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Intervention at the Second Stage of Reception

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Intervention at the Second Stage of Reception

2008-2009

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Introduction

This guide is intended for personnel who accompany adults who have to prepare a report on an interview at the second stage of reception, as well as for administrators who have to make organizational decisions based on these reports.

The guide explains the context of the reorganization of reception practices in the school boards. It reiterates the goals of the Ministère de l'Éducation, du Loisir et du Sport (MELS) based on the *Government Policy on Adult Education and Continuing Education and Training* and presents the main orientations of SARCA and the role of the second stage of reception within it. The interests of the various actors in the reorganization of SARCA as regards declaration in MELS' computer systems are described. The final section indicates the elements of the adult's file that must be included in the report on the interview at the second stage of reception in the Charlemagne system.

Chapter 1

Background information

1.1 SAR before 2003

In 2003, the Ministère de l'Éducation carried out a survey of 20 school boards and their adult education and vocational training centres in order to take stock of the situation regarding these services before embarking on a reorganization.

The analysis of the survey results by the firm Réginald Grégoire showed that "Reception . . . 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."[1]

As regards reception, the survey indicated that the reception and referral services (SAR) in adult education usually "encompass three types of tasks":

a) "clarifying the reason for the adult's visit or communication (usually by telephone, sometimes in writing and, increasingly, by e-mail)

b) 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

c) collecting the adult's contact information"[2]

1.2 SARCA since 2003

One of the measures in the action plan accompanying the *Government Policy on Adult Education and Continuing Education and Training* describes the projected responsibilities of the reorganized reception and referral services in the school boards.

- "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."[3]

---

1 Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*: *Reception, Referral, Counselling and Support Services in the School Boards* (Québec: Gouvernement du Québec, 2006), 7.

2 Réginald Grégoire Inc.,The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards. Analysis and Synthesis of the Results of a Survey (Québec, 2005), 135.

3 Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*, 4.

The Ministère de l'Éducation, du Loisir et du Sport would give each school board a budget for the reception, referral, counselling and support services it provides in each adult education centre.

The services would have the following general responsibilities:

- "Helping adults develop their training 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 services likely to meet their needs
- Supporting and advising adults throughout the learning process"[4]

The implementation of the reception, referral, counselling and support services (SARCA) will involve the reorganization of the existing services and the introduction of new services in the school boards. These services will be set up gradually by the school boards, in keeping with the priorities established in their 2005-2006 and 2006-2007 action plans.

According to the *General Framework*, "the aim of reception, referral, counselling and support services is to enable an adult, or a group of adults, to learn and thereby to:

- **Acquire**
  - more in-depth knowledge of himself or herself, and his or her resources and limitations
  - the appropriate information about his or her surroundings
  - the ability to identify his or her expectations and set objectives
- **Determine**
  - his or her goals and the actions needed to achieve them
- **Have access to**
  - the help he or she needs to achieve success"[5]

[4] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework,* 4-5.
[5] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework,* 16.

Chapter 2

Goals of MELS

The goals of MELS as regards the fieldtesting of certain tools for ensuring the accountability of services offered are fully compatible with the implementation goals of SARCA, as formulated in the introduction to the action plans provided to school boards. These goals are:

- to steer the reorganization of SARCA in the school boards
- to ensure that services are reorganized in conformity with the *General Framework* and that they are accessible to adults throughout Québec
- to evaluate the implementation, relevance and effects of the reorganized services[6]

[6] Québec, Ministère de l'Éducation, du Loisir et du Sport, *Fiche d'accompagnement de la grille du plan d'action à l'intention des commissions scolaires* (Québec: Gouvernement du Québec, April, 2006), 1.

Chapter 3

Orientations of SARCA

Aims

The two aims of reception, referral, counselling and support services offered to adults by school boards reflect certain values and ideological choices and take into account the expectations of adults and the community. They are as follows:

1° To participate in the adults' development, in particular by helping them develop the ability to act on their own lives.

2° To help inculcate a culture of lifelong learning, in particular by fostering the expression of the demand for learning[7]

The five orientations chosen are the means of achieving the wide range of aims of. SARCA:

- Expression of the demand for learning
- Focus on the adult
- Educational activity
- Development of a personal plan
- Interaction with the community

Some of these orientations as they apply to the second stage of reception are presented below.

Intervention fosters the expression of the demand for learning

"In many cases, the 'demand' whose expression is to be fostered is not a clear need that can be satisfied by a specific set of services. The adult has some sort of expectation: he or she needs to solve a relationship, employment or other type of problem, wants a change, is searching for his or her identity, requires information or understands that he or she is unable to adapt to certain occupational or social requirements. Experience shows that a supply-oriented approach fails to take into account many of these ill-defined needs. Another strategy is needed. It consists in fostering a variety of means of expression of the demand for services in relation to the types of needs mentioned above and in adapting the services accordingly."[8]

[7] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*, 11.

