

# Thinking Outside the Box - Action-Research on a Proactive Approach to Reception, Referral, Counselling and Support Services



2009

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

**sarca**

STATE OF RECEPTION, REFERRAL,  
COUNSELLING AND SUPPORT SERVICES

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**SARCA**

State of Reception, Referral,  
Counselling and Support Services

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

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Ministère de l'Éducation, du Loisir et du Sport

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## List of Abbreviations

A.I.D.E.	Actions interculturelles de développement et d'éducation
C.A.D.I.R.	Centre d'accueil, de diagnostic, d'information et de référence
C.I.M.E.	Centre d'intégration au marché de l'emploi
C.L.E.	Local employment centre
C.O.R.E.	Centre d'orientation et de recherche d'emploi de l'Estrie
C.S.R.S.	Commission scolaire de la Région-de-Sherbrooke
D.G.E.A.	Direction générale de l'éducation des adultes
F.G.A.	Formation générale des adultes
G.D.T.	General Development Test
G.E.D.	General Education Development
MELS	Ministère de l'Éducation, du Loisir et du Sport
M.E.Q.	Ministère de l'Éducation du Québec
R.A.M.E.	Réseau d'appui aux familles monoparentales et recomposées de l'Estrie
S.A.R.C.A.	Reception, referral, counselling and support services
S.E.A.	Service de l'éducation des adultes
S.S.D.	Secondary Studies Diploma
S.S.E.E.	Secondary School Equivalency Examination in Secondary V
V.S.D.	Vocational Studies Diploma



## 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 implementation 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



# Introduction

The Québec government adopted its Policy and Action Plan for Adult Education and Continuing Education and Training in May 2002. One of the measures presented in the action plan is as follows: “In order to encourage adults to undertake a training plan, in particular in basic education, and to promote retention and success: improve reception and referral services for adults, and offer counselling and support services”.<sup>1</sup> The Ministère de l'Éducation du Québec (MEQ) was responsible for implementing and renewing these services in the short term.

In the spring of 2004, the MEQ asked the school boards to become involved in the process by presenting action research projects to design and test different ways of providing these services to Québec's adult population in real-world situations.

The Commission scolaire de la Région-de-Sherbrooke (CSRS), through the Centre de formation pour adultes Saint-Michel (referred to in this document as the Saint-Michel Adult Education Centre) and the Centre de formation professionnelle 24-Juin (referred to in this document as the 24-Juin Vocational Training Centre), presented a project and received the financial support required to carry out action research on the subject of a proactive approach to reception and referral services.

This report therefore reflects the desire of the Ministère de l'Éducation, du Loisir et du Sport to make some significant changes to the mission and practice of reception, referral, counselling and support services. It describes the thoughts, experiments and recommendations made by guidance and academic counsellors from the Saint-Michel Adult Education Centre and the 24-Juin Vocational Training Centre who took part in the project.

We begin by describing the research subject and the context in which the project took place. The context description is divided into five sections: objectives, development of reception and referral services at the Commission scolaire de la Région-de-Sherbrooke, the underlying problem situation, target groups and anticipated impacts.

This is followed by a section on planning. After explaining the basic rationale of the research, we go on to examine the human resources needed for the project, the different stages of the project, the material used and the partnership agreements required.

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<sup>1</sup> Québec, *Action Plan for Adult Education and Continuing Education and Training* (Québec: Gouvernement du Québec, 2002), 7.

We then describe the research project, beginning with a list of the organizations selected, the sites of the meetings, the intervention itself, the difficulties encountered, the remedial action taken and the impacts of the intervention.

This is followed by an analysis of the research results, including a sociodemographic profile of the sample, evaluations of the meetings, the comments made by the sample as a whole and by the various subgroups, and information on the services requested and received as a result of the intervention.

We then make a number of recommendations based on the results of the project.

The document ends with a section on the ethical considerations underlying the research, along with a summary of the following aspects: the funding needed to provide the service, the organizational structure needed for the action research, the skills required of staff members, and the types of partnerships required.

## Chapter 1



**Action Research Topic**

**D**uring the research, we attempted to answer the following question:

“To what extent does a *proactive* approach to reception and referral services outside training institutions increase the demand for training from target groups?”

According to the terminological dictionary of the Office de la langue française, the term “proactive” means “the ability to anticipate events and take steps to trigger the desired change” [translation]. For the purposes of this research, “proactive” refers to our presence outside the usual reception locations for adults seeking training services; in other words, a clear desire to anticipate needs, provide a presence and listen actively to the population in general, and to specific groups formed with a view to generating an expression of the demand for training.



## Chapter 2



## Context

## 2.1 Objectives

The objectives of our research were as follows:

- Identify the organizations within our territory providing:
  - services for immigrants
  - employability development services
  - specialized services and psychosocial support
- Identify the educational resources intended for the adult population in the Eastern Townships region.
- Enhance the visibility and presence of reception, referral, counselling and support services in the Sherbrooke area through community animation in certain target organizations working with immigrants, people under 30 without qualifications, the 45-and-over age group, and single parents.
- Foster the expression of the demand for training by providing active reception, referral, counselling and support services for the target groups.
- Enhance the consistency of reception, referral, counselling and support service supply and interventions among the Eastern Townships region's adult population through coordination and broader partnerships with the community organizations and other agencies working in the area of employability development.
- Measure the impact of action in the field on service demand volume.

## 2.2 Development of reception and referral services at the CRCS

Before reporting the results of our research, we feel it is important to describe the development of the Reception and Referral Service within the territory of the Commission scolaire de la Région-de-Sherbrooke, as a means of highlighting the problems arising from the way services are provided at the present time. The following brief notes present the bare bones of the Service's history and development.

## 1973

Creation of the *Fer de lance* project, resulting from collaboration between the Commission scolaire régionale de l'Estrie, the Sherbrooke CEGEP and the University of Sherbrooke. *Fer de lance* was designed to address two main goals:<sup>1</sup>

- Allow the adult population to state its social, economic and cultural needs by pooling some of the resources available to the Eastern Townships region's three adult education institutions, and by coordinating those resources with other community organizations to serve the region as a whole.
- Provide the adult population with the educational resources it needs to solve its social, economic and cultural problems, where necessary by reorganizing the use of the educational resources of the three adult education institutions.

## 1976

Creation by *Fer de lance* of a reception, diagnosis, information and referral centre known by its French acronym CADIR. The centre was created as a means of achieving *Fer de lance*'s second objective of providing the adult population not attending a training centre with assistance in identifying its training needs. Two guidance counsellors and one academic and vocational information counsellor were on hand to provide this service.

## 1978

Creation of the Reception and Referral Service as a means of meeting the Eastern Townships population's need for guidance and instruction. The new Centre combined the personal support services previously offered by the Adult Education Service of the Commission scolaire régionale de l'Estrie, and those offered by CADIR. Seven professionals worked in the new Service, with both adults in training and those seeking educational services.

## 1979

Creation of an inter-institutional discussion table. The task of managing this new structure fell to *Fer de lance*. The table served as a forum at which staff members from the institutions providing reception and referral services could discuss and agree on practices to serve their adult client base.

## 1981

The Reception and Referral Service employed nine professionals, all working out of the same office. They were either from the Adult Education Service of the Commission scolaire régionale de l'Estrie, or were employed thanks to a government subsidy from the Direction générale de

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<sup>1</sup> Memorandum of understanding between the Commission scolaire régionale de l'Estrie, the Sherbrooke CEGEP and the University of Sherbrooke. Typed, unpaginated document, Sherbrooke, November 1973, 5 p.

l'éducation des adultes and a subsidy from *Fer de lance*. Their office was located at the Saint-Michel Adult Education Centre in Sherbrooke.

### **1984**

Creation of the Region 05 Adult Reception and Referral Service, more commonly known by its French acronym SRAR. The new service was a single service wicket offering the services of the following institutions and organizations: *Fer de lance*, Champlain College, the Cégep de Sherbrooke, the Commission scolaire catholique de Sherbrooke, the Eastern Townships School Board, the Eastern Townships Commission de la formation professionnelle de la main-d'œuvre, the Eastern Townships Travail-Québec regional office and the Université de Sherbrooke. The Service employed fifteen professionals offering services at thirteen different sites throughout the Estrie region.

### **1987**

SRAR left the Saint-Michel Centre and moved into neutral premises on South Bowen Street in Sherbrooke. Services were offered through fifteen different service points in eight municipalities, by a total of seventeen professionals.

### **1989**

*Fer de lance* was dissolved, but SRAR was nevertheless able to continue its activities.

### **1991**

SRAR was dismantled when the managers of the institutions in the partnership decided that it no longer served their interests. The professionals working for SRAR were redeployed to their original institutions. The disappearance of SRAR marked the end of nearly twenty years of shared reception and referral services in the Eastern Townships region. The Commission scolaire catholique de Sherbrooke (CSCS) and the Eastern Townships branch of the Société québécoise de développement de la main-d'œuvre (SQDM) continued to maintain a reception and referral partnership, with one CSCS professional providing services one day per week at the SQDM office.

### **1991 to the present day**

Reception and referral services are provided at the two training centres (the Saint-Michel Adult Education Centre and the 24-Juin Vocational Training Centre) under the authority of the Commission scolaire de la Région-de-Sherbrooke (CSRS). Professionals are attached to both centres, and the partnership agreement with Emploi-Québec is still in existence. A CSRS professional provides services for a half-day in each of Sherbrooke's two local employment centres (CLEs).

## 2.3 Problem

At the Commission scolaire de la Région-de-Sherbrooke, the SARCA services are provided in two training centres, namely the Saint-Michel Adult Education Centre and the 24-Juin Vocational Training Centre. Both teams focus almost exclusively on adults currently enrolled in training programs.

Today, the SARCA services are somewhat removed from the general population. This is due largely to a lack of in-depth thinking about our mission when Sherbrooke's single wicket system was dismantled. The various educational institutions simply repatriated their professional staff, and ever since this time, services have been available only to adults attending the centres.

The lack of SARCA services' management policy for the CSRS has therefore led to the emergence of an "enrolled client base" concept, and efforts tend to be concentrated on counselling interventions (guidance, academic and vocational information, or recognition of learning). The reception function is performed almost exclusively by technical support staff, and the notion of clarifying training needs prior to enrollment has been completely eliminated from the process.

The task of clarifying the training plans of adults not enrolled in one of the two training centres is confined essentially to the interventions carried out in partnership with Sherbrooke's two local employment centres; a CSRS counsellor provides reception, referral and counselling services at the employment centres' premises for one day each week.

Although it is fairly easy to identify our own problems and deficiencies, as we have done here, it is much more difficult to describe the general situation of reception, referral, counselling and support services for the adult population within our territory. There are many different actors in the adult education sector (in its broader sense), and we do not have a clear vision of the service supply. In addition, it is important to note that of all the training services available to adults, only the school board is in a position to offer analysis and recognition of academic and experiential learning.

At the time this research began, we were unable to formulate a precise description of the contributions made by the various organizations working with adults seeking a forum or resource through which to express and clarify their training needs. In addition, we had little or no information on the human resources, intervention methods and limitations of our potential partners. In practical terms, this lack of information seriously compromised our ability to enter into the partnerships required to present a consistent, effective service available to everyone.

In the general education sector, external partnerships take the form of service agreements rather than the more effective collaborative or associative partnerships. In other words, they focus more on social integration and socio-professional integration support services, and on basic workplace training. In the vocational sector, partnerships tend to be broader because of

the regional scope of the mandate, and they tend to focus on collaborative initiatives with the employment community. In both cases, the partnerships are initiated more by the Centre than by the reception, referral, counselling and support service, and there is no attempt to extend these services to people not already enrolled for training.

Internally, the SARCA's personnel only work together on specific subjects, are involved in very few joint initiatives, and their partnerships with other CSRS institutions take the form of service agreements or informal collaborative initiatives mostly limited to exchanges of information on student files or on training programs dispensed by the Centres.

In short, the general public is, to all extents and purposes, unaware of the SARCA function, or tends to confuse it with the training function. Promotional initiatives designed by the Centres focus almost exclusively on their respective training supplies. As a result, the SARCA is left aside and loses its identity.

At the present time, there is virtually no proactive element in the process. To become proactive, it will be necessary to think outside the box and open the service to a new target population that is clearly defined in the Government Policy on Adult Education and Continuing Education and Training.

## 2.4 Target groups

Our target groups are based on those identified in the *Government Policy for Adult Education and Continuing Education and Training*, which clearly shows that all the citizens of Québec need to undertake lifelong learning activities. Specifically, and as mentioned in the Policy, we observed that certain groups need special attention; this is very clear within the territory of the CSRS. Our action research therefore targeted three groups identified in the Policy, and one group that was clearly in difficulty in the CSRS territory: immigrants, people aged 30 and under without qualifications, the 45-and-over age group, and single parents. The reasons for our choice are set out in more detail below.

### Immigrants

Sherbrooke has been listed in the Québec government's immigration policy since 1991 as a regional reception centre for newly arrived immigrants.

According to the statistics, in 2002, 4.6% of the City of Sherbrooke's total population was born outside Canada. Around half these people moved to Sherbrooke between 1991 and 2001, and 91% were under 44 years of age at the time they arrived.<sup>1</sup>

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<sup>1</sup> Preliminary Diagnosis – 2003 Family Policy, Ville de Sherbrooke, p. 25.

The face of immigration in the CSRS territory has changed significantly in the last fifteen years. Immigrants now come from the five continents, and there are as many refugees as there are independent immigrants. Most of them learn French when they arrive, and most are educated and of an age to enter the work force.

However, the last census revealed that their social and economic conditions were much less favourable than those of the majority of the host population. Unemployment rates are higher among newly arrived immigrants, and average incomes are lower than the average for the Sherbrooke population as a whole.<sup>1</sup>

### **People aged 30 and under without qualifications**

As stated in the Government Policy on Adult Education and Continuing Education and Training, we believe the people in this group, if they do not receive training, are likely to find themselves on income security early in their lives. All too often, they have a patchy educational history and many were forced to take on family responsibilities at a young age.<sup>2</sup>

According to the 2001 census, the 15-29 age group accounts for 22% of the total population in the Sherbrooke area.<sup>3</sup> Many of these young people (nearly 40%, according to the statistics) have not completed their basic education (Secondary School Diploma or Vocational Studies Diploma), and almost half this group (i.e. 15% of the 25-24 age group) dropped out of school before Secondary IV. Lastly, 36% of the 15-24 age group is considered to be inactive. There is therefore an urgent need for action with this group.

### **The 45-and-over age group**

Roughly one-third of the jobs in Sherbrooke's economy are dependent on a manufacturing sector that has been weakened by globalization. The risk of factory closures is real, and many jobs are likely to be lost. A significant percentage of the people in this age group do not have the skills they would need to avoid unemployment, deal with technological change or find another job in the event of a closure. In 1998, in Québec, more than one-quarter of the work force aged between 45 and 60 did not have a Secondary School Diploma, and the figure rose to 40% in the 55-64 age group. These people tend not to take part in training activities when they have jobs, and often do not avail themselves of active measures when unemployed.<sup>4</sup>

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<sup>1</sup> Canada, Statistics Canada, 2001 Census.

<sup>2</sup> Québec, Ministère de l'Éducation, *Government Policy on Adult Education and Continuing Education and Training*, (Québec: Gouvernement du Québec, 2002), 4.

<sup>3</sup> Canada, Statistics Canada, 2001 Census.

<sup>4</sup> Québec, Ministère de l'Éducation, *Government Policy on Adult Education and Continuing Education and Training*, (Québec: Gouvernement du Québec, 2002), 4.

In Sherbrooke, the 45-64 age group accounts for 25.3% of the total population—a percentage similar to that for Québec as a whole. We therefore believe this group is particularly vulnerable and deserves special attention.

### **Single parents**

Sherbrooke has nearly 7000 single-parent families who make up 17.3% of families in general, a higher percentage than the average of 16.6% for Québec as a whole. In addition, 77% of the single parents in Sherbrooke are women.

Regional statistics also reveal that 22% of all single parents, men and women alike, do not have a basic diploma or vocational certificate, and that 5% left school before Secondary IV.

In Sherbrooke, the average annual income of single parents who are women is \$31,372, compared to \$62,363 for two-parent families. Reconciling training and work with family demands is clearly a major challenge for single parents.

