Action Research Report

Towards a Referral Project in Rural Communities

2008 - 2009

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

SARCA

STATE OF RECEPTION, REFERRAL, COUNSELLING AND SUPPORT SERVICES

Québec

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State of Reception, Referral, Counseling and Support Services

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Foreword

The action research report published here is one of a set of reports that present new initiatives tested by school boards as part of the renewal of reception, referral, counselling and support services for adults. The Ministère de l'Éducation, du Loisir et du Sport (MELS) is delighted with this unusual form of collaboration with the school boards, and with the ensuing contribution to the development of renewed services for adults. In particular, it appreciates the fact that these school boards were willing to involve practitioners in a research activity with which they were not necessarily familiar, and admires the level of commitment and professionalism shown by the practitioners during the research process.

The action research projects were presented, accepted and then implemented in 2004, and ended in late February 2005. During the projects, the MELS provided "light scientific" supervision to ensure that the results generated were potentially of interest to all school boards. Each action research project was distinctive to the community in which it was carried out. It addressed a problem faced by that community, and was carried out by players from that community, all of whom had their own practical experience, expertise and cultures. Had the results been presented without sufficient information on the processes used to obtain them, they would not have been useful to readers from other school boards.

Production of the final report was a difficult and time-consuming task for the teams and their authors. Several different stages, during which the MELS made numerous scientific and linguistic suggestions, were required to produce the end result, which is presented in this document. The MELS is most grateful to everyone involved in this fastidious and demanding task, and the value and quality of their work will be apparent to anyone who reads the text.

Although all the reports have very similar tables of contents to facilitate comparison, the style and spirit of each individual team is nevertheless apparent, and constitutes a further point of interest in these documents.

Enjoy!

Ministère de l'Éducation, du Loisir et du Sport
Direction de l'éducation des adultes et de l'action communautaire

Chapter 1

Action Research Topic

This action research project was carried out by the Western Québec School Board and focuses on referrals in rural areas. Its purpose was to facilitate the creation of a referral system by establishing a collaborative process involving agencies, organizations and other community players. The research took place in the adult education centres in Pontiac, Maniwaki and Val-d'Or (including the satellite centre in Noranda), which are the only service points for English speakers in this huge geographical region.

Chapter 2

Context

2.1 Social and geographical features of the Western Québec School Board

The Western Québec School Board (WQSB) covers a huge region of 90 000 square kilometres and encompasses two administrative regions, namely Outaouais (07) and Abitibi-Témiscamingue (08). The area has five adult education centres, two located in urban communities and three in rural communities. The two largest are situated in the city of Gatineau, close to a broad range of services and resources, and are known as the Western Québec Career Centre, which offers vocational training, and the Hull Adult Education Centre, which dispenses general education. The English-speaking population, although fairly small (11%)[1], is concentrated, and its demand for services is increasing steadily. In the urban communities, people can easily be directed to the appropriate training or personal support resources. In addition, it appears to be easier to set up and sustain partnerships, thanks to the proximity of several universities and colleges providing services in English, as well as the health services available in CLSCs and specialist agency services such as the local employment centre (CLE) and the youth employment centre (CJE).

However, things are very different in the rural areas, where services are less easily available. The Western Québec School Board has a centre in Pontiac (Shawville) that had a student body of 80 adults in the general education stream and 71 in the vocational stream (fall 2004 figures). At the same time, the Maniwaki centre in Vallée-de-la-Gatineau has a student body of nearly 40 adults in the general and vocational streams combined, while in Abitibi-Témiscamingue, the Val-d'Or centre and its Noranda satellite report 51 adults enrolled in the general stream. Most of the adult students at these centres are between 16 and 19 years of age. Some are able to walk to the centres, while others must travel an hour or more by road. Wherever possible, they use the bus transportation services provided by the school board. The Maniwaki and Val-d'Or centres also serve a large off-reserve Aboriginal population. Many of these people need some form of assistance and are not able to travel for the various services. The problem is exacerbated by the fact that they often do not have the language skills required for the services they need. In both the Vallée-de-la-Gatineau and Abitibi-Témiscamingue regions, the English-speaking population accounts for less than 14%[2] of the total population, while in Pontiac it accounts for 57%[3].

2.2 Difficulties encountered

It is extremely challenging for the three rural adult education centres to reach and support a diversified population scattered throughout a large area. In March 2003, these centres completed a questionnaire drawn up by the Direction de la formation générale des adultes for a

1. Statistics Canada. *2001 Community Profiles,* [0n-line], http://www12.statcan.ca.
2. *Ibid*.
3. *Ibid*.

project designed to produce a general profile of reception, referral, counselling and support services. Their responses clearly showed that they had no formal mechanisms to perform the referral portion of the mandate. Their personnel sometimes directed clients to the CLEs, CLSCs and Aboriginal reserves, but all the respondents criticized the lack of communication between the various resources and emphasized the need for more resources and services to meet the needs of the population (MEQ, 2003).

The referral function, as described by the Direction de la formation générale des adultes in a document entitled *Towards a Renewal of Reception, Referral, Counselling and Support Services in School Boards*, is defined as a "function that consists of proposing service providers, resources or organizations suited to an individual or group's process" (p. 55). Throughout the training project, centres can therefore direct adult learners towards various resources for the support they need.

At first glance, this would seem to be fairly simple: someone needs a service, he or she is directed to that service, his or her need is met, and he or she moves on. However, the success of the process depends on a number of conditions, the first being that the services in question are known and available, and that all adult learners have easy access to them. Unfortunately, this is far from being the case.

The situation is particularly difficult in rural areas, where the population is scattered and the adult education centre staff are often unaware of the resources and services available. As mentioned earlier, the problem is even worse for the English-speaking population, which must often overcome language barriers to obtain services.

The Western Québec School Board (WQSB) is the only English language school board in a vast region served by five French language school boards, and in many cases is the only gateway for English speakers. At first glance, the situation appears ideally suited to a customized referral method. Unfortunately, however, such a method had not been implemented in the past. Language barriers, poor communication and, in the case of the Aboriginal population, incorrect perceptions, all appear to be a source of frustration for centre personnel and adult students alike (MEQ, 2003). Because of the school board's small staff and limited resources, the region's agencies and organizations are often unaware of its existence and it is therefore not taken into consideration in the referral process. The organizations, agencies and centres often tend to work separately, in a vacuum, whereas collaboration would be extremely beneficial to all concerned, especially the adult learners themselves.

Other school boards probably find themselves in similar situations. As the DFGA points out (2004):

> *A variety of educational resources and specialized and technical services of all kinds exist outside educational institutions and training centres and are often*

> *ignored by adults and fairly unknown to SARCA. This lack of awareness may deny adults access to the resources that best respond to their needs. (p. 30)*

A better knowledge of the area's resources is therefore important if the school boards are to direct adult learners to the services they need. The DFGA (2004) points out that "The challenge for SARCA is thus to provide a better understanding of the range of available services in the immediate surroundings in order to better evaluate the needs of those requesting services and direct them to the resources that best meet their needs" (p. 30). We therefore believe that a new referral process in the rural areas will improve a situation that is often frustrating for training centre personnel and adult students alike.

2.3 Goals of the research

The goal of the action research described here is to create a referral system in the three rural adult education centres in Pontiac (Shawville), Maniwaki and Val-d'Or (including the Noranda satellite). The project involves the creation of a system that will help adults to meet their needs by eliminating as many obstacles as possible. Contacts will be made with resource people in agencies, organizations and other bodies, to explore their potential contributions. Adult learners encounter a range of needs throughout the learning process, and it will be easier to meet those needs if the available resources are pooled.

We hope the project will enable us to place the resources available in the community at the service of adult learners who need help. By making prior contact with the various players, we will be able to provide actual names of resource people, thereby avoiding the never-ending telephone transfers that can discourage even the most tenacious caller. The partners will be able to agree with the centres on the most appropriate way of making referrals (e.g. by telephoning the resource person, by submitting a written application, by completing a form, etc.), and on a procedure that will provide adult learners with the help they need to continue their training.

A further goal of the research is to improve the assistance available to English speakers in rural areas by forging contacts with community organizations, agencies and other players in order to consolidate the referral process. We hope the action research project will answer the following question: What can be done to encourage the creation of a referral system in conjunction with people working in the community to ensure that adult learners in rural areas are directed to the appropriate educational resources and specialized or technical services? During the research, we will attempt to identify the basic principles of the process of creating such a referral system. We hope, in doing this, that we will also help other school boards set up similar systems.

2.4 Anticipated impacts

As far as the school board is concerned, the task of encouraging referrals in rural centres will require more promotion and an open approach to the community. It also requires greater visibility in the region, and a desire to join forces with other players to provide adult students with everything they need for their training. We would like the agencies and organizations concerned to be more present in the centres, so that resources can be exchanged and help can be provided. We believe this will allow more people to receive the support they need to continue their training, and will also ensure that more students are directed to our services. We hope to form partnerships that will help us reflect on the various aspects of educational needs and share "responsibility for supplying basic and continuous training for adults, so as to ensure the availability of complementary services within the region" (Conseil Supérieur de l'éducation, 2003, p. 60. Free translation.)

We hope the resource bank that will be set up during the project will be accessible via the school board's Web site, so that it can be used by all the adult education centres. The data bank is intended to be consulted during referrals, so that adult learners are directed to the resources and services most likely to be of assistance in their training. The contacts made as a result of the action research should help provide adult learners with better access to the available services. We also hope that the new referral system will facilitate the tasks of all those involved.

At the same time, we hope the organizations, agencies and centres will regard the creation of the new system as an opportunity to think about the challenges of training in their communities. As pointed out by the Conseil supérieur de l'éducation, a partnership approach is essential. We need to be aware of training needs and explore avenues that will allow us to develop "learning cities" and "learning regions" (Conseil supérieur de l'éducation, 2003).

Chapter 3

Action Research Plan

3.1 Methodology

Before describing the action research, we feel it is important to say a few words about this type of project. Action research generally aims to influence and change a community by involving people as players at every step in the process. The focus of action research is to gain a better understanding of a given situation in order to improve future action. An action research project takes place in a real-life situation where decisions are made jointly. Action research encourages the people concerned to think critically about what they are doing, and allows them to learn as they go.

Action research is characterized by its cyclical nature with constant transitions from thought to action (Dolbec and Clément, 2000). It is a dynamic process that requires flexibility and constant adjustment. Things rarely happen as anticipated, and adjustments are needed to respond to unexpected situations.