[8] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*, p. 12.

Intervention is educational

"In the context of reception, support, the record of learning in basic general education, information and career counselling, an activity is said to be educational if it helps adults gain more control over their lives and, especially, over their learning and occupational commitment. More specifically, an activity is educational if:

- The adults are truly responsible for their course of action, the ensuing personal plan and the implementation of their plan of action
- It motivates adults to achieve objectives beyond those set at the beginning of the process
- The adults' experience is considered a source of learning and is recognized and applied as such by staff members and the adults themselves
- Adults are given the opportunity to try new work methods, discuss their discoveries, make choices or carry out other activities that require the ability to think and analyze
- The interviews, feedback, referrals to sources of information and other resources available to the adults help them become aware of their values, expectations and interests, identify what they already know and know how to do, obtain information and, most importantly, envisage making changes to their lives
- The guides, questionnaires, grids and other tools used require that the adults participate and use their judgment
- An appropriate evaluation shows that, in the coming stages of development or in relation to a different need, the adults will be capable of repeating a similar process with little or no outside help

Furthermore, the fact that the adult's course of action usually results in a personal plan, one of whose components is often a learning plan, or at least an activity that has an educational outcome, illustrates the importance of this orientation."[9]

Intervention focuses on the adult

> "Often, adults want to know whether they meet official requirements or to obtain educational or vocational information. In other cases, they need to identify their strengths, acquire more self-confidence and set a goal or establish a plan. In developing their personal plan they may **discover the importance and meaning**

[9] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework,* 13-14.

> of a learning activity. The education proposed can be formal, non-formal or informal."[10, 11]

It is also important to point out that a certain distance should always be maintained from the education and training programs.

> "Some administrative services, such as service promotion and processing admission requests, should be considered distinct from referral, reception, counselling and support.
>
> Responsibility for **promotion** (i.e. marketing education and training courses) is up to the school board's administration. This not only relieves any ambiguity or confusion by users in terms of the role of [SARCA], but also allows for organizational distance and independence. Thus an individual may be referred to a community organization or CLSC through [SARCA] rather than having to immediately choose training offered by a general education or vocational education centre.
>
> Processing **admission requests** is the responsibility of the administration at the centre where the adult chooses to study. Centres have policies and tools specific to registering in their programs. However there must be an accessible area in every education and training centre where information related to file progress is maintained, from expression of the demand until service delivery ends.
>
> Promotion and admission are thus independent from reception, referral, counselling and support. Although promotion and admission may be carried out by staff also responsible for [SARCA], these former responsibilities are independent from [SARCA]."[12]

[10] Education is referred to as "formal" if it was received in a recognized educational institution, "non-formal" if structured courses were given by a union, a private company or a community education organization, and "informal" if it is the result of family, occupational, volunteer or other types of experience.

[11] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*, 13.

[12] Québec, Ministère de l'Éducation, du Sport et du Loisir (MELS).T*oward a Renewal of Reception, Referral, Counselling and Support Services in School Boards, Discussion and Policy Document,* provisional version (Québec: Gouvernement du Québec, 2005), 38.

Chapter 4

Importance of a common understanding of intervention at the second stage of reception in SARCA

The following are some reasons why it is important for all actors to adopt the same practices with regard to the second stage of reception.

For the adult:

- It ensures that the services are accessible to adults in centres throughout Québec.
- It ensures a comprehensive review of the adult's situation.
- It facilitates the continuity of services.
- It ensures that there will be records of the adult's use of services provided by SARCA.

For professional staff:

- It facilitates the targeting of interventions while maintaining the necessary leeway to adapt the helping relationship to the needs of each adult.
- It makes it possible to broaden the field of exploration of the adult's prior learning.
- It enables the various staff members to follow the progress of an adult's career plan, which makes the help they provide more relevant.
- It makes it possible to report on the services provided.

For school boards and centres:

- It encourages them to examine their practices and evaluate their actions.
- It makes it possible to follow the evolution of the services provided.
- It makes it possible to report on services provided to the population and partner organizations.
- It helps justify the funding they receive.

For MELS:

- It contributes to the continuity of the services.
- It makes it possible to establish a profile of the services provided by school boards and to follow their evolution.
- It makes it possible to report to the population on the services provided.

