YES	YES	YES
45. Security officer	YES	NO	NO
46. Social services technician	YES	NO	NO
47. Social worker	YES	YES	NO
48. Special education technician	YES (see no. 49)	NO	NO
49. Special educator	YES (see no. 48)	NO	NO
50. Student life administrative assistant	NO	YES	NO
51. Teacher	YES	YES	NO
52. Teaching assistant	YES	NO	NO
53. Technician	YES	NO	YES

CLASS OF EMPLOYEES	WORKING		
	IN AN ADULT EDUCATION CENTRE	IN A VOCATIONAL TRAINING CENTRE	IN ANOTHER INSTITUTION
54. Training (or employment) consultant	YES	YES	YES (employment consultant)
55. Tutor	YES	YES	NO

4.2 Tasks

On balance, what types of tasks do reception, referral, counselling and support staff perform in adult education centres, vocational training centres and other institutions? At first, we classified the tasks on the basis of the concepts used in the questionnaire: reception, referral, counselling and support. This has proved to be insufficient. Going back and forth between the identification of the tasks performed and an explanatory reference framework, we made certain observations and gradually reached the following conclusions.

- a) Many tasks could not be easily classified under any of the above-mentioned concepts, in particular those related to admission, registration and the administrative follow-up of students in a learning activity. A task is not a reception or counselling task simply because it is performed by the person responsible for reception and, on occasion, consultation. Consequently, we added another concept that we called “administrative follow-up”. This concept covers a large portion of the admission-registration process and its administrative follow-up (e.g. collecting fees, updating student files, applying procedures in the event a student drops out or changes career path, monitoring attendance), as well as the application of a variety of rules (including disciplinary rules), support for vocational training students seeking financial assistance, the preparation of various statements and reports, the establishment of regular collaborative relationships with other organizations, and so on.
- b) Providing information is a distinct task performed by most classes of employees, and is also a substantial component of a number of other tasks. Since it is impossible to adequately convey respondents’ answers without adopting such a concept, we have done so.
- c) The term “referral” strikes us as describing something that involves little more than providing information. In the task descriptions provided, it always involves indicating what a person could receive in terms of assistance or support from another person, service or organization. Usually, the client needs something more specific or more appropriate than what the person referring him or her can offer. We therefore decided to consider referral a component of information.
- d) The term “counselling” is a poor choice for certain tasks that, together, constitute a methodical means of taking inventory of a person’s interests, desires and abilities and relating these interests, desires and abilities to a career, or even life, choice. We therefore deemed it necessary to add the term “guidance.” However, since most of the answers are not explicit enough to make a clear distinction between counselling tasks and guidance

tasks, we combined the two, drawing attention when possible to the extent of the guidance component. The fact that the questionnaire was not intended to gather information about guidance activities (except in a subquestion in section 3), while it specifically asked about counselling activities may, in our opinion, have led respondents to “forget” part of the tasks involved in guidance or to perhaps combine them automatically with counselling tasks.

In the same line of reasoning, we attempted to determine as accurately as possible which tasks could be related to each of the following concepts: reception, information, counselling and guidance, support and administrative follow-up. Little by little we gathered and organized a variety of elements, which we have set forth below.

Reception

Respondents frequently used the terms “reception” and “greet” to describe the tasks performed by a large proportion of the classes of employees listed. Unlike the terms “information” and “counselling”, however, they do not apply to a variety of situations. On the one hand, they refer to a set of behaviours based on social standards or standards specific to an educational institution serving adults. On the other hand, they encompass three types of tasks:

- clarifying the reason for the adult’s visit or communication (usually by telephone, sometimes in writing and, increasingly, by e-mail)
- providing the adult with general information about the services offered by the adult education centre, vocational training centre or other institution and about who to contact, what to do and how to follow up on the purpose of the visit or the communication
- collecting the adult’s contact information

Information

Information is a component of the tasks of almost all classes of employees who work in or for an adult education centre, vocational training centre or other institution. What differs from one class of employees to the next is its level of specificity. General information is usually brief (the centre offers or does not offer a given program). Specific information includes contextual elements such as technical explanations (such as requirements for admission to the program and its duration and content). This type of information, whether general or specific, involves activities as well as the environment in which they take place. Motivation may be one of its objectives.

Under the circumstances, a distinction should be made between this type of information and another that consists in referring adults who wish to enroll in a learning activity or who have already done so to other people, services or organizations. According to some respondents, this type of information also includes activities intended for the general public or a specific group, aimed at raising awareness of the services offered by the centre: open houses, media activities, participation in local or regional events, distribution of leaflets or brochures, etc.

Counselling and guidance

Although questions 14, 17 and 18 do not refer to guidance tasks, a certain number of respondents mentioned guidance as an activity. Guidance counsellors are among the classes of employees who work in the greatest number of adult education centres (see Table 12) and who perform the greatest number of different tasks (see Tables 13 and 14). The scope of their activities is far more limited in vocational training centres, but compared with other classes of employees, their contribution is hardly negligible (see Tables 16, 17 and 18).

For the difference between counselling and guidance, we referred to a study we conducted for the adult education, reception and referral service of the Commission scolaire Marguerite-Bourgeoys. In the study, we suggested that counselling consists in “helping adults make connections between the items of information at their disposal, suggesting possible interpretations and proposing paths appropriate to their situation”, while guidance “is a structured and relatively in-depth procedure. Its aim is to identify, as accurately as possible, the adults’ interests, abilities and preferences and to help them develop a realistic and coherent learning and career plan” (Réginald Grégoire inc., 2003, p. 8 – free translation).

Support

Support is not mentioned as often as reception, information, counselling and guidance, or administrative follow-up but, when it is, it means one of the following:

- support for students, especially those with difficulty persevering in their studies, achieving their learning objectives or clarifying their personal or career goals
- special attention for students who behave inappropriately at the centre or who request help solving personal problems (in particular the use of psychotropic substances)
- assistance for students looking for a practicum position or a job, or wishing to pursue their studies

Administrative follow-up

According to respondents, tasks related to admission and registration, along with those related to information, make up most if not all the duties of reception, referral, counselling or support services staff. Most classes of employees perform such tasks and it is difficult to explain why respondents place so much emphasis on them in their answers other than the fact that they require a considerable investment in time. These tasks involve opening and updating student files, verifying the documents they contain (according to strict rules), admitting and registering students, evaluating prior learning (in one or more areas), monitoring the students (including attendance), preparing and submitting various reports, and developing individualized learning profiles consistent with the rules governing the official programs of study (see previous paragraph).

Reference framework

Based on these considerations, Table 23 proposes a reference framework for the types of tasks performed by reception, referral, counselling and support staff in adult education centres, vocational training centres and other institutions.

TABLE 23

Reference framework for the types of tasks performed by reception, referral, counselling and support staff in adult education centres, vocational training centres and other institutions

RECEPTION

- a) Clarifying the reason for the adult's visit or communication
- b) Providing adults with general information about the services offered, people to contact and steps to take
- c) Collecting the adult's contact information

INFORMATION

- a) Providing general information about the activities of the centre or institution or one of its services
- b) Providing relatively detailed information about a learning activity or another service offered by the centre or institution
- c) Referring the adult to another person, service or organization
- d) Providing information to the general public or a specific group

COUNSELLING AND GUIDANCE

- a) Helping make connections between what is known about the adult (through documents, tests or other means) and possible interpretations of his or her interests, desires and abilities
- b) Suggesting possible course or employment choices and helping develop the resulting learning profile
- c) Carrying out a structured guidance procedure aimed at identifying and relating the adult's interests, desires and abilities and a relatively precise choice of learning paths and trades, occupations or fields of work

SUPPORT

- a) Helping students implement their learning plan and clarify their goals
- b) Monitoring students who behave inappropriately at the centre or who request help solving personal problems
- c) Helping students obtain a practicum position or a job or to pursue their studies

ADMINISTRATIVE FOLLOW-UP

- a) Performing all tasks related to admission, registration and administrative follow-up: consulting student files, collecting fees, developing a learning profile,¹ monitoring attendance, ensuring that students follow centre rules, etc.
- b) In vocational training centres, helping students obtain a loan, bursary or other form of financial assistance
- c) Preparing statements and reports for the centre or institution or other organizations (Ministère de l'Éducation, du Loisir et du Sport, local employment centres, Commission de la construction, Commission de la santé et de la sécurité au travail, etc.)

(1) Depending on the case, the development of the learning profile can be considered administrative or educational. Participation by students in the development of their profile varies considerably from one centre to the next.

II Annual planning

Question 15 enquires as to how annual reception, referral, counselling and support services are planned, and by whom. Thirty-five adult education centres out of 60 and 8 vocational training centres out of 52 did not answer the first part of the question. One adult education centre and 3 vocational training centres stated that reception, referral, counselling and support activities were not planned in their centre. As a result, only 24 adult education centres and 41 vocational training centres provided information about how these activities are planned. Fifty-four adult education centres and 45 vocational training centres provided information about the people responsible for such planning.

The principal source of information consulted was the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 111-112, and November 2003b, p. 122-124), except for the 5 adult education centres and 2 vocational training centres added later.

It is important to note that the question was largely interpreted as referring to the criteria used to plan the activities. The four main criteria mentioned and the number of centres that mentioned them are as follows:

	<i>Adult education centres (out of 24)</i>	<i>Vocational training centres (out of 41)</i>
• needs expressed and ad hoc requests	11	16
• educational plan, success plan or plan of action	8	12
• budget available	3	15
• number of enrollments	4	6

Two adult education centres out of 3 and 3 vocational training centres out of 4 said that the administrative staff at the centre was responsible for planning reception, referral, counselling and support activities. In slightly fewer than half the adult education centres and slightly more than half the vocational training centres, teachers, other professionals and sometimes students and community representatives participate. According to the compilation, only 2 English-language adult education centres and 5 vocational training centres mentioned the participation of the governing board in the planning process.

III Obstacles to organization or planning

Table 24 brings together the main information gathered about obstacles encountered by adult education centres, vocational training centres and other institutions in the organization or annual planning of reception, referral, counselling or support services or activities (see Gauthier, Mellouki et al., November 2003a, p. 113-114, November 2003b, p. 125-126, and November 2003c, p. 49). We observed four major categories: a variable target clientele, the resources available, administration and the presence of few if any obstacles at all.

The information available reveals that the variability of the target clientele is a serious obstacle, especially in adult education centres. It also turns out that, as an obstacle, "limited resources available" has several facets. Limited funding, work overload and the resulting lack of the time for planning interrelate in a variety of ways. However, this problem appears to be experienced differently in adult education centres and vocational training centres. For example, although funding is less of a problem for vocational training centres, they are more seriously affected by the limited availability of facilities, tools and equipment.

According to respondents, collaborative difficulties, said to be due in part to the large number of people involved and the frequent changes of contacts, and the absence of a long-term vision, are the two main administrative obstacles. Some respondents also mentioned the complexity of administrative practices (which also has a number of facets) and the size of the territory they must cover. Despite all of these obstacles, the fact remains that 5 adult education centres, 8 vocational training centres and 2 other institutions do not recognize very many that might affect the organization or annual planning of reception, referral, counselling or support activities or services.

TABLE 24

Number of adult education centres, vocational training centres and other institutions that encounter obstacles in the organization or annual planning of their reception, referral, counselling or support activities or services

Number of respondents: adult education centres – 60 out of 60;
vocational training centres – 52 out of 52; other institutions – 12 out of 12

OBSTACLES ENCOUNTERED	ADULT EDUCATION CENTRES	VOCATIONAL TRAINING CENTRES	OTHER INSTITUTIONS
1. VARIABLE TARGET CLIENTELE	27	14	4
2. AVAILABLE RESOURCES			
- Funding	21	13	3
- Staff	14	12	4
- Time	22	14	3
- Facilities	3	6	—
- Tools	—	3	1
3. ADMINISTRATION			
- Collaborative difficulties	11	9	2
- Absence of a long-term vision	8	8	—
- Complex procedures	5	2	1
- Fragmentation	2	1	—
- Centralization of services	—	—	1
- Size of the territory	4	1	1
- MELS instructions received too late	—	—	1
4. FEW OR NO OBSTACLES	5	8	2

IV Frequency and purpose of meetings

Tables 25 and 26 address questions 19 and 20 on the DFGA questionnaire. The first of these questions involves the frequency and purpose of meetings which reception, referral, counselling and support staff must attend. The second asks whether more meetings should be held and on what subjects. The information is taken from the same source as in the preceding section (see Gauthier, Mellouki et al., November 2003a, p. 115-119, November 2003b, p. 127-130, and November 2003c, p. 49-50), as well as the answers added subsequent to the compilation.

TABLE 25

Number of adult education centres, vocational training centres and other institutions in which reception, referral, counselling and support staff must attend meetings or in which they would like there to be more such meetings

Number of respondents: adult education centres – 60 out of 60;
vocational training centres – 52 out of 52; other institutions – 12 out of 12

MEETINGS HELD OR DESIRED	ADULT EDUCATION CENTRES	VOCATIONAL TRAINING CENTRES	OTHER INSTITUTIONS
MEETINGS HELD:			
- yes	42	32	12
- no	18	20	0
MEETINGS DESIRED:			
- yes (or more)	32	23	4
- no	26	28	8
- no answer	2	1	0

Table 25 indicates that, in 42 adult education centres out of 60 (70%) and in 32 vocational training centres out of 52 (62%), reception, referral, counselling and support staff attend meetings to discuss their services. Fewer centres (53% of adult education centres and 44% of vocational training centres) say they would like to have more such meetings. Staff at the 12 other institutions already attend meetings and one third of them would like there to be more.

Table 26 illustrates the main topics discussed in meetings held in 2002-2003, and the main topics that the same staff members would like to discuss in additional meetings. We organized the topics according to theme rather than the number of centres that mentioned them. For example, the first five topics mentioned (information about services, objectives, procedures and tools used, organization of services and task descriptions), and even the sixth topic (information about partners), all deal with day-to-day operations of the centre and, logically, come before the promotion or evaluation of services. Similarly, we included “training in procedures and tools” under procedures and tools, and “operation of services” and “harmonization of services”, mentioned by other institutions, under the organization of services.

TABLE 26

Number of adult education centres, vocational training centres and other institutions, by topics discussed in current meetings and main topics that reception, referral, counselling and support staff would like to discuss in future meetings

Number of respondents: adult education centres – 60 out of 60;
vocational training centres – 52 out of 52; other institutions, 12 out of 12

TOPICS DISCUSSED OR DESIRED	ADULT EDUCATION CENTRES		VOCATIONAL TRAINING CENTRES		OTHER INSTITUTIONS	
	DISCUSSED	DESIRED	DISCUSSED	DESIRED	DISCUSSED	DESIRED
1. INFORMATION ABOUT SERVICES	31	13	4	2	8	2
2. OBJECTIVES	N/A ⁽¹⁾	4	3	4	S.O.	1
3. PROCEDURES AND TOOLS USED	8	18	6	8	1	1
4. ORGANIZATION OF SERVICES	15	12	15	11	5 ⁽²⁾	1
5. TASK DESCRIPTIONS	N/A	10	N/A	N/A	N/A	N/A
6. INFORMATION ABOUT PARTNERS	9	7	1	4	2	2
7. IDENTIFICATION OF NEEDS	7	9	2	4	1	2
8. PLANNING	16	10	23	7	4	2
9. PROMOTION OF SERVICES	1	N/A	4	N/A	2	1
10. EVALUATION OF SERVICES	5	12	9	6	N/A	1
11. PSYCHOLOGICAL SUPPORT FOR STAFF MEMBERS	1	N/A	2	N/A	N/A	1

(1) N/A means “not applicable,” i.e. that the topic was not mentioned in the compilation produced by the Canada Research Chair in Teacher Training (Université Laval).

(2) This number includes “harmonization of services” and “operation of services” in a different number of other institutions.