The action research model used as a basis for this project is based on Kirt Lewin's model as described by Dolbec and Clément (2000). These authors present the various steps in the process and incorporate constant transitions from thought to action. The cyclical process starts with planning based on initial thinking. In our case, this thinking is enriched with a description of the existing situation and the desired situation. Action then takes place, and observations are noted. This is followed by another process of reflection on the action taken, which is then evaluated. The next cycle is planned, and adjustments are made where necessary. The new cycle always begins with a period of reflection, followed by action.

3.2 Planning interventions

The initial intervention plan should be flexible enough to leave room for elements arising from interventions in the individual areas. Below is a description of our initial plan. The actual process is described in the following section.

3.2.1 Setting up a Research Committee

To implement the research in the three chosen regions, i.e. Pontiac, Vallée-de-la-Gatineau and Abitibi-Témiscamingue, we decided to set up a Research Committee composed of key people from the three adult education centres. Each person was invited to play an active role in a general collaborative process requiring input from everyone concerned. The participation of representatives from the centres is vital for projects such as this. They are the people who are most familiar with their community and its population, and are regarded as agents of change within their centre's team.

The Research Committee set up for this project was composed of the school board's director of adult education and vocational training, the principal of the three centres, two secretaries, one teacher, another teacher responsible for student services, and the project coordinator. Their task was to examine the existing referral situation and the desired situation. They also identified the actions that would allow the project to achieve its goals. They were then asked to think about each step as it was implemented, and share their discoveries with the other committee members.

3.2.2 Proposed actions

The following interventions were proposed as a means of creating a referral system: identify the needs of adult learners, explore the resources available in the area, make contact with key people in the community, and set up a guidance system to refer adults to the appropriate resources.

Some clarification of this initial vision is required. Our first step was to identify the needs of the adult learners who use our centres. We then went on to identify the resources and services required to meet those needs, and also the resources to which adults were already referred in the community.

As part of the data collection process, we decided to collate all the referrals made by the centres, as well as the requests that could not be processed due to lack of information or resources. At the same time, we decided to interview adults enrolled for training programs and meet with the personnel of the training centres and the agencies and organizations with which they were in contact. Our questions would focus on the adult learners' needs, how referrals were made, and any potential improvements.

As a second step, we decided to explore the resources in each region that were most likely to help and support adult students in the learning process. We also decided to draw up a list of the services available in each region, for future referrals. All the resources identified would be entered in a database that could be consulted via the school board's Web site.

During the community exploration phase, we hoped to establish contact with organizations and agencies. We felt this would be an opportunity to learn more about the services available in the community and to introduce them to our centre and its programs. We also hoped to explore our common problems and examine the possibility of working together. In addition, we wanted to lay the foundations for future partnerships.

The contact information for the resource people from the various organizations and agencies would be compiled in the resource bank for future referrals. Minutes of meetings between the centre and the organizations and agencies would be produced to ensure proper follow-up from the contacts made, and also as a means of gathering relevant information.

The next step would be to introduce a method of facilitating referrals to the resource people in the agencies and organizations identified. This would involve identifying the measures required along with a follow-up method that would satisfy all the parties.

Throughout the process, we left plenty of time for reflection, so we could review our actions and discoveries and make any adjustments that may be required. The reflection process involved members of the Research Committee, the school board's director of adult education and vocational training, and the principal and key members of the centre's personnel. The minutes were kept in the project coordinator's log and were used to analyze the process.

Chapter 4

Action Research Procedure

4.1 Nonlinear process

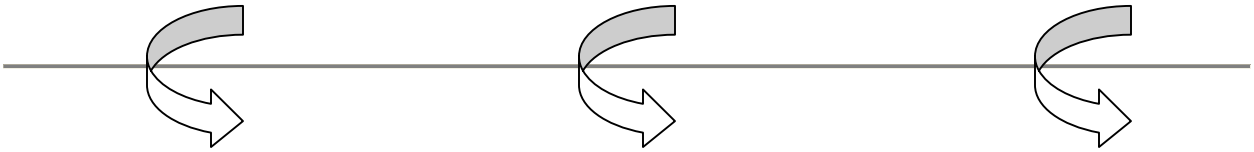
Our research process was cyclical rather than linear, and consisted in a spiral of continuous, open and dynamic reflection/action loops (Dolbec, 1997). The process resulted in actions that were sometimes unexpected but always focused on the initial goal.

To explain the project process in as much detail as possible, we have grouped our actions together on a reflection-action continuum. Figure 1 (see next page) shows the main steps in the research process.

FIGURE 1: ACTION RESEARCH PROCEDURE

Reflection

- Current situation and desired situation
- Referrals: Who? How? Why? To which resources?
- Needs of adult learners
- Number of adults referred
- To which resources
- Lack of time
- Difficulty compiling data on individuals
- Centres isolated from their communities
- Insufficient knowledge of services in the area
- Awareness
- Culture to be developed – Closed - Open
- Insufficient knowledge of the centres
- Insufficient knowledge of the programs
- Discovery of the area – open attitude
- Communication and open attitude
- Towards accountability



Action

- Compilation of data on people referred
- Interviews: (principal, secretaries, teachers and adult learners)
- Interviews (organizations and agencies)
- Exploration of the area's resources and their relationship to needs (meetings, telephone calls and visits)
- Creation of a data bank
- Continuation of interviews
- Leaflet
- Planning of Service Exhibition
- Participation in a Regional Table
- Workshops
- New collaborative initiatives

4.2 The process

4.2.1 First Research Committee meeting – June 2004

The starting point for the project was the creation of a Research Committee. In June 2004, the key people from the three centres targeted by the research were called to an initial meeting. Seven people were present, namely the school board's director of adult education and vocational training, the principal of the three centres, two secretaries, one teacher, a teacher responsible for student services, and the project coordinator. As mentioned earlier, the participation of the centres was a vital element in the research. During the process, a teacher from Val-d'Or and the Noranda satellite centre joined the committee, and the original teacher gradually withdrew.

At the first meeting, the research project was presented and the role of each person was described. The committee drew up a brief profile of the existing referral situation in the various centres, along with a list of services required by adult learners during the training process.

The Research Committee met only once. We decided not to hold further meetings for all committee members because the situation was different in the three centres, and decisions were made by the principal and personnel at the individual centres. With hindsight, however, we believe regular meetings (e.g. once a month) would have allowed the people concerned to exchange ideas, and might have stimulated their creativity. We observed a number of informal discussions between committee members that led us to believe such meetings would have been of benefit to everyone.

The project coordinator met regularly with the committee members at their respective centres. The committee members were involved in data collection, analysis, testing and decisions concerning the action plan. The adult education and vocational training services director monitored the progress made, and reacted, questioned and supported the process of reflection and action throughout the project.

4.2.2 Reflections on referrals – June 2004

Very early in the process, a number of questions concerning the project were raised by Research Committee members, teachers, other school board actors and the people around us, and this forced us to clarify certain elements.

At first glance, the answer to the question "Why refer adult students?" appears to be obvious – we refer adult students because we are unable to provide the service they need. However, there is more to this than meets the eye; for example, we needed to clarify the implications of a referral and the values we prefer. This answer also reflects a certain openness to the community. Other questions such as "Who is referred, and who makes the referral?" "To which

services are people referred?" and "How are referrals made?" were also examined during our discussions.

These questions were asked more than once, at different times, and were not always answered by the same person. The thinking process developed gradually, and continues to this day. Our perspective has broadened because changes are needed if our vision is to be transformed into reality.

4.2.3 Listing of people referred – August to October 2004

In late August 2004, the project coordinator asked each centre to list the people referred. Her intention was to identify the needs of adult learners and the services to which they were directed by the centres. A form was prepared (see Appendix 1) to facilitate the data collection process. The centres were asked to enter the name of the person referred (where possible), along with his or her gender, need, the place to which he or she was referred, and the date. The name of the region appeared at the bottom of the form, to identify the centre in question.

The staff of the centres tried to complete the form as requests were received, but this turned out to be difficult in some cases. The beginning of the school year is a busy time and it was impossible for the staff to take on this additional task. We collected the forms for September, but in talking to the staff we realized that forms had not been completed in some cases. As a result, the data collected do not give a full picture of the situation. During our visits to the centres and in e-mail exchanges, we tried to encourage the centres to complete the form in every case, but clearly it was not the right tool for the job.

As a result of this experience, we feel a Research Committee discussion would have enabled us to create a more suitable tool. We also believe a tool developed by the group itself would have been easier to use. Each centre would have had the same understanding of the tool and its utility. However, the idea was eventually abandoned because we were not all working at the same place.

4.2.4 Interviews – September to November 2004

We decided to interview members of the centres' staff, adult learners and resource people in the three areas in order to draw up a profile of the existing and desired referral situations. Questionnaires were designed in collaboration with the centres' principals, a teacher and the project coordinator (see Appendixes 2, 3 and 4). The school board's adult education adviser commented on the various questionnaires, which were subsequently used as guidelines for semi-structured interviews.

In all, the project coordinator interviewed 47 people (see Table 1). Confidentiality and anonymity were guaranteed in all cases. Group interviews lasted about one hour, and individual interviews about 45 minutes. The interviews were carried out differently for each group. In most cases (16

out of 22), the interviews were recorded, and provided a great deal of interesting information. However, as we will see in the following pages, only the content that was most pertinent to the research topic was retained.

The staff interviews were carried out during the initial visits to the centres. In Pontiac, we met with the principal and secretary together. The principal subsequently suggested that we also interview two teachers, which was done two weeks later. In Maniwaki, the teacher who was also responsible for student services was interviewed for more than an hour. In Val-d'Or and Noranda, we interviewed the staff individually for more than an hour, since they had a great deal to say.

TABLE 1: PEOPLE INTERVIEWED IN THE THREE REGIONS

Regions	Centre Staff	Adult Learners		Community Resources
		General	Vocational	
Pontiac	Centre principal (1) Secretary (1) (September 24, 2004) Teachers (2) (October 6, 2004)	4 (October 25, 2004)	6	2
Vallée-de-la Gatineau	Teacher in charge of student services (1) (September 21, 2004)	3 (October 7, 2004)	6	0
Abitibi-Témiscamingue	Secretary (1) Teachers (2) (September 9 and 10, 2004)	15 (November 11 and 12, 2004)		3
Total	8	34		5

For the adult learner interviews, it was decided to allow each centre to select the method used. One week before the interview date, a Research Committee member presented the research project to the students and asked for volunteers willing to be interviewed. A consent form was given to the respondent at the beginning of each interview, for signature (Appendix 5). A parental permission form was also given to students under 18 years of age who wished to be interviewed. A total of 34 people were interviewed. Their profile appears in Table 2.

