Ministère
de l'Éducation,
du Loisir et du Sport

Québec ✚✚

# RECEPTION, REFERRAL, COUNSELLING AND SUPPORT SERVICES IN THE SCHOOL BOARDS

## GENERAL FRAMEWORK

**January 6, 2006**

# TABLE OF CONTENTS

## INTRODUCTION

The need for services aimed at helping adults find their way in the world of education and employment has been established in Québec and elsewhere in the Western world. Québec introduced these types of services in its public education system thirty years ago. The adoption of the *Government Policy on Adult Education and Continuing Education and Training* in 2002 led to a review of services at the Ministère de l'Éducation, du Loisir et du Sport (MELS) and to their reorganization as "reception, referral, counselling and support services."

The *General Framework* is a logical next step. It is based on the Education Act, which, in s. 250, stipulates that "every school board shall arrange and offer reception and referral services." The aim of this document is to give direction to the reorganization of reception, referral, counselling and support services in the school boards so that it is consistent with the *Government Policy on Adult Education and Continuing Education and Training* and the accompanying Action Plan. It explains the rationale for reception, referral, counselling and support services, their orientations and their various components, and indicates what can be expected of these services. In addition, it provides school boards with information about their organization and delivery. Like related documents produced by the Ministère, this framework is based on a number of Québec, Canadian and international sources, as well as on action taken by the Ministère in collaboration with the school boards.

The reorganization of reception, referral, counselling and support services requires the participation of all players in the school boards and adult education and vocational training centres. It affects the role of staff members. Because it focuses on adults, it requires closer ties with partners and with formal and informal places of learning. It influences the mission of school boards and centres with respect to the community and, more specifically, with respect to adults with little or no formal education.

This framework is intended for school board commissioners, administrators, and directors, particularly in adult education and vocational training centres, as well as for those who work directly in reception, referral, counselling and support services. Because there are a number of services offered by various players, it will help to describe the reception, referral, counselling and support services available in Québec school boards and to identify possible areas for collaboration, taking each player's jurisdiction into account.

This document contains four separate chapters. The first describes the context of reception, referral, counselling and support activities, which are designed to meet today's educational and social needs. The objective of Chapter 1 is to identify certain essential elements and to describe the lines of action outlined in the Policy.

Chapter 2 presents the rationale for reception, referral, counselling and support services, i.e. the values and aims underlying their development and orientation. The

rationale is expressed in terms of aims and orientations and applies to the dual mission of these services: to interact with individuals and with the community.

Chapter 3 describes the focuses of reception, support, the record of learning in basic general education, information and career counselling. It also describes the steps involved in developing a personal plan.

Lastly, Chapter 4 addresses responsibilities referred to as "general," since they are assumed jointly by reception, referral, counselling and support services, within the school board's mission.

# 1. CONTEXT

Reception, referral, counselling and support services are one of the focuses of the *Government Policy on Adult Education and Continuing Education and Training* published in 2002, which is of strategic importance in Québec. The Ministère, the school boards and their partners contribute significantly to the successful implementation of such services. This chapter presents the provisions of the Policy and the accompanying Action Plan and situates them in their current context in Québec.

## 1.1  A Difficult and Evolving Context

The ability to continue learning throughout one's lifetime and to acquire knowledge is one of the conditions necessary for personal development and prosperity, as well as for the cultural, social and economic development of society. Adults must take action in order to counter the potential negative effects of new individual and collective issues raised by our knowledge-based society and the changes it entails. The globalization of markets, the speed and constant flow of communications, the rapid development of knowledge and technologies, the accelerated pace of social change, major shifts in the job market and the growing complexity of social life are all factors that require that adults have a "rich and diversified basic education"[1] and the ability to adapt on a continual basis. For those already in precarious positions, these changes increase the risk of becoming victims of poverty or social exclusion.

In Québec, learning certified by a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS) is the social benchmark for defining basic education. For some people, however, "acquiring all the elements that make up a basic education may represent an insurmountable challenge."[2]

Access to all or part of such basic education is all the more necessary for people with little or no formal education since, as numerous studies reveal, these are the people who are least likely to take advantage of the services available and who receive the least amount of support for participating in educational activities from the people around them, including those in the workplace.

Reversing this tendency to reproduce educational and social inequalities constitutes a major challenge.

---

1. Québec, Ministère de l'Éducation, *Government Policy on Adult Education and Continuing Education and Training* (Québec: Gouvernement du Québec, 2002), p. 8.
2. *Government Policy on Adult Education and Continuing Education and Training,* p. 9.