Of the topics discussed in meetings defined as “current”, information about services is the most common in adult education centres (31 out of 42), while vocational training centres barely discuss this topic.¹ There, the dominant topic is planning (23 centres out of 32). This topic appears on the agendas of 16 adult education centres out of 42. The other topics most often discussed in adult education and vocational training centres are as follows:

	<i>Adult education centres</i>	<i>Vocational training centres</i>
• Organization of services	15 (36%)	15 (47%)
• Information about partners	9 (21%)	1 (3%)
• Procedures and tools used	8 (19%)	6 (19%)
• Identification of needs	7 (17%)	2 (6%)
• Evaluation of services	5 (12%)	9 (28%)

Information about services is also the topic most commonly discussed in other types of institutions (8 institutions out of 12). It is followed by the organization of services (5 institutions) and planning (4 institutions).

In terms of topics that staff members would like to discuss in future meetings, information about services is again mentioned by a far greater number of adult education centres (13 out of 32) than vocational training centres (2 out of 23). A similar difference exists concerning procedures and tools used (18 adult education centres, as opposed to 8 vocational training centres). As future topics of discussion, objectives and planning were mentioned to similar degrees in both types of centres. In both types of centres, almost as many respondents said they discussed the organization of services as there were who said they would like to discuss this topic in future meetings. No desired topic of discussion stands out in the other types of institutions but, in any case, at least one other institution would like to discuss one of the topics mentioned.

Highlights

1. Thirty-nine classes of employees work in reception, referral, counselling and support services in adult education centres, 34 in vocational training centres, 16 in other institutions and 55 in all.
2. Secretaries work in the greatest number of adult education and vocational training centres and education consultants in the greatest number of other institutions. Next, in adult

¹ On this point, as on a few others, the difference between adult education centres and vocational training centres is so considerable and, in the context of this study, so exceptional, that we suspect that the data may have been compiled by different people using different criteria.

education centres, come centre directors, guidance counsellors and training consultants; in vocational training centres, centre directors, education consultants and teachers; and in other institutions, secretaries, office clerks, training consultants and guidance counsellors.

3. The classes of employees that perform the greatest number of different tasks are:
 - in adult education centres: training consultants (119 tasks), guidance counsellors (81), secretaries (74) and centre directors (65)
 - in vocational training centres: secretaries (56), education consultants (43), centre directors (38) and guidance counsellors (35)
 - in other institutions: secretaries (42), training consultants (28), office clerks (27) and education consultants (24)
4. The classes of employees that perform the same task in the greatest number of adult education centres and vocational training centres are, in order, secretaries and training consultants.
5. About two thirds of the classes of employees that work in adult education centres or vocational training centres work in reception, referral, counselling and support services in only 1 or 2 centres.
 - 16 do this type of work in 1 or 2 in adult education centres and 13 perform in this type of centre no more than 4 different tasks
 - 16 do this type of work in 1 or 2 vocational training centres and 15 perform in this type of centre no more than 4 different tasks
6. According to the results of this study, the types of tasks performed by classes of employees working in reception, referral, counselling and support services can be classified according to the following concepts: reception, information, counselling, guidance, support and administrative follow-up. Reception, as defined in subsection 4.2, information and administrative follow-up play a far greater role and probably have a far greater impact than counselling, guidance and support in the general operation of the services.
7. According to the information gathered, planning of reception, referral, counselling and support activities is more common in vocational training centres than in adult education centres. The four main criteria used, particularly in vocational training centres, are as follows: needs expressed and ad hoc requests; the educational plan, success plan or plan of action; the budget available and the number of enrollments. Overall, however, the information is insufficient to determine whether such planning plays a major role in most adult education and vocational training centres.
8. The variability of the target clientele is considered by both types of centres, but more so by adult education centres, as the main obstacle to planning activities. Available resources

(e.g. financial, human, time) and administration are also mentioned as relatively important obstacles.

9. In all other institutions, slightly more than two thirds of adult education centres and slightly less than two thirds of vocational training centres, reception, referral, counselling and support staff attend meetings in which they discuss their work. About half the adult education centres and 40% of vocational training centres would like there to be more such meetings.
10. The most common topic addressed in these meetings in adult education centres and other institutions is information about services; in vocational training centres, it is planning. The main topic that staff members would like to discuss in future meetings is procedures and tools used in adult education centres and the organization of services in vocational training centres. No topic stands out in the responses given by other institutions.



Chapter Six



**Knowledge and skills required of staff,
and professional development**

Introduction

The first question in this section is a table listing 11 classes of employees working in reception, referral, counselling and support services and the 7 areas of knowledge and skills required of them. Respondents were asked to check off the appropriate boxes and, if necessary, to add classes of employees or areas of knowledge and skills. Question 22 addresses the professional development activities that took place in the previous two years for each of the 11 classes of employees, while question 23 asks about professional development activities requested by staff members (for the exact formulation of these questions, see Appendix 2).

Most of the information in this chapter is taken from the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 127-145, and November 2003b, p. 147-178). We have also included the answers of an additional 5 adult education centres and 2 vocational training centres. We also consulted many of the original responses, as well as the related attachments. As a result, some information has been revised or reprocessed, especially in section I.

The following sections do not include results for the 12 other institutions. According to the compilation, however (see Gauthier, Mellouki et al., November 2003c, p. 52-59), few classes of employees work in these institutions, for example:

- 9 have an office clerk
- 8 have a guidance counsellor and an education consultant
- 7 have a secretary
- 5 have an educational and vocational information counsellor and a receptionist
- 4 have a training consultant
- 2 have a teacher and a student trainee in guidance or educational information
- none have a psychoeducator or a social worker
- 3 have another class of employees

I Knowledge and skills required of the different classes of employees

Tables 27 to 37 address the knowledge and skills that adult education centres and vocational training centres require of the 11 following classes of employees: guidance counsellor, educational and vocational information counsellor, training consultant, teacher, psychoeducator, student trainee in guidance or educational information, social worker, receptionist, office clerk, secretary and education consultant. Table 38 contains information about the classes of employees added by respondents. Each of these tables indicates how many centres require the following areas of knowledge and skills of these classes of employees: communication skills, group leadership skills, knowledge of the labour market, knowledge of the school system, active

listening skills, teamwork skills and skills in helping relations. Each of the tables also indicates how many adult education centres and vocational training centres added other areas of knowledge and skills; however, they do not specify what they are. Tables 27 to 37 specify how many centres do not have each class of employees working for them, and Table 38 specifies how many centres do not have “other” classes of employees working for them. Note that Table 38 includes classes of employees and areas of knowledge and skills added by respondents.

Let’s take a look at what each of the tables has to say.¹ We will explain the first in more detail.

1. Guidance counsellor

Guidance counsellors work in 41 adult education centres out of 60, but in only 16 vocational training centres out of 52. All the adult education centres that employ guidance counsellors in reception, referral, counselling and support services require these employees to have communication skills, a knowledge of the labour market and a knowledge of the school system, but only 15 of the 16 vocational training centres agree. All the vocational training centres that employ guidance counsellors in reception, referral, counselling and support services require these employees to have active listening skills, but 1 adult education centre disagrees. Active listening skills is the only area of knowledge or skill required by all the vocational training centres.

¹ See note at the end of subsection 7.

TABLE 27

**Number of adult education centres and vocational training centres
that require each area of knowledge or skill of guidance counsellors
working in reception, referral, counselling and support services**

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	41	0	41	19	15	1	16	36
2. GROUP LEADERSHIP SKILLS	37	4	41	19	15	1	16	36
3. KNOWLEDGE OF THE LABOUR MARKET	41	0	41	19	15	1	16	36
4. KNOWLEDGE OF THE SCHOOL SYSTEM	41	0	41	19	15	1	16	36
5. ACTIVE LISTENING SKILLS	40	1	41	19	16	0	16	36
6. TEAMWORK SKILLS	36	5	41	19	14	2	16	36
7. SKILLS IN HELPING RELATIONS	38	3	41	19	15	1	16	36
8. OTHER	5	36	41	19	2	14	16	36

Main source: Gauthier, Mellouki et al., November 2003a, p. 127, and November 2003b, p. 147-148.

(1) N/A means “not applicable”, and refers to the number of centres in which guidance counsellors are not employed in reception, referral, counselling or support services.

The other 3 areas of knowledge and skills are also required by most centres. For example, 38 adult education centres out of 41 and 15 vocational training centres out of 16 require guidance counsellors to be able to establish helping relations, 37 adult education centres and 15 vocational training centres require group leadership skills, and 36 adult education centres and 14 vocational training centres require teamwork skills. Further examination of Table 27 reveals that both types of centres are ambivalent with respect to teamwork skills. This ambivalence is minimal and, taken alone, does not mean much. However, in relation to other information, it might eventually give rise to a working hypothesis. Lastly, 5 adult education centres and 2 vocational training centres added one or more areas of knowledge and skills to the 7 already mentioned.

2. Educational and vocational information counsellor

According to Table 28, all the centres require that their educational and vocational information counsellors be able to communicate and have a knowledge of the school system. All the adult education centres require that they have a knowledge of the labour market and active listening skills. In all, almost every centre that has an educational and vocational information counsellor working in reception, referral, counselling and support services deems that he or she should possess the 7 areas of knowledge and skills listed. However, only 16 adult education centres out of 60 and 11 vocational training centres out of 52 benefit from the services of an educational and vocational information counsellor.

TABLE 28

Number of adult education centres and vocational training centres that require each area of knowledge or skill of education and vocational information counsellors working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	16	0	16	44	11	0	11	41
2. GROUP LEADERSHIP SKILLS	15	1	16	44	9	2	11	41
3. KNOWLEDGE OF THE LABOUR MARKET	16	0	16	44	10	1	11	41
4. KNOWLEDGE OF THE SCHOOL SYSTEM	16	0	16	44	11	0	11	41
5. ACTIVE LISTENING SKILLS	16	0	16	44	9	2	11	41
6. TEAMWORK SKILLS	14	2	16	44	9	2	11	41
7. SKILLS IN HELPING RELATIONS	13	3	16	44	9	2	11	41
8. OTHER	1	15	16	44	1	10	11	41

Main source: Gauthier, Mellouki et al., November 2003a, p. 128, and November 2003b, p. 149-150.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

3. Training consultant

Training consultants work in 10 more adult education centres and 8 more vocational training centres than educational and vocational information counsellors. Table 29 reveals that all the adult education centres require that their training consultants be able to communicate, have a knowledge of the labour market and the school system and have active listening and teamwork skills. Three adult education centres and 3 vocational training centres do not require that they have group leadership skills. Ten adult education centres out of 26 added at least one other area of knowledge or skill to the 7 already mentioned.

TABLE 29

Number of adult education centres and vocational training centres that require each area of knowledge or skill of training consultants working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	26	0	26	34	17	2	19	33
2. GROUP LEADERSHIP SKILLS	23	3	26	34	16	3	19	33
3. KNOWLEDGE OF THE LABOUR MARKET	26	0	26	34	17	2	19	33
4. KNOWLEDGE OF THE SCHOOL SYSTEM	26	0	26	34	18	1	19	33
5. ACTIVE LISTENING SKILLS	26	0	26	34	18	1	19	33
6. TEAMWORK SKILLS	26	0	26	34	17	2	19	33
7. SKILLS IN HELPING RELATIONS	25	1	26	34	17	2	19	33
8. OTHERS	10	16	26	34	3	16	19	33

Main source: Gauthier, Mellouki et al., November 2003a, p. 129, and November 2003b, p. 151-152.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

4. Teacher

According to Table 30, all the adult education centres and vocational training centres with at least one teacher working in reception, referral, counselling and support services (58 adult education centres out of 60 and 47 vocational training centres out of 52) require that they be able to communicate. At the other end of the spectrum, 40 adult education centres out of 58 and 13 vocational training centres out of 47 do not require that they have a knowledge of the labour market. There is a certain ambivalence about knowledge of the school system: 22 adult education centres (38%) and 11 vocational training centres (23%) do not deem this area of knowledge necessary. There is also ambivalence, although less marked, concerning teachers' ability to establish helping relations. Seven adult education centres and 3 vocational training centres added at least one other area of knowledge or skill.

TABLE 30

Number of adult education centres and vocational training centres that require each area of knowledge or skill of teachers working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	58	0	58	2	47	0	47	5
2. GROUP LEADERSHIP SKILLS	53	5	58	2	41	6	47	5
3. KNOWLEDGE OF THE LABOUR MARKET	18	40	58	2	34	13	47	5
4. KNOWLEDGE OF THE SCHOOL SYSTEM	36	22	58	2	36	11	47	5
5. ACTIVE LISTENING SKILLS	53	5	58	2	44	3	47	5
6. TEAMWORK SKILLS	54	4	58	2	45	2	47	5
7. SKILLS IN HELPING RELATIONS	49	9	58	2	40	7	47	5
8. OTHER	7	51	58	2	3	44	47	5

Main source: Gauthier, Mellouki et al., November 2003a, p. 130, and November 2003b, p. 153-154.

(1) N/A means "not applicable", and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

5. Psychoeducator

Only 8 adult education centres and 2 vocational training centres have psychoeducators on staff in reception, referral, counselling and support services. According to Table 31, what is really important to the centres is the psychoeducator's communication skills. In addition, adult education centres want them to have active listening skills and to be able to establish helping relations. Little is made of their knowledge of the labour market and, in the case of 3 adult education centres out of 8, their knowledge of the school system. None of the centres added areas of knowledge or skills to those suggested in the questionnaire.

TABLE 31

Number of adult education centres and vocational training centres that require each area of knowledge or skill of psychoeducators working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	8	0	8	52	2	0	2	50
2. GROUP LEADERSHIP SKILLS	6	2	8	52	1	1	2	50
3. KNOWLEDGE OF THE LABOUR MARKET	2	6	8	52	1	1	2	50
4. KNOWLEDGE OF THE SCHOOL SYSTEM	5	3	8	52	1	1	2	50
5. ACTIVE LISTENING SKILLS	8	0	8	52	1	1	2	50
6. TEAMWORK SKILLS	7	1	8	52	1	1	2	50
7. SKILLS IN HELPING RELATIONS	8	0	8	52	1	1	2	50
8. OTHER	0	8	8	52	0	2	2	50

Main source: Gauthier, Mellouki et al., November 2003a, p. 131, and November 2003b, p. 155-156.

(1) N/A means "not applicable", and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

6. Student trainee in guidance or educational information

According to Table 32, centres require more of student trainees in guidance or educational information than they do of guidance counsellors (see Table 27) or educational and vocational information counsellors (see Table 28). Indeed, the 7 adult education centres and 3 vocational training centres that have one, require that he or she possess all 7 areas of knowledge and skills, except for 1 adult education centre, which does not deem it necessary that he or she have group leadership skills. One adult education centre added at least 1 area of knowledge or skill to the list.

TABLE 32

Number of adult education centres and vocational training centres that require each area of knowledge or skill of student trainees in guidance or educational information working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	7	0	7	53	3	0	3	49
2. GROUP LEADERSHIP SKILLS	6	1	7	53	3	0	3	49
3. KNOWLEDGE OF THE LABOUR MARKET	7	0	7	53	3	0	3	49
4. KNOWLEDGE OF THE SCHOOL SYSTEM	7	0	7	53	3	0	3	49
5. ACTIVE LISTENING SKILLS	7	0	7	53	3	0	3	49
6. TEAMWORK SKILLS	7	0	7	53	3	0	3	49
7. SKILLS IN HELPING RELATIONS	7	0	7	53	3	0	3	49
8. OTHER	1	6	7	53	0	3	3	49

Main source: Gauthier, Mellouki et al., November 2003a, p. 132, and November 2003b, p. 157-158.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

7. Social worker

According to Table 33, 22 adult education centres and 6 vocational training centres benefit from the part-time or full-time services of one or more social workers.¹ Almost all of the centres require that they have communication, active listening and teamwork skills, as well as the ability to establish helping relations. They are far less demanding in terms of the social workers' knowledge of the labour market and the school system, while group leadership skills are required by some centres and not by others.