TABLE 2: PROFILE OF ADULT LEARNERS INTERVIEWED, BY REGION

Region	Gender		Age	Stream		Aboriginals
	F	M		Gen.	Voc.	
Pontiac	X		18	X		
	X		21	X		
	X		29		X	
	X		29		X	
	X		37		X	
	X		39	X		
	X		42		X	
	X		45		X	
		X	20	X		
		X	31		X	
Subtotal	8	2	31.1 years (average)	4	6	
Vallée-de-la-Gatineau	X		20	X		X
	X		22		X	
	X		22		X	
	X		23		X	X
	X		38		X	
		X	21		X	X
		X	21	X		X
		X	36		X	X
		X	50	X		
Subtotal	5	4	28.1 (average)	3	6	5
Abitibi-Témiscamingue	X		17	X		
	X		18	X		X
	X		24	X		
	X		24	X		X
	X		25	X		X
	X		25	X		X
	X		26	X		X
	X		30	X		X
	X		32	X		X
	X		36	X		X
	X		39	X		X
	X		50	X		X
		X	20	X		
		X	31	X		X
		X	33	X		
Subtotal	12	3	28.7 (average)	15		11
Total	25	9	29.3	22	12	16

Two group interviews were carried out at the Shawville centre in Pontiac. Because of the small number of volunteers, the principal suggested that the project coordinator should say a few words to each class. As a result, several new volunteers joined the two groups. In some classes, however, the teacher was reviewing material for an examination, and this may have prevented some adult learners from participating in the study. Two groups were formed, the first composed of four people from a variety of programs in the general stream and the second of six people from a variety of programs in the vocational stream. Of these, two were men and eight were women. One volunteer, a young man under 18 years of age, was turned away because his parents had not given written permission for him to participate. He was offered the opportunity for an individual interview in the following days, but no steps were ever taken to arrange this. The ages of the people in the groups ranged from 18 to 45. In both cases the interview lasted approximately an hour.

In the Vallée-de-la-Gatineau region, the coordinator presented the project and asked for volunteers. A group of nine people was formed, five women and four men between 20 and 50 years of age. More than half the participants (six out of nine) were enrolled in vocational programs. Five were also Aboriginals, meaning that the group was representative of the student population at the Maniwaki centre, which is located close to a reserve.

In Val-d'Or and Noranda in Abitibi-Témiscamingue, the staff elected to carry out individual interviews in pairs or trios. Fifteen people were interviewed, 12 women and three men between 17 and 50 years of age. Most of the people interviewed were of Aboriginal origin, which is an accurate reflection of the student population. Three individual interviews were carried out, each lasting approximately an hour. One young Aboriginal man did not want his interview to be recorded, but agreed to answer questions and allowed us to take notes. Three pairs were interviewed, including one composed of Aboriginal women who also did not want the interview to be recorded. Two trios also took part in an interview lasting approximately 45 minutes.

Interviews with resource people began in the Abitibi-Témiscamingue region. We decided not to interview the Noranda teacher because she did not have much contact with people in the region. In Val-d'Or, three interviews were proposed. One person from the First Nations Human Resources Development Service in Val-d'Or came to meet us at the adult education centre and agreed to be interviewed for more than an hour. Someone from the Abitibi-est Carrefour jeunesse-emploi (CJE) showed us around the organization's offices and was interviewed for more than an hour. It was extremely difficult to contact the Val-d'Or local employment centre (CLE). After several attempts, however, we were able to conduct a telephone interview that generated a small amount of information.

We conducted two telephone interviews in the Pontiac region, one with someone from the Pontiac local development centre (CLD) and the other with a CEDEC (Community Economic Development and Employability Committee) officer. Both these people were able to provide useful information.

During the interviews with centre personnel, we realized that their contacts with agencies and organizations were limited. The personnel sometimes knew the names of the organizations, but had not spoken to them. The main partners of the adult education centres were the local employment centres (CLE), and the relationship here was closer in some cases. Because contacts appeared to be limited or nonexistent, we decided to concentrate on exploring the area's resources and forging contacts with agencies and organizations, rather than requesting interviews. As a result, no interviews were held at that time with agencies and organizations in Maniwaki.

4.2.5 Profile of the existing and desired situations

The interviews allowed us to gather information on two aspects, namely the existing referral situation and the desired situation. The existing situation profile includes data on the needs of adult learners, known services, the services to which adult learners are directed, and the referral system in general. The second component addressed during the interviews involved sharing information on the desired referral situation. Respondents also proposed improvements that would be needed to achieve an ideal referral system.

As the results were compiled, the project coordinator circulated them to the principal and personnel of the centres. A comparison revealed a clear gap between the existing and desired situations, and enabled us to select the action required.

4.2.6 Exploration – September 2004 - March 2005

Before beginning field exploration, the centre personnel pointed out that they did not have time to engage in this type of activity due to staff shortages and the resulting heavy workload. They discussed the situation with the director of adult education and vocational training, and she agreed to give them more time for the project-related tasks. We felt it was important for the centre personnel to contact the agencies and organizations themselves, since it would be up to them to maintain those contacts afterwards and set up a referral system.

In early September, the staff of the centres began to collate the contact information for known agencies and organizations likely to be able to assist adult learners with the needs identified by the Research Committee. However, this process was not without its problems. For example, it was sometimes hard for us to decide whether an agency or organization would be able to help adult learners, and whether their services were available in English. We knew of some resource people in certain agencies and organizations, but the fieldwork as such only began in October.

As the data were collected, we used them to guide our activities. We began by trying to identify suitable resources in the community able to satisfy the list of needs expressed by adult learners during the interviews. Staff members from the Abitibi-Témiscamingue, Vallée de la Gatineau and Pontiac centres were asked to knock on the doors of local agencies and organizations to ask about the services available and inform them about the centres and their activities.

4.2.7 Resource bank – August 2004 to March 2005

In late August we began to identify the information we would include in the resource bank, and in September we met with the school board's Web programmers to ensure that the resource bank would be compatible. Training was also required, because the resource bank was built in Access. The valuable help given by the programmer-analysts enabled us to produce a definitive version of the resource bank, which will be available on the school board's Web site in the near future.

The resource bank was built up gradually, as the centre personnel submitted information to the project coordinator. When visiting the agencies and organizations, the personnel collected leaflets, newspapers, information sheets and various other tools. All this information was sent to the coordinator by e-mail, fax or internal mail. The coordinator then searched the Internet for additional information on the resources available in the regions, or for details of emergency telephone lines. She also questioned the centres about the services offered by organizations she had identified on the Internet, and asked them to check her information.

The teachers were also involved in building up the resource bank. Some teachers came to tell us how enthusiastic they were about our project, and gave us the names of organizations offering services to the English-speaking community. Their contributions were much appreciated!

By early March 2005, the resource bank contained details of nearly 200 resources in the three regions covered by the research. For each agency or organization, the bank contains contact information (address, municipality, postal code, region, telephone numbers, fax numbers, toll-free numbers, e-mail address, Web site and services offered–see Appendix 6). Each agency or organization is classified into one or more categories (funding, health, social services, child care services, etc.). Its target population is also indicated, along with the language(s) in which services are available. There is also a section for additional information. Centre personnel can access a special section containing contact information for a specific resource person.

4.2.8 New collaboration

As the exploration phase progressed, a number of new ideas came to light, new initiatives were taken, projects were set up and new collaborative relationships were established between the centres and the agencies or organizations.

In Pontiac, the centre personnel organized a meeting with the CLSC, in response to a need expressed by the teachers and adult learners. Forty students and four members of staff attended the meeting, and as the principal's report states, "The CLSC presentation was well received by the students."

The Pontiac centre also reactivated its relationship with the local development centre (CLE), and as a result was invited to sit on the Regional Table. This became another opportunity for the centre to make a contribution to the community and to ensure that the needs of the English-speaking population were represented.

In Noranda, a meeting with the director of Neighbours, a regional association providing a range of services to the English-speaking population, resulted in several collaborative initiatives including advertising of the centre's services in the association's newspaper, a writing contest for the Val-d'Or and Noranda centres, and a gift of books for the Noranda centre.

As they explored the resources available in their area, the centre personnel realized that they had no tools to help them present the services. It was therefore decided to produce a leaflet listing the services available in Val-d'Or and Noranda. A teacher asked one of the students to design and produce the leaflet, which will be available in the near future. The region's agencies and organizations have already begun to ask for copies.

The exploration process has resulted in several new openings. For example, following an interview with the Abitibi-Est CJE, the Val-d'Or centre was invited to join the Regional Community Planning Table for 16-24 year-olds. Many other organizations are also represented on the Table, which discusses the region's problems. Membership on this Table provides the centre with an opportunity to make contact with other partners, and to present the concerns of the region's English-speaking population.

In Maniwaki, several community resources were invited to present their services to students. The Substance Abuse Prevention Centre and the Outaouais Centre for the Prevention of Sexual Aggression organized a highly successful workshop. Twenty-five adult students took part in the discussions and were very satisfied with the activity. Some even offered to help the organizations, as the following excerpt from the coordinator's minutes shows:

> *The most interesting response from some students was the question: How can we help you? and How can we get involved? The presenters were very surprised and pleased at this response. (…) All of the students enjoyed the presentation, although very few wanted to participate. A successful afternoon!*

The Maniwaki Carrefour jeunesse-emploi (CJE) invited a group of adult learners enrolled in vocational programs to a workshop on interview techniques. In addition, the CJE telephoned the centre to refer a student for the following term (the first time this had ever happened!). The centre was delighted by this new contact.

Next April, the Maniwaki centre will also be hosting a service exhibition, at which regional organizations and agencies will be invited to present their services to the population. Some community organizations and government agencies have already said they will be taking part in the exhibition, which is eagerly anticipated by everyone concerned!

Chapter 5

Results

Throughout the research we tried to answer the following question: What can be done to help set up a referral system in conjunction with people working in the community that will direct adults in rural communities to the most appropriate educational resources and specialized technical services? The following basic principles for a referral system were identified.