Chapter 5

Purpose of the second stage of reception in SARCA

Let us begin by consulting the *General Framework's* clear description of the role of the adviser at the first and second stages of reception. "In all cases, staff members must adopt specific attitudes and behaviours, including the ability to listen, to create an atmosphere of trust and to perceive more than is conveyed by words or gestures."

The interview at the second stage of reception must conform to the conditions set out in the *General Framework*, which indicates the specific area of intervention for each of the two stages.

"At the **first stage of reception**, exchanging information consists in:

- Clarifying the purpose of the adult's visit or communication
- Providing the adult with general information about services or other resources available, the steps to take and the people to contact
- Collecting general information about the adult, as well as other information needed to produce a summary report or open a file"[13]

The main purpose of the first-stage interview is to determine whether it is necessary to refer the adult to the second stage of reception or to another service.

Thus, after the first stage of reception, it is usually possible to suggest right away that the adult enroll in a centre in order to establish a learning profile. In some cases, however, it may be useful to explore the adult's needs regarding their plan in greater depth, before they enroll in training.

Making referrals in reception

> "SARCA staff may make referrals as part of an ongoing relationship or during any intervention. It is possible that the context of reception services is conducive to referrals. However, making referrals cannot be the sole prerogative of the reception service. Referring adults to another service is justified in the exercise of any intervention of an advisory nature, such as those related to vocational guidance, information and the Record of Learning in Basic General Education.[14]

[13] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*, 18.

[14] Liette Goyer, Carol Landry and Chantal Leclerc, Enjeux de la mise à mise à l'essai du bilan des acquis relatifs à la formation générale de base: point de vue des personnes conseillères, Research Report, January 2007, 90. [Translation]

At the second stage of reception, exchanging information consists in:

- evaluating the adult's schooling
- assessing the competencies the adult may have acquired through non-formal or informal education (work, recreation or family life)
- gathering additional information about the adult's reasons and motivation for seeking services
- establishing the factors that help an adult to complete his or her plan and those that may stand in the way
- providing personalized information based on the stage the adult has reached in relation to his or her plan (exploration, clarification or validation)

The scope of the second stage of reception is both broader and deeper than that of the first stage.

"The second stage may lead to the establishment of a record of learning in basic general education, an application for formal recognition of the adult's learning, consultation of a source of information or community resource, a meeting with a guidance counsellor, enrollment in a learning activity and so on."[15]

The second stage of reception enables adults:

- to express their educational needs and clarify their goals
- to discuss the reasons for their request for reception, referral, consulting and support services
- to obtain an assessment of their formal schooling and an overall appreciation of their non-formal or informal learning
- to choose actions to continue developing their plan or carry it out

"Another issue is to avoid confusing making referrals with providing information. The act of providing an adult with information does not mean that we have made a complete referral with full knowledge of the adult's context."[16]

[15] Québec, Ministère de l'Éducation, du Loisir et du Sport, *General Framework*, 18.
[16] Goyer, Landry and Leclerc, *Enjeux*, 90. *[Translation]*

Chapter 6

Elements of the common framework of intervention at the second stage of reception

On the basis of work by a committee made up of professional staff and administrators from nine school boards, the interview at the second stage of reception should gather information on 10 elements:

- The adult's aim
- The adult's present situation
- The organization that referred the adult and the reasons for the referral
- The evaluation and recognition of the adult's schooling
- The assessment of the adult's non-formal and informal learning
- The adult's strengths and weakness regarding his or her learning plan
- Any other useful information
- The adult's career goal, if applicable
- Referral of the adult following the second stage of reception
- Summary and indication of the next steps to be taken

The importance attributed to each of these themes during the interview will vary according to the adult's situation. The order in which these elements, which define the second stage of reception, are dealt with may also vary; it depends on the decision of the staff member, who is always the person best able choose an appropriate strategy for establishing trust and helping the adult express his or her educational needs. Advisers must have full latitude to support the adult in the development and implementation of his or her personal plan.

The Ministère de l'Éducation, du Loisir et du Sport, in collaboration with the school boards, has developed a model interview report for use at the second stage of reception. Each school board is free to adapt the model to its needs or those of specific populations. However, for the declaration indicating that the second stage of reception has been completed with an adult, information on each of the 10 basic elements must appear in the interview report.