TABLE 33

Number of adult education centres and vocational training centres that require each area of knowledge or skill of social workers working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	21	1	22	38	6	0	6	46
2. GROUP LEADERSHIP SKILLS	17	5	22	38	4	2	6	46
3. KNOWLEDGE OF THE LABOUR MARKET	3	19	22	38	2	4	6	46
4. KNOWLEDGE OF THE SCHOOL SYSTEM	2	20	22	38	2	4	6	46
5. ACTIVE LISTENING SKILLS	21	1	22	38	6	0	6	46
6. TEAMWORK SKILLS	20	2	22	38	6	0	6	46
7. SKILLS IN HELPING RELATIONS	21	1	22	38	5	1	6	46
8. OTHER	3	19	22	38	1	5	6	46

Main source: Gauthier, Mellouki et al., November 2003a, p. 133, and November 2003b, p. 159-160.

(1) N/A means "not applicable", and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

¹ According to Tables 12 and 16, only 4 adult education centres and 2 vocational training centres have a social worker on staff in reception, referral, counselling and support services. As a result, in response to question 21 about the areas of knowledge or skills "generally" required of social workers, respondents probably gave their opinion on the areas of knowledge and skills that a social worker *should* possess, rather than those they actually require of a social worker working in reception, referral, counselling and support services in their centre. This comment also applies, with such modifications as the circumstances require, to the other classes of employees in this chapter.

8. Receptionist

In this case as well, all the centres agree on the need for communication skills. As for the other areas of knowledge and skills, responses vary, except in the case of group leadership skills, which are required by only 2 adult education centres out of 38 and 1 vocational training centre out of 35. A large majority of adult education and vocational training centres do not require that their receptionists have a knowledge of the labour market or the ability to establish helping relations. There is considerable disagreement over whether they should have a knowledge of the school system or active listening skills. Overall, Table 34 shows that there is no consensus as to what sort of training receptionists need. It is perhaps for this reason that 9 adult education centres and 3 vocational training centres added other areas of knowledge and skills.

TABLE 34

Number of adult education centres and vocational training centres that require each area of knowledge or skill of receptionists working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	38	0	38	22	34	1	35	17
2. GROUP LEADERSHIP SKILLS	2	36	38	22	1	34	35	17
3. KNOWLEDGE OF THE LABOUR MARKET	2	36	38	22	7	28	35	17
4. KNOWLEDGE OF THE SCHOOL SYSTEM	18	20	38	22	21	14	35	17
5. ACTIVE LISTENING SKILLS	22	16	38	22	25	10	35	17
6. TEAMWORK SKILLS	30	8	38	22	26	9	35	17
7. SKILLS IN HELPING RELATIONS	9	29	38	22	12	23	35	17
8. OTHER	9	29	38	22	3	32	35	17

Main source: Gauthier, Mellouki et al., November 2003a, p. 134, and November 2003b, p. 161-162.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

9. Office clerk

TABLE 35
Number of adult education centres and vocational training centres
that require each area of knowledge or skill of office clerks
working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	47	0	47	13	33	1	34	18
2. GROUP LEADERSHIP SKILLS	2	45	47	13	2	32	34	18
3. KNOWLEDGE OF THE LABOUR MARKET	2	45	47	13	7	27	34	18
4. KNOWLEDGE OF THE SCHOOL SYSTEM	26	21	47	13	24	10	34	18
5. ACTIVE LISTENING SKILLS	25	22	47	13	22	12	34	18
6. TEAMWORK SKILLS	35	12	47	13	28	6	34	18
7. SKILLS IN HELPING RELATIONS	15	32	47	13	11	23	34	18
8. OTHER	13	34	47	13	2	32	34	18

Main source: Gauthier, Mellouki et al., November 2003a, p. 135, and November 2003b, p. 163-164.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

Office clerks, who, according to Table 35, work in 47 adult education centres and 34 vocational training centres, must also have communication skills. Many adult education and vocational training centres also believe they should be able to work as part of a team, but do not expect them to know about the labour market or be able to lead a group. Knowledge of the school system is deemed more important by vocational training centres (24, or 71% of centres benefiting from the services of an office clerk in reception, referral, counselling and support services) than by adult education centres (26, or 55%). The situation regarding active listening skills is similar: 53% of adult education centres (25) deem these skills necessary, while the corresponding percentage among vocational training centres is 65% (22). Overall, the areas of knowledge and skills required of office clerks, like receptionists, is relatively unclear. Thirteen adult education centres deemed it necessary to add other areas of knowledge and skills to the 7 already listed. This is the class of employees for which the greatest number of adult education centres (13) added one or more areas of knowledge or skills to those suggested, also more than the number of vocational training centres that did so for any of the classes of employees examined. In no case did more vocational training centres than adult education centres add one or more areas of knowledge and skills to the 7 already mentioned.

10. Secretary

What is required of secretaries is no clearer than what is required of office clerks or receptionists. The areas of knowledge and skills with the highest level of agreement, according to Table 36, are the same as for office clerks: communication and group leadership skills, and knowledge of the labour market. The other four areas of knowledge and skills mentioned are considered more important by vocational training centres than by adult education systems, as illustrated in the following table:

	<i>Adult education centres</i>	<i>Vocational training centres</i>
• Knowledge of the school system	55% (27)	71% (32)
• Active listening skills	55% (27)	78% (35)
• Teamwork skills	73% (36)	87% (39)
• Skills in helping relations	31% (15)	47% (21)

TABLEAU 36
Number of adult education centres and vocational training centres that require each area of knowledge or skill of secretaries working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	48	1	49	11	42	3	45	7
2. GROUP LEADERSHIP SKILLS	3	46	49	11	4	41	45	7
3. KNOWLEDGE OF THE LABOUR MARKET	4	45	49	11	11	34	45	7
4. KNOWLEDGE OF THE SCHOOL SYSTEM	27	22	49	11	32	13	45	7
5. ACTIVE LISTENING SKILLS	27	22	49	11	35	10	45	7
6. TEAMWORK SKILLS	36	13	49	11	39	6	45	7
7. SKILLS IN HELPING RELATIONS	15	34	49	11	21	24	45	7
8. OTHER	6	43	49	11	2	43	45	7

Main source: Gauthier, Mellouki et al., November 2003a, p. 136, and November 2003b, p. 165-166.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

11. Education consultant

Table 37 reveals that, in both adult education centres and vocational training centres, education consultants must have communication, active listening and teamwork skills. They are also required, especially by vocational training centres, to have a knowledge of the school system. Opinions diverge with respect to knowledge of the labour market, especially in adult education centres, and the ability to establish helping relations.

TABLE 37

Number of adult education centres and vocational training centres that require each area of knowledge or skill of education consultants working in reception, referral, counselling and support services

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ⁽¹⁾	YES	NO	TOTAL	N/A ⁽¹⁾
1. COMMUNICATION SKILLS	32	2	34	26	31	0	31	21
2. GROUP LEADERSHIP SKILLS	31	3	34	26	24	7	31	21
3. KNOWLEDGE OF THE LABOUR MARKET	20	14	34	26	27	4	31	21
4. KNOWLEDGE OF THE SCHOOL SYSTEM	28	6	34	26	31	0	31	21
5. ACTIVE LISTENING SKILLS	31	3	34	26	29	2	31	21
6. TEAMWORK SKILLS	33	1	34	26	30	1	31	21
7. SKILLS IN HELPING RELATIONS	26	8	34	26	26	5	31	21
8. OTHER	3	31	34	26	1	30	31	21

Main source: Gauthier, Mellouki et al., November 2003a, p. 137, and November 2003b, p. 167-168.

(1) N/A means “not applicable”, and refers to the number of centres in which educational and vocational information counsellors are not employed in reception, referral, counselling or support services.

12. Other classes of employees

TABLE 38

**Number of adult education centres and vocational training centres
that require each area of knowledge or skill of other classes of employees¹
working in reception, referral, counselling and support services**

AREA OF KNOWLEDGE OR SKILL	ADULT EDUCATION CENTRES (60 OUT OF 60)				VOCATIONAL TRAINING CENTRES (52 OUT OF 52)			
	YES	NO	TOTAL	N/A ²	YES	NO	TOTAL	N/A ²
1. COMMUNICATION SKILLS	43	0	43	17	30	0	30	22
2. GROUP LEADERSHIP SKILLS	37	6	43	17	24	6	30	22
3. KNOWLEDGE OF THE LABOUR MARKET	22	21	43	17	22	8	30	22
4. KNOWLEDGE OF THE SCHOOL SYSTEM	37	6	43	17	26	4	30	22
5. ACTIVE LISTENING SKILLS	41	2	43	17	28	2	30	22
6. TEAMWORK SKILLS	40	3	43	17	29	1	30	22
7. SKILLS IN HELPING RELATIONS	36	7	43	17	28	2	30	22
8. OTHER	10	33	43	17	4	26	30	22

Main source: Gauthier, Mellouki et al., November 2003a, p. 138, and November 2003b, p. 169-170. The authors of the compilation proceeded somewhat differently in these 2 tables than in the 11 previous ones. They used an “N” to indicate centres that, by the very fact that they did not mention an “other” class of employees, did not add an “other” area of knowledge of skill **and** centres that did not add an “other” area of knowledge or skill for a class of employees added to the list. In this table, we distinguished between the two cases in the same way as in the previous 11 tables: using n/a in the first case and NO in the second.

The information provided in Table 38 applies to all of the classes of employees added to the 11 mentioned in the questionnaire. Forty-three adult education centres and 30 vocational training centres added at least one class of employees. These individuals are almost always required to have communication, active listening and teamwork skills. They are also often required to have a knowledge of the school system, group leadership skills and the ability to establish helping

¹ According to the compilation, centres that added more than one class of employees have the same requirements for all of them. Upon closer inspection, we learned that 2 adult education centres added 2 classes of employees and 1 vocational training centre added 3 classes of employees to the 11 already mentioned and that each of the centres mentioned *different* requirements for each class of employees.

² In this table, N/A means “not applicable”, and refers to the number of centres that do not benefit from the services of classes of employees other than those mentioned in Tables 27 to 37.

relations. Twenty-two vocational training centres out of 30 deem knowledge of the labour market essential, while only 22 adult education centres out of 43 are of the same opinion. Lastly, analysis of the table reveals that 10 adult education centres and 4 vocational training centres think that other classes of employees should be proficient in areas of knowledge and skills not mentioned in the questionnaire.

13. "Other" classes of employees and areas of knowledge and skills

The main classes of employees added by adult education centres include directors, animators (community, school life or other), psychologists, technicians (educational organization, administrative, special education or other) and officers (information, development or other). The vocational training centres added similar classes of employees, with the exception of animators.

Adult education centres added about 40 areas of knowledge and skills to the 7 mentioned in the questionnaire, while vocational training centres added about 15. Most of these areas of knowledge and skills can be divided into three categories:

- knowledge of the adult education sector: adults' needs, programs, the basic regulation, certification of studies, services offered, partners (e.g. local employment centres, community organizations), etc.
- a specific skill: work organization, strategic planning, program development, personnel management, budget management, English, computers, etc.
- attitudes and behaviours: empathy, flexibility, tact, resourcefulness, capacity to innovate, etc.

II Professional development activities held between 2001 and 2003

According to the compilation produced by the Canada Research Chair in Teacher Training (Université Laval), very few centres identified, as requested in question 22, the classes of employees for whom the professional development activities were intended (Gauthier, Mellouki et al., November 2003a, p. 144, and November 2003b, p. 176). Consequently, the table in the compilation reveals the professional development activities organized during the two-year period without reference to specific classes of employees.

Based on the Canada Research Chair compilation and our own compilation of the responses given by the 5 adult education centres and 2 vocational training centres we added, Table 39 below indicates the number and percentage of professional development activities intended for reception, referral, counselling and support staff from 2001 to 2003. However, the table includes only those activities organized by at least 10% of adult education or vocational training centres.

TABLE 39

Number and percentage of professional development activities organized between 2001 and 2003 by at least 10% of the 60 adult education centres and 52 vocational training centres that participated in the survey

PROFESSIONAL DEVELOPMENT ACTIVITY	ADULT EDUCATION CENTRES		VOCATIONAL TRAINING CENTRES	
	N	%	N	%
1. COMPUTER TOOLS	27	37	18	35
2. COMPUTER TOOLS FOR GUIDANCE ACTIVITIES	1	2	7	13
3. PARTICIPATION IN SEMINARS	19	32	11	21
4. PREVENTION (SUICIDE, DEPRESSION, ADDICTION)	13	22	0	0
5. PERSONAL AND PSYCHOLOGICAL SUPPORT	7	12	9	17
6. CONFLICT MANAGEMENT	7	12	2	4
7. THE GUIDANCE-ORIENTED APPROACH	12	20	3	6
8. ADULT EDUCATION POLICIES, PROGRAMS OR SERVICES	11	18	3	6
9. CERTIFICATION OF STUDIES	8	13	0	0
10. TEACHING/LEARNING STRATEGIES	9	15	4	8
11. RECOGNITION OF PRIOR LEARNING	9	18	2	4
12. COMMUNICATION AND FRENCH	8	13	3	6
13. CONTINUING EDUCATION AND TRAINING	7	12	3	6
14. CLIENT-BASED APPROACH	6	10	6	12
15. SCHOOL BOARD SERVICES	6	10	1	2
16. FINANCIAL ASSISTANCE FOR ADULTS	3	5	6	12

The table reveals that the most common topic of professional development in both adult education centres and vocational training centres is computers. Participation in seminars ranks second, but is not the same type of activity as the others. While the other activities mentioned are defined by topic or theme, seminars organized by professional associations and other more or less similar meetings are forums for a variety of different topics or themes. Table 39 also reveals that professional development activities in adult education centres that address problems involving attitudes and behaviours with respect to life and others (see activities 4, 5 and

6) are proportionally more common. Most of the other activities involve various aspects of teaching (see activities 7 to 12).

The table also reveals that there are fewer professional development activities in vocational training centres than in adult education centres. According to the above-mentioned compilations, 13% of adult education centres and 25% of vocational training centres did not mention any professional development activities at all, and no topics were mentioned only by a vocational training centre.

The professional development activities that do not appear in Table 39, but that were mentioned by adult education and vocational training centres or by adult education centres only include cross-cultural issues, the work-study approach, motivation, learning difficulties, constructivism, literacy and the different types of intelligence. Although very few centres organized professional development activities on these topics, that does not mean that they are not important in the medium term.

III Professional development activities requested by staff members

We have already observed that, according to the compilation, adult education centres organize more professional development activities for reception, referral, counselling and support staff than vocational training centres. It is also true that, proportionally speaking, staff and management personnel responsible for these services in adult education centres “request” more activities than their colleagues in vocational training centres. The difference is approximately 60% in favour of adult education centres.

The topics most frequently requested by adult education centre staff are what are referred to in the compilation as MEQ policy¹ (requested by 15, or 25% of centres); computer tools for guidance activities, including the *Repères* system (also 25%); personal and psychological support (23%); the client-based approach (22%); computer tools, including certain administrative software programs (17%) and the recognition of learning (12%). Less commonly requested topics include conflict management, impact therapy,² financial assistance and motivation.

The topic most often cited by vocational training centres is the client-based approach (9 centres out of 52, or 17%). It is followed by conflict management (13%), computer tools for guidance activities (12%), computer tools (10%), financial assistance (8%) and the recognition of prior learning (8%). Seven topics, including teaching/learning strategies, the competency-based approach and the guidance-oriented school, are mentioned by only 1 centre.

¹ No explanation is given of the meaning of this topic, which, surprisingly, does not appear in the compilation of vocational training centre responses.

² No explanation is given of this type of therapy.