5.1 Basic principles for a new referral system

5.1.1 Involve personnel from the centres, agencies and organizations in the process

The first basic principle is to involve the centre personnel and agency/organization resources in the process. Without their contribution, the task would have been extremely difficult. We believe it is desirable for everyone to pool their resources–at least, this is the conclusion that emerged from our research. We found it essential for the personnel of rural centres to be involved. First, they are on site and are familiar with both the target population and the community. They also have the power to make changes. For example, when our project first began, we observed that some people were hesitant to make contact with the agencies and organizations. The project coordinator heard comments such as “I don’t really know what to say, or how to approach them. I feel a bit uncomfortable.” Gradually, following reflections and discussions on the subject of referrals and the positive contacts forged with the community, the situation began to change. People became more involved, with positive results for their centre. The following comments clearly show the enthusiasm and energy generated by their involvement: “I was SO excited when I came home yesterday after my meeting with X!”; “I got more out of this meeting than I had expected to!”; “I met with X this morning. Wow! Lots of new ideas!” The contacts made in the community led to a number of interesting projects; examples include the writing contest organized by Neighbours along with the Val-d’Or and Noranda centres, the Maniwaki service exhibition and the Pontiac CLSC presentation.

As we made contact with the agencies and organizations, we realized that their presence was essential to the creation of a referral system. The resource people at the agencies and organizations have information we need to help our adult learners. After meeting a resource person, one teacher had this to say: “Now, I understand more what his job is, and I think that if ever a student asks me for information on a career, I could call him and easily ask him for advice or information if I don’t have what the student needs.” This comment clearly shows that the teacher was aware of the resource’s importance and would use him if necessary. This same teacher met with a CLE officer to talk about that organization’s services, and had this to say afterwards: “The CLE had begun sponsoring students financially, ...but it was always rather vague to me what their expectations were and how the system worked.” The teacher agreed to work with the CLE to produce a periodic report on the progress made by sponsored students.

We believe this type of collaboration is important in supporting the students and helping to create an effective referral system.

During the interviews, we found that some agencies and organizations wanted to join forces with the centre to improve the referral method. For example, the First Nations Human Resources Development Service adviser had this to say: “Our role is to make sure adult learners progress, are fine and have everything they need to continue their training. Of course we can help.” She added that the centre occasionally refers people to her, and vice versa. She also said she was willing to help improve the process so that adult learners are able to progress. An attendance report is provided and agreements are signed with adult learners, but the adviser would like to see more discussion between the adult learners and the centre to make sure the learners are progressing. This bodes well for a better referral process in the future.

If they are willing to commit, the adult education centres, agencies and organizations in the community can work together to create an effective referral system that meets the needs of adult learners and provides appropriate support for their training.

5.1.2 Understand the needs of adult applicants and adult learners

We discovered that it was important to understand the needs of students attending adult education centres, in order to identify the types of services and contacts required in the community.

We often came back to the subject of needs when thinking about the reasons for referral and about questions such as: “Who will be referred, and who will make the referral?” “To which resource should people be referred?” and “How are referrals made?” One of the committee members had this to say: “Adults are referred to help them and to overcome obstacles in the training process. We can’t meet all their needs.” However, by identifying needs we were able to prepare a list of known resources and make any contacts that were lacking.

During the interviews with adult learners, centre personnel and representatives from the agencies and organizations, we collected some relevant information on the needs of adult learners. These needs were classified into seven categories: (1) funding, (2) transportation, (3) training, (4) child care services, (5) housing, (6) health and social services, and (7) work. Table 3 presents the views of the people we interviewed. It is, however, incomplete because we interviewed only a handful of agencies and organizations, and even then, the question of needs was not always addressed. However, the views expressed by teachers, secretaries, the principal and the learners themselves certainly helped clarify some of the issues and enabled us to draw up a profile of adult learners’ needs

TABLE 3: ADULT LEARNERS' NEEDS: SOME OPINIONS

Point of view of agencies and organizations	Point of view of teachers, secretaries and principal	Point of view of adult learners
1. Funding • Money • Learning to manage a budget	1. Funding • Money (Emploi-Québec, loans and grants, social assistance)	1. Funding • Money (not enough, and cost of training) • Information on existing programs–CLE, loans and social assistance • Information on procedures (complex) and eligibility conditions • Available programs (waiting list: six months to one year on the reserve) • Funding for young adults whose parents receive social assistance benefits
2. Transportation	2. Transportation • Means of transportation (distance)	2. Transportation • Means of transportation (distance and car pooling) • Free school transportation (fairness)
3. Training • Vocational courses • Guidance service • Educational adviser • Different teachers • Monitoring–progress report • Continuous training in businesses and in the community (other than in the context of a program)	3. Training • Services of a guidance counsellor • Distance education • Literacy • Support service for students in difficulty • Motivation and help to improve self-esteem	3. Training • Services of a guidance counsellor (very little information on diploma of vocational studies, cegeps, etc.) • Broader range of courses in English (SSD) • Postsecondary training in English (CEGEP and vocational training) • Assistance for adult learners experiencing difficulties • Flexible schedules • Better access to services available in school (library, computers, etc.) • Extra-curricular activities • Literacy for English speakers • Better selection of English books in municipal libraries

		• Workshops (budget, time management, etc.) • Encouragement from the community • Municipal library (more books in English and better access)
4. Child care • Access	4. Child care • Access	4. Child care • More accessible child care services (waiting list, evening schedule, etc.)
5. Housing • Housing (access is especially difficult for Aboriginal people)	5. Housing • Affordable housing for Aboriginal people	5. Housing • Affordable housing • Housing for Aboriginal people (difficult access)
6. Health and social services • Mental health • Substance abuse • Drugs and alcohol • Psychology • Social work	6. Health and social services • Pregnancy and abortion • AIDS • Violence against women and rape • Drugs and alcohol • Health problems • Suicide • Violence • Special equipment for disabled people • People in mourning • Family problems • Single parents (women) • Psychological aid	6. Health and social services • Services in English • CLSC services virtually exclusively in French • CLSC services in the centre (share the school nurse's time) • Information on the available support services (alcohol and drug problems, violence, suicide prevention, etc.)
7. Work	7. Work • Help in reconciling work, family responsibilities and education (balance) • Job search support for people aged 45 and over • Information on conditions of employment	7. Work • Help in reconciling work and education (favourable conditions and flexibility) • Information on job search services • Accessibility–placement problems (language is a barrier)

The primary need expressed in every interview was for funds. All the participants appeared to realize that they needed enough money to start or complete their training. Adult students mentioned the lack of information on existing programs, the complex registration process and problems in accessing certain programs due to long waiting lists. Lack of money appears to be the main obstacle to training for many people.

The second category of needs examined (not necessarily in priority order) was transportation. Distance can be an obstacle for the English-speaking population, which is scattered throughout the rural areas. School transportation is available if the adult learners live in a sector located on a youth transportation route. Some people complained of having to pay for this service. In one of the group interviews, two adult learners realized they lived fairly close to one another and decided to car-pool. The possibility of the centre helping to arrange car-pooling was also mentioned.

A teacher from Abitibi-Témiscamingue who was aware of the needs (especially in the area of transportation) of adult students from her centre expressed an interest in a municipal public transit project (a few days a week) for people living in peripheral areas. She will monitor the situation closely to see which days the municipality provides public transportation in the surrounding villages, and if necessary she will adjust the course timetable accordingly. Her actions may help English speakers living outside the city to travel for their training.

With regard to training-related needs, all the groups interviewed for the research mentioned the need for a guidance service. They seemed concerned about the lack of guidance and information on career choices, vocational training programs and other subjects. They all said the support provided by centre personnel was insufficient. Another need mentioned by centre personnel and adult learners was for help with learning disabilities. There are currently no such resources available in the centres, and nobody knows where to refer adults who experience this problem. The same applies to literacy services; there appear to be no resources available for the English-speaking population.

Interestingly, the adult learners we interviewed mentioned the importance of extracurricular activities. One young student had this to say: “It would be interesting for the centres to go further than simply conveying knowledge. It’s all about learning, learning, learning … But we could do other things too (physical activities, educational outings, trips, etc.) and still learn. It’s not just an intellectual thing.” The adult learners also asked for workshops on budgeting and time management, and said they would like to receive more encouragement from the community.

Child care is a major problem for single mothers and young families. As one organization officer pointed out: “It’s important to help them meet their child care needs, because otherwise they can’t attend their courses. They often miss class, and in some cases have to leave the program.” One woman said her own mother looked after her three children because the training she wanted was available only in the evenings. Timetable flexibility therefore appears to be an important need.

Another need expressed by everyone we interviewed in the Abitibi-Témiscamingue and Vallée de la Gatineau regions related to housing for Aboriginal people. The problem appears to stem from prejudice against the Aboriginal community. The lack of access to affordable housing means that adults are unable to move closer to the training centres.

Needs were also identified in the area of health and social services. It was not always easy for respondents to obtain services in English in the CLSCs. According to the centre personnel and the agency and organization representatives, adult learners often face personal problems that can affect their ability to continue with their training. As one person pointed out: “To train successfully, everything else in your life needs to run smoothly and your basic needs have to be met, otherwise it’s very difficult.” Some students are forced to set their training plans aside temporarily, as pointed out by an employment adviser: “Sometimes adult learners have to suspend their training so that they can solve personal problems. They come back to it later. It’s part of the process for them, and we shouldn’t look at it in a negative light.” The people interviewed also expressed other health-related needs, as well as a need for information on the services available in English in their area.

A number of work-related needs were also expressed. The biggest difficulty encountered was that of reconciling work and studies. Several people also mentioned the lack of information on job search services in English. When the Carrefour jeunesse-emploi (CJE) was mentioned, people did not seem to know whether or not it provided service in English.

In short, one of the basic principles for the creation of a referral system is familiarity with the needs of adult applicants and adult learners. It is also extremely valuable in keeping up to date with the resources available in the region.

5.1.3 Develop a culture based on an open approach to the community

During the research, we discovered another basic principle for the creation of a referral system, namely a culture that favours the pooling of resources to support adult learners during their training. What we are referring to here is a culture that acknowledges the services available in the community and creates a network through which people can be directed to the most appropriate resource where necessary. A centre’s culture colours the direction it is able to take in this respect. Sergionvanni (1991) describes a school’s culture as follows:

> *A reflection of the shared values, beliefs, and commitments of school members across an array of dimensions that include but extend beyond interpersonal life. What the school stands for and believes about education, organization, and human relationships; what it seeks to accomplish; its essential elements and features; and the image it seeks to project are the deep-rooted defining characteristics shaping the substance of its culture. (p. 218)*

A training centre’s culture includes all the essential aspects of its identity (its values, beliefs, etc.). It is this culture that directs its decisions and guides its actions. In other words, culture dictates how the centre’s personnel will act, and gives meaning to its direction. When a centre can clearly identify the characteristics of its culture, it can see whether or not its actions, attitudes and discourse are coherent.