## **2.5 Anticipated Impacts**

We anticipate two types of impacts from the action research:

### **Organizational anticipated impacts**

It goes without saying that in setting up mechanisms to share information on the services available to different client groups, we are effectively establishing a form of partnership, albeit a flexible one without too many obligations for either party. We will therefore refer to these mechanisms as “information partnerships.” Although the level of collaboration is fairly low, and even though there is no official sharing of operations, the fact nevertheless remains that information is shared on a common topic, and that this is a form of sharing that the partners are unanimous in wanting. We therefore hope to be able to institute ongoing collaborative initiatives with the organizations taking part in the research, and to set up new partnerships with other employability development and community organizations in Sherbrooke.

### **Quantitative anticipated impacts**

We believe it will be very difficult, if not impossible, to answer the initial question: “To what extent does a *proactive* approach to reception, referral, counselling and support services outside training institutions increase the demand for training from target groups?”

Although we hope to observe an increase in the number of enrollments in our centres, the action research will not provide quantitative data on the number of people enrolled in training after our interventions, simply because the time frame for submission of the research report is too short for us to be able to measure the results of our actions.

Nevertheless, we obviously hope to increase the number of people using reception, referral, counselling and support services after our interventions in the target organizations. The only information we will be able to provide on this particular objective relates to attendance at meetings, the perceptions of the people questioned concerning training, and the services requested and received after the intervention.

## Chapter 3



## Planning

**A**s proposed in the *Action Research Planning Tool and Performance Report*, we have set out below our basic rationale, i.e. the elements on which we based our expectation of a positive outcome, the human resources required to plan and carry out the project, the plan drawn up before implementing the project, the material used and the partnerships required for the project.

### 3.1 Basic rationale

The reasons that led us to believe the project was worthwhile and would produce positive results include the current situation of reception, referral, counselling and support service delivery.

The population of Sherbrooke is generally unaware of the reception, referral, counselling and support service available at the 24-Juin Vocational Training Centre and the Saint-Michel Adult Education Centre. There has never been any kind of advertising (newspapers, radio or television) to publicize the service, and no leaflets have ever been distributed to our principal partners (Emploi-Québec and Immigration-Québec) or to the community organizations most likely to refer training candidates.

We were therefore convinced that the project would help make our services known to specific client groups, and that those services would be used more frequently as a result. We also felt that, by being better known and used more extensively, our services would help more people than is presently the case to express their need for training.

### 3.2 Human resources

The following human resources were used for the project:

Project Manager (Manager of the CSRS Adult Education Service), responsible for:

- coordinating the action research
- liaising with the Centres' principals
- attending provincial action research meetings
- managing the budget provided by MELS
- working with the project officer to monitor progress
- directing the evaluation of the research project

Project Officer, responsible for:

- helping to select the organizations with which meetings would be held
- preparing and leading working meetings of the professional team
- designing and drafting the promotional leaflet

- making contacts and arrangements and setting up meetings with target organizations
- attending provincial action research meetings
- designing and drafting the inventory of organizations providing employability development and psychosocial support services for immigrants in the territory of the CSRS
- preparing the diagram of available services, meeting scenario and meeting purpose statement
- preparing data collection instruments: meeting evaluation sheet, identification sheet, individual monitoring sheet
- drafting the consent form
- preparing the questionnaire and submitting it to the focus groups
- carrying out any documentary research that may be required
- helping to moderate meetings in the field
- carrying out field surveys with target groups
- gathering data
- collecting and interpreting data
- producing statistical tables
- drafting the letter inviting organizations to take part in the project
- drafting the final report
- helping to evaluate the research project

SARCA Professionals, responsible for:

- providing services at the selected reception sites
- collecting data on individual monitoring sheets
- helping to gather data
- attending working meetings
- leading working meetings
- testing data collection tools: meeting evaluation sheet, identification sheet, individual monitoring sheet
- testing the following documents: diagram of available services, promotional leaflet, consent form, inventory of principal resources in the CSRS territory, focus group questionnaire, letter of collaboration, meeting scenario and meeting purpose statement
- helping to select the organizations with which meetings would be held
- checking the final report
- helping to evaluate the research project

A Management Secretary, responsible for:

- entering data

An Educational Consultant, responsible for:

- revising texts

### 3.3 Implementation steps and materials used

Before beginning the project, we presented the ministerial team with a draft plan explaining the various steps in the project. When planning the action research, we used the grid presented at that time as our basis. It included the following steps:

#### **Identification of organizations and educational resources**

Our plan was to use various directories to identify the organizations offering immigrant services and employability development or specialized psycho-social support services for Sherbrooke's adult population, with a view to designing and drafting a reference document. The idea was to include a section on the educational resources available to adult students in the Eastern Townships region, and to offer the document as a reference tool for reception, referral, counselling and support service workers in the Eastern Townships. A meeting was arranged for the project manager, the project officer and the professional team, at which the inventory of services would be presented and checked.

#### **Identification of target organizations**

Eight organizations were selected at a meeting attended by the project manager, the project officer and the professional team.

#### **Letter sent by the principals of the two Centres**

A letter was sent to the managers of the selected organizations, presenting the action research project and inviting them to take part in it (see Appendix 1). The letter stipulated that the project officer would contact the recipient of the letter in a few days' time to ascertain their interest and, where applicable, arrange a meeting.

#### **Presentation of reception, referral, counselling and support services**

The professional team and project officer met to draw up a protocol for the presentation. The protocol was divided into four sections:

- identification of services to be offered
- preparation of the scenario for the eight field meetings
- production of support tools
- production of a promotional tool

The group meeting scenario, promotional leaflet, support tools (diagram of services), meeting evaluation questionnaire, individual monitoring sheet, identification sheet, meeting purpose statement, consent form and checklist for the focus group moderator (see Appendix 2) were checked by the professional team.

### **Preparation of a schedule of meetings**

Meetings in the field were organized as the target organizations confirmed their interest in taking part in the action research.

### **Eight meetings in the field**

The meetings were led by the members of the professional team, in turn.

### **Individual meetings**

Provision was made for individual appointments to be arranged after the group meetings, if people requested them. Data was also collected on the services requested and received by the people who asked for individual meetings.

### **Analysis and interpretation of data**

At the end of each meeting, the data from the focus groups was gathered, and the identification sheets and evaluation sheets completed by participants were collected for analysis and interpretation.

### **Preparation and presentation of the action research report**

The plan provided for the final report to be presented to the project manager and the team of advisers for approval, before being sent to the ministerial team.

## **3.4 Partnership agreements required**

One of the goals of the research was to improve the consistency of reception, referral, counselling and support services for the adult population in the Sherbrooke region, by forging and enhancing partnerships with community organizations and other agencies working in the field of employability development. As for whether we would enter into partnership agreements with the eight target organizations—since we would be asking them to open their doors, invite us in and help organize group meetings—the title of our project, *Thinking Outside the Box*, clearly illustrates our intention to establish different types of partnerships, and that this intention is a core element of the action research project.



## Chapter 4



## Research Procedure

The survey of community and employability development organizations was carried out using the “resource directory” documents that are so popular in this particular sector.

The directories are updated every year, and they have earned a reputation for reliability among the sector’s organizations. Most of the changes from one edition to the next concern the names of resource people and new addresses or telephone numbers.

Because these directories are considered to be reliable, we did not feel it was necessary to spend too much time checking the information, but concentrated instead on selecting the target organizations for the action research. The entire SARCA team was involved in this process.

The method used was to classify the organizations listed in the directories into four groups, namely:

- employability development
- specialized psychosocial support
- immigration and multiculturalism
- education

Target organizations were selected in the first three categories only. The fourth category was prepared solely for information purposes, as a potentially useful tool for reception and referral personnel in the Eastern Townships region.

The resulting document was intended to be used beyond the scope of the research. The main problem encountered in preparing the list was in selecting the target organizations, and not, as expected, in drawing up the list or in the time required. This aspect is discussed in more detail in the section on the problems encountered during the process and the remedial action taken.

During the research, the problems encountered resulted in some logistical difficulties that made it harder for us to keep to the research schedule. In the normal course of events, however, they would have been regarded as minor inconveniences that were easily overcome.

With hindsight, we realize that our main problems were related to the operational and decision-making structure of the community organizations, and had nothing to do with their desire to take part in the research.

This was due to the fact that some of these organizations do not offer group activities, and in these cases it was much more difficult to bring their members or beneficiaries together at the same time and in the same place. Another difficulty that resulted in scheduling problems was the operational structures of the organizations, where decisions were made by a management board. However, this was a minor inconvenience that would easily have been overcome in normal circumstances.

## 4.1 Target organizations

The eight target organizations for the action research were selected at meetings attended by the SARCA staff. We used the document entitled *Inventory of Principal Organizations Providing Immigrant, Employability Development and Specialized Psychosocial Support Services in the Territory of the Commission scolaire de la Région-de-Sherbrooke* (see Appendix 3) to make our final selection of organizations from the target categories.

Below is a brief description of the organizations, their purpose and their principal activities.

### For immigrants

- Fédération des communautés culturelles de l'Estrie

Purpose: To represent the cultural communities by fostering the development and involvement of immigrants in the Eastern Townships region.

Activities: Information, referral, support and other activities.

- Actions interculturelles de développement et d'éducation (AIDE)

Purpose: To assist organizations and individuals with their intercultural and international activities, and to foster closer relationships between different cultures.

Activities: Meetings, information, referral, training.

### For single parents

- Réseau d'appui aux familles monoparentales et recomposées de l'Estrie (RAME)

Purpose: To improve the living conditions of single-parent and reconstituted families.

Activities: Information, discussion, reception, support, conferences, guidance and referral.

- La Parolière Women's Centre

Purpose: To improve the living conditions of women by providing services designed to develop individual autonomy and collective action.

Activities: Workshops, mutual support groups, listening and reception service, individual meetings.

### For people aged 30 and under without qualifications

- Carrefour Jeunesse Emploi de Sherbrooke

Purpose: To help young adults aged 16 to 35, regardless of economic and social status, to enter or reenter the work force.

Activities: Individual meetings, academic and vocational information, job search assistance, personalized monitoring, technical and computer support.

- Coalition sherbrookoise pour le travail de rue

Purpose: To improve the quality of life resources and services available to 10-30 year-olds, and to bring the community together around the issues identified by street workers.

Activities: Prevention, youth-community actions, action projects, mobile intervention unit.

### For the 45-and-over age group

- Centre Option 45

Purpose: To develop employability and foster employment integration and job maintenance for experienced workers.

Activities: Counselling, job preparation, action maintenance workshops, personal and telephone follow-up.

- Carrefour 55 plus

Purpose: To foster employment integration and job maintenance for workers aged 55 to 64.

Activities: Individual meetings, site visits, individual support.

## 4.2 Location of meetings

Given the title of our project (*Thinking Outside the Box*) and our stated desire to improve the visibility and presence of the reception, referral, counselling and support services in the Sherbrooke community in general, and among community and employability development organizations in particular, we obviously needed to move out of the Saint-Michel and 24-Juin centres and go to meet the adult population in its local environment. The eight meetings were therefore all held at the premises of the target organizations.

### 4.3 The intervention

The activity offered to the target organizations was a group meeting lasting approximately 100 minutes, comprising a discussion component and an information component. The meetings had three main goals:

- To gather information on the participants' perceptions of training and what they had done (or not done) to obtain information about training opportunities.
- To provide information about the available services.
- To encourage participants to express their demands and use our training services.

#### **Meeting scenario**

The first part of the meeting was led by the project officer, who explained how the meeting would proceed. He thanked those present for participating, introduced the facilitator and explained his own role as project officer, presented the purpose of the meeting, described the various activities and asked participants to sign the consent form and complete the identification sheet.

#### **Focus group**

The second part of the meeting lasted approximately 45 minutes, and took the form of a focus group. The facilitator, using a series of preselected questions, gave participants the opportunity to state their perceptions of training (see objective 1, above). The discussion was recorded, and only the project officer had access to the raw data. The participants' comments are presented in the "Focus Group Comments" subsection of the "Results" section.

#### **Presentation of the reception, referral, counselling and support services and question period**

During the third part of the meeting, which lasted approximately 35 minutes, the facilitator talked to participants about the services available, using the service diagram and the promotional leaflet. This was followed by a question period to ensure that participants had understood the information provided.

#### **Evaluation of the meeting**

In the fourth and last part of the meeting, participants were asked to complete an evaluation questionnaire. Question 7 required them to state whether or not they wanted to arrange an individual consultation with an adviser, immediately or in the future. Participants' responses to the questionnaire are presented in the "Results" section under the heading "Meeting evaluations."

#### 4.4 Difficulties encountered during the intervention, and remedial action taken

A letter was sent to the managers of the target organizations, asking them to take part in our reception and referral project.

The letter stated that the project manager would be in touch in the coming days to see whether or not they were interested in participating.

A week later, we contacted the organizations to see whether or not they would be taking part. The method used was to follow up on the letter with an initial telephone call to verify their interest, followed by a meeting to explain the project in more detail and, where applicable, to determine a procedure for the activity.

The organizations' reactions to our proposal are described in the following pages.

##### **Organizations working with immigrants**

The person in charge at the Fédération des communautés culturelles de l'Estrie was willing to meet with us, but told us that our request would first have to be accepted by the Federation's board of directors, which would not meet until the following month. The chair of the board confirmed that she wanted to help us, and said a dozen immigrants would attend the activity.

The manager of Action interculturelle de développement et d'éducation (AIDE) told us that no group meetings were planned at their premises until February 2005. She was interested in our project, but unable to receive us for the time being. We therefore had to identify a replacement organization for the purposes of our research.

We contacted the Sherbrooke women immigrants' centre, which helps women immigrants to integrate into society and enter the job market. It gives out information, helps defend rights, carries out awareness-raising, provides language training and operates a food bank.

The centre's manager agreed to meet with us for further information on the project. She agreed to take part and estimated that approximately 15 women would attend the meeting.

##### **Organizations working with single parents**

The manager of the Réseau d'appui aux familles monoparentales et recomposées de l'Estrie was not very receptive to our request, since her organization does not offer group activities. The only way of organizing an activity for the project would have been to mail an offer to members, and past experience had shown that very few of them were willing to travel to this type of activity. We therefore agreed not to include the organization in our project.

We tried on several occasions to contact the manager of the La Parolière women's centre, who did not seem particularly interested in taking part. She finally told us that her organization would not be participating, for several reasons that we will not list here. Given that the two single parent organizations we had identified were not available, we had two choices: either try and contact two other organizations working with single parents, or simply change direction and select another target group. The deciding element was the fact that there are very few organizations in our region that work with single parents. After consulting the professional teams at the 24-Juin and Saint-Michel centres, we therefore decided to turn our attention to a different target group.

### **Identification and constitution of a new target group: the substitute group**

Working with the advisers from the Saint-Michel and 24-Juin centres, we decided to contact two additional organizations from our four existing target groups (immigrants, people aged 30 and under without qualifications, single parents and people aged 45 or over).

We selected the Jean-Patrice-Chiasson Centre and the Centre d'intégration au marché de l'emploi (CIME)

The Jean-Patrice-Chiasson Centre is a rehabilitation centre for alcoholics, substance abusers and compulsive gamblers. Its mission is to help youths and adults of all ages who are, or may become, dependent on alcohol, drugs, medication or gambling. The Centre provides a broad range of services, including meetings for individuals, families, couples and groups, residential rehabilitation, detoxification, a day centre and outpatient services.

It was not easy to meet with a person in authority at the Centre. We left numerous messages on the Centre's voice mail, but nobody called back. After several attempts we were finally able to speak to the program manager, who was extremely receptive to our proposal. Several weeks passed, with no news as to whether or not the Centre would be taking part in our research. Finally, a few days before the Christmas vacation, the manager called to set up a meeting so that we could explain what we wanted. Even after the meeting, however, we were still not given a definitive response; the manager said he was trying to see whether it would be possible to organize the activity at the Centre. By now, it was the end of January and we were already behind schedule. We therefore decided to look elsewhere, and turned once again to the employability development sector, where we contacted the Centre d'orientation et de recherche d'emploi de l'Estrie, which was interested in our proposal.

The second organization contacted to replace the single parent organizations in our sample was the Centre d'intégration au marché de l'emploi (CIME). Following the letter and telephone call to see whether or not the organization was interested, a meeting was arranged with the person in charge, who immediately agreed to take part in the project. We were told that approximately a dozen women would attend the activity.

The CIME's mission is to help women to enter the labour force and keep their jobs. It concentrates mainly on academic and vocational guidance activities, labour market exploration, preparation of personalized action plans and job search support, in the form of individual or group meetings.

Our final selection was the Centre d'orientation et de recherche d'emploi de l'Estrie (CORE), whose mission is to help people clarify their professional plans and find and keep jobs. Its services include the competency report, academic and vocational guidance and information, job preparation training, job search strategies and a job search club.