Highlights

1. The ability to communicate is clearly the skill required of most classes of employees working in reception, referral, counselling and support services. Almost every centre deems it necessary for all classes of employees.
2. The three classes of employees for which requirements differ most depending on whether they work in adult education centres or vocational training centres are receptionists, office clerks and secretaries. In these cases, the overall picture of the areas of knowledge and skills revealed by the information gathered is rather unclear.
3. Between 2001 and 2003, 13% of adult education centres and 25% of vocational training centres did not organize any professional development activities for reception, referral, counselling and support staff.
4. Forty-three adult education centres and 30 vocational training centres added at least one class of employees to the 11 listed in question 21 of the DFGA questionnaire.
5. During this same period, most of the professional development activities organized involved computers. If we exclude the many activities involving aspects of teaching (e.g. programs, teaching/learning strategies, the certification of studies), the topics most often discussed involved attitudes and behaviours toward life and others (e.g. prevention of depression, psychological support, conflict management).
6. Not only did the adult education centres organize more professional development activities than the vocational training centres, but staff and management personnel responsible for reception, referral, counselling and support services in adult education centres “requested” more activities than their colleagues in vocational training centres. Computer tools in general, and more specifically in guidance activities, rank high among these requests, but we also observed that adult education centre staff requested professional development in “MEQ policies”, personal and psychological support and the client-based approach, and that vocational training centre staff requested professional development in the client-based approach and conflict management.

Chapter Seven



Intervention tools

Introduction

The four questions in this section, nos. 24 to 27, address the tools used by reception, referral, counselling and support services staff in dealing with adults. These questions cover a rather wide range of information. For example, the term “tool” includes the forms used and information about the adults’ prior learning, as well as “other information” which might prove useful. Respondents are also asked which tools they deem the most relevant and which ones are lacking, to make connections with certain elements of question 7 on the procedures used by reception, referral, counselling and support services staff (see Chapter Three, section II) and to explain their answers.

This chapter is structured according to the answers to the four questions. The subthemes addressed are the forms used, information about the adults’ prior learning, the tools respondents deem the most relevant, and the ones they feel are lacking. Chapter highlights follow.

I Forms used

The compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 147-157, November 2003b, p. 180-189, and November 2003c, Appendix C) was our main source of information about the forms used. However, the DFGA requested that we consider only those forms¹ relevant to reception, referral, counselling and support services. Consequently, we disregarded documents whose sole purpose is to provide information; internal management documents not directly related to potential or registered students; instructional documents; documents concerning learning content or evaluations carried out during the learning process; documents dealing with applicants’ health; and, lastly, financial documents. We also referred systematically to the forms attached by respondents. In some cases, we also consulted respondents’ answers.

We began with the compilation of responses provided by adult education centres. Then, we added the forms mentioned only by vocational training centres and/or other institutions. In the latter two cases, the title of the form is followed in parentheses by “vocational training centres”, “other institutions” or “vocational training centres and other institutions”, depending on where the form is used.

The forms considered relevant were related to one of the following three dimensions of reception, referral, counselling and support services: administrative aspects of admission and

¹ “Forms” also include file cards and form letters.

registration; prior learning; and the act of choosing, changing or dropping a learning activity. Each of the forms below fall into one of these three categories. As much as possible, they are presented according to their purpose or function.

1. Administrative aspects of admission and registration

Reception, referral, counselling and support services staff use the following types of forms:

- requirements for admission
- identification (other institutions)
- personal profile
- request for an appointment
- application (general education, day or evening, or vocational training)
- admission/registration
- request for admission at the regional level (other institutions)
- acknowledgment of receipt
- response to an application (vocational training centres and other institutions)
- reception
- parental authorization
- state of applicant's file
- items missing from the applicant's file
- official document request (other institutions)
- certification of information related to the applicant's permanent code
- information complementary to that related to the applicant's permanent code
- conditional acceptance (vocational training centres)
- acceptance (vocational training centres)
- indicating the date, time and location of an appointment
- interview
- interview report
- preregistration
- registration (in a program or learning activity)
- information related to registration
- authorization to reregister
- renewal of an application to a program (vocational training centres)
- enrollment in distance education (other institutions)
- authorization to attend
- certification of attendance
- transfer of information
- request to transfer from the youth sector to the adult sector for students aged 16 or 17

2. Prior learning

Reception, referral, counselling and support services staff use the following types of forms:

- certification of prerequisites
- certification of prerequisites for the Commission de la construction du Québec (vocational training centres)
- certification of attendance (vocational training centres)
- application for equivalences (vocational training centres)
- recording of equivalences
- referral for the general development test (GDT)
- registration for secondary studies equivalence tests (SSETs) and the general development test (GDT)
- self-evaluation
- the applicant's general education profile
- request for evaluation
- request for registration for the evaluation of prior experiential learning (vocational training centres)
- request for the recognition of prior learning (other institutions)
- provisional recognition of prior learning
- request for evaluation (by a self-directed learner)
- recognition of prior learning and competencies (vocational training centres and other institutions)
- information related to the adult's statement of competencies and learning
- portfolio review (other institutions)
- registration for placement tests (other institutions) invitation to take a placement test (selection, aptitude, psychometric or physical fitness) (vocational training centres)
- presentation at a placement test
- placement
- reevaluation of placement

3. Act of choosing, changing or dropping a learning activity

Reception, referral, counselling and support services staff use the following types of forms:

- request for services
- request for guidance services
- intervention (other institutions)
- request for a guided tour (vocational training centres)
- application for student-for-a-day program (vocational training centres)
- learning profile (general or vocational)
- changes to the learning profile
- extension of a profile
- related to the learning profile
- related to the student's career goals
- changes to career goals
- objective of the courses chosen

- choice of courses
- choice of workshops (vocational training centres)
- module retake or exemption (vocational training centres)
- monitoring (while the student is attending the centre or after he or she leaves)
- the adult's commitment
- the adult's withdrawal
- transfer to another institution
- dropping of a course or departure
- certification of a learning activity
- application for reintegration (vocational training centres)

II Information about prior learning

The questionnaire suggests that, in addition to information about their prior learning, adults could provide other useful information. The following summary is based mainly on the compilations produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 158-161, November 2003b, p. 190-193, and November 2003c, p. 64).

1. Information requested by staff members

Almost all reception, referral, counselling and support services request a statement of marks. The second most often requested piece of information is the student's school record (which indicates what courses he or she has taken and passed); more than half the adult education centres, about one third of the vocational training centres and almost half the other institutions request this document. Some institutions request only the school record. According to the compilations, no other document is requested by at least half of all respondents and, if we look separately at each of the three groups of respondents (adult education centres, vocational training centres and other institutions), we see that in only one group do more than half of the respondents request a given document: the applicant's résumé in other institutions (6 out of 12).¹ The compilations produced by the Canada Research Chair in Teacher Training (Université Laval) suggest the following:

- a) Adult education centres request far more information than vocational training centres.
- b) Twenty to 35% of adult education centres request five items of information. They are, in order of importance and according to the headings used in the compilation, prior learning

¹ This information, like the information below, is somewhat surprising. Indeed, when we looked at other themes (Chapter Five on the roles and duties of staff members, for example), we had understood that the birth certificate, proof of citizenship or residence and other items of information were requested far more often than these figures would suggest.

and equivalences, general information about the applicant, work experience, an information sheet and various tests. In vocational training centres, only one item of information, the birth certificate, is re-requested by proportionally as many respondents.

- c) At least 10% of adult education centres request diplomas, birth certificates, letters of reference, résumés and proof of citizenship or residence.
- d) At least 10% of vocational training centres request work experience, résumés, portfolios, prior learning or equivalences, diplomas, letters of reference from employers, personal information, tests, an information sheet and proof of citizenship or residence.

2. Information not requested but deemed useful

In general, respondents mentioned very few of these items. According to the above-mentioned compilation, the most often cited item of information is called “personal information”; it was mentioned by 5 adult education centres and 3 vocational training centres. Five other items were mentioned by adult education centres: the school record (4 centres), tests (2 centres), work experience (1 centre), prior learning or equivalences (1 centre) and résumé (1 centre). In addition to personal information, only two items were mentioned by vocational training centres: résumé (2 centres) and work experience (1 centre).

III Most relevant tools

According to the compilation produced by the Canada Research Chair in Teacher Training (Université Laval), respondents mentioned 37 different tools as being “most relevant” for providing reception, referral, counselling and support services. Table 40 contains a list of these tools and the proportion of institutions that mentioned them.¹ It reveals the following:

- a) The only tool deemed particularly relevant by more than 50% of institutions (between 55% and 60%) is the registration and follow-up form in adult education centres. The same tool was mentioned less frequently by vocational training centres (by about 40% of them).
- b) Two other tools, Soutien aux organismes scolaires (SOS) and the Inforoute FTP Web site, were mentioned by 30% to 45% of other institutions.
- c) All the other tools were mentioned by 25% or less of adult education centres, vocational training centres or other institutions.

¹ This table takes into account the 5 adult education centres and the 2 vocational training centres we added and the other institution we removed from the above-cited compilation, but only those tools included in the compilation. However, after referring to the answers on the questionnaires we added, as well as a few others, we observed that other tools could have been included in the list and that some of the ones mentioned could have been presented more clearly. Such is the case, for example, for a remedial reading program and access to regional and provincial labour market information.

- d) Eight tools were cited by 20% to 25% of adult education centres, 7 tools by 20% to 25% of vocational training centres, and 1 tool by 20% to 25% of other institutions. One of them, *Repères* (and *E-Choices*), is cited by 20% to 25% of adult education centres, vocational training centres and other institutions, three (SOS, various Web sites and documents, and *Choisir*) were mentioned by 20% to 25% of adult education centres and vocational training centres, four others (aptitude and interest tests, statements of marks, the MEQ certification guide, and Jade and Tosca software) were mentioned by 20% to 25% of adult education centres only and, lastly, three others (the Inforoute FPT Web site, information documents about programs and the guide for admission to vocational training) were cited by 20% to 25% of vocational training centres only.
- e) In the category *10% to 19%* of institutions, 2 different tools are mentioned by adult education centres, 3 others by vocational training centres and 12 (including 11 not cited by adult education or vocational training centres) by other institutions. In other words, 10% to 19% of institutions mentioned 16 different tools that they deem particularly relevant (see table). In comparison, only one tool is cited in the category *over 50%*, 3 in the *30% to 45%* category, 11 in the *20% to 25%* category, and 24 in the *less than 10%* category.
- f) In the *less than 10%* category, 13 different tools are mentioned by adult education centres, 10 by vocational training centres and 9 by other institutions.
- g) Thirty-four of the 37 tools listed in the compilation were cited by 25% or less of the institutions. In addition, 2 of the other 3 tools mentioned (Soutien aux organismes scolaires and the Inforoute FPT Web site) were cited by other institutions.

TABLE 40

**Tools deemed relevant for providing reception, referral, counselling and support services
and the proportion of institutions that mentioned them**

Number of institutions : 60 adult education centres, 52 vocational training centres and 12 other institutions

TOOLS	PROPORTION OF INSTITUTIONS								
	20% TO 25%			10% TO 19%			LESS THAN 10%		
	AEC	VTC	OTHER	AEC	VTC	OTHER	AEC	VTC	OTHER
1. Registration and follow-up form (more than 50% of adult education centres and about 40% of vocational training centres—see text)									
2. Soutien aux organismes scolaires (SOS) (30% to 45% of other institutions—see text)	X	X							
3. <i>Repères</i>	X	X	X						
4. Web sites, video documents, leaflets, ¹ CDs	X	X							
5. Aptitude and interest tests	X					X			X
6. Statements of marks	X								
7. MEQ administrative manual for the certification of studies	X					X		X	
8. <i>Choisir</i>	X	X				X			
9. JADE and TOSCA software	X					X		X	
10. Prerequisite guide						X		X	
11. Inforoute FPT Web site (30% to 45% of other institutions – see text)					X				
12. Program information documents		X		X					
13. Guide for the recognition of equivalences and prior learning						X		X	
14. Gouvernement du Québec Web site							X	X	X
15. Documents about loans and bursaries							X	X	
16. Placement tests							X		
17. Service régional d'admission du Montréal métropolitain (SRAM) guide							X	X	X
18. Language evaluation							X		
19. Admission guide for vocational training		X					X		X
20. Résumé and portfolio						X	X	X	

TOOLS	PROPORTION OF INSTITUTIONS								
	20% TO 25%			10% TO 19%			LESS THAN 10%		
	AEC	VTC	OTHER	AEC	VTC	OTHER	AEC	VTC	OTHER
21. COBA software							X	X	
22. Interview							X		
23. Guidance tools							X		
24. MEQ information newsletter							X	X	
25. Various statistics							X	X	
26. Regional vocational training documents					X				X
27. Citizenship documents								X	
28. CEGEP prerequisites guide						X			
29. SSETs						X			
30. GDT						X			
31. Local employment centre follow-up form									X
32. Information sheet (internal)						X			
33. Action follow-up form						X			
34. AFE software									X
35. ADA system									X
36. PATRICIA system									X
37. Promotional tools									X

Main source: Gauthier, Mellouki et al., November 2003a, p. 162-163, November 2003b, p. 194-195, and November 2003c, p. 65.

(1) Leaflets were probably also included in “program information documents” (no. 12).

IV Tools lacking

The tool mentioned by the greatest number of institutions as lacking in reception, referral, counselling and support services was a more detailed registration and follow-up sheet.¹ It was mentioned by 28% of the 60 adult education centres and 17% of the 52 vocational training centres. Despite the above-noted ambiguity, this is surprising, since the registration and follow-up sheet is also the tool considered the most relevant by adult education and vocational training centres (see Table 40). This means that some respondents understood question 27 as referring to tools not available in their services rather than tools that do not exist in the Québec adult education system.

¹ In the original compilation, it is referred to as a “more detailed registration and follow-up sheet” for adult education centres and as a “registration and follow-up sheet” for vocational training centres.

The only other tool considered lacking by more than 20% of centres was the one referred to by the heading “Web sites, video documents, leaflets, CDs” in the compilation. It is mentioned by 23% of vocational training centres and 7% of adult education centres. Five other institutions out of 12 (42%) considered there was a lack of tools for the recognition of prior learning. The other tools most often cited were a more complete database (13% of adult education centres, 2% of vocational training centres, 17% of other institutions), diagnostic tools (13% of adult education centres, 2% of vocational training centres), a guide for the recognition of equivalences and prior learning (12% of adult education centres, 15% of vocational training centres), aptitude and interest tests (8% of adult education centres, 15% of vocational training centres, 8% of other institutions), computerized guidance and monitoring tools (7% of adult education centres) and documents about programs offered (5% of adult education centres and 8% of vocational training centres).

No other tool is considered lacking by more than 2 adult education centres, 3 vocational training centres and 1 other institution. Some of these are included in the list of most relevant tools, while others are not: documents about loans and bursaries, guides for street work, various statistics, an admissions guide for vocational training, documentation about other countries, SOS, *Repères*, Société de gestion du réseau informatique des commissions scolaires (GRICS) software, portfolios, the Inforoute FPT, citizenship documents, a guide for evaluating equivalences for learning acquired outside Québec, a follow-up sheet, the MEQ information newsletter, terms and conditions for admitting adults who already have recognized training in a vocational training program, a guide for adults before they begin classes, annotated statements of marks and the presence of specialists capable of administering and interpreting certain tests.¹

Highlights

1. Reception, referral, counselling and support services staff use about 75 different forms in the course of their dealings with adults. Most of these forms are related to three aspects: the administrative aspects of admission and registration; prior learning; and the act of choosing, changing or dropping a learning activity.
2. The items of information most often requested of adults in terms of prior learning are their statement of marks and their school record. No other documents are requested in at least half the adult education and vocational training centres. Adult education centres require more information than vocational training centres.

¹ The main source for this information is Gauthier, Mellouki et al., November 2003a, p. 164-165, November 2003b, p. 196-197, and November 2003c, p. 65. We also took into account the information provided on the questionnaires not included in the compilation.

3. The other items of information requested in 20% to 35% of adult education centres are prior learning and equivalences, general information about the applicant, work experience, the information sheet (unspecified content) and various tests. In vocational training centres, the only document requested in the same proportion is the birth certificate.
4. Very few items of information that are not requested are deemed useful. The most often cited is called “personal information”; it is mentioned by 5 adult education centres out of 60 and 3 vocational training centres out of 52. In all, adult education and vocational training centres mentioned only 6 items of information.
5. Slightly more than 50% of adult education centres considered the tool called “registration and follow-up sheet” particularly relevant. About 40% of vocational training centres agreed. None of the other 37 tools listed in the above-mentioned compilation were considered particularly relevant by more than 25% of adult education or vocational training centres.
6. The major tool lacking according to adult education centres is a more detailed registration and follow-up sheet (simply a registration and follow-up sheet according to vocational training centres). It was cited by 28% of adult education centres and 17% of vocational training centres. About 20 other tools were also mentioned.