We realized during the research that this type of culture does not always exist in training centres, and its absence can hinder the creation of a referral system. We discovered this from interviews with centre personnel, and it became clear when we compared the existing referral situation with the desired situation.

First of all, the information collected during the interviews and from the reflections of Research Committee members revealed that the centre personnel did not have much contact with the agencies and organizations in their community. In many cases they did not even know which services were available in the community. We therefore felt the research would provide an excellent opportunity to explore the community and discover its resources. Some people were enthusiastic about this possibility, but not everyone. When habits have developed and things appear to be running smoothly, the idea of change can be upsetting, as the following comments show:

- *If they need money, I refer people to X, and the problem is sorted out. X calls me back if there's a problem. Other than this, there's no need for referrals.*
- *Everyone knows this place. If they have a problem, they'll go there on their own. They don't need us for that.*
- *Look, our students haven't got as far as CEGEP. It's not what they need, and in any case there's no English CEGEP around here.*
- *Organizations such as X and Y aren't available. They don't have time.*

The question of why referrals are necessary came up several times. We had to make people aware of the need for contact with the community before we could go further, since it was not always a priority for them. Although this was a start, it will take time to develop a culture based on discussion, collaboration and partnership.

We drew up a profile of the existing referral situation, and a second profile of the desired situation. By comparing the two, we realized that we needed to change the way we relate to the community; in other words, we needed to develop the type of culture prevailing in centres that give priority to community relations.

The profile of the current situation shows how referrals are currently made. Table 4 presents the views of the groups interviewed for the research. The centre personnel and adult learners mentioned the lack of information on resources available in the region, while the organizations and agencies felt they did not know enough about the adult education centres offering services in English.

TABLE 4: PROFILE OF THE CURRENT SITUATION, ACCORDING TO THE GROUPS INTERVIEWED

Groups interviewed	Comments
Centre personnel (principal, secretaries, teachers)	**Services** - Knowledge of community resources is limited (names of organizations and agencies may be known, but not their services). - Organizations are occasionally invited to make presentations at the centres. - Generally speaking, there is very little contact with agencies and organizations. - Internal services are underused or not used (library and Caci). - The adult education centres are not sufficiently well known. - There is not enough information on loans and grants. **Most frequently recommended services:** - CLE - CLSC (one centre has a resource person) - CJE (occasionally) - WQ for loans and grants - Distance education - KZ Band (centre) - First Nations Human Resources Development Service (centre) **Referral system** - Adult learners are given the telephone number of an organization or agency if they ask for it. - Referrals as needed - No specific procedure
Adult learners	**Services** - Do not know much about the services available in the community - Access problems for some services due to language (e.g. CLSC and EQ), waiting lists (child care and Aboriginal funding), travel distances and costs - Difficulty accessing the services available in schools **Services named** - Emploi-Québec - CLSC - Municipal library - CJE (2 centres)

	- Friendship Centre (centre) - Urban Strategy (centre) - Emergency lines (centre) **Feelings within the community** - Ashamed of speaking Native language - Exclusion - Injustice (funding and transportation)
Representatives of agencies and organizations	**Services** - Many problems encountered by English-speaking Aboriginal people - Problems accessing services (housing and others) - Problems obtaining services in English (health centre, CLE and civil service) - Insufficient funding - People not always bilingual - No CEGEP offering courses in English, meaning that young people must leave the regions - The organizations are not familiar with the centre–they do not know which programs it offers **Feelings of adult learners** - Rejection–Population is racist towards English-speaking Aboriginal people **Perceptions of the English-speaking community** - The English-speaking community is isolated and is not used to asking for help. - Networking does not exist in the English-speaking community. - The WQSB is not present on regional tables. The rest of the region does not know about the English-speaking community's concerns. **Referral system** - Telephone contact to state that an adult learner wants to begin training - Written agreement and signature of a contract (centre personnel, organization representative and adult learner) - Attendance report provided by the centre (once a month) - Form, introductory sheet and profile - No follow-up on the adult learner's progress

In some cases the centres themselves have services that are not available to adult learners, such as libraries and computer laboratories. Many people complained that adult learners did not have access to these services, or were not given an opportunity to use existing facilities. One adult learner made the following comment: “When it comes to access to services … well, here in our centre there’s one and we can’t even use it because we’re in class when it’s open. On top of that, we have to pay.”

The services mentioned most often during the interviews included the local employment centre (CLE), the CLSC, the Carrefour jeunesse-emploi (CJE) and some local resources for Aboriginal people. However, when we asked what services these agencies provided, very few people knew.

When adult learners were asked about the services available in English in Abitibi-Témiscamingue, they laughed and wondered what we meant. They knew of none except the English services for Aboriginal people. One adult learner had this to say: “If you don’t speak French, you have a problem! I always speak French wherever I go … I don’t have a choice.” The agency and organization representatives also observed that it was difficult to obtain certain services in English: “Just because they work for the government, it doesn’t mean they’re bilingual.”

One participant said he felt uncomfortable speaking his mother tongue. “My friends don’t even know I speak English (…) They sometimes laugh about the English and it hurts, but I’ve learned to keep quiet.” The Aboriginal population also seems to experience some discrimination: “When the landlord realizes it’s an Aboriginal person who wants to view the apartment, either he doesn’t answer or he says the apartment has already been let.”

The organization representatives also regretted the fact that the English-speaking community was not used to asking for help. They felt it was isolated. When the centres are absent from the regional tables, the concerns of the English-speaking community are not represented.

As far as the existing referral system is concerned, there is no specific procedure. Funding is the main reason for referrals to other resources. Normally, the person is given the resource’s telephone number and is responsible for taking all further steps. According to the representatives of funding agencies, a written agreement is made when a person is referred to a centre, and a contract is signed. They also ask for a monthly attendance report. Lack of follow-up on the student’s progress was mentioned.

People are also referred to the CLSC where necessary. Only one of the centres had more direct access to the services available because it had the name of a resource person. Some adult students had already consulted the CLSC, but none had been referred by the centre.

To prepare a profile of the desired situation, we invited the groups interviewed to suggest improvements to the referral system. We also asked them to describe their long-term vision of how a referral system should operate. The information collected has been classified into two categories, namely services and the referral system itself.

TABLE 5: PROFILE OF THE DESIRED SITUATION ACCORDING TO THE GROUPS INTERVIEWED

Groups interviewed	Views
Centre personnel (principal, secretaries and teachers)	**Services** - Make contact with organizations - Take part in community activities - Exchange resources - Be recognized in the community - Provide information on loan and grant programs **Referral** system - Refer adult learners to a person, rather than simply giving out a telephone number
Adult learners	**Services** - Access to services in English - Information on the programs offered by Emploi-Québec and other funding agencies - The centre should advertise more, to encourage adults to return to school - Recognition of training received in other provinces - Community more present in the centres–encouragement from organizations and agencies **Referral system** - No suggestions
Representatives of agencies and community organizations	**Services** - More contact with the centres - Pool knowledge of problems - Publicize their services **Referral system** - More regular meetings between centre personnel and agency staff to ensure that adult learners are progressing - Suggestion: progress report

The people we interviewed suggested closer contact with the community as a means of improving the referral system. This was echoed by the centre personnel, who mentioned making contact with the organizations and taking part in community activities. One person saw this as an excellent opportunity to get to know the organizations: “Activities are sometimes organized in the community and the schools take part, so why shouldn’t we? We could become known that way (…) and get to know the others.” Other people suggested exchanging resources with community organizations: “We could perhaps help one another (…). They’d come and meet adult learners, for example to help them produce a résumé, and we could do something for them, we’ll have to see.”

For adult learners, a better referral system would mean access to more services in English. One student was firm on this point: “The English population may not be very big, but that doesn’t mean it should be ignored. There should be more services in English here.” This same person also said she would like more interprovincial recognition of training: “I have to go and study in Ontario because I’m an English speaker and my program isn’t available in Québec. But when I get my certificate, I want to come back to my home town and be able to work here without having to get involved in all the bureaucratic entanglements that French speakers don’t have to bother with but that I, because I’m an English speaker and studied in Ontario, have to go through because I want to work in Québec. I find it all very frustrating and it should be changed. There’s a lot of room for improvement.”

The adult learners were also keen to publicize their centre. As one student said: “We should do more publicity in the community to let people know about our centre.” People from the various centres all proposed potential ways of doing this. One student reviewed the ideas put forward: “We’ve already talked about newspapers and posters, but there’s also Internet advertising. X could send e-mails to everyone they do business with before the courses start. It would be a way of advertising the courses.”

The adult learners also wanted greater community involvement in the centres, as shown by this comment: “At lunchtime, organizations could come and present their services. We could be better informed. They could hand out leaflets and posters. Perhaps we could meet them at the centre.” Some adult learners also wanted the community, the agencies and the organizations to be more appreciative of their learning process. One vocational student suggested that the mayor of the municipality should support the training: “The mayor could come and encourage us, and ask local firms to take us in for workplace training.”

The agencies and organizations made similar comments. Their representatives also said they would like to talk about common problems, in the hope of finding solutions. One organization representative had this to say: “It’s important for the school board to say what it expects of training in the RCM, so that we can bring the projects to a successful conclusion together.” This comment certainly reflects a need in the centres.

The staff of the centres did not talk much about the topic of referrals. In the interviews, they all said it would be preferable to refer adult learners to a specific resource person, rather than simply handing out a telephone number. One person had this to say: “It’d be better at least to make contact with the resource person before referring someone, just to make sure there’s actually a resource at the other end of the line.” The adult learners did not know what to think of this question. Two representatives asked for more regular meetings between centre personnel and the agencies, to ensure that adult learners were progressing adequately. One employment adviser said: “We should talk to one another more often, so that we know how our clients are doing.” And she added: “It could be a progress report or something similar.”

Lastly, the profile of the current situation did not indicate a culture that was open to the community. When comparing the existing profile with the desired profile, we realized, as we said earlier, that the centre’s culture would have to focus more on contact with the community if a referral system was to be possible. We had to work with the personnel to develop a different, more open culture. Our visits to the centres and our extensive discussions, talks and reflections throughout the process appear to have triggered a shift in that direction. However, this is a process that will require more than the few months of the research project.