Appendices

Appendix 1
Sample of an interview report at the second stage of reception

Interview date: _____
yyyy-mm-dd

IDENTIFICATION OF THE ADULT	
Family name:	First name:
Permanent code:	Age:
Sex: ❑ Male ❑ Female	First language:
Place of birth:	Language spoken:

1. AIM (indicate the adult's needs and explain his or her goal regarding the personal plan)	
❑ Establishment of a career goal	❑ Return to school
❑ Validation of a career goal	❑ Work force integration
❑ Evaluation of prior learning	❑ Change in educational and career orientation
Other: _____	

2. ADULT'S PRESENT SITUATION			
❑ Employed	❑ Employment insurance	❑ No income	❑ In school
❑ Seeking work	❑ Employment assistance	❑ Other	

3. REFERRING ORGANIZATION	
❑ Secondary school	❑ Emploi-Québec
❑ Adult education centre	❑ Other organiizations
❑ Vocational training centre	❑ Personal initiative

Services received previously				
❑ Vocational guidance	Year	_____	Organization	_____
❑ Educational and vocational information	Year	_____	Organization	_____
❑ The Record of Learning in Basic General Education	Year	_____	Organization	_____
❑ Job search assistance	Year	_____	Organization	_____
❑ Evaluation of school record	Year	_____	Organization	_____
Adult education ❑ Yes ❑ No				

4. EVALUATION OF RECOGNIZED SCHOOLING			
Diploma: ❑ Secondary school ❑ Vocational training			
Language of instruction		Level	
Second language		Level	
Mathematics		Level	
Previous education and training			
❑ Vocational training (other):			
❑ Postsecondary education:			
Recognition of prior learning and competencies			
❑ AESS	❑ GED	❑ TDG	❑ Francization Level
Number of competencies recognized in a DVS program:			
Comparative evaluation of studies outside Québec:			
Other information about the adult's schooling:			
❑ No schooling recognized in Québec			
❑ To be determined			

5. ASSESSMENT OF NON-FORMAL AND INFORMAL LEARNING	
Exploration of prior learning based on the adult's life situation	
❑ Work experience	❑ Community group and volunteer experience
❑ Family and personal situation	❑ Social and cultural life
Experiential learning	
On-the-job training: ❑Basic training	❑ Specific training
Non-formal learning: Overview of the competencies developed (for example: ability to communicate orally in a second language, ability to use a word processor, ability to interact with others, ability to persevere at work):	
Overview of the competencies to be developed (for example: ability to write various kinds of texts, familiarity with the job market, ability to deal with situations using mathematics):	
Other useful information:	

6. STRENGTHS AND WEAKNESSES REGARDING THE IMPLEMENTATION OF HIS OR HER PERSONAL PLAN

Conditions for success: _____

Time availability: _____

Obstacles: _____

Financial situation: _____

7. OTHER USEFUL INFORMATION

8. CAREER GOAL

❑ **To be established** ❑ **Established Explain:**

9. REFERRAL (indicate the steps to be taken in developing or implementing his or her personal plan)

❑ Vocational guidance

❑ Educational and vocational information

❑ Personalized process to establish a Record of Learning in Basic General Education

Enrollment (program) ❑ General education ❑ Vocational training _____

❑ Recognition of prior learning and competencies

Specify:

❑ Referral to services in the community (CLE, CJE, CSSS, etc.)

Other:

10. SUMMARY AND NEXT STEPS

_____ _____

Signature of adviser **Date**

I declare that the information provided here is accurate.
I authorize the disclosure of this information in accordance with Bill 65, the law regarding access to information, and I authorize the School Board to consult my school record on file with the Ministère de l'Éducation, du Loisir et du Sport.

_____ _____

Signature of the adult or of the person in charge if the adult is a minor **Date**

Appendix 2
Glossary

This glossary contains definitions of the terms used in SARCA and the Record of Learning in Basic General Education. The aim is not to produce an exhaustive vocabulary on the subject, but to facilitate discussion among the various actors involved in the reorganization of reception services in the school boards.

We have relied on various documents that either are recognized in the field of education or were drawn up by organizations instrumental in preparing the Policy on Adult Education and Continuing Education and Training.

This glossary can be improved. During the training sessions, professionals and administrators will have a chance to provide input that can be used to improve the document, which will be published after the training.

TERM	DEFINITION
Career guidance	Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services). They include career information provision (in print, ICT-based and other forms), assessment and self-assessment tools, counseling interviews, career education programmes (to help individuals develop their self awareness, opportunity awareness, and career management skills), taster programmes (to sample options before choosing them), work search programmes, and transition services. (OECD [2004], 10.
Counselling	Advice to an adult in the area of expertise of the counsellor. Counselling consists in: • helping adults make connections between items of information at their disposal • suggesting possible interpretations and proposing paths appropriate to their situation (Goyer, Landry and Leclerc, 92 [*translation*]).
Education and training	Process by which knowledge, behaviours and competencies are acquired. (*Glossary of Lifelong Learning Terms* [2005], 5)
Education profile	Combination of different pedagogical activities that help identify the individual's path within a program of study or permit the establishment of a coherent set of activities in a program. (*Glossary of Lifelong Learning Terms* [2005], 7)