Chapter Eight



Promotion of services

Introduction

The first of the five questions in this section of the questionnaire asks respondents to describe the activities used to promote their reception, referral, counselling and support services and their instructional services; the second enquires about the outcomes of such activities. The third question deals only indirectly with the promotion of services; it asks about the obstacles preventing adults from using reception and referral services. The fourth question broadens the scope of the first by asking respondents to describe initiatives or projects other than those previously described that, while meeting the needs of the population, “encourage adults to continue their education”. Lastly, the authors of the survey want to know whether there are employees “specifically designated” to promote reception, referral, counselling and support services and, if so, what class of employees they belong to and what activities they perform. What do we learn from the answers to these five questions?

I Promotional activities

According to the Canada Research Chair in Teacher Training (Université Laval), very few centres organize activities for the express purpose of promoting reception, referral, counselling and support services. In general, what is being promoted is the centre itself and its instructional services (see Gauthier, Mellouki et al., November 2003a, p. 174, November 2003b, p. 206, and November 2003c, p. 68). Consequently, the Chair produced only one table presenting both reception, referral, counselling and support services, and the other services offered by the centres and institutions (see Gauthier, Mellouki et al., November 2003a, p. 168-169, November 2003b, p. 200-201, and November 2003c, p. 69). Also, note that, in Chapter Three (see section II, 1.1), we indicated that we would deal here with a certain amount of information related to the promotion of services. In this theme like in the others, we take into account the answers of 5 adult education centres and 2 vocational training centres not included in the Chair’s compilation.

In this context, the most realistic and appropriate approach is a clarification of the methods used to promote services and an overview of how these methods are viewed. We therefore propose to begin with a classification of these methods, followed by comments about their use.

1. Promotional methods used

There are a number of different methods, some of them poorly defined. In all, the information compiled or otherwise available in respondents’ answers is not conducive to a reliable analysis of the use of each of these methods for promoting the centres. However, we can learn something from them if, while paying attention to the medium (for example, television, very different from a leaflet), we classify them according to their target clientele (people or organizations).

On the basis of this assumption, we selected the following categories of methods used by respondents:

- print or electronic media targeting a wide range of clientele: local or regional newspapers, special inserts in a newspaper or distributed door to door, radio, television (including community television), Web sites (including the Inforoute FPT) and posters
- booths and other forms of participation or action, usually targeting a more specific, or perhaps specialized clientele: fairs (e.g. job, education, tourism, business), exhibitions (e.g. student productions, industrial exhibitions) and conventions or similar meetings
- more flexible media targeting potential applicants: leaflets, brochures, bookmarks, student papers, centre newsletters, mailing lists (e.g. parents of secondary school students), regional guides (e.g. to services available in vocational training), videos, CD-ROMs, public information sessions, student-for-a-day programs, open houses and awards nights
- visits to organizations, associations, elementary schools, secondary schools, adult education centres (by vocational training centres), vocational training centres (by adult education centres), guidance counsellors and so on, and documents sent to these organizations and people
- documentation sent to local or regional associations or organizations outside the education system but considered partners (in the broadest sense of the term), and information meetings with representatives of these associations or organizations: local employment centres, local development centres, CLSCs, Carrefours Jeunesse Emploi, non-profit community organizations, boards of trade, unions, companies that offer practicum positions, etc.

It is important to note that many of these methods are used more intensively during theme weeks (e.g. guidance, vocational training, employment, careers) and events such as the Skills Competitions, Hats Off to You! and adult student week.

2. How the methods used are viewed

Almost all the centres use at least one of the methods mentioned in the preceding subsection to promote their services. On average, adult education centres use about 4, vocational training centres about 6 and other institutions about 5. However, it appears that school boards are also frequently involved in the process. Consequently, in many cases it is difficult to know what role was played by the centre itself, its school board or a group of school boards in using the promotional method in question.

According to respondents, the print and electronic media are used most often. Almost all vocational training centres and 75% of adult education centres use them. Of these media, the most common is probably the newspaper.

The second most popular media are those that we defined as flexible and targeting potential applicants. These mostly include leaflets and brochures, as well as student-for-a-day programs and open houses.

About 80% of vocational training centres and almost a third of adult education centres do some of their promoting at fairs. Up to 20% of vocational training centres and a smaller percentage of adult education centres use exhibitions, conventions and similar events for promotional purposes.

About half of the vocational training centres visit other schools. Some vocational training centres also send promotional documents to schools. In at least two regions, these visits are systematic, and include demonstrations, exhibitions and information booths. Some adult education centres also promote their services among secondary school students.

Adult education centres and vocational training centres promote their services more often in institutions and organizations within the formal education system than outside it. However, the information gathered about the promotion of centres in organizations outside the education system, such as local employment centres and CLSCs, is scanty and vague. In reality, although the information in the chapter on partnerships does not include promotional activities, it is probably more useful (see Chapter Four, section I).

II Outcomes of promotional activities

In general, respondents had little to say in answer to this question. According to the authors of the compilation, many of them mentioned that it was difficult to evaluate the direct outcomes of promotional activities since there is no official way of measuring them. Consequently, many respondents mentioned goals or expected outcomes rather than actual outcomes (see Gauthier, Mellouki et al., November 2003a, p. 174, and November 2003b, p. 206).

Only 5 out of the 12 other institutions mentioned outcomes of their promotional activities. Three of them observed an increase in the number of requests for information and enrollments. This outcome was also cited by the greatest number of adult education centres (55%) and vocational training centres (54%). Two other institutions reported greater familiarity with the centres and services, while 27% of adult education centres and 46% of vocational training centres reported an increase in the visibility of centres and their services. Adult education and vocational training centres also made a connection between promotional activities and greater familiarity with services and programs (30% of adult education centres and 19% of vocational training centres), the promotion of services and centres (8% and 29%), student retention (7% and 19%) and the diversification of service offerings (8% in both cases). Lastly, 8% of adult education centres stated that promotional activities have little effect and 19% of vocational training centres expected or observed an increase in interest for vocational training and its recognition.

III Obstacles

The respondents listed and, in some cases, described numerous obstacles preventing adults from using reception and referral services.¹ The most often cited are related to five aspects: available resources, information (of which the public is aware or transmitted by the centres), the state of mind or opinion of adults with respect to learning, access to services and administrative requirements or standards. The following is a summary based on the answers of adult education centres. It is followed by additional information provided by vocational training centres.

1. According to adult education centres

Financial constraints and, consequently, the limited number of people who can be assigned to reception and referral services are an obstacle cited by a number of adult education centres. They prevent the centres from offering reception and referral services to greater numbers of adults, providing appropriate services for adults with handicaps, developing counselling, guidance and support services, and offering services every day and for longer hours. One centre, which considers that there is no funding per se for reception and referral services, suggested setting aside a special budget.

The public's lack of knowledge about services offered by adult education centres and their reception and referral services, and the limited amount of information conveyed by centres to the public are mentioned a number of times in different ways. For example, because of a shortage of staff, adult education centres are unable to offer quick, accurate and thorough information over the telephone. In many cases, adults must visit the centre to obtain specific information. The need to make an appointment, sometimes weeks in advance, is another obstacle.

In addition to removing these obstacles, the respondents believe it is necessary to publish a leaflet (on glossy paper, they say, like vocational training centres do) describing all of the services offered by the adult education centre; advertise more, especially among people with little education and other groups; improve current advertising, using more descriptive language about the services offered; assign a person almost exclusively to the promotion of adult education in the school board's territory; and hold systematic exploratory meetings with adults upon request, without charge and without obligation.

A third often cited obstacle is the state of mind or opinion of some adults concerning adult education or even learning itself. Respondents reported hearing comments such as "going to school doesn't pay", that people with jobs don't need to go back to school and that, since the number of young people between the ages of 16 and 20 in adult education centres has

¹ For another perspective, see Chapter Two, section II.

increased considerably, there is no room for older adults. They also pointed out that a large number of adults hesitate to return to school in an adult education centre because they are afraid of failing or being ridiculed by their peers, because they have a negative perception of school or of their abilities, or because they are unsure of their needs. For the latter reason, or any number of others, adults also believe that the courses proposed or begun do not meet their needs. Suggested solutions include raising awareness of the benefits of returning to school and forming groups according to age.

A fourth category of obstacles is access, and includes a number of aspects. The problem can be simply geographical, in that it is difficult to maintain contact with the population in certain regions, particularly in rural and remote areas. Even for many adults in cities and suburbs, transportation is a serious problem. Many adults do not have cars and live in places where there is little or no public transportation, especially in the evening. The fact that many centres do not offer reception and referral services in the evening is also an obstacle. Respondents also suggest offering more reception and referral services in other locations (e.g. factories, shopping centres) (see the end of section V in Chapter One).

Limited access is also due to the fact that adult education centres have very little contact with some communities or population groups and know little about their needs. This is the case, for example, with Amerindians, immigrants, factory workers and single mothers with little education. One way of reducing the impact of this obstacle, say respondents, is to strengthen ties between adult education centres and various partners and organizations. In the above-mentioned communities, lack of daycare services, the cost of some services (e.g. \$25 for a placement test), schedules (especially for people with unstable work schedules) and failure to recognize prior learning that may already have been formally recognized elsewhere, are also problems.

A fifth group of obstacles concerns administrative requirements and standards. Some respondents cite the involved process of opening a file; government standards regarding the composition of groups; lack of flexibility on the part of local employment centres and these centres' quota systems and reticence toward distance education; the slow process of obtaining from the authorities the documents needed for immigrants; the need for immigrants to fill out and sign a variety of forms and documents that they do not fully understand; the amount of time needed to obtain a first diploma; the tendency to tell adults what to do rather than providing them with information and recognizing that they are responsible for their own actions; the fragmentation of resources between the adult education system and local employment centres, particularly prejudicial to certain English-language adult education centres; the difficulty studying part-time during the day without a letter from an employer; and the fact that taking courses in a penitentiary earns inmates a better rating and a job.

2. According to vocational training centres

In their answers to question 30 on the DFGA questionnaire, vocational training centres are far less concerned than adult education centres about financial and staff constraints.

Vocational training centres express more concern than adult education centres about the need to promote their training programs. In their opinion, there is a widespread misconception of vocational training among young people, parents, general education teachers, guidance counsellors and the general public. This observation, which appears again and again, seems to be a major obstacle. Consequently, there is a need to increase visibility and more clearly identify institutions that offer vocational training. Some centres suggested finding another name for vocational training. The public knows even less about reception and referral services. Some respondents said that their services were not advertised at all. This could be explained by the fact that, in a number of vocational training centres, there are no structured reception and referral departments; “everyone” is involved in this area.

“Vocational training does not have a good enough image.” This statement summarizes the responses of vocational training centres as to adults’ (including employers) general state of mind or opinion concerning vocational training.

The respondents made suggestions for fostering access to reception and referral services by a greater number of adults. In addition to the basic proposal, which consists in setting up a reception and referral department, their suggestions included:

- more part-time courses
- better organization, more visibility and openness to the recognition of prior learning
- a single centre offering both general education and vocational training; such integration would make it possible to stay open longer, thereby serving more adults

Lastly, many of the obstacles related to administrative requirements and standards cited by vocational training centres are similar to those mentioned by adult education centres, but they also point out that funding by certification unduly limits services other than teaching; that relations with Employment Insurance, Employment Assistance and loans and bursaries departments are complicated; that the quotas for the most popular programs create frustrating waiting lists; and that it is necessary to harmonize vocational training and training at the college level.

IV Initiatives and incentives for adults to pursue their studies

Fifty-four out of 60 adult education centres and 42 out of 52 vocational training centres described projects or initiatives in response to question 31 on the questionnaire. In this study, it is impossible to mention all of these projects and initiatives, much less to describe them. We are limited to a brief overview, focusing on their aims. We have concentrated mainly on current projects and initiatives, but have also included some planned for the future. Respondents mentioned both types of projects and initiatives, although they did not always clearly indicate where they were at in terms of implementation.

1. Community-based education

Seven adult education centres and 7 vocational training centres mentioned community-based education as a means of offering adults more specific information about general education and vocational training. The learning activities might include courses in software, general welding, cooking, hairstyling for the family and cabinet making. Such activities help improve feelings of self-worth and encourage some adults to register for learning activities leading to a diploma. One centre pointed out that it is more profitable for a vocational training centre to invest in community-based education than in advertising.

2. Customized training

According to one respondent, customized training in the workplace or a vocational training centre is the type of training most likely to encourage adults to pursue their education. At least 6 other vocational training centres pointed out the potential of customized training for motivating adults. Actual experiences include:

- an introduction to non-traditional occupations for women in the mining and forestry sectors
- part-time or full-time training in semiskilled occupations and possible work-study approach
- a program that has been entirely adapted to the situation of the workers in question (e.g. schedule, availability of personnel, course content)
- the implementation of an introduction to computers course following a study of the basic education needs of workers in the region
- an employment preparation activity in a factory, in collaboration with a non-profit community organization for women
- various short-term learning activities in collaboration with local employment centres

3. Innovative orientations and practices

As an optional course recognized for purposes of certification, one adult education centre offers a “music program” and a “drama program”. These courses are intended for young adults with a basic knowledge of music or an interest in the performing arts. In offering them, the centre is attempting to encourage young people to pursue their secondary studies while acquiring knowledge and skills in a field that holds more interest for them. The same centre also offers a formally recognized 2-credit optional course entitled “exploring vocational training”, which enables students to explore three occupations and to consider their career choice methodically.

One vocational training centre implemented a special project for graduates of the *Automated Systems Electromechanics* program who would like to obtain a DVS in *Construction and Maintenance Industrial Mechanics*. The students are put in the same class and their schedule is

compressed. Another vocational training centre collaborated with the regional CEGEP to create an integrated mechanical manufacturing centre. In yet another vocational training centre, “Innovation Day” provides students with an opportunity to participate in conferences on leading-edge technology in their future occupation and to become familiar with related occupations.

Open houses, student-for-a-day programs, visits to secondary schools, conferences by speakers from the world of work, guided tours of the vocational training centre, participation in specialized fairs and various other means mentioned previously (see section I, 1) help inform, motivate and support students in their learning process. Some adult education centres pointed out the existence of initiatives that have remained popular and motivating: annual “graduation”, *Meritas* galas and the publication of the photographs or names of graduates on television, in a newspaper or on a Web site. Also, one vocational training centre mentioned a project supported by a large company, involving a trailer used to stimulate interest in less familiar trades through personal accounts and a hands-on approach.

Many innovative practices involve what is generally referred to as support and supervision. Their aim is to increase motivation and ensure that students do not drop out. Examples include tutoring, helping students solve personal problems, monitoring their progress and using new instructional approaches (including work-study programs and distance education).

The recognition of prior learning could also be considered an innovative practice, but only one vocational training centre mentioned it in response to this question. It deems such recognition essential.

4. Adults with difficulties

Several adult education centres have set up projects intended to help adults with difficulties achieve social and/or vocational integration. The suggested activities are intended for young adults transferring directly from the youth sector, or older adults. In some of these projects, the centre assumes responsibility for the adults’ education and sometimes their support and supervision, while another organization takes care of recruitment and general management. One of the most popular programs of this type is the *Ma place au soleil* program for young single mothers. It combines general education, integration activities and the development of parenting skills. Other projects involve, for example, supervised stints in the workplace, workshops to help adults prepare to return to school or to enter (or reenter) the work force, or instructional support for an integration organization. In this area as in others, adult education centres and community organizations are collaborating in a growing number of ways.

One particular adult education centre offers literacy courses to ex-psychiatric patients. The objective is reintegration into society and, if possible, pursuit of their studies.