The steps taken towards this goal so far have enabled some of the people concerned to understand and give a name to the change, as the following quotation from a Research Committee member shows. We asked this person last February to tell us what she felt was the most notable aspect of the project:

> *I am writing to give you an overview of what Reference and Referral has done for our centre. I think the most important element is this: Ref & Ref. has brought about a change in attitude–a desire to know and be known, to network, with other organizations and institutions. I am just realizing to what extent we have been isolationist... it is even more obvious because we are so far away from the rest of the centres in our Board ... I find myself more easily thinking of how I can create more opportunities for more contacts ... The timing for this change in attitude is excellent because the MRC is at a point where people see the need to network more, to talk to each other and to support each other, so as to offer better services to the population and to collectively find solutions to problems that the population faces ...*

5.1.4 Develop a network in the community

A fourth basic principle for the creation of a referral system is to develop a network in the community. We realized that direct contact with a resource person, and not simply a telephone number, was needed to be able to refer adult learners to the specific services they required. During the research, we were able to explore the resources available locally, and to forge contacts with the agencies and organizations in the rural communities in which the adult education centres are located.

During the research, we explored the various communities to identify the services available. We then built up a data bank containing details of nearly 200 resources available to meet the needs of adult learners. We grouped the various local resources in each region into categories based on the needs identified (see Appendix 7). The list is by no means complete, since we continue to receive regular updates from the regions. In addition, the table does not show the toll-free emergency telephone numbers and internal school board resources available to the regions, or the other provincial resources such as distance education, although all these elements are included in the data bank. The data bank will be available for consultation in the near future on the school board Web site.

However, we do not believe a data bank is sufficient, of itself, to create a referral system. Contact with key people in the agencies and organizations is also an important factor. We realized that the key people are able to provide relevant information on the services available, and at the same time learn about the programs offered by the centres. The two parties get to know one another and learn how their respective contributions will help meet the needs of the target population. At least, this is what happened in one of the centres after a meeting with the CJE. Shortly after the meeting, the CJE called to refer a student to one of the programs offered by the centre, and a similar situation also arose when a teacher met with a CLE officer, as the following comment shows: “The CLE had begun sponsoring students financially ...”

During the course of the project, we tried to forge as many contacts as possible with agencies and organizations. Nearly 65 people were contacted by telephone or were visited by centre personnel. This process allowed the centre personnel to make new discoveries, as this comment from a teacher shows: “I knew of the organization, but I didn’t know it offered services in English.” Another teacher was surprised to learn about an information initiative by local CEGEPs: “I also found out about a tournée de CEGEPs which takes place in October. About 15 colleges come to the local French high school here in Val-d’Or and put up kiosks to offer students information on their colleges. I asked if any of the English colleges were represented and was surprised to learn that yes, at least 3 came this year! ”

The centre personnel were not the only ones to be better informed; the same can be said of the adult learners, because their teachers often shared the information collected. As one student said: “When she (our teacher) comes back from a visit, she’s always full of energy and tells us what she's learned. She always has something new, and I learn a lot of things I didn’t know before.”

In fact, making contact with people in the community appears to be a source of energy for some members of the centre personnel. One teacher clearly expressed her enthusiasm: “I enjoy doing this. When you contact one you find a hundred more!” We received a lot of e-mails along the following lines: “I was SO excited when I came home yesterday after my meeting with X! Where to begin?” In addition, the minutes of the meeting showed the emergence of a link between the centre and the organization, opening the door to the creation of a referral system.

In some cases people were less enthusiastic about the contact process, especially when the agencies and organizations offered few or no services in English (e.g. helping Aboriginal people to find affordable housing and providing English speakers with certain social services). There were also deficiencies at the level of health services. In one municipality, there was a six-month waiting list to consult a bilingual psychologist, who worked only three days a week. Problems such as this caused considerable frustration.

In addition, people were not enthusiastic about referring adult learners to places where they themselves were not well received, as the following comment shows: “I could see he was impatient from the tone of his voice and his abrupt answers. I’d never refer a student in difficulty to this resource.” Fortunately very few of the contacts were of this nature, and we decided to concentrate on the agencies and organizations that were clearly open to working with the centres.

The fact of creating a network of contacts seemed to help achieve greater visibility for the centres and the school board (e.g. a teacher attended a regional meeting with her region’s CEGEP, an advertisement was placed in the newspaper published by a regional English-language association, centre personnel took part in regional tables, a centre leaflet was distributed, and a centre organized an exhibition of services). One teacher felt the action research project had helped achieve greater visibility for the centres: “So another consequence of Ref. & Ref. has been greater visibility in the community.”

Lastly, the contacts established with the community seemed to improve communication with the organizations and agencies, as reported by a Research Committee member: “Communication was improved with the X CLE (…) Their expectations were vague, as was the method. The project forced me to go out and get the information, and to clarify several elements.” In some cases the centre personnel were able to revive contacts that had been neglected for several years. One teacher who took part in an information day organized by her region’s CEGEP said she had gained much more than she had anticipated from the experience: “We revived our relationship with the CEGEP, which no longer expected anything from the English-speaking community because it never received answers to its invitations. I think the CEGEP appreciated our presence and opened the door to more communication...” As a result of this particular contact, our students were able to attend the CEGEP’s open house.

5.1.5 Provide support for centre personnel

A fifth basic principle for the creation of a referral system in rural communities also emerged from our research, namely the need to support centre personnel. The centres are scattered throughout the vast territory covered by the school board, and people can sometimes feel isolated, as the following comments show: “We sometimes feel we’re a long way from the rest of the world. We do our own thing...” and “I am just realizing to what extent we have been isolationist, and in X, it is even more obvious because we are so far away from the rest of the

centres in our Board." We believe the creation of a referral system demands a certain amount of openness, and tends to help overcome the isolation factor. Our research suggests that supporting the centre personnel can help encourage this.

Initially, people were afraid of taking the first steps to make contact with representatives of agencies and organizations. Simply putting this fear into words appeared to reassure and encourage the personnel: "I feel more certain of myself since you called. I found it stimulating to talk to you… I can see several avenues that I can discuss with X." and "It took time to convince me that I should make the first move, but in talking to you, I realized what can be done." These comments show that the personnel seemed to appreciate being supported and encouraged. In addition, the fact of sharing their discoveries appears to stimulate and encourage people to continue in the same vein. At a teacher training day, we observed two members of a centre's personnel who were talking enthusiastically about the research project. Their energy level was such that other teachers turned to look at them.

We found that occasional telephone calls, regular e-mails and visits to the centres, combined with inter-centre support, seemed to produce good results. One employee made the following comment during a telephone conversation: "It did me good to talk about it, you don't often have the chance to talk like that." Another teacher wrote this in an e-mail: "I am sure you must be wondering how my meeting with X went yesterday." She went on to talk about her discoveries. The coordinator answered messages, encouraged people to continue their work, sometimes asked for clarification, questioned methods or inquired about projects. Regular communication seemed to help break through the sense of isolation and allowed for progress towards the goal of creating a referral system.

5.1.6 Establish a clear referral and follow-up method in conjunction with the agencies and organizations

The final basic principle to emerge from the process–namely to establish a clear method in conjunction with the agencies and organizations to which adult learners are referred most frequently–also reflects our current position. The contacts made in previous phases of the research seem to have laid the foundations for this task. As we mentioned earlier, an employment adviser made the following suggestions: "We need to talk to one another more often to see how our client is doing. It could be a progress report or something similar." This latter suggestion raises the issue of follow-up.

One thing is certain: the Research Committee members do not believe the term "referral" should mean simply giving out a telephone number. The people we interviewed for the research were categorical on this aspect (Table 5). We now believe that if the question concerning referrals were to be asked again, the answer would be different, as witnessed by the following comment: "Ref. & Ref. has brought about a change in attitude–a desire to know and be known, to network with other organizations and institutions... It can really bring people together and make them feel like they belong more to their community."

Conclusion

In short, we now know that several basic principles seem to be needed to foster the creation of a referral system with people working in the community. The first step seems to be to obtain the participation of players from the centres, as well as representatives from the agencies and organizations. We must also understand the needs of adult applicants and adult learners, so as to be able to guide the centre staff in their exploration of community resources. Our experience suggests that the centres would benefit from having a culture based on an open attitude to the community if they are to set up a referral system. The desire to establish contacts with the agencies and organizations would make it easier to build a network conducive to collaboration. Without this relationship between centres, agencies and organizations, we feel it would be impossible to set up a referral system. At the same time, the personnel of the centres must be supported in the referral process, and lastly, a clear procedure to be followed by the centres, agencies and organizations is also needed. We are currently working on this latter element. During the project, we did not have time to set up a structured referral system, but we have laid the foundations, and the future looks promising.

Chapter 6

Recommendations

6.1 Recommendations for application

Based on our experience with the three adult education centres, and especially with regard to the change of culture, we strongly suggest that the Research Committee should be composed of key players from different communities. We feel these decision-makers should be involved in the project and share their power with the other people concerned. We also believe it is important for them to show an interest in the issue of referrals, and play a role in helping to improve the situation. We believe in a collaborative process to which the various parties are fully committed at every step. When a centre examines the question of referrals, it also appears to reflect on its general orientations.

A task such as this requires time and energy. In our opinion, it would take at least a year to make the shift gradually. There are a number of steps to be taken, including community exploration, questioning, creation of a resource bank, consideration of past actions, meetings with the agencies and organizations, choice of direction, and comparison of the project with the centre's success plan. The school council and governing board could be responsible for this last element. In our project, we have not had an opportunity to undertake all these measures, but we are already planning our next steps in this respect.

We also feel it is important to encourage communication between the centres, since they all mentioned their sense of isolation and their need to exchange information. During teacher training days, we were able to observe the energy generated when Research Committee members talked about the action taken in their centres. We suggest that regular meetings should be held to stimulate and encourage the centres.

In addition, based on the interviews carried out to identify the needs of adult learners and potential referral methods, we believe a questionnaire sent out to all adult students, centre personnel and current partners (the CLE in most cases) would have expanded the data collection process. If we were to start over, we would still conduct interviews because they gave people an opportunity to express their views, clarify certain elements and share their experiences, all of which would have been difficult with a questionnaire. We consider the data collection process to be important in targeting the people concerned and approaching community resources. The information gathered during the project has been a source of inspiration, and has also structured our activities and supported our reflections during discussions with community resource people.