### 1.2  Lifelong Learning

Lifelong learning is one of the keys to solving some of the economic, demographic, technological, social and cultural problems in today's knowledge-based society.

Many countries (including members of the European Union) have made education and lifelong learning a priority. They have adopted measures aimed at creating a greater variety of opportunities to learn, making education more accessible and more attractive for all adults, recognizing such education regardless of where it was acquired and making vocational training more easily available to adults, regardless of whether or not they are currently employed. The 2002 *Government Policy on Adult Education and Continuing Education and Training* is consistent with these actions.

### 1.3  The *Government Policy on Adult Education and Continuing Education and Training* and the Accompanying Action Plan

The aim of the *Government Policy on Adult Education and Continuing Education and Training* (2002) is to define lines of action to deal with today's context. The Policy relies on reception, referral, counselling and support services to "remove obstacles to access and retention" (fourth orientation). These services are expected to contribute to the achievement of the Policy's objectives.

The Action Plan accompanying the Policy contains two specific measures for improving reception and referral services:

- *"In order to encourage adults to undertake a learning plan, in particular in basic education, and to promote retention and success:* improve reception and referral services for adults and offer counselling and support services."[3]

- *"In order to help adults determine the level of basic education they have attained:* establish a record of learning in basic general education for all adults who undertake to continue or complete their basic education."[4]

It specifies that reception, referral, counselling and support services "will be responsible for:

- helping adults develop their training plan and, if necessary, referring them to other appropriate services . . .
- counselling adults about the possible recognition of their prior learning and competencies, about appropriate upgrading activities and about any other educational services likely to meet their needs

---

3. Québec, Ministère de l'Éducation, *Action Plan for Adult Education and Continuing Education and Training* (Québec: Gouvernement du Québec, 2002), p. 7.
4. *Action Plan for Adult Education and Continuing Education and Training*, p. 28.

- supporting and advising adults throughout the learning process"[5]

The Action Plan also contains the following provisions:

- school boards shall be responsible for reorganized reception, referral, counselling and support services
- school board reception, referral, counselling and support services shall be responsible for establishing the record of learning in basic general education
- the reception, referral, counselling and support services offered by the various players in a given community should be harmonized
- target populations should receive special attention