We used the same method to contact the CORE, namely a letter followed by a telephone call and a request for a meeting with the person in charge. At the meeting, we also asked about the organization's expectations and concerns about the project. None of the organizations expressed specific concerns, but most expressed the same need for information.

A meeting was arranged with the CORE, and the activity was organized within a very short time. Around a dozen people were expected to attend.

### **Organizations working with people aged 30 and under without qualifications**

The manager of Sherbrooke's Carrefour Jeunesse Emploi said she was interested in taking part, and sent us to see the person in charge of the Solidarité Jeunesse program. Initial contact was made quickly, and a meeting was held to organize the activity. Approximately fifteen young people from the Solidarité Jeunesse program were expected to attend.

A similar approach was taken with the Coalition sherbrookoise pour le travail de rue. The manager agreed in principle to the project and put us in contact with the person in charge of the Arts-Explo program. We met with this person to organize the activity, which was attended by seven young people.

### **Organizations working with people aged 45 and over**

Our original intention was to work with a Joint Adjustment Committee. However, the Eastern Townships branch of Emploi-Québec told us that there were no such committees in existence in our territory at the time we began our research, in October. There were some potential factory closures on the horizon, but not in the near future.

The first organization we contacted was the Option 45 Centre. The person in charge of job integration meetings agreed to take part in the research, but when the time came to organize the activity, a centre worker found that 15 of the 17 participants had already obtained a diploma. He suggested instead that we organize a meeting with people who had used Option 45's services in the past but had not yet obtained their first diploma (SSD or VSD). He anticipated that around 15 people would attend the activity.

The second organization we contacted was Carrefour 55 plus, where we received a lot of help from the person responsible for organizing the activity. We used the same procedure as for Option 45, and participation was voluntary. We offered the possibility of attending a daytime or evening activity, and in organizing both activities we hoped to attract approximately ten people.

Looking back on the procedure used to contact the organizations and set up the focus group meetings, we can draw the following conclusions:

- Overall, the organizations responded very favourably to our project.
- Organizations whose mission was to help people make decisions concerning a return to the labour market or to training were always willing to take part in our project.
- Organizations whose program did not include group activities mostly refused our offer to take part, and for those that agreed, it was difficult to organize the meeting.
- Because of the short time frame for our action research, we had to act quickly to find substitute organizations when our original target organizations declined to take part in the project.

## 4.5 Impacts of the intervention

During our interventions, we discovered that it was not easy to talk about a proactive approach to reception, referral, counselling and support services without first forming a partnership with the community and employability development organizations. Based on the notion of proactivity as applied to this research, we needed to be the instigators of the relationship with our partners. In some cases we were able to set up a collaborative partnership, whereas in others we simply reinforced an existing partnership.

The need for partnerships lay at the primary level, i.e. to exchange information. It seemed clear to us that, as the instigator, we also needed to take the first steps and initiate the relationship.

However, there is no magic recipe for this. First-level partnerships such as these seem to rely more on the individuals concerned than on organizational structures, and require a level of flexibility that enables the parties to preserve their own territories. At this level, it is probably more accurate to refer to an open approach, rather than a partnership. We did not seek to extend our collaboration beyond an informal partnership or a straightforward exchange of information.

Other forms of partnerships may emerge from the initiative—for example, exchanges or pooling of services. However, they will involve questions concerning respect for the mission and territory of the partner organizations, and the nature of the mechanism introduced to ensure complementarity. We did not explore this aspect in our research, but we believe our project generated some interest in the possibility of more elaborate partnerships in the future.

We observed that the project generated a number of positive impacts, since we believe that it allowed the host organizations to learn more about us and forge contacts with us. We also found that the partnership allowed us to learn more about the resources available in the community, identify people who were likely to use our services, share information for future reference and, in some cases, provide support.

Our intervention generated a lot of interest among the organizations concerned, since they asked us to return because their cohorts are renewed on a regular basis, at variable intervals depending on their programs and activities. Once they were aware of the project's content, they acknowledged that it was important for their people to know about the availability of SARCA services.

After the meetings, we found that the discussion component was more important than we had originally thought. The meeting facilitator played a vital role, since the success of the activity depended on his or her contribution. Jean-Marie Aubry and Yves Saint-Arnaud described the main qualities and skills of group facilitators in their book entitled *Dynamique des groupes*. Among other things, they identified the following:

- Be clear about the group's objectives.
- Be capable of setting aside your own ideas.
- Facilitate exchanges of opinions.
- Remove obstacles to group discussions.
- Lead the group without dominating it.
- Be nondirective about content when seeking perceptions, but be directive with regard to the procedure and any information to be provided.

Also worth noting are the qualities of a good facilitator, as identified by Aubry and Saint-Arnaud: authority, clear thought, good judgment, situational understanding, vision and a capacity for synthesis. Obviously a good facilitator should also be familiar with the SARCA services, the world of work, the general adult education and vocational training networks, and recognition of learning.

The facilitator should encourage participants to express themselves freely, without feeling judged, and should also give everyone the chance to offer their opinions while being open to the opinions of others.

The great interest generated by our intervention was due in large part to the climate of trust created by the facilitator.



## Chapter 5



## Results

In this chapter we present the results of the action research, starting with those for all groups combined, and then for each subgroup individually. Seventy-five people completed the participants' identification sheet, which we used as a basis for establishing the sociodemographic profile, and 67 people completed the meeting evaluation sheet. This chapter is divided into five sections:

- all groups together
- immigrants
- people aged 30 and under without qualifications
- people aged 45 and over
- the substitute group

The overall results highlight the elements common to all the groups, and the specific aspects of each subgroup are then examined separately. In both cases, the results are presented in the same way:

- sociodemographic profile
- analysis of meeting evaluations
- comments made by focus group members

This is followed by information on the services requested and provided after the intervention. All the results except the focus group comments are presented in the form of statistical tables with comments. To simplify the report, the tables have been grouped together in the appendix. Percentages are rounded off to the nearest whole number, and the totals are therefore not always 100%.

## 5.1 All groups together

At the beginning of each meeting, we asked the participants to complete an identification sheet. The data presented here were obtained by compiling the information contained in these sheets.

### 5.1.1 Sociodemographic profile

(See Appendix 4)

#### **Gender, place of birth and age group**

As can be seen in column 1.1 of the sociodemographic data table, we met with 75 people in all, 44 women (59%) and 31 men (41%).

Forty-six people (61%) were born in Québec, and the 29 others (39%) were born outside Canada. These figures reflect the high rate of participation by immigrants.

As far as age is concerned, the 16-25 age group was well represented, with 29 participants or 39% of the sample. The 36-45 age group was also represented fairly well, with 16 participants (21%). The other groups were fairly evenly divided, at 17% of the sample for 46-55 year-olds, 12% for 26-35 year-olds and 11% for the 56-and-over group.

### **Education and qualifications**

Almost half the participants (29 in all, or 39% of the sample) had at least one diploma to their name. We did not expect to find such a high level of education in our sample. One explanation for this situation is the high level of education among the immigrant participants, as shown by column 1.2 of the table. Forty-six people (61%) did not have a diploma. Most of them appeared to have abandoned their education in Secondary III or Secondary IV (13 people at each level, or 17%), although nine people (12%) dropped out after Secondary II. In all, the participants held a total of 32 diplomas: eight at university level, one at college level, 18 at secondary level and five in vocational training.

### **Career situation**

Column 1.1 of the table shows that a large percentage of participants were unemployed (32 people, or 43% of the sample). Of these, 20 (27%) were receiving employment assistance (welfare), and three (4%) were receiving employment insurance (unemployment) benefits. Nine people (12% of the sample) were classified in the “Other” category (students, not receiving benefits, etc.). A significant number of participants (34 people, or 45% of the sample) were receiving grants from government job reentry programs. We added this indicator to our research because we believe it reflects the living conditions of the people who attended the meetings. Interestingly, very few of our sample had jobs at the time of the research; only nine people (12%) were working, seven (9%) in full-time positions and two (3%) in part-time positions. In most cases they were employed in the tertiary (service) sector, in a broad variety of jobs, including security guard, assistant cook, marketing and management consultant, project coordinator, labourer, cleaner and weaver.

#### **5.1.2 Analysis of meeting evaluations**

(See Appendix 5)

Every participant was asked to complete a questionnaire. We compiled the information from all the questionnaires, and the results are presented below. A detailed list of answers appears in the analysis for each subgroup.

The results for question 1 are somewhat surprising; we did not expect more than half the participants (55%) to have already taken steps to discuss training possibilities with resources from adult education or vocational training institutions, local employment centres, employability development organizations or universities. This information suggests that the clients of the organizations with which we worked for the project have often already received some kind of

reception service during their steps to obtain information on the possibility of going back to school.

Overall, the activity was favourably received (by 56 participants, for a satisfaction rate of 84%) (see the Question 2 table). Many of the comments reflect this:<sup>1</sup>

- Good information on the services available. (7)
- Clear, precise content. (4)
- I am encouraged to continue with the process. (4)
- I was able to say what I thought about the training. (2)
- It provided information on the questions I had. (2)
- I liked it, because I know I have access to resources. (2)
- Interesting to know that we can get information about our future. (2)
- I learned some new things. (2)
- People listened well and paid attention to what I said. (1)
- It clarified what people had already told me. (1)
- I know what to expect. (1)
- Enabled me to become aware of my needs. (1)

On the other hand, there were also some negative comments:<sup>2</sup>

- I enjoyed the discussion, but the second part was long and boring. (1)
- I would have liked to talk about my own case. (1)
- Long and repetitive. (1)
- I don't know, it lacked "fizz." (1)
- Not really useful for me. (1)

Generally speaking, the groups appear to have enjoyed the activity; more than 64% of participants said they totally agreed with the five Question 3 statements in the table. In the case of statement 3, the figure was 79%. Only five people (7%) said they totally disagreed with a statement. The participants' comments concerning their level of satisfaction with the activity are presented in more detail for each of the five statements.

The question 4 table appears to show that an activity designed to inform the adult population about the SARCA services plays a useful role in encouraging people to express their training needs, and should be offered on a permanent basis. Sixty-four people (95% of the sample) responded favourably, presenting a number of arguments in support of this possibility:<sup>3</sup>

- It would help people to become better informed about the available services. (22)

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<sup>1</sup> The figure shown after each comment indicates the number of times this type of comment was made. We combined similar comments in a single formulation to avoid repetition.

<sup>2</sup> Idem.

<sup>3</sup> The figure shown after each comment indicates the number of times this type of comment was made. We combined similar comments in a single formulation to avoid repetition.

- It responds to a need for information. (5)
- It would help other people with their projects. (3)
- I know some people who don't know where to get information. (2)
- To help understand how the educational system works. (1)
- The discussions allow for improvements to be made. (1)
- Helps to understand the problems encountered by immigrants. (1)
- People tend not to know about the adult education centre. (1)
- To generate interest. (1)
- Because information often changes. (1)
- To circulate information. (1)

When interpreting the results relating to question 5, it is important to consider the complexity of the question:

"In your opinion, where should a meeting such as the one you are attending today be held? Rank the following locations in order of importance, with 1 for the most important and 7 for the least important."

- community centre
- school board administrative centre
- local employment centre
- here, in your community or at your organization's premises
- adult education centre or vocational training centre
- the location is not important
- elsewhere, please specify

We compiled the results for this question by adding the number of participants who ranked each location in first place. Thirty people (45%) chose "here, in your community or organization's premises" as being the most appropriate place, followed by 20 people (30%) who preferred "the adult education centre or vocational training centre." The "local employment centre" was ranked third, having been selected by 19 people (28%). We limited our analysis to the first three choices, since these were the locations that received the most votes.

We can assert that our intervention produced some real results. For example, in the questionnaires completed after the meeting, quite a large number of people (19, or 28% of the sample) requested an individual consultation with a counsellor, but 48 people (72%) preferred not to continue with the process, at least in the short term. Appendix 6 presents information on the 19 people who went on to use the SARCA services.

Participants from all the target groups proposed improvements to the activity. For example:

- Allow more time for discussion, so that issues can be examined in more depth.
- Hire an interpreter.
- Divide the group according to their knowledge of French and their interests.

- Give more examples.
- Talk less in the second part of the meeting.
- Try to contact people who are already on the labour market.
- Take the time for individual meetings with those people who so wish.
- Take more time to talk about the available services.
- Offer the activity to more organizations.
- Provide more information on the region's adult education centres and vocational training centres.

### 5.1.3 Focus group comments

At each meeting, the participants' comments were noted during the discussion. Usually, the facilitator wrote down their words verbatim, but reformulation was occasionally necessary for the sake of clarity. However, care was taken not to change the meaning of the comments.

This section of the report examines the comments that were common to all the groups. Those that we consider to be specific to individual groups are presented and examined in the "Focus group comments" section of each subgroup.

The comments common to all the groups can be divided into three main categories:

- the importance of training (positive factor)
- the elements that may prevent people from going back to school (negative factors)
- training-related steps taken

#### **The importance of training**

Many of the participants spoke in their own words of how important training was to them. We identified four sub-themes:

- training for personal satisfaction
- training with a view to postsecondary studies
- training with a view to entering the work force
- training to learn a trade

#### ➤ Training for personal satisfaction

For some participants, training was a means of improving their general culture. They regarded access to knowledge as being important, and they did not necessarily have a professional goal in mind. For this group, knowledge acquisition and learning were basic values. One participant from the substitute group had this to say: "I went and got my Secondary V, it was just so I could study because I've always enjoyed learning. Today, I'm taking part-time courses at the university."

➤ Training with a view to postsecondary studies

Other participants regarded basic education as a necessary evil, something that had to be done in order to gain access to college or university. It was simply a means to a diploma that would allow them to move on to further education. One participant from the under-30 group said: "Training gives me a title and a diploma, and it makes me feel good. It helps me to take my place in society."

➤ Training with a view to entering the work force

For many participants, training was a means of accessing better-paying jobs, better working conditions and job security. One participant from the substitute group had this to say: "I'm a single mother and I don't know much about the labour market. It's time I did something serious. I'm open to training. I've decided to do something with my life." Training was also perceived as being an asset at certain stages of life. One participant from the under-30 group said: "I'm tired of getting low wages for doing a job I don't like."

➤ Training to learn a trade

Some participants felt it was becoming increasingly important in modern society to have a specialized trade, and were highly motivated at the prospect of learning a trade. They regarded it as an ideal, while for others it placed the prospect of training in a favourable light. One participant from the 45-and-over group said: "In my case it's a bit late for Secondary V, but I might be interested in learning a trade."

### **Factors hindering a return to school**

The focus group participants identified several elements that might possibly discourage them from going back to school. These elements were divided into five subcategories:

- age
- downgrading in adult education
- the financial aspect
- the level of motivation
- the difficulties of reconciling work/education, and education/family

### **Age**

Some participants (except those in the under-30 without qualifications group) perceived age as a potential obstacle. They did not anticipate much benefit from going back to school, given the number of years they still had to work. One participant from the over-45 group said: "I've definitely given up on training. I'm looking for a job."

### **Downgrading in adult education**

This complaint was made mostly by participants from the under-30 group and the substitute group. Many adult education centres use classification tests and other diagnostic tools to

establish the starting point for certain programs, and most candidates who are subjected to these tests find themselves in a situation where they need to repeat classes, hence the impression of being “downgraded” and having to redo work that has already been done. One participant from the under-30 group said: “It takes an awful lot to knock on the door and then you’re told you have to start from scratch!” A participant from the substitute group said: “I left after a month because I was downgraded to elementary level. I found it very discouraging, especially since I’d reached Secondary IV.”

### **The financial aspect**

Many participants said it would be impossible for them to go back to school without some form of financial support. Emploi-Québec’s refusal to finance training, the stress of being in debt, anxiety about finding a job afterwards, and worry about not being able to pay the bills during the training were all elements likely to prevent them from returning to school. A participant from the over-45 group said: “I’d have liked to have completed my Secondary V, but Emploi-Québec said no. They told me it would take too long.”

### **The lack of motivation**

One of the reasons underlying the negative perception of training was lack of motivation. The people we met throughout the project (except for the immigrants, who had other problems) had all dropped out of the regular education system. Many no longer felt at home there, and it was becoming increasingly difficult for them to regard their studies as meaningful. Many had preferred to leave school and get a job—often a temporary job that paid the minimum wage. For some, a return to school required a lot of motivation, effort and energy. One participant from the under-30 group said: “It’s a lot of hard work. Is it worth it? It takes money, time and a lot of motivation. Will I have a job at the end of all that?”