TERM	DEFINITION
Evaluation	Evaluation encompasses all the methods used to assess or judge the performance (or the degree of mastery of competencies) of an individual or a group. It may be carried out in various ways with methods and tools that may also vary, and that must, of course, be related to the appropriate skill set. (Bjornavold [2000], 228-230 [*translation*]) Process whereby a judgment is made on a student's learning on the basis of information gathered, analyzed and interpreted, for the purpose of making pedagogical and, where appropriate, administrative decisions. (Québec, MELS, *Policy on the Evaluation of Learning* [2003], Introduction, p. 1)
Experiential learning	Learning acquired in a learning process in which concrete experience—direct contact—with the object of learning plays an important role. Used in the area of recognition of prior learning and competencies, “experiential” usually refers to learning derived from life and working experience ☐learning that was not planned and pursued for its own sake, but that resulted from experience whose purpose lay elsewhere. (*Glossary of Lifelong Learning Terms*, [2005], 7)
Extracurricular learning	Learning acquired outside of formal educational settings; generally either in the workplace or in social and community organizations. (*Glossary of Lifelong Learning Terms* [2005], 7)
Formal learning	Learning that takes place in an organized and structured context and is clearly defined as a learning activity. . . This type of learning naturally leads to certification by a designated authority. (*Glossary of Lifelong Learning Terms* [2005], 7)
Informal learning	Learning resulting from fortuitous circumstances or circumstances related to activities of everyday life (work, family life, recreation, etc.). It is sometimes called learning from experience or experiential learning. This is self-directed learning, which does not depend on a formal structure. (Glossary of Lifelong Learning Terms [2005], 7)
Intention	A determination to act in a certain way. (*Webster’s Ninth New Collegiate Dictionary*)

TERM	DEFINITION
Non-formal learning	Learning that arises from planned activities [not explicitly considered educational, but involving considerable educational content] and does not lead to any qualification or certification. This learning may occur in the workplace or elsewhere. It supplements and sometimes overlaps with more formal learning. (*Glossary of Lifelong Learning Terms* [2005], 7)
Obstacles to the expression of the adult's educational needs	Factors that deter adults from pursuing their personal learning plan, or keep them from fully mobilizing their resources to carry out their plan. (Bélanger, Voyer and Wagner [2004], 103 [translation]; Sylvie Roy and Isabelle Coulombe, *État de la formation de base des adultes* [Québec: Ministère de l'Éducation, du Loisir et du Sport, 2005], 66)
Organization	Institution made up of a set of coordinated elements that play established roles. By extension, each of the coordinated services or the associations of individuals that forms it.
Personal learning plan	A set of learning activities for a specific person, based on his or her personal, family, social, economic, occupational and cultural situation and taking into account his or her prior learning, and that the person intends to carry out in order to attain his or her objectives. (Lebel, *Glossaire québécois EAFC* [2004], 13)
Present situation	Situation of the adult before undertaking a new project or making choices: schooling, work experience, life experience, possibilities, priorities and family situation. (CS Harricana [*translation*])
Prior academic learning	Learning acquired in a recognized educational institution. (Lebel, Glossaire québécois EAFC [2004], 5 [*translation*])
Prior learning	Knowledge, attitudes, skills, competencies and abilities that a person has developed or acquired. The concept of prior learning emphasizes the result of learning, rather than the process itself. In addition, such learning may have been acquired in the absence of any systematic and deliberate learning activity. (*Glossary of Lifelong Learning Terms* [2005], 7-8)

TERM	DEFINITION
Recognition of experiential learning	The recognition of experiential learning is a principle according to which the previously developed official, unofficial and informal competencies of an adult deserve to be valued and may be recognized in relation to an education program, a program of study or an approved reference. The recognition of experiential learning allows adults to have their prior learning recognized regardless of where, when and how the learning took place. It relates to training content, programs and other references. It may also relate to the competencies formulated in references put forth by educational partners in Québec and elsewhere. (Québec, MELS, *Policy on the Evaluation of Learning*, [2003], 48)
Resources	Datum, means, possibiliies with usually 4 types: human, material, financial and temporal. (Legendre, *Dictionnaire de l'éducation* [2005], p. 1121 "Ressources" [translation])
Schooling	Studies carried out in a recognized educational institution.
Training plan	General framework that determines the various phases of a sequence of learning: prerequisites, content and skill objectives, specific objectives, activities and practical assignments, materials, methods, means of evaluation, performance criteria, etc. (Lebel, *Glossaire québécois EAFC*, 13 [*translation*])

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