5. Specific groups

A number of initiatives have been taken by adult education centres to make francization education more practical and accessible. For example:

- a) One centre complements language courses with computer training in order to enable students to continue learning on their own.
- b) Another offers activities in collaboration with institutional kitchens in order to encourage students to transfer their learning and to help them acquire knowledge of a service that might prove useful in the future.
- c) Yet another, in collaboration with two community organizations, has created a French-language student radio station intended to encourage students to express their concerns.
- d) One centre regularly invites speakers to help students in a variety of fields.
- e) Some centres organize visits to different institutions and hold activities to raise awareness of living conditions in Québec.

Some centres specifically target illiterate adults, parents or young people, encouraging them to pursue their studies. In early 2003, at least 6 adult education centres were offering parenting skills training. One of them subsequently changed the name of the course from “parenting skills” to “homework assistance”. This initiative allows staff members to meet with parents and inform them of the range of services offered by adult education centres. Adults in literacy classes subsequently received training. There are two types of projects aimed at young people: those involving prevention and those involving intervention. Prevention activities include plays put on by young people focusing on the reasons why young people drop out of school and possible solutions, while intervention takes the form of information meetings with a training consultant. Two English-language centres are of the opinion that adult education centres should collaborate with secondary schools.

V Assignment of staff to the promotion of reception, referral, counselling and support services

Twenty-eight adult education centres answered “yes”, 31 answered “no”, and 1 did not respond to the question about the existence of employees specially assigned to *promote* reception, referral, counselling and support services. According to respondents, the responsibility for promoting services clearly lies with the administrative staff (director, assistant director, coordinator); 19 centres out of 28 gave this answer. Second, 7 centres mentioned the guidance counsellor and another 7, teachers or instructors. The other staff members assigned to promote services in adult education centres are mainly educational and vocational information counsellors (5 centres), support staff (e.g. secretaries, office clerks), training consultants (3 centres) and education consultants (2 centres).

Twenty-five vocational training centres answered “yes” and 27 answered “no”. Here, too, administrative staff is considered responsible for promoting services, but less clearly than in adult education centres: 9 vocational training centres out of 27, compared with 19 adult education centres out of 28. Training consultants and support staff (including administrative technicians and administrative assistants) were each mentioned by 7 centres, education consultants by 3 centres and information officers by 2 centres.

For more information about the activities of these different classes of employees, see Chapter Five, section I.

Highlights

1. Very few centres or other institutions organize activities expressly designed to promote reception, referral, counselling and support services. In general, what is being promoted is the centre itself and its instructional services.
2. Five types of promotion are used: print or electronic media, booths and other forms of participation or action targeting a more specific clientele, more flexible media targeting potential applicants, visits to organizations within the education system and documents sent to them, and documents sent to organizations or associations outside the education system but considered partners.
3. On average, adult education centres use about 4, vocational training centres about 6 and other institutions about 5 of the means mentioned in subsection 1. However, school boards are also involved either directly or indirectly in the process.
4. Print and electronic media, especially newspapers, are the most common promotional methods. Leaflets, student-for-a-day programs and other methods described as flexible and targeting potential applicants are also frequently used.
5. Very little is known about the outcomes of the promotional activities, since there are no officially recognized means of measuring them. Nevertheless, about half the adult education centres and vocational training centres stated that their promotional activities produced an increase in the number of requests for information and enrollments. They also observed that the public was better informed about the centres, their learning activities and their services.
6. There are five types of obstacles preventing adults from using reception and referral services: available resources, information, the state of mind or opinion of adults concerning learning, access to services and administrative standards and requirements.
7. The number of projects or initiatives to encourage adults to pursue their education demonstrates that this is of particular concern. They involve community-based education,

customized training, innovative orientations and practices, adults in difficulty and specific groups (including adults undergoing francization, illiterate adults, parents of school-age children and young people).

8. The proportion of adult education and vocational centres in which staff members are specifically assigned to promote reception, referral, counselling and support services is, in both cases, approximately 50%. Also in both cases, the class of employees deemed to be directly responsible for promoting services is administrative staff, especially in adult education centres (19, as opposed to 9 vocational training centres). The other classes of employees most often mentioned are guidance counsellors and teachers or instructors in adult education centres and training consultants and support staff in vocational training centres.

Chapter Nine



Cost of services

Introduction

Question 33 addresses the fees charged for the different services offered and when they are collected. Since the questionnaire was designed to gather information about reception, referral, counselling and support services, we assume that this question refers in particular to these services. However, perhaps because of the end of the question, “(enrollment, GDT, AESS [sic] etc.)”, a number of centres interpreted the question much more broadly. In reality, respondents did not limit themselves to fees charged for reception, referral, counselling and support services; they provided information about almost all of the fees charged by centres. These include anything from the cost of obtaining a certificate to the purchase of an exercise book and parking fees.

The second question in the section asks centres to indicate what criteria determine how financial resources are allocated to the different reception, referral, counselling and support services. The third addresses the counsellor/consultant-adult and support staff-adult ratios.¹ Lastly, the fourth question, which appears to be slightly less relevant to the theme, asks respondents how many hours a week and when reception and referral services are available.

We will address each of these questions specifically for both adult education and vocational training centres. The fees charged by other institutions for the same services are similar (see Gauthier, Mellouki et al., November 2003c, p. 75). Under the circumstances, we deemed it unnecessary to provide further details. Our main source of information was the compilation produced by the Canada Research Chair in Teacher Training (Université Laval) (see Gauthier, Mellouki et al., November 2003a, p. 182-187 and 212-219, and November 2003b, p. 214-222).

However, we referred to vocational training centres’ answers to the first question and the answers provided by the centres added to the original compilation, as well as other answers.

¹ Here, too, the questionnaire failed to specify that it was interested only in support staff working in reception, referral, counselling and support services. Consequently, some centres included education consultants among the counsellors/consultants and many centres (perhaps even most of them) appear to have indicated how many support staff members worked in the centre regardless of their duties.

I Cost of services and when fees are collected

1. In adult education centres

1.1 Cost of services

Table 41 provides an overview of the fees paid by adults in 56 adult education centres for 6 common services: opening a file, taking tests before enrolling in a specific learning activity, registering for a learning activity, providing access to a variety of complementary services, doing exams in the course of learning and producing copies of documents. The 4 centres not included in the table do not charge for their services. However, they do not necessarily offer the 6 types of services included in the table. Indeed, some centres, including those that charge fees, offer only some of these services.

Table 41 reveals that fees for the same service vary considerably from one centre to another, but it is important to note that the definition of the service may also vary. Other factors also influence the cost of certain services. For example, a test may cost less if it is intended for an adult at the presecondary level than for an adult at the Secondary IV level. The test may even be free. The following information will help readers interpret Table 41 more accurately.

- a) In some centres, the cost of opening a general file is included in the registration fee. Some centres also open files for specific purposes, for example, for guidance or educational and vocational information services, for which they charge fees.
- b) The registration fee may include a more or less wide range of services. It may also vary depending on the field of study or instructional approach (e.g. francization, distance education, self-directed learning), up to a maximum amount. For example, one centre charges \$10 per credit up to a maximum of \$90 a year. Another charges \$30 for six months and \$24 for four months.
- c) According to Table 41, secondary studies equivalence tests (SSETs) are among the most expensive services. Taking five of the seven tests required to obtain an Attestation of Equivalence of Secondary Studies (AESS) can cost \$85 or more, not counting retakes. However, some centres administer these tests free of charge.
- d) “Complementary services” is defined more or less broadly depending on the centre. The cost of these services can be up to \$85 but, as Table 41 illustrates, they are more commonly between \$11 and \$40.
- e) The cost per exam (e.g. \$5) can be up to a maximum per course (\$20) or term (\$40). One adult education centre charges \$50, regardless of the number of exams.

TABLE 41

**Number of adult education centres offering one or more of six common services
and approximate fees charges**

Number of respondents: 56 out of 60

TYPE OF SERVICE	\$2 to \$10	\$11 to \$25\$	\$26 to \$40	\$41 to \$60	\$61 or more
1. OPENING A FILE		6	9	1	
2. ADMINISTERING TESTS					
- SSETs (5 out of 7)	1		2	16	3
- SSET (retake)	4	2			
- GDT	1	4	8	7	
- Placement test	1	1			
- Prior Learning Examination			1		
3. REGISTRATION					
- Full-time/term		5	18	4	
- Full-time/year		3	1	2	
- Part-time/term	2		2	1	1
- Reregistration	1				
4. COMPLEMENTARY SERVICES					
- Full-time/month	2	4			
- Full-time/term	1	2	12	2	1
- Full-time/year		3			
- Part-time/month		2			
- Part-time/term	1				
- Part-time/year	2				
5. ADMINISTERING EXAMS					
- Per exam	4	2			
- Per course		4		1	
- Per term			1	1	
- Review of an exam	1				
- Retake of an exam	1				
6. MAKING COPIES OF DOCUMENTS	7	1	1		

- f) The cost of copies of various certificates, statements of marks, learning profiles, etc. can vary considerably. The cost of a single document rarely exceeds \$5 but it may cost up to \$40 for a certificate of academic prerequisites for the Commission de la construction du Québec.
- g) Developing a learning profile is usually part of the admission-registration process but one centre charges \$20.

In the introduction to this chapter, we pointed out that the centres had interpreted the question on fees charged very broadly. In addition to the six services included in Table 41, they mentioned a number of others. They did not always, however, indicate the exact cost. They include: renting or purchasing exercise books, instructional materials (e.g. guides, textbooks, dictionaries, cassettes) and the guide for self-directed learners; borrowing books; enrolling in community-based education activities; benefiting from professional assistance (\$50 an hour); as well as obtaining teaching services.

1.2 When fees are collected

Generally speaking, according to respondents, fees are collected before the service is provided (this is usually the case for tests, exams and complementary services), at the time it is provided (this is usually the case for opening a file or making a copy of a document) or when it has been partially provided (depending on how registration fees are calculated). For some fees, some centres accept payment one or two weeks after the service has been provided. Some also allow students to pay in installments, every month for example, or come to specific agreements on a case-by-case basis.

2. In vocational training centres

2.1 Cost of services

Five vocational training centres do not charge any fees and 11 others failed to answer the question. The information in Table 42 therefore reflects the responses of 36 vocational training centres. The table differs somewhat from Table 41, which addresses the same question in adult education centres. For example, in Table 42, 2 vocational training centres indicate the cost (which varies according to field of study) of recognizing prior experiential learning, and none of them mentioned making copies of documents. There is also less of a variation concerning the cost structure for complementary services than in Table 41.

As in adult education centres, the cost of a service which, at first glance, appears the same, can vary considerably. However, upon reading respondents' answers, it becomes clear that definitions also vary from one centre to the next. A more in-depth study would be required, especially to identify exactly what is included in registration (or admission) fees and complementary services. Some fees referred to as administration, photocopy or counselling or guidance service

fees might be included under more than one heading. Similarly, in some centres, the cost of opening a general file is deductible from the registration fee and the cost of administering an admission test is deductible from the complementary services fee.

Some of the other fees payable by vocational training centre students are the same as those charged in adult education centres, but some are exclusive to vocational training centres. They include a deposit on workshop tools and the purchase of clothing (e.g. smock, gloves, safety shoes) and other pieces of equipment (e.g. safety glasses, masks).

TABLE 42

Number of vocational training centres offering one or more of six common services and approximate fees charges

Number of respondents : 36 out of 52

TYPE OF SERVICE	\$2 to \$10	\$11 to \$25\$	\$26 to \$40	\$41 to \$60	\$61 or more
1. OPENING A FILE		5			
2. ADMINISTERING TESTS					
- SSETs (5 out of 7)				3	
- SSET (retake)		1			
- GDT		3	2		
- Admission test	5				
- Recognition of prior experiential learning			1	2	1 ⁽¹⁾
3. REGISTRATION AND/OR ADMISSION					
- Full-time/term		4	15	8	2
- Part-time/term	2				
- Unspecified					1
4. COMPLEMENTARY SERVICES					
- Full-time/term	1	2	9	5	3
- Full-time/year		1			
- Per program			1		
- Part-time/course			1		
- Unspecified					1
5. ADMINISTERING EXAMS					
- Per exam			1		
- Per retake			1		

(1) The cost of the recognition of prior experiential learning is \$245 in Dairy Production and Beef Production.

2.2 When fees are collected

In most cases, vocational training centres collect all fees at the time of registration, except for tests. In the latter case, fees are collected when the test is administered. Some centres make special arrangements for students with financial difficulties.

II Criteria for determining how financial resources are allocated to the different reception, referral, counselling and support services

All 60 adult education centres and all 52 vocational training centres answered this question, although briefly. However, for reasons of confidentiality, we disregarded the response of 1 special adult education centre. In its compilation for adult education centres, the Canada Research Chair in Teacher Training (Université Laval) identified four criteria. Three of them, according to respondents, are relatively important: the number of students in full-time equivalents (19 centres), annual priorities (15 centres) and the responsibilities of the centre in question (13 centres). Five of these centres identified 2 criteria, and one, 3 criteria. Seven centres mentioned only the fourth criterion: history of needs. In addition, 2 centres pointed out that there were no financial resources allocated to their reception, referral, counselling and support services, while 7 said that they had no particular criteria for determining how financial resources are allocated to these services.

More than twice as many vocational training centres as adult education centres (16, as opposed to 7) stated that they had no particular criteria for determining how financial resources are allocated to reception, referral, counselling and support services. Also, more vocational training centres than adult education centres (5, as opposed to 2) observed that there were no financial resources allocated to these services. Of the four criteria identified, most vocational training centres (15) named the history of needs. This is the criterion that was mentioned by the smallest number of adult education centres. No vocational training centres mentioned annual priorities. The three other criteria were the number of enrollments (10 centres), the responsibilities of the centre in question (7 centres) and the number of students (3 centres).

III Counsellor/consultant-adult and support staff-adult ratios

1. Counsellor/consultant-adult ratio

As we saw in Chapter Five, “counsellor” and “consultant” are used as general terms in adult education and vocational training centres and are defined in a number of different ways. They include guidance counsellors, educational and vocational information counsellors, general education counsellors, vocational training consultants, education consultants, human resources consultants and employment consultants. It is perhaps for this reason that centres speak of “professionals” in general. Also, some small centres that do not benefit from the services of

counsellors/consultants, pointed out the role played by the administration and teachers in providing educational and vocational information and vocational guidance services. It is also important to remember, as stated in Chapter Five, that there was sometimes a tenuous connection between the term “professional” and the tasks actually performed.

Because of the inaccuracy of the information we have, we can provide only a few general indications on which a further study might be based.

- a) There are far more part-time than full-time counsellors/consultants in any specialty. Their number also appears to fluctuate over the course of the year and depending on whether students attend the centre during the day or in the evening. More of them work during the day than in the evening.
- b) According to the above-mentioned compilation, the counsellor/consultant-adult ratio is extremely variable from one adult education centre to the next. For example:
 - 2.4 counsellors/consultants for 419 adults received¹
 - 0.5 counsellor/consultant for 247 full-time students
 - 4.86 counsellors/consultants for 1 422 “clients”
 - 0.36 counsellor/consultant for 240 “clients”
 - 1 counsellor/consultant for 43 students
 - 1 counsellor/consultant for 300 students
 - 1 guidance counsellor one day a week for 536 students
 - 1 counsellor/consultant for 800 students enrolled
 - 1 guidance counsellor for 1 500 students a year
 - 1 counsellor/consultant for 2 500 students
- c) The situation is fairly similar in vocational training centres, except that the number of counsellors/consultants is proportionally smaller than in adult education centres.² For example:
 - 1 counsellor/consultant for 900 students
 - 1 counsellor/consultant for more than 2 000 students
 - 1 counsellor/consultant four hours a week for 225 full-time students
 - 1 counsellor/consultant for 62 students
 - 1 counsellor/consultant for 1 321 students
 - 1 counsellor/consultant for 590 students
 - 0.2 counsellor/consultant for 500 students

¹ According to respondents, the counsellor/consultant-adult ratio is calculated on the basis of, among other things, the number of adults “received”, admissions, enrollments, adults studying full-time or part-time, or full-time equivalents. The information provided illustrates the diversity of situations, but can only be summarily compared.