### **The difficulties of reconciling work/education and education/family**

For some participants, especially women, the difficulty of reconciling work and family life with education had prevented them from continuing their studies, and in some cases had caused them to drop out when they eventually found the courage to join a training program. It was difficult for single parents to reconcile education and family life for a number of reasons, including the problems generated by their family situation: access to daycare, the “home-daycare-school-daycare-home” logistics, managing family chores, and the financial aspect. One participant had this to say: “I’d really like to go back to school. I started at CEGEP, but then I had a child. So I needed loans and grants to continue. I came here to find a job, but I’d like to continue my education on a part-time basis one day.”

For other participants, a job was a necessity because they were on their own and needed to earn a living. Some had found it hard to reconcile work and education, and described it as an “adventure.” Often, they had abandoned their training because it involved too many hours. One participant from the under-30 group said: “I left my course because I didn’t have enough money

to pay my rent and food bills. When you're working and studying at the same time, as I was, it's the studies that have to go."

### **Training-related steps taken**

Many of the participants had, at one time or another, taken steps to obtain training. Some people had attended adult education centres, vocational training centres, CEGEPs or universities, and many of the immigrants who took part in the research had taken francization training at an adult education centre.

## **5.2 Immigrants**

### **5.2.1 Sociodemographic profile**

#### **Gender, place of birth and age group**

Column 1.2 of the sociodemographic data table shows that this subgroup was composed of 26 people, three-quarters (77%) of whom were women. This high percentage is due to the fact that one of the two focus groups was composed of 16 women and no men.

In all, 14 countries of origin were represented in the sample: Afghanistan, Algeria, Belgium, Burundi, Columbia, Congo, Honduras, Iraq, Iran, Mali, Morocco, the Philippines, Romania and Togo.

More than half the sample (14 people, or 54%) fell into the 36-45 age group. Nine people (35%) were in the 16-35 age group and only two (8%) were between 46 and 55 years of age. None of the participants was over 55 years of age.

#### **Education and qualifications**

The level of education ranged from elementary to university level. Column 1.2 of the table shows the extreme range in the levels of education of this subgroup. Ten people (38%) had already attended university, while three (12%) had not started secondary school. Twelve people (46%) had no qualifications at all, not even a secondary school diploma or vocational studies diploma. Overall, however, this subgroup had the highest number of diplomas (13) of all the subgroups. Twelve of these thirteen diplomas were held by women.

#### **Career situation**

Twenty-one (81%) of the people in this subgroup were unemployed. Of these, 16 (62%) were receiving employment assistance (welfare) benefits, and none were receiving employment insurance (unemployment) benefits. Five (19%) had jobs, three (12%) of them part-time and one (4%) full-time.

### 5.2.2 Analysis of meeting evaluations

According to the question 1 table, nearly half the people in this subgroup (48%) who completed the meeting evaluation questionnaire had already taken steps to find information on training before taking part in the activity. They had contacted adult education centres, the Canada Employment Centre, the university and a private school.

The participant's level of satisfaction with the activity was very high (95%). In all, 20 participants said they had enjoyed the activity (see the table for question 2). In addition, 67% of the participants said they fully agreed with the five statements in the table for question 3. This figure rose to 82% for statements 3 and 5. Interestingly, none of the participants totally disagreed with any of the statements. The comments made by participants were varied and positive in general. For example, participants thought the activity was clear and precise; that we had listened carefully to what they had to say and had been attentive to their suggestions; that they had been able to express their opinions freely; that they now knew they had access to resources; and that the meeting should be offered to more organizations.

The table also presents all the participants' comments for all five statements relating to the level of satisfaction with the activity.

The question 4 table clearly shows that a meeting such as this should be offered regularly to a large public. All the participants (100%) responded positively to this suggestion, for the following reasons: to inform new arrivals about the services available; to understand how the educational system works; and to understand the training-related problems encountered by immigrants.

The question 5 table shows that 13 people (62% of the sample) chose "here, in your community or organization's premises" as the best place for information meetings on the SARCA services. Ranked second was the "adult education centre or vocational training centre" (nine people, or 43% of the sample), followed by the "local employment centre", which was chosen by seven people (33%).

After the meeting only three people (14%) asked to meet with a SARCA counsellor, meaning that 18 people (86%) were not yet prepared to do this and preferred to think about it first (see the question 7 table).

Lastly, the participants in this subgroup suggested a number of improvements to the activity. For example: allowing more time for discussion; dividing the group according to the level of knowledge of French; and providing more information on the adult education and vocational training services available in the Eastern Townships region.

### 5.2.3 Focus group comments

Generally speaking, the immigrants from the focus groups had a negative perception of training. The education they had received in their country of origin was not recognized in Québec, nor were their skills and work experience. Some Québec employers appeared to have concerns and prejudices about immigrant workers, and some of the immigrants felt they had been victims of discrimination. According to one participant, even a name on a résumé that suggests a person is an immigrant can be a handicap. Another participant confirmed this theory, citing her own experience: “I have a university qualification from my country and I was refused a job as an office clerk.”

Training institutions seem to have a negative perception of the immigrants’ ability to succeed. One participant who had been a victim of this type of prejudice said a counsellor had told her: “I’m sorry Madam, you can’t enroll here. You wouldn’t succeed because French isn’t your mother tongue. You’ll find it very difficult to study here.”

Some people also said there was a difference between the actual situation in Québec and the information received by immigrants in their country of origin concerning recognition of their training and their job prospects in Québec. In their country of origin, they are led to believe that there will be jobs for them here, whereas in fact this is simply not true in many fields. One participant said: “When I arrived here, I had to start over.” It seems that even with a diploma obtained in Québec, immigrants still find it hard to enter the labour force and find stable, full-time jobs. Someone said: “Even if we train in Québec and earn qualifications, we still don’t know what to do about the job market. What we really need, in addition to qualifications, is someone to support and accompany us.”

Several people also identified the financial aspect as an obstacle to training, along with a lack of confidence in the Québec government and its education system. One participant had this to say: “Before thinking about training, you need to establish a climate of trust, and help us have confidence in ourselves by supporting us. Help us and support us, so that we can achieve our goals.” Another participant added this: “First, you need to reeducate immigrants so that they trust the Québec system, because right now, they don’t.”

## 5.3 People aged 30 and under without qualifications

### 5.3.1 Sociodemographic profile

#### **Gender, place of birth and age group**

Twenty-one people took part in this subgroup’s activities, as shown by column 1.3 of the sociodemographic data table. Two-thirds (67%) were men. None of the participants was born

outside Québec. Nineteen people (90%) were in the 16-25 age group and two (10%) were in the 26-35 age group.

### **Education and qualifications**

One-third of the people in the subgroup had obtained a secondary school diploma, while another third was educated to Secondary III level, and one person had been to CEGEP (5%).

### **Career situation**

All the people in this subgroup were part of a government job reentry program.

## **5.3.2 Analysis of meeting evaluations**

Half of the 18 people in this subgroup who completed the meeting evaluation questionnaire (50%) had already taken steps to obtain information on training before the meeting (see the question 1 table) from adult education centres, vocational training centres, the university and employment development organizations.

The question 2 table shows that, generally speaking, the group was not satisfied with the activity. Eleven people (61%) said they had enjoyed the meeting, while six (33%) said they had not really enjoyed it and one (6%) had not enjoyed it at all. The participants made a number of comments, both positive and negative, including the following: “The information was clear and relevant; it’s interesting to know that we can get information on our future; I know what to expect; I’ve learned some new things; it answered some of my questions; it allowed me to become aware of my needs; it’ll help me; I enjoyed the discussion, but the second part was long and boring; it was long and repetitive; I’d have liked to talk about my own case; I don’t know, it lacked ‘fizz;’ I didn’t really need it.”

Only 39% of the participants in this subgroup said they totally agreed with the five statements in the question 3 table, although the figure rose to 78% for statement 2. All the information on participant satisfaction is shown in the table, and readers should refer to it for an overview.

Most of these people (16, or 89%) agreed that the activity should be offered again. There were several reasons for this: it might help other people with their projects; the population is not familiar with the adult education centre; the activity would help to inform people about the available services; and perhaps the activity should be offered again, but in another format (see the question 4 table).

The question 5 table shows that seven people (39%) preferred the reception, referral, counselling and support information meetings to be held in their community or organization’s premises. The adult education centre or vocational training centre was ranked equal second with the local employment centre (five people, or 28% of the sample, chose each of these options).

After the meeting, only two people (11%) asked to meet with a SARCA counsellor. It should be noted that eight of this group (37%) already had their basic diploma (see the table for question 7).

The participants also suggested some improvements to the activity: more examples, less talking in the second part of the meeting, and more time to explain the services.

### 5.3.3 Focus group comments

Generally speaking, the people in this focus group regarded training as an aspect of personal, professional and social development. They considered it to be very important, and an asset at a given time in their lives. The principal positive factors associated with training were access to better-paid jobs, better working conditions and more job security. One participant said: "Training gives me a title and a diploma, and it makes me feel good. It helps me to identify my place in society." On the other hand, some participants regarded training as a "necessary evil," and as something they needed to do to reach their goals.

The 2001 Census statistics show that most people who are aged 30 or under without qualifications live below the poverty line and face employment insecurity. One participant said: "I'm tired of getting low wages to do a job I don't enjoy." Several people in this group said they were not willing to take training courses in the short term, for a variety of reasons. The financial aspect and potential debt were a source of worry and stress. "I left my course because I didn't have enough money to pay for my rent and food bills. When you're working and studying at the same time, as I was, it's the studies that have to go." Lack of motivation is another factor; some participants pointed out that training required a lot of effort and motivation. "If you don't have a goal in mind, it's not worth it." As another participant pointed out, "It's a lot of effort. Is it worth it? It takes time, money and a lot of motivation. Will I have a job at the end of all that?" Lack of information and concerns about professional choices were also mentioned as reasons for not going back to school. As one participant said: "I wish I'd had this information before. I wouldn't have jumped headlong into training. I could have organized things better."

Participants also mentioned certain other factors that may have prevented them from going back to school, including downgrading in the adult education sector and previous bad experiences at the elementary or secondary level. One participant had this to say: "Downgrading in adult education is discouraging. It takes everything you've got to knock on the door, and then you're told you have to start over from scratch." The prospect of going back to school generates worry and stress in many cases; memories of past bad experiences are still strong, and are part of the reason for poor self-esteem.

Some of the participants regarded academic and career counselling as a service that would help them to select a training program. One participant spoke of the stress of choosing a career: "It's worrying, when you have to choose. Have I made the right choice? I don't want to waste my time or my money." For many participants, training was synonymous with an investment of time

and money, and it was for this reason that they wanted to think carefully about their decision to go back to school. As one participant said: “For me, it’s a positive thing, because if I decide to embark on a training program, it’ll be something I’ve thought through, something that will come from me.”

## 5.4 People aged 45 and over

### 5.4.1 Sociodemographic profile

#### **Gender, place of birth and age group**

We met with 15 people in this subgroup: eight women (53%) and seven men (47%). Most (87%) were born in Québec, and only two (13%) were born outside Canada. They were divided fairly evenly between the 46-55 age group (8 people, or 53%) and the 56-and-over age group (7 people, or 47%).

#### **Education and qualifications**

Two of the group members had a diploma (13%), and the other 13 (87%) did not. In addition, three (20%) had been educated to Secondary III level, and two others had certificates of completion for vocational programs in the adult education sector (welding and mechanical fitting). These certificates are not shown in the table, since they are not considered to be diplomas.

#### **Career situation**

A significant percentage of this subgroup (11 people, or 73%) were unemployed. Of this number, four (27%) were receiving employment assistance (welfare) benefits and three (20%) were receiving employment insurance (unemployment) benefits. Four (27%) held full-time employment.

### 5.4.2 Analysis of meeting evaluations

The question 1 table shows that nearly three-quarters of the people in this group (73%) had already taken steps to obtain additional training, and had contacted employability development organizations, local employment centres, adult education centres, the university and the Canada employment centre for information.

Overall, the participants enjoyed the meeting; 14 out of 15 (93%) said they were satisfied with it (see the question 2 table). They made a number of positive comments, including the following: “It encouraged me to continue; it was very interesting; good information on the services available; I have more information that will help me choose the training I need; I found it

encouraging, it gives me hope; useful information that will help me later; I found the meeting to be very constructive.”

More than 73% of participants said they totally agreed with the five statements in question 3; and all agreed with statement 2.

All the participants in this subgroup (100%) responded positively to question 4, concerning the relevance of repeating the activity outside training institutions, and they gave a number of arguments in favour of their opinion—for example, the meeting fulfilled a need for information; it generated interest in continuing the process; information changes frequently; and it allows people to learn about the available services.

Many of the participants were glad the activity had been held in their community or organizational premises; nine (60%) selected this as the most appropriate location. The adult education centre or vocational training centre ranked second (selected by six people, or 40% of the group), followed by the local employment centre (selected by five people, or 33%) (see the question 5 table).

Nearly half this subgroup (seven people, or 47%) asked to meet with a counsellor immediately after the activity, while the other eight (53%) said they wanted to think about it first (see the table for question 7).

This subgroup suggested only one potential improvement to the activity, namely to involve more people who are already employed.

#### 5.4.3 Focus group comments

The 45-and-over group identified more elements as being potential obstacles to their training plans than any of the other subgroups. Negative perceptions clearly outweighed positive perceptions in this group, as the following comments show.

##### **Positive perceptions**

Some participants spoke of the importance of obtaining their secondary school diploma. One said: “I think it’s important to complete my Secondary V, both for my personal satisfaction and for my chances of finding a job.” Many participants felt that they would need financial aid if they were to return to school. As one person said: “If I’m paid to go to school, I don’t have a problem as long as I have enough money to live.” For others, the possibility of learning a trade was highly motivating: “I’ll be 60 years old in a few months’ time—do you think I’m interested in doing Secondary II through V? It’s a bit late for me, but I’m interested in learning a trade.”

## Negative perceptions

This subgroup had a lot of reasons for their negative perceptions of training, with age probably being the most important factor. The older the person, the less benefits he or she stood to gain from training. The number of years remaining before retirement was also a key factor.

For many employers, work experience does not seem to replace qualifications. One participant spoke of his frustration: “I don’t want to go back to school. It’s frustrating because they don’t recognize my experience. They want a piece of paper.” Several participants said their local employment centre (CLE) had refused the financial assistance that would have enabled them to go back to school, and all felt their age had been the unspoken reason for the refusal. They did not feel the system encouraged them to improve their lot. Another reason given by some participants was the duration of the training. One person had this to say: “I’d have liked to complete my secondary school diploma, but Emploi-Québec said no—it would take too much time. They referred me to Récupex<sup>1</sup> instead.”

Other reasons for the negative perceptions also emerged during the focus group discussion, and were related to what one would label “organizational constraints.” For example, if an adult fails the tests, the secondary school equivalence examinations (SSEEs) can only be taken up again after a year has elapsed. In addition, some participants complained about the waiting lists for vocational training. Because of these elements, the system cannot guarantee a place when the person is ready to start training. One participant spoke of his disappointment: “It’s discouraging to have to wait for a place in a vocational program. If I were younger, it wouldn’t bother me as much.”

Other participants had previously been back to school, in either the general adult education or vocational sectors. For some, the experience had been positive, but others had not enjoyed it. As one person said: “One adult education centre principal told me I’d never be able to get beyond Secondary III. It really put me off.”

Lastly, it was obvious that training was simply not part of the plan for some participants; they focused all their energies on finding a job. As one person said: “The job preparation training really opened my eyes, and I’ve definitely decided against training now. I’m looking for a job instead.”

## 5.5 Substitute group

Due to the difficulties described in an earlier section, the two substitute group organizations were selected as replacements for the original target group (single parents). Our aim in selecting these two organizations was to bring together a group composed of people with

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<sup>1</sup> Récupex: an organization working in the field of employability development.

sociodemographic characteristics similar to those of the other three subgroups, and also a high percentage of women, if possible single mothers.

### 5.5.1 Sociodemographic profile

#### **Gender, place of birth and age group**

In accordance with our goal, we brought together a total of 13 participants, more than two-thirds (69%) of whom were women. Nearly half (six people, or 46%) were in the 16-25 age group, and another six were in the 26-55 age group. Only one participant was over 55 years of age.

#### **Education and qualifications**

Nearly two-thirds of the participants in this group (eight people, or 62%) did not have a basic qualification. Five people (38%) had been educated to Secondary IV level and three people (23%) to Secondary III level. One person (8%) had attended university, and none had attended college.

#### **Career situation**

All the participants in this group (100%) were receiving benefits from a government labour market reentry program.