6.2 Structural recommendations

As mentioned earlier, we believe it is vital for the centre personnel to be involved in the process. In our project, one person in each centre worked an average of eight hours per week on the

project. We estimate that between seven and 10.5 hours per week could be spent on community exploration, contacts with agencies and organizations, the creation of a referral and monitoring system, follow-up and so on. An annual budget of between $11 000 and $15 500 per centre would be sufficient to cover the cost of human and material resources.

To support the centres in this task, we recommend that someone from the school board should be responsible for coordinating and overseeing the creation of the resource bank. During the interviews, the centre personnel often said how pleased they were to have someone with whom they could discuss their experiences. The project coordinator, who did not work at any of the centres, was able to take a more objective view, reflecting on what she saw, and encouraging and supporting the personnel.

We have learned that the task of setting up a network in the community seems to require certain qualities on the part of the people concerned. First, it is important for them to have a holistic vision of adult learners, who come to the process with their own baggage. We feel it is a mistake to regard them from an intellectual standpoint only. On the contrary, an appreciation of all their dimensions seems to be required.

To be able to forge contacts with agencies and organizations, the people concerned must also have good communication and interpersonal skills, as well as a desire to learn more about their community. In one of the centres covered by our research, the teacher in question was not familiar with the region, but her desire to learn enabled her to make some interesting discoveries and establish an impressive network of contacts. Another necessary element is the ability to work as part of a team, since all the resources in the network must work together to identify solutions to common problems.

In addition, because many of the agencies and organizations are French-speaking, the school board resource should preferably be bilingual. Most community resources are able to provide service in English, but the reception process usually takes place in French.

Lastly, we feel it is important to develop a closer relationship with the agencies and organizations most likely to meet the needs of adult learners at the centre. Based on our positive contacts with regional support organizations for English speakers, we recommend that the English school boards focus on making contact with them. We hope the process will produce a more sustained relationship, and that joint action will be undertaken to set up a more structured referral system.

Chapter 7

Ethical Considerations

During the interviews, we gave the adult learners a consent form and a letter of introduction to the project. The letter contained information on the following aspects: the goals of the research, the anticipated role of participants, the time required for the interviews, and how the data would be used (see Appendix 5). Participants were also given contact information for the project coordinator (in case they needed additional information), and for the school board's director of adult education and vocational training (for information on the research results, or to lodge a complaint).

The adult students who took part in the research signed the form and kept a copy of the letter containing information on the project. The package given to potential participants under 18 years of age also included a parental consent form.

Chapter 8

Summary

Research topic and context

The topic of this action research project by the Western Québec School Board was the referral process in rural communities. The purpose of the project was to pave the way for the creation of a referral system involving community agencies, organizations and other players. The research took place in the adult education centres of Pontiac, Maniwaki and Val-d'Or (plus the satellite centre in Noranda), which are the only service points for English speakers in this huge geographic region.

Referral, as described by the Direction de la formation générale des adultes in a document entitled *Towards a Renewal of Reception, Referral, Counselling and Support Services in School Boards*, is defined as a "function that consists of proposing service providers, resources or organizations suited to an individual or group's process" (p. 55). Throughout the training project, centres can therefore direct adult learners towards various resources for the support they need.

At first glance, this would seem to be fairly simple: a person needs a service, he or she is directed to that service, the need is met, and the person moves on. However, the process depends on a number of conditions, the first being that the services in question are known and available, and that all adults have easy access to them. Unfortunately, this is far from being the case.

The situation is particularly difficult in rural areas, where the population is scattered and the adult education centre staff are often unaware of the resources and services available. As mentioned earlier, the problem is even worse for the English-speaking population, which must often overcome language barriers to obtain services.

The WQSB is the only English language school board in a vast region served by five French language school boards, and is often the only gateway for English speakers. At first glance, the situation appears ideally suited to a customized referral method. Unfortunately, however, such a method had not been introduced in the past. Language barriers, poor communication and, in the case of the Aboriginal population, incorrect perceptions, all appear to be sources of frustration for centre personnel and adult students alike. Because of the school board's small staff and limited resources, the region's agencies and organizations are often unaware of its existence and its services, and it is therefore not taken into consideration in the referral process. The organizations, agencies and centres often tend to work separately, in a vacuum, whereas collaboration would be extremely beneficial to all concerned, especially the adult learners themselves.

The action research was designed to answer the following question: What can be done to encourage the creation of a referral system in conjunction with people working in the community, to ensure that adult learners in rural areas are directed to the appropriate

educational resources and specialized or technical services? The research attempted to identify the basic principles underlying the process of creating such a referral system. The hope was that, in doing this, we would also help other school boards to set up similar systems in rural areas.

Methodology

Action research generally aims to influence and change a community by involving people as players at every step in the process. The focus of action research is to gain more understanding in order to improve action. The project takes place in a real-life situation where decisions are made jointly. Action research encourages the people concerned to think critically about what they are doing, and to learn as they go.

The Research Committee set up for this project included the school board's director of adult education and vocational training, the principal of the three centres, two secretaries, one teacher, another teacher responsible for student services, and the project coordinator. Together, we examined and carried out a number of actions in each community.

Various steps were taken to set up a referral system. Semi-structured interviews were conducted with eight members of the staff of the centres, 34 adult learners and five representatives from agencies or organizations. The data collected were used to prepare a profile of the existing referral situation (adult learners' needs, known services and referral method) and the desired situation (the wishes expressed by respondents and suggested improvements for an ideal referral system).

We also explored the resources that were best suited to meeting the needs identified during the interviews. A bank of more than 200 resources was created, and should be available for consultation on the school board's Web site in the near future.

While exploring the resources and services available in their region, the centre personnel gradually built up a network of contacts. Over time, additional contacts were made and new joint initiatives were undertaken by the centres and the agencies and organizations.

Results

The research enabled us to identify six basic principles to guide the process of creating a referral system.

1) Personnel from the centres, the agencies and the organizations should be involved in the process. They should be encouraged to work together and pool their resources in order to support adult learners.

2) The needs of adult learners must be identified. In our project, the interviews generated a lot of information on this aspect, and enabled us to understand the types of services required in the community, as well as the contacts to be established.

3) The centre itself needs a culture that is open to the community. In interviews and discussions with centre personnel, we realized that such a culture is not always present, and its absence can be an obstacle to the creation of a referral system. This observation was confirmed when we compared the profile of the existing referral system with that of the desired system.

4) Before establishing a referral system, it is important to have a network within the community. When exploring the services available in each region, we realized that the contacts forged could trigger new collaborative initiatives. The results suggest that we should sit down together and decide on a joint approach to referrals.

5) It is important to support centre personnel in their approaches to the community. Support can take a number of forms–for example, telephone calls, visits, e-mails, informal discussions between colleagues, and so on.

6) Lastly, a clear referral method needs to be established with the agencies and organizations, and follow-up is required. During our project we were unable to complete this step, but the comments heard during the interviews, along with the contacts made, have laid the foundations for future work on this element.

Conclusion

In short, our research revealed that a number of basic principles are required to encourage the creation of a referral system involving people working in the community. Our findings suggest that the task of building such a system is time consuming but stimulating, and can generate new discoveries and relationships, as well as new collaborative projects. Although we were unable to establish a clear process with the agencies and organizations in our region, we nevertheless laid the foundations, and the future seems promising.

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Appendixes

Appendix 1
Sample Referral Form

1. Person's name: _____
   Gender: M _____ F _____

2. Request / Need

   Information on available programs ___ Funding ____
   Distance education_____ Health problems____
   Literacy_____ Transportation____
   Guidance____ Child care____
   Other: _____

3. Referred to the following resource:

   Carrefour jeunesse-emploi ____
   CLSC ____
   Emploi-Québec _____
   Other: _____

Date:_____ SHAWVILLE

Appendix 2
Interview Checklist for Adult Education Centre Personnel

Referral in Adult Education

STUDENTS' NEEDS

1- What are the students' needs during their studies?

2- What is the most frequent request or need expressed by students?

3- What is the most unusual request or need that anyone has expressed?

4- According to you, who has a role to play to help the adult student to fill those needs?

PROBLEMS

5- What services or resources does your centre offer to the adult students to fill those needs? How is it working?

6- Are there any services (organizations, agency, etc.) in the community that you refer some students to? Which services? How is it working?

7- What are the normal procedures that you use to do the referrals? (agreements, forms, etc.)

8- What makes a referral easy and what makes it difficult?

9- Do you think that the services or resources in the community are available to anyone? Are there any restrictions? How do you feel about that?

10- What services are missing or the most difficult ones to get? Can you explain why?

IMPROVEMENTS

11- What would be a good way to refer some students to agencies or organizations? How would you describe an ideal referral?

12- How would you like agencies to refer the clientele to you? What would be the best way for them to do the referral?

PROSPECTIVE

13- Describe how organizations, agencies and your centre can benefit from each other.

14- Describe how the best referral system would work in five years.

Appendix 3
Interview Checklist for Adult Students

Referral in Adult Education

STUDENTS' NEEDS

1- How did you hear about the Adult Education Centre (or our services)?

2- What are the students' needs in terms of services (e.g. funding, career guidance, daycare services) during their studies?

3- According to you, who has a role to play to help the adult student to fill those needs?

PROBLEMS

4- What services are available in the centre or in the community to fill those needs? How is it working?

5- Is it difficult to get help when you need a service or a resource? If not, what are the procedures to get help? If yes, what makes it so difficult?

6- Do you know any services in the community that help students to return to school? Which ones? Who are they helping? How are they helping?

7- Do you think that the services or resources in the community are available to anyone? Are there any restrictions? How do you feel about that?

8- What services are missing or are the most difficult ones to get? Can you explain why?

IMPROVEMENTS

9- If you received help from an agency or an organization, what would you change to facilitate the procedures?

10- If you were in a position of authority (Education Minister, Director General of the School Board, Principal of this Centre), what would you offer or put in place to help the adult students with their training plan?

11- How would you make the adult student's life easier?

Appendix 4
Interview Checklist for Community Partners

Referral in Adult Education

STUDENTS' NEEDS

1- Your organization offers services or resources to the clientele of the Adult Education Centre in your area. What kind of services do you offer the adult students? What are the needs of the adult learners who come to see you?

2- What other needs do you think those adult learners have?