² These data support those that appear in Tables 12 and 16 in Chapter Five.

2. Support staff-adult ratio

By definition, support staff performs a number of different tasks. In adult education and vocational training centres, in addition to several categories of technicians, there are receptionists, secretaries, clerks, office clerks and administrative officers. Like the counsellor/consultant-adult ratio, the ratio of support staff to adults attending the centre or who have been “received” during a given period varies, although probably less than the counsellor/consultant-adult ratio. For example:

a) In adult education centres

- 3.4 employees for 419 adults received
- 0.4 employee for 739 full-time students
- 1 employee for 60 students
- 7 employees during the day, 1 four evenings a week and another three hours three evenings a week for 700 students
- 3 secretaries for 500 students
- 10 employees for 1 000 students
- 1 employee for 105 students
- no employees for about 85 students
- 2 employees for 155 “clients”
- 3 employees for 800 adults enrolled
- 1 office clerk for 85 students
- 2 office clerks for 1 396 students

b) In vocational training centres

- 1 employee for 250 full-time students
- 1.5 employees for 500 full-time students
- 1 employee for 24 students
- 6.25 employees for 722 students received
- 0.15 employee for 150 adults enrolled
- 4 employees for 104 students
- 5 employees for 300 students

IV Weekly schedules of reception and referral services

Four adult education centres failed to answer this question, 1 gave an incomplete answer and a sixth responded in a different way. In the 54 adult education centres considered, the situation is as follows:

- a) Almost all the adult education centres offer services in the mornings and afternoons from Monday to Friday. However, one centre offers reception and referral services in the morning only on Fridays and another offers them every day but only in the afternoon. Other services are closed Monday mornings and Friday afternoons.

- b) 5 adult education centres offer services two evenings a week.
- c) 10 centres offer services three evenings a week.
- d) 10 centres offer services four evenings a week.
- e) 7 centres offer services five evenings a week.
- f) 22 centres never offer services in the evening.
- g) No centres offer services on the weekend.

The compilation did not specify opening hours. A random consultation of respondents' answers allowed us to determine the following:

- a) In the mornings, services are available starting at 8:00, 8:30 or 9:00 a.m.
- b) In most cases, no services are offered for between 30 and 60 minutes at lunch time.
- c) Very few centres offer reception and referral services between 3:30 or 4:00 and 6:00 p.m.
- d) Evening services are offered for 2 or 3 hours between 6:00 and 10:00 p.m.

We considered the answers of 51 vocational training centres out of 52. Reception and referral services schedules are more or less as follows:

- a) All the vocational training centres offer services in the mornings and afternoons from Monday to Friday.
- b) 2 centres offer services two evenings a week.
- c) 3 centres offer services three evenings a week.
- d) 6 centres offer services four evenings a week.
- e) 15 centres offer services five evenings a week.
- f) 25 centres never offer services in the evening.
- g) Of these centres, 4 also offer services on Saturday mornings and afternoons.
- h) One of these centres offers services Saturday and Sunday evenings.

We did not do a systematic study of office hours, but we did not observe any notable differences between the two types of centres.

Highlights

1. It is important to note that there is a certain variance between the definitions of some services from one centre to the next and that, of the centres that charge fees,¹ fewer vocational training centres provided information about the cost of services for adults (36 out of 47, or 77%) than adult education centres (56 out of 60, or 93%).

¹ Four adult education centres and 5 vocational training centres stated that they do not charge any fees at all.

2. In adult education centres, the cost of opening a general file (as opposed to, for example, a file for vocational guidance purposes) is between \$11 and \$60. In vocational training centres, it is between \$11 and \$25. In most cases, registration fees (which appear to include admission fees in most cases) are between \$26 and \$40 in both adult education and vocational training centres, but they exceed \$40 more often in vocational training centres than in adult education centres. The same applies to complementary services: they are more often over \$40 in vocational training centres than in adult education centres. According to Tables 41 and 42, the fees for administering tests and exams are lower in vocational training centres than in adult education centres, or there are fewer tests and exams in vocational training centres, or exams are designed differently in adult education centres.
3. In most vocational training centres, fees are collected at registration. In adult education centres, fees for opening a file, as well as other fees, are often collected before registration. Both types of centres allow for special payment conditions.
4. According to adult education centres, the main criteria for allocating financial resources to the different reception, referral, counselling and support services are the number of full-time equivalents, annual priorities and the responsibilities of the centre in question. According to vocational training centres, they are the history of needs and the number of enrollments. Seven adult education centres and 16 vocational training centres stated that, in their opinion, there were no criteria for allocating financial resources.
5. In both types of centres, there are far more part-time than full-time counsellors/consultants. The counsellor/consultant-adult ratio varies considerably from one centre to the next. According to the compilation, it can be anywhere from 1 to 50, to 1 to more than 2 000. The support staff-adult ratio is far more reasonable, as illustrated in the examples given in section III, 2. However, as we pointed out in a note in that section, this information can only be compared summarily.
6. In almost all the adult education centres and in all the vocational training centres that answered this question and whose response was considered (54 adult education centres and 51 vocational training centres), reception and referral services are available in the mornings and afternoons from Monday to Friday. Apart from that, schedules vary. For example, 22 adult education centres and 25 vocational training centres do not offer reception and referral services in the evening, while 7 adult education centres and 15 vocational training centres offer the same services five evenings a week.



Chapter Ten



Evaluation and quality management

Introduction

This section of the questionnaire contains only two questions. The first asks respondents what indicators are used to ensure accountability in reception, referral, counselling and support services, while the second asks them to list the standards used for quality management.

The results contained in this chapter must be interpreted with extreme caution. It is obvious that most centres have not yet begun to reflect on the questions raised in the DFGA questionnaire, at the very least in the terms used therein. On this point as with other political orientations, the most accurate written elements appear to be in the success plan. As a result, the respondents did not always understand the questions and, according to the authors of the compilation, some of them referred to methods of ensuring accountability rather than indicators (Gauthier, Mellouki et al., November 2003a, p. 194, and November 2003b, p. 228).

After consulting the tables in the above-mentioned compilation (see Gauthier, Mellouki et al., November 2003a, p. 191-193 and 195, and November 2003c, p. 78-79), we identified the following reference points or working hypotheses.

I Accountability in reception, referral, counselling and support services

In adult education centres, the number of enrollments is the main indicator used to ensure accountability; one third of the centres mentioned it. About a quarter of them mentioned the retention rate, the graduation rate, “client” satisfaction or the annual report of counsellors/consultants. The same proportion of centres said that they had no specific indicators. About ten of them pointed out that accountability depends on the priorities of each centre and its efforts to meet adults’ needs. Lastly, one English-language centre mentioned the following two indicators: an increase in the graduation rate in Secondary Cycle Two and the practice of encouraging students to progress at a rate of at least one credit per 25 hours in class.

Given the inaccuracy of many of the answers, the Canada Research Chair in Teacher Training (Université Laval) compiled the responses of vocational training centres by school board only. According to the resulting table and according to the response of the school board not included in the compilation, a dozen school boards out of 20 said they did not refer to any specific criteria while, in 4 others, only some centres use specific criteria, which are pretty much the same as those used in adult education centres. In this case as well, the number of enrollments is the indicator mentioned by the greatest number of school boards.

II Evaluation of services

Question 38 was intended to distinguish between ideal standards and those in place. Most answers, however, are formulated in such a way as to make it very difficult to make a distinction between the two. The information below is therefore a combination of actual and ideal practices.

Fifty-two per cent of adult education centres and 35% of vocational training centres mentioned a concern for professionalism among staff members. The centres also value what is referred to as the “client-based approach”: it was mentioned by 43% of adult education centres and 42% of vocational training centres. Other standards include the waiting period for services (27% of adult education centres and vocational training centres) and the number of complaints received or “client” satisfaction (37% of adult education centres and 15% of vocational training centres). Thirteen per cent of adult education centres and 37% of vocational training centres said they had no clearly determined standards. In one answer that we consulted, the respondent cited the adaptation of academic paths and schedules to adults and communities, while another proposed a course for one or more credits combining diagnostic evaluation, short and long-term planning and development of skills in the field of study. The same centre deemed it a priority to make vocational training more accessible.

Three of the 7 other institutions that mentioned standards cited the availability and efficiency of services and response time, while 2 mentioned “client” satisfaction and personalized service. No standards were mentioned by more than one other institution.

Highlights

1. Few centres have stopped to consider the evaluation and quality management of their reception, referral, counselling and support services. Consequently, the questions were not fully understood (perhaps they were too general in nature) and the information gathered is of very limited scope.
2. In adult education centres and in school boards in the case of vocational training centres, the main indicator used to ensure accountability is the number of enrollments. However, the retention rate, the graduation rate, “client” satisfaction and the annual report of counsellors/consultants are also deemed important. A quarter of the adult education centres and, in the case of vocational training centres, 12 school boards out of the 20 that participated in the survey said that they do not refer to any specific criteria.
3. Thirteen per cent of adult education centres and 37% of vocational training centres said they had no clearly determined standards for evaluating the quality of their reception, referral, counselling and support services. The most often cited standards were a concern for professionalism among staff members and the “client-based approach”.



Conclusion

A few reminders

In the spring of 2003, 17 French-language and 3 English-language school boards filled out a lengthy questionnaire – 46 questions and several subquestions, most open-ended – on the state of their reception, referral, counselling and support services for adults. The questionnaire, developed by the Direction de la formation générale des adultes (DFGA), dealt almost exclusively with the activities of these services in the school boards' adult education centres and vocational training centres. The DFGA gathered information about guidance; the organization and operation of reception, referral, counselling and support services at the school board level; and especially about the reception, referral, counselling and support services of the 60 adult education centres, 52 vocational training centres and 12 other institutions under the same 20 school boards. The information gathered is the primary basis for this study.

It is important to note, however, that this study was subsequent to a first level of processing performed by the Canada Research Chair in Teacher Training (Université Laval). The introduction to this document explains what the Chair did and briefly presents the resulting “portraits”. In accordance with the DFGA, these portraits were the main source of information for this study. However, we also frequently consulted some of the original responses and, for some questions, also in accordance with the DFGA, all of the responses. We also integrated the responses of 5 adult education centres and 2 vocational training centres that are not included in the compilation produced by the Chair.

Content of the study

Our task was to analyze the raw and/or compiled data and to provide a synthesis of the most important elements. Our ten themes are basically the same as those in the questionnaire. As we mentioned in the general introduction, we also took into account certain specific concerns and priorities suggested by the DFGA. This fact, coupled with the structure of the questionnaire and the brevity of answers provided for certain questions, largely explains the difference in the length of the chapters and the uneven development of the different themes. We also focused less on the 12 other institutions than on the 60 adult education centres and 52 vocational training centres. Indeed, some of the answers provided by other institutions could not be compared on an equal footing with the answers given by the centres.

In addition to giving an overview of reception, referral, counselling and support services in school boards, this study answers the following questions about adult education centres, vocational training centres and other institutions:

- a) What clientele do these services serve? Who should they serve?

- b) What procedures are used by staff members? What are the steps involved in these procedures?
- c) Who are the services' partners? Are the partnerships satisfactory? Do they meet the needs they should be meeting?
- d) What classes of employees work in reception, referral, counselling and support services? What do they do?
- e) What areas of knowledge and skills are required of staff members? What kind of professional development is available?
- f) What tools, in particular administrative tools, do staff members use? Which ones are the most relevant? Which ones are lacking?
- g) How are reception, referral, counselling and support services promoted? What obstacles are encountered?
- h) To what financial resources do the services have access? What criteria are used to determine how they are allocated? How much do these services cost adults?
- i) How are the services provided managed and evaluated?

Results of the study and their implications

Each of the ten chapters ends with highlights, i.e. the most important elements of the synthesis. We thought it might be useful to provide a little more information in this section. The following three points stand out.

Verification of results

The DFGA collected a considerable volume of facts and indications that suggest interesting and potentially productive working or research hypotheses. They can also be used as a springboard for relatively well-defined consultations. However, the results are not a satisfactory basis for policy development, since the questionnaire is too vague, a number of answers are incomplete and the compilation too limited.¹ Further tests, using a variety of more rigorous methods, are necessary.

Review of services

The information gathered, including assumptions based on vague answers and justified or strategic silences, is sufficient to confirm that an in-depth review of reception, referral, counselling and support services is needed. The following facts are sufficient argument:

¹ In our opinion, notwithstanding the quantity of information compiled, the lack of information about the methodology used by the authors of the compilation and the definition of terms used to classify information in the different tables are serious limitations.

- The nature and quantity of services offered vary considerably from one centre to the next.
- The regulatory framework for these services is often unclear.
- Young adults receive more attention than adults over the age of 40, and even over the age of 30.
- The classes of employees, and the tasks performed by each, raise a number of questions.
- According to several indicators, information and administrative follow-up receive disproportionate attention in comparison to counselling, guidance and support services.

The DFGA is aware of many of these facts, among others, as illustrated in a document published in early 2004 (see DFGA, January 2004). Is the same true for school boards and, more particularly, for adult education and vocational training centres?

Guidelines

The information in this study raises questions and illustrates the need to reconsider three aspects in particular: the vision of services and activities to be promoted, service staff, and conditions for revising services and their effectiveness in the medium term.

What do the terms “reception,” “referral”, “counselling”, “guidance,” “support”, and so on mean? Are they appropriate? Do they refer to substantial, tested and timely concepts, and are they based on well-founded theories? Should these services, which are better defined than expected, be offered in every adult education centre and every vocational training centre? What should be the connection between these services and the school board’s administrative centre? Could (or should) some of these services be offered outside the network of school boards? These are a few of the questions raised by the results of the DFGA survey whose answers could clarify and strengthen the vision of future reception, referral, counselling and support services.

Obviously, it is also important to reconsider reception, referral, counselling and support services staff. What is expected of staff members in terms of training and duties? How versatile should they be? What is the difference between the versatility expected of a guidance counsellor and that expected of a secretary? Does the staff spend most of its time providing information and performing administrative tasks? If so, why? How can staff members receive the professional development they need?

Lastly, the study reveals that collaboration with other organizations, the promotion of services, the availability and mastery of a certain number of tools, appropriate funding and the management of the quality of services offered need to be reconsidered. How are each of these elements viewed? How important are they?

This study sheds light on the current state of certain services intended to help adults find their way in the education system and the labour market and, more generally, in society. It provides guidelines for hypotheses to be tested and an in-depth restructuring of the services in question. The vision and concrete orientations of services to be promoted, the staff members that should lead the way and five other conditions or requirements for their effectiveness addressed in as many different chapters of the study (partnership, training, intervention tools, promotion of services, and evaluation and quality management) are also things to consider.



List of documents cited

DFGA

See *Direction de la formation générale des adultes*.

Direction de la formation générale des adultes¹ (March 24, 2003)

Questionnaire of the State of Reception, Referral, Counselling and Support Services Offered to Adults in the School Boards. Québec: Gouvernement du Québec.

Direction de la formation générale des adultes (2003)

L'état des services d'accueil, de référence, de conseil et d'accompagnement. On CD-ROM: school boards' answers to the 2003 questionnaire and related documents; also, final version of the following five documents: Gauthier, Mellouki et al., August 2003, September 2003 and November 2003a, November 2003b and November 2003c) and preliminary versions of the latter three documents.

Direction de la formation générale des adultes (January 2004)

Vers un renouvellement des services en accueil, référence, conseil et accompagnement dans les commissions scolaires. Document de réflexion et d'orientation. Version provisoire. Québec: Gouvernement du Québec.

Direction de la formation générale des adultes (February 19, 2004)

Questionnaire sur l'état des services d'accueil, de référence, de conseil et d'accompagnement offerts aux adultes dans les commissions scolaires. Indications pour l'analyse. Québec: Gouvernement du Québec.

Gauthier, Clermont, M'hammed Mellouki et al. (August 2003)

Portrait général de l'organisation des services d'accueil, de référence, de conseil et d'accompagnement de vingt commissions scolaires. Québec: Université Laval, Canada Research Chair in Teacher Training.