### 5.5.2 Analysis of meeting evaluations

More than half the group (seven people) had already taken steps to obtain training prior to the activity (see the question 1 table), and had contacted the adult education centres, vocational training centres, local employment centres and employability development organizations for information.

With regard to satisfaction levels, 85% of the participants (11 people) said they had enjoyed the experience (see the question 2 table). The comments made by this subgroup were generally positive, with people believing they were better informed about the available services after the activity. They also said the discussion about their perceptions of training had allowed them to think about possibly returning to school in the future.

Some 46% of the participants totally agreed with the five statements in question 3; the figure rose to 77% for statement 3. Three people (23%) said they totally disagreed with one or other of the statements. Overall, the participants' responses to question 4 suggest that this type of activity should be offered regularly, since 12 of the 13 people present (92%) responded positively. Their arguments in favour of the activity resembled those of the other subgroups, namely to provide information on the available services, to circulate information and to enable more people to access the services.

The answers to question 5 show that this sub-group had the most marked preferences. Four people (31%) chose the community or organization premises as being the best place for the activity, while six (46%) chose the local employment centre and five (38%) chose the adult education centre or vocational training centre.

The table for question 7 shows that seven people (54%) requested a meeting with a SARCA counsellor immediately after the activity. Six people (46%) were not yet ready and preferred to think about it first.

Lastly, this subgroup suggested very few improvements to the activity, other than to allow time for individual meetings for those participants who so wished.

### 5.5.3 Focus group comments

Most of the participants in this subgroup felt training was important, for a variety of reasons. In some cases, training represented access to knowledge and learning in general, while in others, basic education was simply a requirement to enter CEGEP or university. As one participant pointed out: “I went and got my secondary school diploma just because I’d always wanted to learn. Today, I’m taking part-time classes at the university.” For other participants, training was important as a means of improving their chances of getting a better-paid job with better conditions of employment. As one young woman said: “I’m a single mother and I don’t know much about the job market. It’s time I did something serious. I’m open to training. I’ve decided to do something with my life.”

Several participants in this subgroup had already taken adult education classes and had particularly enjoyed the individualized teaching. On the other hand, fear of downgrading seemed to be a factor that made many people hesitant about going back to school, and in some cases had been a factor in their decision to drop out of the training process. One participant had this to say: “I know a lot of people who don’t want anything to do with it because they’re afraid of being downgraded.” Another participant said: “I left after a month because I was downgraded to elementary level. It put me off completely.”

The difficulties encountered by single parents in reconciling family life and education were clear in this subgroup. Aspects such as finding day care, the need for “home-daycare-school-daycare-home” transportation, managing household tasks and planning the budget were all factors that made the participants hesitant about returning to school. As one woman said: “I’d love to go back to school. I started CEGEP, but then I had a child and needed grants and loans to continue. I came here to find a job, but I’d like to continue my education on a part-time basis one day.”



## Chapter 6



## Analysis of Data on Services Received

**T**he table of data on services (see Appendix 6) shows that requests for individual meetings were divided almost equally between men and women (10 men and nine women). Of the 19 requests, only three people failed to turn up for their appointments. An average of 1.25 meetings per person took place with SARCA counsellors.

Nearly three-quarters of the people who requested individual appointments were from the 45-and-over subgroup and the substitute group. In other words, the older people in our sample were those who needed the SARCA services in the short term.

### **Services requested**

Three-quarters of the people requested academic and experiential learning evaluations, and nearly two-thirds wanted academic and vocational information.

### **Services received**

Thirteen people (81% of those who requested services) received a learning evaluation service and an academic or vocational information service. Analysis of school records was required in 68% of cases, and verification of prerequisites for vocational training was required in 25% of cases.

Information on the general development test was requested by 38% of the people met by counsellors, and information on the secondary school equivalence examinations (SSEEs) was requested by 12%.

### **Recommendations**

More than half the people met by SARCA counsellors were sent to the Saint-Michel Adult Education Centre and 31% were sent to the local employment centres. The table of data on services provides additional information on the various actions taken by the SARCA counsellors.



## Chapter 7



## Recommendations

**W**hereas:

- the information obtained at the meetings, the statistics compiled and the ensuing analysis have served as food for thought about the need to seek out other groups of adults requiring educational services
- it was easier to work with organizations providing services to groups of people currently considering their future
- the organizations that took part in the study expect the activity to continue
- the SARCA services are offered virtually exclusively to people who are enrolled in training centres
- partnership agreements with community organizations are virtually nonexistent in the area of reception, referral, counselling and support services
- a single action with target groups generated a demand for personalized services from 28% of the people in the sample
- most of the people who attended the meetings appreciated the opportunity to state their opinion on training
- the general public knows very little about the SARCA services, and those services are not advertised
- the limitations of the action research project did not allow us to form as large a sample as we would have liked
- most of the participants who attended the meetings said they preferred meetings to be held in their community or organization's premises
- 59% of the people who attended the meetings did not have a basic diploma
- the satisfaction rate for the activity (84%) was high
- virtually all the participants (95%) felt the activity was useful
- the services we offer complement those offered by employability development organizations

We therefore make the following recommendations, with the stipulation that we are unable to implement the proposed actions without an additional budget specifically for information and service delivery activities aimed at people not enrolled in an adult education centre or vocational training centre:

- Change our current service delivery method to include information operations similar to those developed for this action research project.
- Offer the activity prepared for this action research to community and employability development organizations on a regular basis, taking into account the groups targeted by the Government Policy on Adult Education and Continuing Education and Training.

- Test the activity with businesses in the Sherbrooke region.
- Continue to gather data on the client groups with whom we met in the various organizations, in order to fuel reflections on the expression of the demand for training.
- Plan for additional professional resources, depending on the impacts of the information activities on the demand for services.
- Devise a plan to promote the SARCA services.
- Ensure that adult education service managers and the principals of adult education centres and vocational training centres agree that professional SARCA resources are able to keep some organizational distance and provide services focused on the needs of the people concerned, rather than on the needs of their organizations.

At a meeting held to review the report and the MELS analysis of its content, the counsellors who took part in the study said it would not be appropriate to include a recommendation concerning obstacles to training—as suggested in the analysis—because this was not the subject of the research, and because the situation has been known for some time. They also felt this topic deserved to be examined in more detail.



## Chapter 8



## Ethical Considerations

**G**iven that personal information was likely to be shared during the focus group discussions, we felt it was important to protect the participants' identities and apply stringent rules concerning the use of their comments. We therefore devised a consent form setting out the moral obligations of the researchers and the rights of participants. The form contained the following information:

- the goals of the research
- the names of the sponsoring organizations
- contact information for the research leader
- the purposes for which the data would be used
- the nature and duration of the activities in which people were invited to take part, and the data collection method
- the steps taken to ensure that data would remain confidential throughout the research process and when the results were published
- the right of participants to withdraw from the study or refuse to take part in certain activities
- contact information for key resources in case of complaints concerning the ethical conduct of the research activities
- the signature of the person in charge of the project, along with a guarantee of compliance with the code of ethics set out in the consent form
- the participant's signature, stating that he or she agreed to the terms of the research protocol

We believe the information given in the consent form was both relevant and complete. Participants were informed of the research goals, the nature and duration of the activity and the data collection methods. Data were collected and analyzed, and the results were presented, in accordance with the protocol. Anonymity was preserved; to maintain confidentiality, only the person in charge of the action research project had access to the raw data.

We heard of no request for information or any other incident relating to the code of ethics.

Appendix 2 contains a copy of the consent form.



## Chapter 9



## Additional Information

**T**his action research project allowed us to gather information on funding needs, organizational structure, staff skills and partnerships.

## 9.1 Funding needs

We believe the creation of external activities for a reception, referral, counselling and support service (SARCA) would require annual funding of approximately \$85,000, including the salary of one professional, representation expenses and promotional expenses.

Initially, we feel one additional person would be needed, but more resources may well be required when the activities reach full speed in the second year of operation, and this would, of course, generate additional costs, although we are unable to estimate the exact amount since the data currently available are insufficient to anticipate the popularity of the new service. The new funding would have to be dedicated exclusively to the new service.

## 9.2 Organizational structure

Incorporating the SARCA services into the existing organizational structure should not be difficult. The new resource, whose primary function would be to offer our services outside our premises, should be able to join the organizational structure without disturbing its operations or adversely affecting its efficiency.

However, this new resource should report to the Adult Education Service. According to our observations during the action research, the new service should be hosted by the general adult education sector. It was clear during the study that many of the people in our sample needed to obtain an analysis of their current situation before embarking on a training project.

## 9.3 Personnel

A resource specialized in guidance or academic and vocational information would be best placed to perform this function. We also believe it is important for the person to have group facilitation skills. Our study clearly showed that the success of the activity depends on the facilitator's ability to create a climate conducive to freedom of expression.

## 9.4 Partnerships

The new service would require a number of partnership agreements with collaborating organizations, and most importantly, the flexibility to adjust to the operating methods of those organizations. The agreements could take a variety of forms, ranging from the provision of information to service delivery in the organizations' premises.

Our action research project brought us into contact with only eight organizations, whereas our inventory (see Appendix 3) lists at least 30 organizations in a variety of sectors. Clearly, we have not exhausted the various partnership possibilities, and it goes without saying that the future of adult education depends on the ability to forge partnerships with community organizations.



## Chapter 10



**By Way of a Conclusion**

## What have we learned about “proactivity”?

Between the beginning of the study, when we defined the concept as the provision of our services outside our premises, and the completion of this report after a review meeting with the counsellors who took part in the research, we concluded that we should maintain our original definition. What changed, however, was our understanding of the concept.

This is because we now understand the catalyst effect of activities such as those tested in the study. The fact of opening up new avenues for communication with the community can actually create needs, as shown by the widespread belief among participants that the activity should be repeated. It also seems clear to us that failure to respond to this wish due to lack of resources would generate dissatisfaction among both the organizations and the individuals concerned.

To generate demand by opening up new territories involves investing in those territories to meet the new demand. “Proactivity” therefore means providing for the sustainability of the new services—or at least, their periodical recurrence—from the very beginning.

Exploring new territories will obviously have a positive impact on the expression of the demand, but not all territories are equally promising. The study has shown that the initial focus should be on organizations working in the training or employability development sectors, and then on community organizations whose mission seems to be less related to these specific objectives.

The contacts made with the community organizations that agreed to take part in the study may well turn out to be fragile in the longer term, and resources will be required to maintain them. If current resource and budget levels are maintained, we will have to reconsider our priorities and possibly question how we dispense our services.

We firmly believe that the concept of “proactivity” could become a driving force, but only if it receives the commitment and support of decision-makers. An investment in the future will be required to implement the recommendations made in this report, and we can only hope that the authorities who talk so eloquently of this will be prepared to translate their words into action.



## Chapter 11



## Abstract

In the wake of a decision by the Ministère de l'Éducation to make some major changes to the mission and practice of reception, referral, counselling and support (SARCA) services, a number of research projects were launched to see whether a “proactive” approach to SARCA would have a positive impact on public expression of the demand for services.

In the case of the Commission scolaire de la Région-de-Sherbrooke, the term “proactive” was defined to mean the presence of SARCA counsellors outside the usual reception facilities for adult students seeking training services. In other words, it reflected a clear desire to provide an active presence and listening service for the public in general and certain specific groups in particular, in order to encourage people to express their training needs.

In Sherbrooke, reception, referral, counselling and support (SARCA) services are offered at two training centres, namely the Saint-Michel Centre for general adult education and the 24-Juin Centre for vocational training. The two SARCA teams work almost exclusively within their respective centres, with the adult students enrolled for training courses. It was therefore clear that the SARCA services were somewhat removed from the general population. This is due largely to a lack of in-depth consideration of our mission, which has resulted in the perception that services are intended for people who are already enrolled in training. The consequence of this is a situation in which the principal focus is on counselling-type interventions: guidance, academic and career-related information and recognition of learning. The reception function is performed almost exclusively by technical support personnel, thereby eliminating the function of clarifying the adult student's training needs prior to enrollment. In short, SARCA services have become low profile or are perceived as being part of the training service.

For the purposes of the research, we aligned our target groups with those established in the Government Policy on Adult Education and Continuing Education and Training, which identified certain groups as being in need of special attention. In the end, we focused on three groups identified in the Policy and one group that is in a particularly difficult situation in the territory of the CSRS. They are: immigrants, people aged 30 and under without qualifications, people aged 45 and over, and single parents.

From the outset, we hoped to be able to establish ongoing cooperation with the participating organizations and to form new partnerships with other community and employability development organizations in the Sherbrooke region.

The activity we offered to the participating organizations was a group meeting lasting approximately 100 minutes and divided into two periods, one for discussion and the other for information. The meeting had three main goals:

- To gather data on participants' perceptions of training and the steps they had taken (or not taken) to obtain information.
- To provide information on the services available.

- To encourage participants to express their demand for our training services.

Looking back at our contacts with the organizations during the subgroup formation exercise, we are able to make the following observations:

- Overall, the organizations responded very positively to our project.
- The organizations whose mission was to help people make decisions about returning to school or to the labour market were quick to collaborate.
- Most of the organizations that did not offer group meetings in their programs or at their premises declined our offer to participate; when they accepted, it was more difficult to arrange the meeting.

Following the intervention, we observed that the organizations concerned were interested in our activities, since they asked us to return. Their cohorts are renewed on a regular basis, at variable intervals depending on their programs, and they acknowledged the importance for their personnel to be familiar with the SARCA services available.

Following the meetings, it was clear that the “discussion” portion of the activity was more important than we had initially thought, and that the meeting facilitator plays a vital role, since the success of the activity depends largely on the facilitator’s input. Participants must be encouraged to speak freely, and everyone must be given an opportunity to say what they think without feeling judged, while remaining open to other people’s ideas and being willing to listen to their opinions.

We are convinced that this project will ensure that these particular client groups are more familiar with, and will therefore make more use of, our services. We also believe that because more people are more aware of our services, they will be more likely to express their demand for training.

Eight organizations were selected for the study by means of monitoring and validation meetings with the SARCA counsellors team. We used the document entitled *Inventory of Principal Organizations Providing Immigrant, Employability Development and Specialized Psychosocial Support Services in the Territory of the Commission scolaire de la Région-de-Sherbrooke* in order to select organizations working with the four target groups.

We met with 75 people in all: 44 women (59%) and 31 men (41%), 61% of whom were born in Québec. The 16-25 age group was the largest (with 29 participants, or 39%), followed by the 36-45 age group (16 participants, or 21%). The other age groups accounted for 17% (46-55 year-olds), 12% (26-35 year-olds) and 11% (56 and over) respectively.

Nearly half (50%) of these people already had a basic diploma. This figure may seem surprising at first glance, but can be explained largely by the high level of education among the immigrant

group in our sample. Those people who did not have a basic diploma had dropped out of school mainly in Secondary III or Secondary IV.

The sample had an unemployment (or inactivity) rate of 43%, but 45% of the people we met were in job reentry programs. We noted, somewhat surprisingly, that more than half the people in the sample had already approached one or more organizations to discuss training prospects.

Our presence in the target organizations was very favourably received, since 84% of the people we met said they were satisfied with the activity and particularly with the fact that it took place in their community. They said the information provided was useful, and 28% opted to continue the process by making an appointment with a SARCA counsellor. In most cases, they wanted services related to recognition of learning.

The data gathered during the research clearly demonstrate the need to provide SARCA services outside the training centres. The research also provides some basic financial and organizational guidelines for the creation of a structure to do this.

Based on our findings, we believe an annual budget of approximately \$78,000 would be required to offer external SARCA services. This amount includes the salary of one person, as well as representation and promotional expenses.

For the process to function properly, the person responsible would need to be familiar with the adult education system, the vocational training system and recognition of learning—in other words, he or she would need to be a guidance or information professional. We also feel it is important for this person to have good group facilitation skills. Our project clearly showed that the success of this type of intervention depends on the facilitator's ability to create an atmosphere in which everyone present feels free to express their opinions.

The new service would also require various partnership agreements with collaborating organizations, and would have to be flexible enough to adjust to the organizations' operating methods. The agreements could take a variety of forms, from straightforward information to the provision of services in the organizations' premises.



## Bibliography

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*Protocole d'entente entre la Commission scolaire régionale de l'Estrie, le Collège de Sherbrooke et l'Université de Sherbrooke*. Typed, unpaginated document, Sherbrooke, November 1973. 5 p.

Turgeon, Serge. *Ville de Sherbrooke. Portrait sociodémographique et économique*. Sherbrooke, May 2004.