3- According to you, who has a role to play to help the adult student fill those needs?

PROBLEMS

4- Are you the ones who refer adults to the Adult Education Centre or does the Adult Education Centre refer clients to you? How does it work?

5- Do you have an agreement? If yes, is it a verbal or a written one? What is the agreement? Are you satisfied with the way it's working? What doesn't work?

6- What are the steps or procedures to follow to refer someone to your organization? Are their any forms that need to be filled out?

7- What makes a referral easy and what makes it difficult?

8- After referring a client, do you have any kind of follow-up with the Adult Education Centre? If so, how is it done? If not, do you see the necessity? How could that be done?

IMPROVEMENTS

9- What should be improved in the referral procedure?

10- What would be the most efficient way to refer a student to your organization?

11- How can the relationship between the two organizations be improved to better serve the needs of the adult learners?

PROSPECTIVE

12- Describe how the best referral system would work in five years?

Appendix 5
Referral Project for the Rural Areas
(Student Consent)

By signing the attached consent form, the student agrees to collaborate in a study entitled: "*Towards a Referral Project for the Rural Areas*," led by Hélène Leboeuf, Adult Education and Vocational Training Consultant, Western Québec School Board and in collaboration with the Direction de la formation générale des adultes du Ministère de l'Éducation du Québec. The aim of this research project is to improve referral services for the rural anglophone population who wish to pursue their studies. We would like to establish a referral system to direct adult students towards the educational resources and services offered in the community. We would also like to build a bank of resources to help adult learners.

The students' involvement in this project will consist of participating in a group discussion with other students from the Maniwaki Centre to exchange ideas on the needs of adult learners for access to resources and services in their area to help them in their educational endeavours. We will explore different routes to improve services to adult students. This exchange will last approximately one hour.

The information gathered during this meeting will remain confidential and will only be used towards this study. There will be no public use of the audio cassettes: these will be erased once the study is completed. All documentation/cassettes, etc. will be held under lock and key in the school board office.

The student is aware of the importance of his/her collaboration in such a project, which aims at improving the aid available to adult learners to assist them to complete their educational aspirations. The student therefore voluntarily agrees to participate, knowing there is no known risk and that he/she may withdraw at any time without prejudice.

A report of the study will be handed over to the Western Québec School Board and to the Québec Ministry of Education. Anyone wishing to know the results of this study may contact Ms. Ruth Ahern, Director of Education at the Western Québec School Board (170 Principale, Gatineau, Québec J9H 6K1 – Telephone 819-684-2336).

Thank-you for your collaboration in this project.

Hélène Leboeuf
Adult Education Consultant
Western Québec School Board
Tel.: 819-684-1770 ext. 44

Any complaint or critique may be directed to the Adult Education and Vocational Training Services of the Western Québec School Board, attention Ms. Ruth Ahern, 170 Principale, Gatineau, Québec J9H 6K1

STUDENT CONSENT FORM
Referral Project for the Rural Areas

I acknowledge having read the previous page describing the research project and I voluntarily agree to participate in it.

I consent to having my comments recorded, knowing that should they be used in the report, my name will remain strictly confidential.

_____ Date: _____
Participating Student Signature

_____ Date: _____
Signature, Person Responsible for Project

STUDENT CONSENT FORM
(Students under 18 years of age)

I grant permission for my son/daughter _____ (first and last name) to participate in the research project. I acknowledge having read the previous page describing this project and that my son/daughter agrees voluntarily to participate.

I consent to having his/her comments recorded, knowing that should they be used in the report, my son's/daughter's name will remain strictly confidential.

_____ Date: _____
Parent/Sponsor Responsible for Student Participating

_____ Date: _____
Participating Student Signature

_____ Date: _____
Signature, Person Responsible for Project

Appendix 6
Sample Resource Bank Record

REGION: Abitibi-Témiscamingue

Record identification number:

Organization name: Category:
Address:
City:
Province:
Postal code:

Telephone: Target population:
Toll-free number:
Fax:

E-mail:
Web site:

Services available:

Notes:

Name of resource person:	Notes:
Title:	
Work telephone: Extension:	
Cell phone:	
Fax:	
E-mail:	

Appendix 7
Resources by Region for Each Identified Need

Maniwaki	Shawville	Val-d'Or and Noranda
FUNDING 1. Algonquin Nation Programs Services Secretariat 2. CLE (Centre local d'emploi), Maniwaki **TRANSPORT** **EDUCATION** 3. Commission scolaire des Hauts-Bois-de-l'Outaouais a. St-Joseph Centre b. Vallée-de-la-Gatineau Vocational Training Centre c. Notre-Dame-du-Désert Centre d. St-Eugène Centre e. Jean Bosco Centre 4. Kitigan Zibi Education Council 5. Centre Parents-Enfants de la Haute-Gatineau 6. J.R. L'Heureux Library, Maniwaki **CHILD CARE** 7. Kitigan Zibi Daycare Centre 8. La Bottine early childhood centre, Maniwaki **HOUSING** 9. Alliance autochtone **HEALTH AND SOCIAL SERVICES** 10. Maniwaki CLSC 11. Jellinek Centre, Maniwaki 12. Maniwaki Youth Centre 13. CALAS (Centre d'aide et de lutte contre les agressions sexuelles de l'Outaouais) 14. CIPTO (Centre d'intervention et de prévention en toxicomanie de l'Outaouais) 15. Association de solidarité et	**FUNDING** 1. CLE (Centre local d'emploi), Campbell's Bay **TRANSPORT** 2. WQ school transportation **EDUCATION** 3. Western Québec Literacy Council 4. RESCD (Réseau d'éducation et de services communautaires à distance) 5. Commission scolaire des Hauts-Bois-de-l'Outaouais a. Pontiac General Education Centre b. Pontiac Vocational Training Centre 6. Shawville municipal library **CHILD CARE** 7. The Bambinos Universe 8. Picabou early childhood centre **HOUSING** **HEALTH AND SOCIAL SERVICES** 9. Pontiac CLSC 10. Fort-Coulonge CLSC 11. Campbell's Bay Youth Centre 12. Fort-Coulonge Youth Centre 13. Manoir Sacré-Cœur 14. Pontiac Respite Centre 15. Jellinek Centre, Pontiac 16. L'EntourElle (women's aid) **JOBS** 17. Pontiac Youth Table 18. CEDEC Outaouais 19. CLD (local development centre), Pontiac 20. Carrefour Jeunesse Pontiac 21. SADC Pontiac	**FUNDING** 1. CLE (Centre local d'emploi), Val-d'Or 2. CLE (Centre local d'emploi), Rouyn-Noranda 3. Val-d'Or First Nations Human Resources Development Service **TRANSPORTATION** 4. Transport La Promenade Inc. (for disabled people) 5. Taxibus 6. Allo Abitibi (carpool) 7. Autobus Maheux (terminus) **EDUCATION** 8. Cégep de l'Abitibi-Témiscamingue 9. Université du Québec en Abitibi-Témiscamingue 10. Commission scolaire de L'Or-et-des-Bois a. L'Horizon Centre b. La Concorde Centre c. Le Trait d'Union Centre d. Val-d'Or Vocational Training Centre 11. Commission scolaire de Rouyn-Noranda a. Polymétier Centre b. CFER de la Renaissance c. Elisabeth-Bruyère Centre 12. Cree School Board 13. Western Québec Community Internet Access Centre (CACI) 14. Rouyn-Noranda library 15. Val-d'Or municipal library 16. Formation Orpair **CHILD CARE** 17. La Ribambelle early childhood centre

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d'entraide communautaire de la Haute-Gatineau 16. Tewegan Transition House 17. Wasaya House 18. Halte-Femmes de la Haute-Gatineau 19. Maison Amitié de la Haute-Gatineau 20. Services Parajudiciaires Autochtones du Québec à Maniwaki 21. L'impact Rivière Gatineau **WORK** 22. Carrefour jeunesse-emploi Vallée-de-la-Gatineau 23. Vallée-de-la-Gatineau youth table 24. HRCC (Human Resources Canada Centre), Maniwaki 25. Anishnabeg Algonquin Nation Centre 26. CLD (local development centre), Vallée-de-la-Gatineau	22. HRCC (Human Resources Canada Centre), Campbell's Bay **OTHER SERVICES** 23. Lions Clubs of Shawville	18. Abinodjic-Migwam Early Childhood Centre 19. Vallée des Loupiots early childhood centre 20. La Magie du Rêve early childhood centre 21. Au jardin des Merveilles 22. Maison des Bouts-Chou **HOUSING** 23. Communauté de l'Alliance Autochtone du Québec Waskahegen Corporation: Habitat Métis du Nord **HEALTH AND SOCIAL SERVICES** 24. Point d'Appui (aid for victims of sexual assault) 25. Val-d'Or Suicide Prevention Committee 26. Rouyn-Noranda Suicide Prevention Centre 27. CLSC Le partage des eaux 28. Maison le Nid (shelter for battered women) 29. Val-d'Or CLSC 30. Centre Normand (rehabilitation centre for substance abusers) 31. La Piaule de Val-d'Or 32. Cree Patient Service 33. Assaut sexuel secours 34. Alternatives pour Elles 35. Monseigneur Brunet Centre 36. Espace Val-d'Or 37. Entre-femmes women's centre 38. Ligue La Leche 39. Rouyn-Noranda Alcoholics Anonymous 40. Val-d'Or Alcoholics Anonymous 41. Al-Anon 42. Street workers 43. Jeunesse Action Val-d'Or 44. Liaison Justice **JOBS** 45. Carrefour jeunesse-emploi, Abitibi-Est 46. Carrefour jeunesse-emploi, Rouyn-Noranda RCM

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		47. CEDEC Abitibi-Témiscamingue 48. Abitibi-Témiscamingue Youth Forum 49. Vision-Travail Abitibi-Témiscamingue 50. Vision-Travail / Val-d'Or service point 51. Vallée-de-l'Or local development centre (CLD) 52. Société d'aide au développement de la collectivité de la Vallée-de-l'Or (SADC) 53. Société d'aide au développement de la collectivité de Rouyn-Noranda (SADC) **OTHER SERVICES** 54. Femmes et Ville 55. Neighbours Regional Association of Rouyn-Noranda 56. Val-d'Or Native Friendship Centre 57. Ville de Val-d'Or 58. Native Paralegal Service 59. Communication-Québec 60. Alliance Québec Abitibi-Est 61. Val-d'Or Chamber of Commerce

Éducation,
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