Gauthier, Clermont, M'hammed Mellouki et al. (September 2003)

Services d'accueil, de référence, de conseil et d'accompagnement offerts aux adultes dans les commissions scolaires. Portrait d'ensemble des 20 commissions scolaires. Questions a à h. Québec: Université Laval, Canada Research Chair in Teacher Training.

Gauthier, Clermont, M'hammed Mellouki et al. (November 2003a)

Services d'accueil, de référence, de conseil et d'accompagnement offerts aux adultes dans les commissions scolaires. Portrait d'ensemble des centres d'éducation aux adultes. Question A. Québec: Université Laval, Canada Research Chair in Teacher Training.

Gauthier, Clermont, M'hammed Mellouki et al. (November 2003b)

Services d'accueil, de référence, de conseil et d'accompagnement offerts aux adultes dans les commissions scolaires. Portrait d'ensemble des centres de formation professionnelle. Québec: Université Laval, Canada Research Chair in Teacher Training.

¹ This is the questionnaire used by the Direction de la formation générale des adultes of the Ministère de l'Éducation for its study but, in reality, the document itself does not mention an author. See Appendix II.

Gauthier, Clermont, M'hammed Mellouki et al. (November 2003c)

Services d'accueil, de référence, de conseil et d'accompagnement offerts aux adultes dans les commissions scolaires. Portrait d'ensemble des services centralisés. Question C. Québec: Université Laval, Canada Research Chair in Teacher Training.

MEQ

See *Ministère de l'Éducation du Québec*.

Ministère de l'Éducation (2002a)

Government Policy on Adult Education and Continuing Education and Training. Québec: Gouvernement du Québec.

Ministère de l'Éducation (2002b)

Action Plan on Adult Education and Continuing Education and Training. Québec: Gouvernement du Québec.

Réginald Grégoire inc. (2003)

L'information, le conseil et l'orientation en éducation des adultes. Guide de sources documentaires. Montréal: Commission scolaire Marguerite-Bourgeoys, Services d'éducation des adultes, d'accueil et de référence.



APPENDIXES

Appendix I

List of school boards that responded to the DFGA questionnaire, by region

SCHOOL BOARD	REGION
• De Kamouraska-Rivière-du-Loup	01
• Des Rives-du-Saguenay	02
• De Portneuf	03
• De l'Énergie	04
• De la Région-de-Sherbrooke	05
• Eastern Townships	05, 16 and 17
• De Montréal	06
• English Montréal	06
• Des Portages-de-l'Outaouais	07
• Western Québec	07 and 08
• Rouyn-Noranda	08
• Du Fer	09
• De la Baie-James	10
• Des Chic-Chocs	11
• De la Beauce-Etchemin	12
• De Laval	13
• Des Affluents	14
• De la Seigneurie-des-Mille-Îles	15
• De Saint-Hyacinthe	16
• Des Chênes	17

Appendix II

Questionnaire on the state of reception, referral, counselling and support services offered to adults in the school boards March 24, 2003

Introduction	196
General instructions for completing the questionnaire	197
General organisation	199
Clientele	202
Orientations, conceptual basis and framework for reception, referral counselling and support	204
Partnerships	205
Roles and duties of staff.....	206
Staff training	208
Intervention tools.....	210
Service requests	211
Cost of services.....	212
Evaluation and quality standards	213
Glossary	214

Introduction

In its fourth mobilizing orientation, “to remove obstacles to access and retention”, the *Government Policy on Adult Education and Continuing Education and Training* identifies two major courses of action concerning reception, referral, counselling and support services:

- *to increase, improve and harmonize reception and referral services*
- *to improve counselling and support services (p. 33)*

Therefore, together, we must develop new techniques in reception, referral, counselling and support services. To achieve this goal, the Ministère de l'Éducation (MEQ) has established a three-step working process in which school boards will collaborate so as to benefit from the knowledge they have acquired.

- **Step one** involves having 20 school boards from across Québec describe their reception, referral, counselling and support services based on ten predetermined themes. They will also share winning strategies as well as strategies that did not meet their expectations or objectives and those that they would like to adopt.
- **In step two**, the MEQ will use information gathered in step one, together with other reflections and analyses, to establish a framework for the future reception, referral, counselling and support services, which will include a draft of a general framework for intervention. These documents will then be submitted to the school boards for validation and improvement through action research.
- **In step three**, the vision of the new reception, referral, counselling and support services will be defined and the necessary documents and materials will be produced. The services will then be tested and implemented in all the school boards (target date: September 2005).

The product expected (the description of services) is set out in an agreement concluded between the MEQ and your school board.

General instructions for completing the questionnaire

The objective of the questionnaire is to draw up a general profile of reception, referral, counselling and support services in the school boards and in each training centre, including:

- 1) a profile of all services offered by the school board (questions a to g)
- 2) a profile of the services centralized at the school board or those provided by a particular centre, as well as a description of the reception, referral, counselling and support services in each adult education centre or vocational education centre (questions 1 to 38)
 - This questionnaire requires four or five days of work per centre.
 - You will have to consult different staff members and work as a team in order to present a common vision of the current practices in reception, referral, counselling and support services. Those who work directly with students will be called to working sessions most frequently.
 - Each institution will collect the responses and return a booklet to us. As it is difficult to estimate the space required for the descriptions of each theme being studied, a copy of the questionnaire will be sent by e-mail, thus permitting everyone to submit the relevant information.
 - A glossary has been included to help clarify certain terms found in the Education Act or in the Basic school regulation. However, bear in mind that the concepts reception, referral, counselling and support have undergone numerous changes in order to be adapted to the field and to different funding practices.
 - If you are unable to answer a question, please state the reason.
 - In addition to providing documents on various subjects, you may add any useful elements, even if they are not specified in the questionnaire.
 - The document is in form mode. To move from one answer to another, just press the "tab" key.

Please return the completed questionnaire by May 12, 2003.

Resource people from the Direction de la formation générale des adultes are available to help you.

Name of the resource person at the MEQ:

Address:

Telephone:

Fax:

E-mail:

Name of the person completing the questionnaire:

Address:

Telephone:

Fax:

E-mail:

General organisation

- a. *Name of the school board:*

- b. *Name of the administrative region:*

- c. *Provide an organizational chart of the reception, referral, counselling and support services at your school board.*

- d. *State and explain the choices that were made by the school board regarding the mission and the orientations of reception, referral, counselling and support services. Is there a policy that sets guidelines for these services?*

- e. *Have there been changes made to the reception, referral, counselling and support services in the last five years that have had a major impact on the organization, management, funding, staffing or operation of these services? Give the reasons for these changes.*

f. What do you believe are the outcomes of these changes?

g. What are some difficulties you face in offering certain reception, referral, counselling and support activities?

h. How are the budgets for all the reception, referral, counselling and support services in the school board determined?

For questions 1 to 38, you should specify which centre is being described by checking one of the following boxes. (If necessary, make copies of the following pages.)

Check (X) the appropriate description.

GENERAL EDUCATION CENTRE

Name of the centre:

Services offered under the basic regulation:

ALL

ONLY CERTAIN SERVICES, specify:

Clientele to whom training is provided:

ALL

ONLY CERTAIN CLIENTELE, specify:

VOCATIONAL EDUCATION CENTRE

Name of the centre:

Jurisdiction: One region Two or more regions Province-wide

DESCRIPTION OF THE UNIT WHERE THE SERVICES ARE COMPLETELY OR PARTIALLY CENTRALIZED

Specify which unit:

Clientele

1. *Indicate how many individuals used reception, referral, counselling and support services between September 1, 2002 and November 30, 2002, taking into account:*

- **individuals served** by the reception, referral, counselling and support services, which means all the adults with whom you established a first contact and to whom you provided information (We ask that you specify in this category, for example, information provided over the phone, information meeting without opening a file, etc.)
- **individuals enrolled** in training
- among the individuals enrolled, those **who attended on the first day of instruction**

Number of individuals who received services between September 1, 2002 and November 30, 2002			
	Number of individuals served	Number of individuals enrolled	Number of individuals who attended on the first day of instruction
16 – 19 years of age			
20 – 24 years of age			
25 – 29 years of age			
30 – 44 years of age			
45 years and over			
Age unknown			

Define what “individuals served” means in your centre :

2. *Comment on this table and include details that you find useful.*

3. *Is there any specific clientele that you would like to be able to contact? Explain what keeps you from contacting them.*

4. Provide the requested information to establish the level of schooling of adults newly enrolled between September 1, 2002 and November 30, 2002.

PRIOR SCHOOLING OF NEWLY ENROLLED ADULTS (FROM SEPTEMBER 1, 2002 TO NOVEMBER 30, 2002) – NUMBER OF INDIVIDUALS –										
	Total of newly enrolled adults		Adults referred by CLEs (local employment centres)		Adults referred by other organizations		Adults not referred by organizations		Adults who dropped out within the first three weeks	
	H	F	H	F	H	F	H	F	H	F
Male / Female										
Literacy										
Pre-secondary										
Secondary I										
Secondary II										
Secondary III										
Secondary IV										
Secondary V										
Without a statement of marks										
College level										
University level										
AESS (Attestation of Equivalence of Secondary Studies)										
GDT (General Development Test)										
Other categories – specify										
TOTAL										

Orientations, conceptual basis and framework for reception, referral counselling and support

5. *Define the reception, referral, counselling and support services in your centre.*
6. *Do you have a document that identifies the mission and orientations of the centre? If so, explain the elements connected to reception, referral, counselling and support services.*
Yes No
7. *Describe the steps followed by the staff in reception, referral, counselling and support services when meeting with an individual.*
- *the number of meetings, the objectives, the steps in the process (reception, admission, guidance, referral, etc.) according to the level of intervention required*
 - *rules for placement*
 - *connections between reception, referral, counselling and support services and training services*
 - *activities during the training of the adult and after he or she has left*
 - *more specific guidance activities*

Partnerships

8. *Have you made contacts with any organizations, units or institutions inside or outside your own establishment? With which ones? Give a descriptive summary of the nature of these contacts. For each, describe the services you provide to them and to the clientele that they refer to your reception, referral, counselling and support services.*
9. *What difficulties and sources of satisfaction do you experience in dealing with your partners?*
10. *If you have any particular agreements or special projects with certain partners, please enclose a copy of the agreements or provide a descriptive summary of the type of collaboration you have with them. You may add these copies to the appendices to be submitted with the questionnaire.*
11. *Do you think it would be useful to establish other connections with certain organizations or institutions? If so, which ones, and why?* Yes No
12. *Are there needs that are not being met by reception, referral, counselling and support services or other organizations? If so, what are they?* Yes No

Roles and duties of staff

13. *Provide an organizational chart of the staff at the centre and highlight the names of the people who deal directly with the clientele within the scope of reception, referral, counselling and support services.*

14. *Describe how services are organized and how authority and responsibilities are shared among the staff who work in reception, referral, counselling and support services.*

15. *How is your annual plan developed and who is responsible for it?*

16. *Identify the obstacles encountered in the annual organization and planning of services or activities.*

17. *Describe the tasks and activities of each staff member who works in reception, referral, counselling and support services. Include the average percentage of time spent each week on each task related to reception and referral. (If only 10 to 15% of the task is spent on reception and referral, then it is that portion of the task that you should explain.)*

18. *Describe the counselling and support services provided by reception, referral, counselling and support services excluding follow-up related to school subjects (preferred activities, follow-up of the referral, frequency of meetings, people involved, elements of collaboration with partners, etc.).*
19. *How often are meetings held with the staff of reception, referral, counselling and support services and what is their purpose?*
20. *Is there reason to hold more meetings regarding reception, referral, counselling and support services? If so, what subjects should be discussed?*
Yes No

Staff training

21. Generally, what are the competencies, knowledge or skills required for the different categories of employment in reception, referral, counselling and support services? Check (X) the appropriate boxes.

Categories of employment		Communi- cation	Group leadership skills	Knowledge of the labour market	Knowledge of the school system	Active listening	Teamwork	Helping relations	Others, specify
	Guidance counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Educational or professional information counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Training counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Psycho-educator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Student trainee in guidance or educational information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Social worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Receptionist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Office clerk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Secretary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Education consultant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Others, specify	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

22. *What professional development activities have you organized in the last two years for each category of employment in reception, referral, counselling and support?*

23. *According to employees in these categories and the managers responsible for the reception, referral, counselling and support services, what professional development activities have been requested by the staff?*

Intervention tools

24. *With respect to Question 7 on the steps followed by the staff of the reception, referral, counselling and support services when meeting with an individual, describe the procedures in effect. Attach the forms that you use.*

25. *What information about prior learning does the staff request during the reception and referral process to better guide adults in their plans? What other information would be useful? Attach any tools that you use.*

26. *What tools do you believe are the most relevant for providing reception, referral, counselling and support services? Why?*

27. *What useful tools are you lacking? Why?*

Service requests

28. *Describe the internal and external activities used to promote reception, referral, counselling and support services? Describe the internal and external activities used to promote the training services that you provide?*
29. *What are the outcomes of these promotional activities?*
30. *What obstacles prevent adults from using reception and referral services?*
31. *Excluding advertising and the activities mentioned above, describe what initiatives or projects meet the needs of the population in your area and encourage adults to continue their education?*
32. *Are there employees specifically designated to promote reception, referral, counselling and support services? If so, what employment category do they fall under and what activities are involved?*
Yes No

Cost of services

33. *What fees do you charge for the services you offer? When do you collect the fees? (enrollment, GDT, AESS, etc.)*

34. *What criteria determine how financial resources are allocated to the different reception, referral, counselling and support services?*

35. *Describe relations between counsellors and adult learners and between support staff and adult learners.*

36. *How many hours a week and when are reception and referral services available?*

Evaluation and quality standards

37. *What is the accountability procedure for reception, referral, counselling and support services? What indicators do you use?*

38. *For each unit and each objective that reception, referral, counselling and support services aim to achieve, list the elements used to manage quality. What are the standards? What standards would you like to adopt?*

Glossary

Reception and referral: every school board shall arrange and offer reception and referral services relating to vocational training or adult education (section 250 of the Education Act)

Instructional services in basic general education: pedagogical support services, literacy services, preparatory services for secondary education, Secondary Cycle One education services, Secondary Cycle Two education services, social integration services, sociovocational integration services, francization services, vocational training preparation services, preparatory services for postsecondary education (section 3 of the Basic Adult General Education Regulation)

Instructional services in vocational education: Attestation of Vocational Education, Diploma of Vocational Studies, Attestation of Vocational Specialization (section 4 of the Basic Vocational Training Regulation)

Learning profile: the technical components of a training process (The Basics of the Basic Regulation)

Learning plan: the intentions specific to each adult that result from the adult's personal, family, social, economic, occupational and cultural situation as well as from the adult's aptitudes and interests. These intentions are related to the different life cycles that individuals go through and to the intrinsic and extrinsic factors associated with these cycles. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education. (The Basics of the Basic Regulation)

Admission: an administrative procedure according to which an educational institution authorizes a person who satisfies certain conditions to enroll in a program or course (The Basics of the Basic Regulation)

Bibliography

1. Québec. *Basic Adult General Education Regulation*. Excerpt from the *Gazette officielle du Québec*, Order in Council 652-2000, 14 June 2000.
2. Québec. *Basic Vocational Training Regulation*. Excerpt from the *Gazette officielle du Québec*, Order in Council 653-2000, 14 June 2000.
3. Québec. *Education Act*. (R.S.Q., chapter I-13.3), as updated in November 2002. Québec: Éditeur officielle du Québec, 2002.
4. Québec. Ministère de l'Éducation. *Action Plan for Adult Education and Continuing Education and Training*. Québec, 2002.
5. Québec. Ministère de l'Éducation. *Government Policy on Adult Education and Continuing Education and Training*. Québec, 2002.
6. Québec. Ministère de l'Éducation. *The Basics of the Basic Regulation*. Update based on the new Basic Adult General Education Regulation in force since 1 July 2000. Québec: Direction de la formation générale des adultes, January 2001.



Éducation,
Loisir et Sport

Québec 