## Appendixes



## Appendix 1

### Letter to Organizations



RE:            Participation in an action research study  
                 of reception and referral services

Dear Madam,  
Dear Sir,

We are writing to ask if your organization would be interested in taking part in an action research study on a proactive approach to reception and referral services for adult education and vocational training. The services in question are provided by the team of counsellors from the Saint-Michel Centre and the 24-Juin Centre, under the authority of the Commission scolaire de la Région-de-Sherbrooke.

We will begin by briefly reviewing recent developments in the adult education and vocational training sectors, to provide some context for our request. In May 2002, the Québec Government adopted its *Government Policy for Adult Education and Continuing Education and Training*, together with an action plan. The second measure proposed in the action plan stipulated that "In order to encourage adults to undertake a training plan . . . ,” reception and referral services for adults would be improved.<sup>1</sup>

In the short term, the Ministère de l'Éducation wishes to renew these services, and to do this it has asked the school boards to play a role by presenting action research projects aimed at designing and testing different methods of offering these services to the adult population of Québec.

In accordance with this objective, the Commission scolaire de la Région-de-Sherbrooke is currently carrying out action research on a proactive approach to reception and referral services, with a view to enhancing both the presence and visibility of these services in the Sherbrooke region. The action research study aims to answer the following question:

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<sup>1</sup> Québec, Ministère de l'Éducation, *Action Plan for Adult Education and Continuing Education and Training* (Québec: Gouvernement du Québec, 2002), 7.

To what extent does a *proactive* approach to reception and referral services outside training institutions increase the demand for training from target groups?

The groups of people with whom we hope to work are clearly identified in the Government Policy—namely immigrants, single parents, adults under 30 and adults aged 45 and over without qualifications. As you can see, your organization serves one of the groups targeted by the Policy and by our research project.

The involvement we are seeking would consist in organizing a focus group and information meeting for between 10 and 20 of the people to whom you provide services. The purpose of the activity is twofold:

1. To obtain information on their perceptions of training, and
2. To promote our services (see the attached sheet)

A member of our counselling team will lead the meeting, which will last for approximately 90 minutes. After the meeting, participants who are interested in our services will have an opportunity to meet individually with a counsellor.

Réjean Boisvert, the project leader, will contact you in the next few days to see whether you are interested in participating, and if so, to talk about how the meeting could be organized. You may contact Mr. Boisvert at 822-5484 ext. 405 for further information.

Thank you for your valuable cooperation.

Yours sincerely

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Carole G. Thibault  
Manager, Adult Education Service  
and Principal,  
Centre Saint-Michel  
/lfr

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Marielle Levac  
Manager, Vocational Training Service  
and Principal,  
24-Juin Vocational Training Centre



# PRESS RELEASE

## RECEPTION COUNSELLING REFERRAL

These three words summarize the services offered by the team of counsellors at the 24-Juin Vocational Training Centre and the Saint-Michel Adult Education Centre.

*To whom can reception and referral services be provided, and what are they for?*

The services are available to anyone who is at least 16 years old on June 30, and in particular to people with no basic education (diploma).

### They serve:

- ▶ to clarify training plans and identify the actions required to implement those plans
- ▶ to examine the person's school record and its relevance to the training project
- ▶ to refer the person to the institutions and organizations best placed to meet his or her needs

### What services are available?

- ▶ clarification of training plans
- ▶ analysis of school records
- ▶ recognition of prior learning
- ▶ recognition of experiential learning
  - SSEE      • GTP      • Prior Learning Examination
  - Six fields of generic competencies
  - Evaluation of knowledge and skills acquired in a given trade
- ▶ academic and vocational information
- ▶ information on training services and activities (referral)



## Appendix 2

### Checklist for Group Facilitator



#### FOCUS GROUP FACILITATOR'S CHECKLIST

1. Do you think training would be an asset to you?

Why?

2. Do you know where to go for answers to your questions about training?

If so, can you name the place?

Who gave you this information?

Example: Referral from an organization – Friend – Relative – Telephone call to a training centre.

3. Have you ever met with someone to talk about training?

If so, did you have to talk to several people before getting the answers you wanted?

Did you have to wait for answers to your questions?

If so, for how long?

4. Imagine that you had to explain to a friend that you were taking a training program. How do you foresee the training?

What do you expect from it?

Do you know what steps you will need to take?

5. Do you have any suggestions and/or comments about the training?



## Identification Sheet

Place of residence: \_\_\_\_\_

Place of birth: \_\_\_\_\_

Gender: \_\_\_\_\_ Age: \_\_\_\_\_

Last level of education completed (circle)

Elementary: 1 2 3 4 5 6 7 Education completed 19 \_\_\_\_\_

Secondary: 1 2 3 4 5 20 \_\_\_\_\_

8 9 10 11 12

College: 1 2 3

University: 1 2 3 +

Last diploma obtained: \_\_\_\_\_

Do you have a job? No ☐ Yes ☐ Full-time ☐ Part-time ☐

Occupation: \_\_\_\_\_

Jobless situation: Employment assistance ☐ Employment insurance ☐  
(welfare) (unemployment)

Other ☐

**SOURCE**

Group meeting: Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Place of meeting: \_\_\_\_\_



## PURPOSE OF THE MEETING

1. To gather information on:
  - your perception of training
  - whether or not you have already taken steps
2. To provide information on the services available.
3. To encourage expression of the demand for training.



## GROUP MEETING SCENARIO

- Part 1:
- Thanks for your attendance
  - Introduction of facilitator and description of Réjean's role
  - Purpose of the meeting
  - Structure of the meeting
  - Signature of the consent form
  - Identification sheet
- Part 2:
- Focus group discussion
- Part 3:
- Presentation of diagram
  - Information on the SARCA services
  - Question period
- Part 4:
- Evaluation of meeting





# Consent Form

Research involving human subjects requires written consent from all participants. The research funding institutions have made this mandatory in order to ensure that the rights of participants are upheld.

The action research project examines the reception, referral, counselling and support services (SARCA) offered by the Commission scolaire de la Région-de-Sherbrooke. Its aims are:

1. To enhance the visibility and presence of these SARCA services in the Sherbrooke community.
2. To improve the consistency of the SARCA services supply by consolidating or extending partnerships and joint action.
3. To measure the impact of action in the field on the expression of the demand from target groups.

The project is a joint initiative of the Ministère de l'Éducation and the Commission scolaire de la Région-de-Sherbrooke.

Person in charge of the research: **Réjean Boisvert**  
**164, Wellington Nord, Sherbrooke**  
**Tel.: 819-822-5484 ext. 405**  
**E-mail: [boisvertr@csrs.qc.ca](mailto:boisvertr@csrs.qc.ca)**

The information collected from participants will be used to identify opportunities for improving the services offered by the Saint-Michel Adult Education Centre and the 24-Juin Vocational Training Centre. The information in question will be published, but respondents will remain anonymous throughout the process.

In agreeing to take part in the study, I agree to participate in a focus group discussion lasting approximately 90 minutes, on the subject of training perceptions. The schedule of activities will be established jointly with the person in charge of the research, with due regard for participants' availability. The focus group discussions will be recorded on an audio cassette, and only the

research officer will have access to the raw data. Only the group results will be disclosed; individual results will remain fully confidential.

I have been told that I can refuse to take part in this study, or cease my participation at any time, without justification and without prejudice. A relevant summary of the research findings will be provided to me upon request.

For information or to make a complaint about the ethical conduct of the project, I may contact the people whose names appear below.

**Carole G. Thibault, Principal,**  
**Tel.: 819-822-5520 ext. 2259**

**Saint-Michel Centre**  
**E-mail: [thibaultc@csrs.qc.ca](mailto:thibaultc@csrs.qc.ca)**

**Marielle Levac, Principal,**  
**Tel.: 819-833-5420 ext. 222**

**24-Juin Centre**  
**E-mail: [levacm@csrs.qc.ca](mailto:levacm@csrs.qc.ca)**

Two copies of this consent form must be signed, one to be kept by the participant and the other to be handed in to the person in charge of the research.

I, \_\_\_\_\_, am interested in taking part in the study of a *proactive approach to reception, referral, counselling and support services* (SARCA). I have read this document and agree to the terms set out therein.

\_\_\_\_\_  
Participant's signature

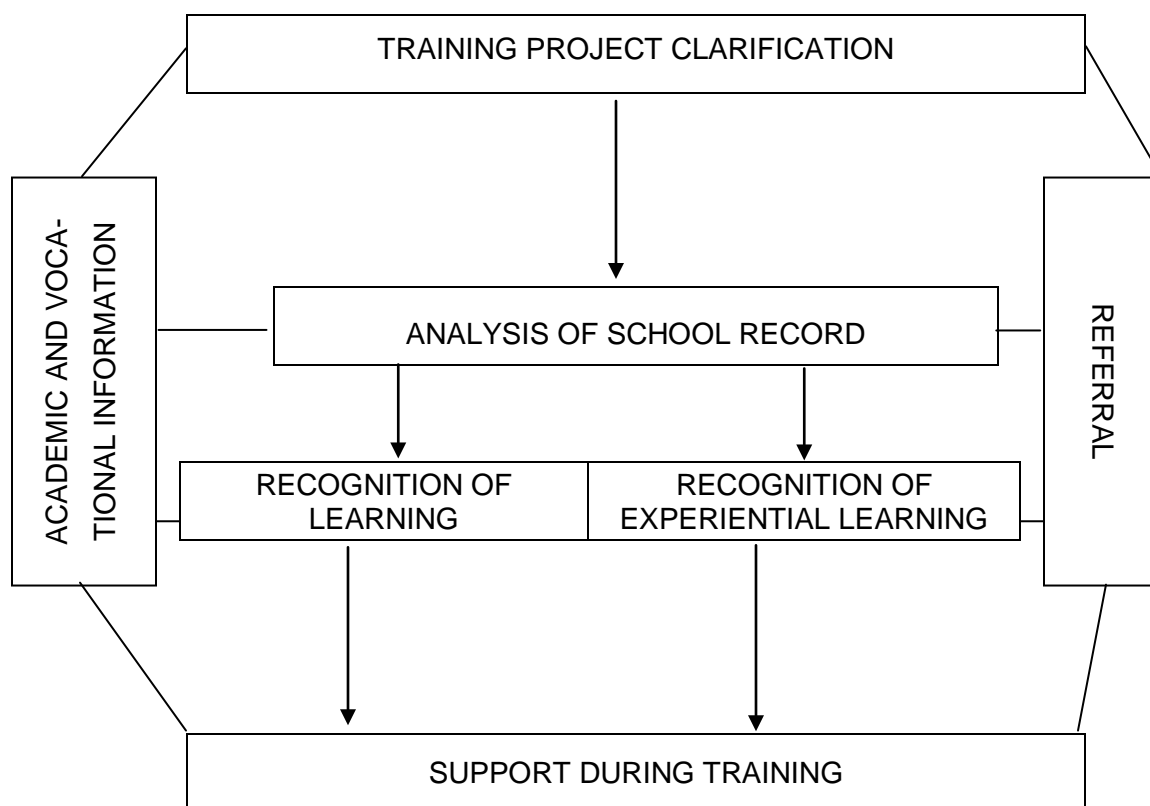
\_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_  
Signature of person in charge of the research

\_\_\_\_/\_\_\_\_/\_\_\_\_



## SERVICE CHART



## SERVICES PROVIDED

1. Clarification of training project
  - reception
  - assistance with project definition
  - identification of path
  - identification of steps in the process
2. Analysis of school record
  - checking of prerequisites
  - evaluation of overall elements: costs, duration, method, etc.
3. Recognition of prior learning
  - transfer from youth system to adult system
  - assignment of equivalencies
  - preparation of training profile
  - recognition of academic level
4. Recognition of experiential learning
  - evaluation of learning and competencies in a given trade
  - secondary school equivalency examinations in Secondary V (SSEE)
  - Prior Learning Examination
  - six fields of generic competencies
  - General Educational Development (GED-Test)
5. Academic and career-related information
  - school community
  - working community
  - financial assistance
6. Information on training services and activities (referral)
  - referral to the place at which the need will be met



## MEETING EVALUATION

1. Before the meeting, had you already taken steps to discuss training with someone?

YES ☐

NO ☐

If so, where? \_\_\_\_\_

\_\_\_\_\_

2. Did you enjoy today's meeting?

Yes ☐

No ☐

Not really ☐

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Satisfaction

For each of the statements below, CIRCLE the number that best reflects your choice.

1- Totally agree ☐

2- Agree ☐

3- Disagree ☐

4- Totally disagree ☐

- |   |   |   |   |   |
|---|---|---|---|---|
| ♦ The information was clear and easy to understand                      | 1 | 2 | 3 | 4 |
| ♦ The leaflet contained plenty of information on the services available | 1 | 2 | 3 | 4 |
| ♦ I could ask all my questions  | 1 | 2 | 3 | 4 |
| ♦ The length of the meeting was appropriate                             | 1 | 2 | 3 | 4 |
| ♦ I was able to maintain my interest for the entire meeting             | 1 | 2 | 3 | 4 |

4. In your opinion, should an information meeting such as today's be offered at regular intervals to the general public?

YES ☐

NO ☐

Why? \_\_\_\_\_

---



---

5. In your opinion, where should information meetings such as today's be held?

Rank in order of importance:

1 for the **MOST** important

7 for the **LEAST** important

- \_\_\_\_\_ community centre
- \_\_\_\_\_ school board administrative offices
- \_\_\_\_\_ local employment centre
- \_\_\_\_\_ here, in your community or organization's premises
- \_\_\_\_\_ at the Saint-Michel Centre or the 24-Juin Centre
- \_\_\_\_\_ the location is not important
- \_\_\_\_\_ other location, please specify: \_\_\_\_\_

6. Do you have any comments or suggestions that would help us to improve the meeting?

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---

7. Has today's meeting made you want to learn more about our services?

Yes, I would like an immediate appointment ☐

I'm not ready yet and would like time to think about it ☐

**THANK-YOU FOR YOUR VALUABLE COOPERATION**

### Appendix 3

List of the principal organizations offering: services for immigrants, employability development services, specialist services or psychosocial assistance in the territory of the CSRS



List of the principal organizations offering: services for immigrants, employability development services, specialist services or psychosocial assistance in the territory of the CSRS

September 2004



## 1. EMPLOYABILITY DEVELOPMENT

### **Carrefour jeunesse emploi de Sherbrooke**

49, Wellington Nord

Tel.: 819-565-2722

Sherbrooke (Québec) J1H 5A9

Fax: 819-565-3739

- social and professional integration and reintegration for 16-35 year-olds

### **Centre de main-d'œuvre *opération placement ex-détenu* (OPEX)**

6, Wellington Sud, Suite 300

Tel.: 819-565-1866

Sherbrooke (Québec) J1H 5C7

Fax: (819) 565-1876

- employability development service for young ex-convicts

### **Centre d'orientation et de recherche d'Emploi de l'Estrie**

65, Meadow

Tel.: 819-822-3226

Sherbrooke (Québec) J1H 6N2

- competency review
- job search club
- job preparation training
- job search strategies
- guidance
- ISEP (free)

### **Centre d'intégration au marché de l'emploi (CIME)**

108, Wellington Nord, 3rd Floor

Tel.: 819-564-0202

Sherbrooke (Québec) J1H 5B8

Fax: 819-564-3982

[cime.sherbrooke@videotron.ca](mailto:cime.sherbrooke@videotron.ca)

- assistance for women aged 18 and over
- career and academic guidance
- labour market exploration

### **Local employment centres (CLE) in Sherbrooke**

Sherbrooke-Est

1235, King Est

Sherbrooke (Québec) J1G 1E6

Tel.: 819-820-3680

Fax: 819-820-3231

**Sherbrooke-Ouest**

2130, rue King Ouest  
 Sherbrooke (Québec) J1J 4P2

Tel.: 819-820-3411  
 Fax: 819-820-3308

- individual evaluations
- income security/last-resort financial assistance
- referrals to appropriate resources

**Pro-Gestion Estrie Inc.**

93, Wellington Nord  
 Sherbrooke (Québec) J1H 5B6

Tel.: 819-822-6162  
 Fax: 819-822-8045  
 E-mail: [information@progestion.qc.ca](mailto:information@progestion.qc.ca)  
 Web site: [www.progestion.qc.ca](http://www.progestion.qc.ca)

- business planning and start-up
- administrative job search

**Centre Option 45**

165, Wellington Nord, Suite 161  
 Sherbrooke (Québec) J1H 5B9

Tel.: 819-829-5060  
 Fax: 819-829-0141

- employability development for the over-45s
- psychological support during transitions
- job search strategies

**Community Economic Development Cooperative (CDEC)**

891, Bowen Sud  
 Sherbrooke (Québec) J1G 2G3

Tel.: 819-563-1600  
 Fax: 819-563-3342  
[cdec@abacom.com](mailto:cdec@abacom.com)

- support for social economy business starts
- management assistance for existing businesses
- revitalization of underprivileged areas of Sherbrooke
- promotion of social economy development in the region

**Initiation au développement entrepreneurial de l'Estrie (IDEE)**

234, Dufferin, Suite 305  
 Sherbrooke (Québec) J1H 4N2

Tel.: 819-829-5111  
 Fax: 819-829-5143

- Support for people wishing to create their own jobs or launch businesses

**Maison Alpha-Contact**

412, Minto  
Sherbrooke (Québec) J1H 1T6

Tel.: 819-822-4114  
Fax: 819-822-1885

- job support service: basic training
- literacy group

Criteria: unemployed, 16 and over, low level of education  
(Sec. III or less) or illiterate

**Trav'Action**

409, Belvédère Sud  
Sherbrooke (Québec) J1H 4B7

Tel.: 819-564-1271  
Fax: 819-564-8445

- job support service for the disabled

**Job Links**

500 – 257, Queen  
Lennoxville (Québec) J1M 1K7

Tel.: 819-566-2422  
Fax: 819-566-9492

- employment, career and guidance counselling
- information on education and training programs
- résumés and cover letters
- job search strategies
- job postings
- document centre, computers and Internet access

## 2. SPECIALIST SERVICES AND PSYCHOSOCIAL SUPPORT

### **La Parolière Women's Centre**

217, Belvédère Nord  
Sherbrooke (Québec) J1H 5W2

Tel.: 819-569-0140  
Fax: 819-569-1411

- workshops
- support groups
- reception and listening service
- individual meetings
- computer access centre

### **Réseau d'appui aux familles monoparentales et recomposées de l'Estrie (RAME)**

1050, Des Jardins Fleuris  
Sherbrooke (Québec) J1E 1J5

Tel.: 819-822-3451  
Fax: 819-822-3156

- better living conditions for single parents and reconstituted families
- assistance, support and referral services, drop-in daycare, conferences, coffee meetings, support group, parent-child workshops, leisure activities
- rights of single parents and reconstituted families
- information, discussion, reception, etc.

### **Sherbrooke CLSC**

50, Camirand  
Sherbrooke (Québec) J1H 4J5

Tel.: 819-565-1330

1200, King Est, Suite 100  
Sherbrooke (Québec) J1G 1E4

Tel.: 819-563-2572

8, Speid  
Lennoxville (Québec) J1M 1R6

Tel.: 819- 563-2572  
or 563-CLSC

- frontline common social services, community services, preventive and curative health and social services, rehabilitation and reintegration for the population in its territory

**Urgence-détresse CLSC**

Tel.: 819-565-1330

telephone or personal emergency intervention service  
seven days a week, 24 hours a day, professionals are available to respond as quickly as possible to distress calls

**MomentHOM – Eastern Townships resource centre for men**

25, Cate

Tel.: 819-563-0303

Sherbrooke (Québec) J1G 2N9

Fax: 819-563-0303

[momenthom@msn.com](mailto:momenthom@msn.com)

- reception and support
- mediation service
- meeting place at which men can break their condition of being isolated, experience mutual support and improve masculine solidarity

**Coalition sherbrookoise pour le travail de rue**

6, Wellington Sud, Suite 204 C.P. 501

Tel.: 819-822-1736

Sherbrooke (Québec)

Fax: 819-822-1570

[shertrue@aide-internet.org](mailto:shertrue@aide-internet.org)

Goal: To improve the living conditions of 10 to 30 year-olds by providing resources and services. To bring the community together around problems identified through work in the streets

Activities: Based on street work: community work in schools, summer interventions in parks, Macadam J mobile intervention unit, activities to involve youth in the community, prevention projects, punishment for misdeeds, restoration

**Mouvement des chômeurs et chômeuses de l'Estrie**

187, Laurier, Room 215

Tel.: 819-566-5811

Sherbrooke (Québec) J1H 4Z4

Fax: 819-566-6389

[mcce@sympatico.ca](mailto:mcce@sympatico.ca)

[www3.sympatico.ca/mcce](http://www3.sympatico.ca/mcce)

Goal: To inform, raise awareness and bring unemployed people in the Eastern Townships together with a view to defending their rights

**Centre Jeunesse de l'Estrie**

340, Dufferin  
 Sherbrooke (Québec) J1H 4M7

Tel.: 819-822-2727

1-800-463-5769

Fax: 819-564-7149

[www.acjq.qc.ca](http://www.acjq.qc.ca)

### 3. IMMIGRATION AND MULTICULTURALISM

**Comité d'accueil aux nouveaux immigrants (CANI)**

985, Galt Est, Suite 220  
 Sherbrooke (Québec) J1G 1Y7

Tel.: 819-569-6927

[canisher@aide-internet.org](mailto:canisher@aide-internet.org)

Goal: To receive, help and support new Ismailian and non-Ismailian immigrants by providing them with better opportunities to adjust to everyday life in Québec, and above all by providing free services

Activities: Placement, social support, assistance with health centre appointments, translation, academic assistance for adults and children, immigration service (completing immigration and citizenship forms)

**Fédérations des communautés culturelles de l'Estrie**

1084, King Ouest, Suite 2  
 Sherbrooke (Québec) J1H 1S2

Tel.: 819-823-0841

Fax: 819-823-0841

[fcce@bellnet.ca](mailto:fcce@bellnet.ca)

[hppt://cf.geocities.com/fcce2004](http://hppt://cf.geocities.com/fcce2004)

Goal: To represent the cultural communities by fostering unification in a spirit of partnership with a view to encouraging the fulfillment, development and participation of immigrants in the Eastern Townships region

Activities: Information, referrals, support and various activities

**Service d'aide aux Néo-canadiens (Sherbrooke) Inc.**

535, Short  
 Sherbrooke (Québec) J1H 2E6

Tel.: 819-566-5373

Fax: 819-566-1331

[sanc@aide-internet.org](mailto:sanc@aide-internet.org)

[www.aide-internet.org/sanc](http://www.aide-internet.org/sanc)

Goal: To provide assistance for new arrivals to Sherbrook and give them the opportunity to integrate into their new environment more easily

Activities: Information, referrals and training. Housing assistance, employment assistance (labour access service for immigrants), leisure activities

**Actions interculturelles de développement et d'éducation Inc. (AIDE)**

10, Wellington Nord, Suite 300  
Sherbrooke (Québec) J1H 5B7  
Tel.: 819-822-4180  
Fax: 819-822-4415  
[aide@aide.org](mailto:aide@aide.org)  
[www.aide.org](http://www.aide.org)

Goal: To support individuals and organizations in their intercultural and international activities, and foster closer relationships between different cultures  
Activities: Meetings, information, referrals, training and Internet access

**Centre Interculturel Peuplestrie Optimum (CIPO)**

1111, Maple  
Sherbrooke (Québec) J1E 1A5  
Tel.: 819-566-5673  
Fax: 819-566-0646  
[pierre.taming@sympatico.ca](mailto:pierre.taming@sympatico.ca)

Goal: Nonprofit movement based on mutual support and inter-community relations, designed to foster immigrant integration  
Activities: Intergenerational and intercultural activities, animation for seniors

**Centre pour femmes immigrantes de Sherbrooke**

244, Dufferin, Suite 255  
Sherbrooke (Québec) J1H 4M4  
Tel.: 819-822-2259  
Fax: 819-822-0888  
[cfimmig@bellnet.com](mailto:cfimmig@bellnet.com)

Goal: To assist women immigrants with their social and professional integration  
Activities: Assistance with information, rights, community awareness and language training. Emergency food supplies

## 4. EDUCATION

### 4.1 School boards:

#### **Région-de-Sherbrooke**

Centre de formation professionnelle 24-Juin

639, 24-Juin, Sherbrooke

Annick Carrière, Guidance Counsellor

Tel.: 819-822-5420 ext. 252

E-mail: [carrierea@csrs.qc.ca](mailto:carrierea@csrs.qc.ca)

Jacquelin Couture, Academic Counsellor

Tel.: 819-822-5520 ext. 232

E-mail: [couturej@csrs.qc.ca](mailto:couturej@csrs.qc.ca)

Jean Loignon, Guidance Counsellor

Tel.: 819-822-5520 ext. 231

E-mail: [loignonj@csrs.qc.ca](mailto:loignonj@csrs.qc.ca)

Pavillon des techniques industrielles

2955 Boul. de l'Université, Sherbrooke

Annick Carrière, Guidance Counsellor

Tel.: 819-822-5508 ext. 305

E-mail: [carrierea@csrs.qc.ca](mailto:carrierea@csrs.qc.ca)

Jacquelin Couture, Academic Counsellor

Tel.: 819-822-5508 ext. 305

E-mail: [couturej@csrs.qc.ca](mailto:couturej@csrs.qc.ca)

Pavillon du Vieux-Sherbrooke

164, Wellington Nord, Sherbrooke

Annick Carrière, Guidance Counsellor

Tel.: 819-822-5484 ext. 203

E-mail: [carrierea@csrs.qc.ca](mailto:carrierea@csrs.qc.ca)

Jacquelin Couture, Academic Counsellor

Tel.: 819-822-5484 ext. 203

E-mail: [couturej@csrs.qc.ca](mailto:couturej@csrs.qc.ca)

Centre Saint-Michel

135, King Ouest, Sherbrooke

Mario Bélanger, Academic Counsellor

Tel.: 819-822-5520 ext. 2228

E-mail: [belangerma@csrs.qc.ca](mailto:belangerma@csrs.qc.ca)

Réjean Boisvert, Academic Counsellor  
Tel.: 819-822-5520 ext. 2223  
E-mail: [boisvertr@csrs.qc.ca](mailto:boisvertr@csrs.qc.ca)  
Martin Côté, Guidance Counsellor  
Tel.: 819-822-5520 ext. 2223  
E-mail: [cotema@csrs.qc.ca](mailto:cotema@csrs.qc.ca)  
Gabriel Voisard, Guidance Counsellor  
Tel.: 819-822-5520 ext. 2249  
E-mail: [voisardg@csrs.qc.ca](mailto:voisardg@csrs.qc.ca)  
Distance training  
Julie Cloutier  
Tel.: 1-800-425-5522 ext. 2233  
Web site: [saint-michel.csrs.qc.ca](http://saint-michel.csrs.qc.ca)

### **Des Hauts-Cantons**

Centre régional d'Initiatives et de formation en agriculture (CRIFA)  
125, Morgan, Coaticook  
Lise Beaudin, Academic Counsellor  
Tel.: 819-849-9588 ext. 229  
E-mail: [dircrifa@cshe.qc.ca](mailto:dircrifa@cshe.qc.ca)

Le Granit Training Centre  
3800, Cousineau, Lac Mégantic  
Nathalie Roy, Guidance Counsellor  
Tel.: 819-583-3300  
E-mail: [cgranit@cshe.qc.ca](mailto:cgranit@cshe.qc.ca)

Centre du Haut Saint-François  
188, Kennedy, East Angus  
Lise Beaudin, Academic Counsellor  
Tel.: 819-832-3637  
E-mail: [croy@cshe.qc.ca](mailto:croy@cshe.qc.ca)

### **Des Sommets**

Centre d'excellence en formation industrielle  
100, Boijoli, Windsor  
Myriam Bouffard, Guidance Counsellor  
Tel.: 819-845-5402 ext. 230  
E-mail: [cfpmorilac@csdessommets.qc.ca](mailto:cfpmorilac@csdessommets.qc.ca)

Morilac Adult Education Centre  
 65, 1<sup>re</sup> Avenue, Windsor  
 Patricia Morin, G.D. and Claude Lessard, G.C.  
 Tel.: 819-845-5401  
 E-mail: [ceamorilac@csdessommets.qc.ca](mailto:ceamorilac@csdessommets.qc.ca)

Asbesterie Vocational Training Centre  
 430, 5<sup>e</sup> Avenue, Asbestos  
 Vicky Labonté, Guidance Counsellor  
 Tel.: 819-879-0769  
 E-mail: [cfpasbestos@csdessommets.qc.ca](mailto:cfpasbestos@csdessommets.qc.ca)  
 Asbesterie Adult Education Centre  
 360 Boul. Saint-Luc, Asbestos  
 Myriam Bouffard, Guidance Counsellor  
 Tel.: 819-879-7191  
 E-mail: [ceaasbestos@csdessommets.qc.ca](mailto:ceaasbestos@csdessommets.qc.ca)

Memphrémagog Vocational Training Centre  
 1255, boul. des étudiants, Magog  
 Claude Lessard, Guidance Counsellor  
 Tel.: 819-843-9515 ext. 206  
 E-mail: [cfpmagog@csdessommets.qc.ca](mailto:cfpmagog@csdessommets.qc.ca)

Memphrémagog Adult Education Centre  
 277, Saint-Patrice, Magog  
 Patricia Morin, Guidance Counsellor  
 Tel.: 819-843-6116 ext. 24  
 E-mail: [ceamagog@csdessommets.qc.ca](mailto:ceamagog@csdessommets.qc.ca)

### **Eastern Townships**

New Horizons Adult Education Center  
 2365, Galt Ouest, Sherbrooke  
 Marilyn Anaka, Educational Counsellor  
 Tel.: 819-566-0250 ext. 222  
 E-mail: [anakam@etsb.qc.ca](mailto:anakam@etsb.qc.ca)

Lennoxville Vocational Training Centre  
 2700, route 108 Est, Lennoxville  
 Diane Fournier, Secretary  
 Tel.: 819-563-5627  
 E-mail: [wynneh@etsb.qc.ca](mailto:wynneh@etsb.qc.ca)

## 4.2 Colleges:

Centre de formation continue du Collège de Sherbrooke  
475, Parc, Sherbrooke  
Diane Montminy, Individual Pedagogical Support  
Tel.: 819-564-6350 ext. 338  
E-mail: [montmidi@collegesherbrooke.qc.ca](mailto:montmidi@collegesherbrooke.qc.ca)

Collège de Sherbrooke  
475, Parc, Sherbrooke  
Regular programs. See Appendix for contact information of individual resources

Centre de formation collégiale Champlain  
554, De l'Ontario, Sherbrooke  
Louise Pépin  
Tel.: 819-563-9574  
[www.centre-champlain.qc.ca](http://www.centre-champlain.qc.ca)

Champlain Regional College  
Campus Lennoxville  
Tel.: 819-564-3666 ext. 251  
E-mail: [admissions@crc-lennox.qc.ca](mailto:admissions@crc-lennox.qc.ca)

Le Cégep @ distance  
Tel.: 1-800-665-6400  
E-mail: [infoscol@cegepadistance.ca](mailto:infoscol@cegepadistance.ca)

## 4.3 Universities:

Université de Sherbrooke  
2500 Boul. de l'Université, Sherbrooke  
Sophie Vincent (Information and Recruitment)  
Tel.: 819-821-8000 ext. 3690  
E-mail: [sophie.vincent@usherbrooke.ca](mailto:sophie.vincent@usherbrooke.ca)  
Pierre Cabana, Admissions Office  
Tel.: 819-821-8000 ext. 3689  
E-mail: [pierre.cabana@usherbrooke.ca](mailto:pierre.cabana@usherbrooke.ca)

Bishop's University  
 Lennoxville  
 General Information: 819-822-9600 ext. 2680  
 Permanent Education: 819-822-9670  
[www.ubishops.ca](http://www.ubishops.ca)

Télé-Université (TELUQ)  
 University-level distance training  
 Tel.: 1-800-665-4333  
[www.telug.quebec.ca](http://www.telug.quebec.ca)

#### **4.4 Private Institutions:**

Collège de l'Estrie  
 37, Wellington Nord, Sherbrooke  
 Simon Cloutier, Admissions Counsellor  
 Tel.: 819-346-5000  
 E-mail: [simonc@collegeestrie.com](mailto:simonc@collegeestrie.com)

Séminaire de Sherbrooke  
 195, Marquette, Sherbrooke  
 Mélanie Saint-Cyr, Continuing Education Coordinator  
 Tel.: 819-563-2050  
 E-mail: [mstcyr@seminaire-sherbrooke.qc.ca](mailto:mstcyr@seminaire-sherbrooke.qc.ca)

École d'administration de secrétariat et d'informatique de Sherbrooke  
 265, Parc, Sherbrooke  
 Tel.: 819-821-2199  
 E-mail: [info@easidesherbrooke.qc.ca](mailto:info@easidesherbrooke.qc.ca)

## Appendix 4

### Sociodemographic Data

#### HOW TO READ THE SOCIODEMOGRAPHIC TABLE

1. The sociodemographic data table is divided into four sections: a) gender, place of birth and age group, b) level of education, c) qualifications and d) employment situation.
2. Each section displays the results by gender for all participants (1.1) and for each subgroup:
  - 1.1 all subgroups
  - 1.2 immigrants
  - 1.3 30 and under without qualifications
  - 1.4 45 and over
  - 1.5 substitute group
3. The results are displayed as numbers and as percentages. The first percentage relates to the group as a whole, and the second (preceded by an asterisk) to the subgroup.

✦

TABLE SECTIONS

↓

✦ ✦

1.1 All subgroups  
 1.2 Immigrants  
 1.3 30 and under without qualifications  
 1.4 45 and over  
 1.5 Substitute group

↓

✦ ✦ ✦

Number  
 % of total  
 % of subgroup

↓

GROUPS	1.1	1.2	1.3	1.4	1.5		1.1	1.2	1.3	1.4	1.5	Total
GENDER	MEN						WOMEN					1.1
NUMBER	75	26	21	5	13		75	26	21	75	13	
	31 (44%)	6 (8%) *(23%)	14 (19%) *(67%)	7 (9%) *(47%)	4 (5%) *(31%)		44 (59%)	20 (27%) *(77%)	7 (9%) *(33%)	8 (11%) *(53%)	9 (12%) *(69%)	75 (100%)
PLACE OF BIRTH												

## SOCIODEMOGRAPHIC DATA TABLE

GROUPS	1.1	1.2	1.3	1.4	1.5		1.1	1.2	1.3	1.4	1.5	Total 1.1
GENDER	MEN						WOMEN					
NUMBER	75	26	21	15	13		75	26	21	15	13	75
	31 (44%)	6 (8%) *(23%)	14 (19%) *(67%)	7 (9%) *(47%)	4 (5%) *(31%)		44 (59%)	20 (27%) *(77%)	7 (9%) *(33%)	8 (11%) *(53%)	9 (12%) *(69%)	75 (100%)
PLACE OF BIRTH												
Québec	25 (33%)	0	14 (19%) *(67%)	7 (9%) *(47%)	4 (5%) *(31%)		21 (28%)	0	7 (9%) *(33%)	6 (8%) *(40%)	8 (11%) *(62)	46 (61%)
Outside Québec	6 (8%)	6 (8%) *(23%)	0	0	0		23 (31%)	20 (27%) *(77%)	0	2 (3%) *(13%)	1 (1%) *(8%)	29 (39%)
AGE GROUPS												
16-25 years	14 (19%)	2 (3%) *(8%)	12 (16%) *(57%)	0	0		15 (20%)	2 (3%) *(8%)	7 (9%) *(33%)	0	6 (8%) *(46%)	29 (39%)
26-35 years	4 (5%)	2 (3%) *(8%)	2 (3%) *(10%)	0	0		5 (7%)	3 (4%) *(12%)	0	0	2 (3%)	9 (12%)
36-45 years	2 (3%)	1 (1%) *(4%)	0	0	1 (1%) *(8%)		14 (19%)	13 (17%) *(50%)	0	0	1 (1%) *(8%)	16 (21%)
46-55 years	6 (8%)	1 (1%) *(4%)	0	3 (4%) *(20%)	2 (3%) *(15%)		7 (9%)	2 (3%) *(8%)	0	5 (7%) *(33%)	0	13 (17%)
56 years and +	5 (7%)	0	0	4 (5%) *(27%)	1 (1%) *(8%)		3 (4%)	0	0	3 (4%) *(20%)	0	8 (11%)

## SOCIODEMOGRAPHIC DATA TABLE

GROUPS	1.1	1.2	1.3	1.4	1.5		1.1	1.2	1.3	1.4	1.5	Total 1.1
GENDER	MEN						WOMEN					
NUMBER	75	26	21	15	13		75	26	21	15	13	75
LEVEL OF EDUCATION												
Elementary	1 (1%)	0	0	1 (1%) *(7%)	0		5 (7%)	3 (4%) *(12%)	0	2 (3%) *(13%)	0	6 (8%)
Secondary I	2 (3%)	0	2 (3%) *(10%)	0	0		3 (4%)	0	0	1 (1%) *(7%)	2 (3%) *(15%)	5 (7%)
Secondary II	5 (7%)	0	2 (3%) *(10%)	3 (4%) *(20%)	0		4 (5%)	2 (3%) *(8%)	0	2 (3%) *(13%)	0	9 (12%)
Secondary III	7 (9%)	1 (1%) *(4%)	5 (7%) *(24%)	1 (1%) *(7%)	0		6 (8%)	1 (1%) *(4%)	2 (3%) *(10%)	2 (3%) *(13%)	1 (3%) *(8%)	13 (17%)
Secondary IV	7 (9%)	3 (4%) *(12%)	1 (1%) *(5%)	1 (1%) *(7%)	2 (3%) *(15%)		6 (8%)	2 (3%) *(8%)	1 (1%) *(5%)	0	3 (4%)	13 (17%)
Secondary V	6 (8%)	1 (1%) *(4%)	3 (4%) *(14%)	1 (1%) *(7%)	1 (1%) *(8%)		10 (13%)	2 (3%) *(8%)	4 (5%) 8(19%)	1 (1%) *(7%)	3 (4%) *(23%)	16 (21%)
College	1 (1%)	0	1 (1%) *(5%)	0	0		1 (1%)	1 (1%) *(4%)	0	0	0	2 (3%)
University	2 (3%)	1 (1%) *(4%)	0	0	1 (1%) *(8%)		9 (12%)	9 (12%) *(35%)	0	0	0	11 (15%)

## SOCIODEMOGRAPHIC DATA TABLE

GROUPS	1.1	1.2	1.3	1.4	1.5		1.1	1.2	1.3	1.4	1.5	Total 1.1
GENDER	MEN						WOMEN					
NUMBER	75	26	21	15	13		75	26	21	15	13	75
QUALIFICATIONS												
Vocational studies diploma	2	0	0	0	2		3	2	0	0	1	5
Secondary school diploma	7	1	4	1	1		11	3	4	1	3	18
Attestation of college studies	1	0	0	1	0		0	0	0	0	0	1
University undergraduate certificate	1	0	0	0	1		0	0	0	0	0	1
University undergraduate degree	0	0	0	0	0		6	6	0	0	0	6
Postgraduate degree	0	0	0	0	0		1	1	0	0	0	1
TOTAL NUMBER OF DIPLOMAS OBTAINED	11 (34%)	1 (3%)	4 (13%)	2 (6%)	4 (13%)		21 (66%)	12 (37%)	4 (13%)	1 (3%)	4 (13%)	32 (100%)

## SOCIODEMOGRAPHIC DATA TABLE

GROUPS	1.1	1.2	1.3	1.4	1.5		1.1	1.2	1.3	1.4	1.5	Total
GENDER	MEN						WOMEN					
NUMBER	75	26	21	15	13		75	26	21	15	13	75
EMPLOYMENT SITUATION												
Full-time employment	4 (5%)	2 (3%)* (8%)	0	2 (3%)* (13%)	0		3 (4%)	1 (1%)* (5%)	0	2 (3%)* (13%)	0	7 (9%)
Part-time employment	0	0	0	0	0		2 (3%)	2 (3%)* (8%)	0	0	0	2 (3%)
Employment insurance	2 (3%)	0	0	2 (3%)* (13%)	0		1 (1%)	0	0	1 (1%)* (7%)	0	3 (4%)
Employment assistance	6 (8%)	4 (5%)* (15%)	0	2 (3%)* (13%)	0		14 (19%)	12 (16%)* (46%)	0	2 (3%)* (13%)	0	20 (27%)
Reentry program	18 (24%)	0	14 (19%)* (67%)	0	4 (5%)		16 (21%)	0	7 (9%)* (33%)	0	9 (12%)	34 (45%)
Others (no benefits, currently studying)	1 (3%)	0	0	1 (3%)	0		8 (11%)	5 (7%)* (19%)	0	3 (4%)* (20%)	0	9 (12%)

## Appendix 5

### Table of Meeting Evaluations

#### 1. All groups (67 participants).

<b>Question 1</b>	Yes	No
	37 (55%)	30 (45%)

<b>Question 2</b>	Yes	+or -	No
	56 (84%)	10 (15%)	1 (1%)

<b>Question 3</b>		Totally agree	Agree	Disagree	Totally disagree
Statement 1	The information given is clear and easy to understand	43 (64%)	22 (33%)	2 (3%)	0
Statement 2	The leaflet provides plenty of information on the services available	51 (77%)	14 (21%)	1 (1%)	1 (1%)
Statement 3	I could ask all my questions	52 (79%)	9 (13%)	5 (7%)	1 (1%)
Statement 4	The duration of the meeting was adequate	47 (70%)	17 (25%)	3 (5%)	0
Statement 5	I was able to maintain my interest for the entire meeting	43 (64%)	17 (25%)	4 (6%)	3 (5%)

<b>Question 4</b>	Yes	No
	64 (95%)	3 (5%)

<b>Question 5</b>	← Here, in community or organization's premises	30 (45%)
	↑ Adult education centre or vocational training centre	20 (30%)
	→ Local employment centre	19 (28%)

<b>Question 7</b>	Yes, I would like an immediate appointment	19 (28%)
	No, I'm not ready yet and would like to think about it	48 (72%)

## 2. Immigrants (21 participants).

Question 1	Yes	No
	10 (48%)	11 (52%)

Question 2	Yes	+ or -	No
	20 (95%)	1 (5%)	0

Question 3		Totally agree	Agree	Disagree	Totally disagree
Statement 1	The information given is clear and easy to understand	14 (67%)	6 (28%)	1 (5%)	0
Statement 2	The leaflet provides plenty of information on the services available	15 (72%)	6 (28%)	0	0
Statement 3	I could ask all my questions	17 (82%)	2 (9%)	2 (9%)	0
Statement 4	The duration of the meeting was adequate	16 (76%)	4 (19%)	1 (5%)	0
Statement 5	I was able to maintain my interest for the entire meeting	17 (82%)	3 (13%)	1 (5%)	0

Question 4	Yes	No
	21 (100%)	0

Question 5	← Here, in community or organization's premises	13 (62%)
	↑ Adult education centre or vocational training centre	9 (43%)
	→ Local employment centre	7 (33%)

Question 7	Yes, I would like an immediate appointment	3 (14%)
	No, I'm not ready yet and would like to think about it	18 (86%)

### 3. 30 and under without qualifications (18 participants).

<b>Question 1</b>	Yes	No
	9 (50%)	9 (50%)

<b>Question 2</b>	Yes	+ or -	No
	11 (61%)	6 (33%)	1 (6%)

<b>Question 3</b>		Totally agree	Agree	Disagree	Totally disagree
Statement 1	The information given is clear and easy to understand	9 (50%)	8 (44%)	1 (6%)	0
Statement 2	The leaflet provides plenty of information on the services available	14 (78%)	3 (16%)	1 (6%)	0
Statement 3	I could ask all my questions	13 (73%)	3 (16%)	2 (11%)	0
Statement 4	The duration of the meeting was adequate	10 (56%)	6 (33%)	2 (11%)	0
Statement 5	I was able to maintain my interest for the entire meeting	7 (39%)	8 (44%)	2 (11%)	1 (6%)

<b>Question 4</b>	Yes	No
	16 (89%)	2 (11%)

<b>Question 5</b>	← Here, in community or organization's premises	7 (39%)
	↑ Adult education centre or vocational training centre	5 (28%)
	→ Local employment centre	5 (28%)

<b>Question 7</b>	Yes, I would like an immediate appointment	2 (11%)
	No, I'm not ready yet and would like to think about it	16 (89%)

#### 4. People aged 45 and over (15 participants).

<b>Question 1</b>	Yes	No
	11 (73%)	4 (27%)

<b>Question 2</b>	Yes	+ or -	No
	14 (93%)	1 (7%)	0

<b>Question 3</b>		Totally agree	Agree	Disagree	Totally disagree
Statement 1	The information given is clear and easy to understand	11 (73%)	4 (27%)	0	0
Statement 2	The leaflet provides plenty of information on the services available	15 (100%)	0	0	0
Statement 3	I could ask all my questions	12 (80%)	2 (13%)	0	1 (7%)
Statement 4	The duration of the meeting was adequate	13 (87%)	2 (13%)	0	0
Statement 5	I was able to maintain my interest for the entire meeting	13 (87%)	2 (13%)	0	0

<b>Question 4</b>	Yes	No
	15 (100%)	0

<b>Question 5</b>	← Here, in community or organization's premises	9 (60%)
	↑ Adult education centre or vocational training centre	6 (40%)
	→ Local employment centre	5 (33%)

<b>Question 7</b>	Yes, I would like an immediate appointment	7 (47%)
	No, I'm not ready yet and would like to think about it	8 (53%)

## 5. The three substitute groups (13 participants).

<b>Question 1</b>	Yes	No
	7 (54%)	6 (46%)

<b>Question 2</b>	Yes	+ or -	No
	11 (85%)	2 (15%)	0

<b>Question 3</b>		Totally agree	Agree	Disagree	Totally disagree
Statement 1	The information given is clear and easy to understand	9 (69%)	4 (31%)	0	0
Statement 2	The leaflet provides plenty of information on the available services	7 (54%)	5 (38%)	0	1 (8%)
Statement 3	I could ask all my questions	10 (77%)	2 (15%)	1 (8%)	0
Statement 4	The duration of the meeting was adequate	8 (62%)	5 (38%)	0	0
Statement 5	I was able to maintain my interest for the entire meeting	6 (46%)	4 (31%)	1 (8%)	2 (15%)

<b>Question 4</b>	Yes	No
	12 (92%)	1 (8%)

<b>Question 5</b>	← Here, in community or organization's premises	4 (31%)
	↑ Local employment centre	6 (46%)
	→ Adult education centre or vocational training centre	5 (38%)

<b>Question 7</b>	Yes, I would like an immediate appointment	7 (54%)
	No, I'm not ready yet and would like to think about it	6 (46%)

## Appendix 6

### Summary Table of Services Rendered After the SARCA Presentation Meetings

NUMBER OF REQUESTS AND SOURCE		SERVICES RECEIVED	
MEN	10	CLARIFICATION OF TRAINING PROJECT	4 (25%)
WOMEN	9	EVALUATION OF LEARNING AND EXPERIENCE	13 (81%)
TARGET GROUPS		ANALYSIS OF SCHOOL RECORD	11 (68%)
IMMIGRANTS	3	VERIFICATION OF PREREQUISITES FOR VOCATIONAL TRAINING	4 (25%)
30 AND UNDER	2	ACADEMIC AND CAREER-RELATED INFORMATION	13 (81%)
45 AND OVER	7	SSEE	2 (12%)
SUBSTITUTE GROUP	7	GTP	6 (38%)
SERVICES REQUESTED		GED	1 (6%)
CLARIFICATION OF TRAINING PROJECT	3 19%	LIVING CONDITIONS	1 (6%)
EVALUATION OF LEARNING AND EXPERIENCE	12 75%	FINANCIAL ASSISTANCE FROM MEQ	1 (6%)
ACADEMIC AND CAREER-RELATED INFORMATION	10 63%	REFERRALS	
FOLLOW-UP TO REQUESTS FOR APPOINTMENTS		SCHOOL BOARDS	
CAME TO THE APPOINTMENT	16 (85%)	SAINT-MICHEL CENTRE	9 (56%)
DID NOT COME TO THE APPOINTMENT	3 (15%)	24 JUIN CENTRE	1 (6%)
NUMBER OF CONSULTATIONS	20	EASTERN TOWNSHIP	1 (6%)
AVERAGE NUMBER OF APPOINTMENTS PER PERSON	1.25	COLLEGES	
<p>Note: The percentages for the “services requested”, “services received” and “referrals” items total more than 100% because the figures are based on the number of interventions, not the number of people. Some people received more than one service and/or more than one referral as a result of a single consultation.</p>		SHERBROOKE (CONTINUING EDUCATION)	1 (6%)
		CHAMPLAIN (CONTINUING EDUCATION)	1 (6%)
		UNIVERSITIES	
		SHERBROOKE UNIVERSITY	1 (6%)
		BISHOP'S UNIVERSITY	1 (6%)
		OTHER SERVICES	
		LOCAL EMPLOYMENT CENTRES	5 (31%)
		MINISTÈRE DE L'ÉDUCATION DU QUÉBEC	1 (6%)



**Éducation,  
Loisir et Sport**

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