### 1.4 Reception, Referral, Counselling and Support Services in the School Boards
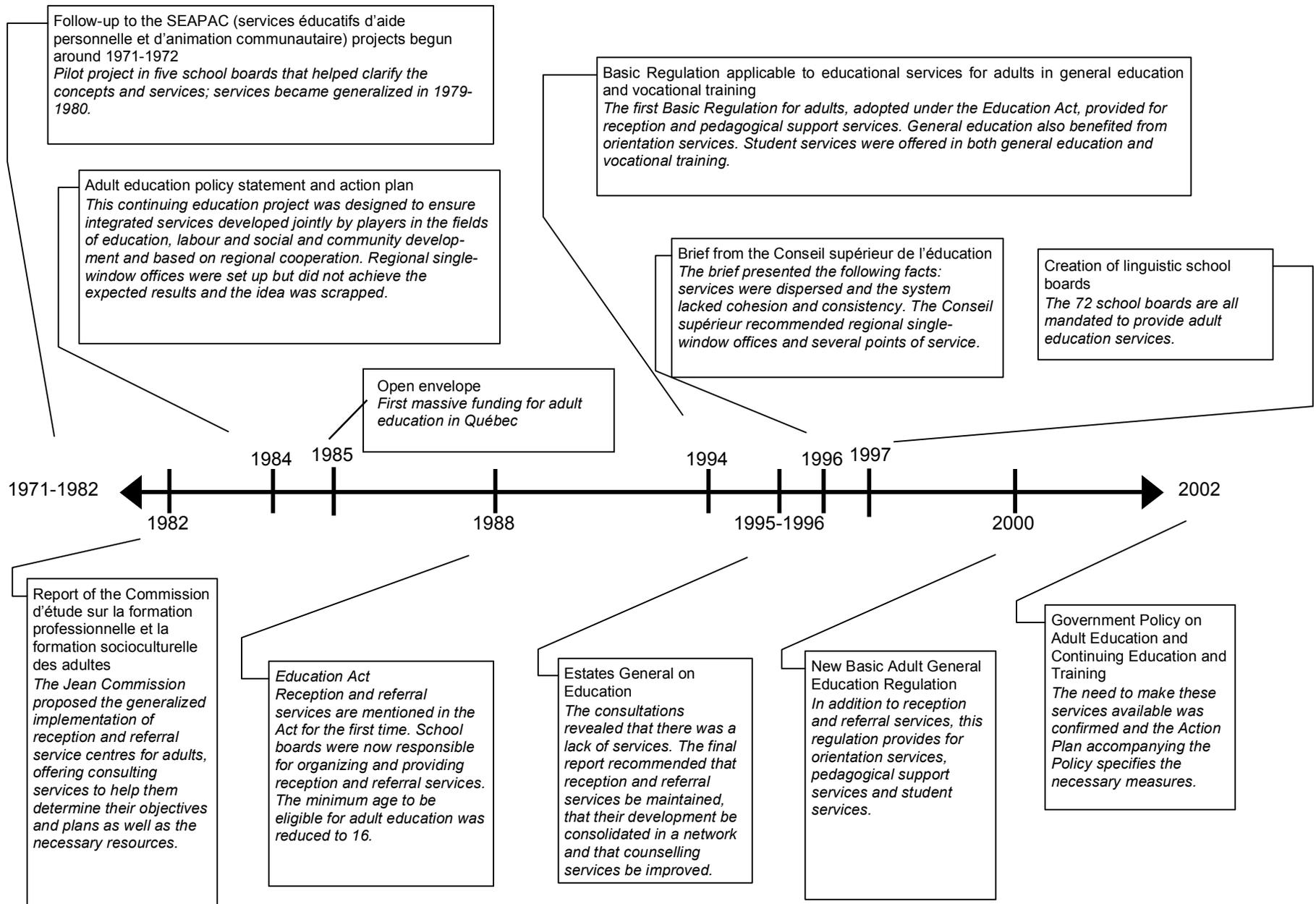
Reception and referral services have a long tradition in the school boards, especially in adult education and vocational training centres. The table on the following page illustrates the main events in the history of these services. It does not, however, do justice to the wealth and diversity of expertise developed in the school boards over the years. These services have remained relatively unchanged since the discontinuation of the regionalized service program following the publication of the government's *Énoncé d'orientation et plan d'action en éducation des adultes* in 1984. The only modifications have been to add certain aspects of the services to the 1994 Basic Regulation under the heading of educational services. However, reception and referral services continued to develop, although they took considerably different paths in the various communities.

In 2003, a survey of twenty school boards and their adult education and vocational training centres conducted by the Ministère was designed to determine the state of reception, referral, counselling and support services. The results of this survey and an analysis were published in two documents.[6] The first, entitled *The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards – Analysis and Synthesis of the Results of a Survey,* includes the entire analysis, while the second, *The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards – Summary of a Study,* is a summary of the first. As its title implies, the study sheds considerable light on the state of the services in question at the time of the survey.

---

5. *Action Plan for Adult Education and Continuing Education and Training,* p. 7.

6. These documents are available on line at: <www.mels.gouv.qc.ca/dfga>, under "Politique gouvernementale d'éducation des adultes et de formation continue."

# Table 1: History of reception and referral services in Québec

Follow-up to the SEAPAC (services éducatifs d'aide personnelle et d'animation communautaire) projects begun around 1971-1972
*Pilot project in five school boards that helped clarify the concepts and services; services became generalized in 1979-1980.*

Adult education policy statement and action plan
*This continuing education project was designed to ensure integrated services developed jointly by players in the fields of education, labour and social and community development and based on regional cooperation. Regional single-window offices were set up but did not achieve the expected results and the idea was scrapped.*

Basic Regulation applicable to educational services for adults in general education and vocational training
*The first Basic Regulation for adults, adopted under the Education Act, provided for reception and pedagogical support services. General education also benefited from orientation services. Student services were offered in both general education and vocational training.*

Brief from the Conseil supérieur de l'éducation
*The brief presented the following facts: services were dispersed and the system lacked cohesion and consistency. The Conseil supérieur recommended regional single-window offices and several points of service.*

Creation of linguistic school boards
*The 72 school boards are all mandated to provide adult education services.*

Open envelope
*First massive funding for adult education in Québec*

1984    1985       1994    1996   1997

1971-1982         2002

1982        1988       1995-1996       2000

Report of the Commission d'étude sur la formation professionnelle et la formation socioculturelle des adultes
*The Jean Commission proposed the generalized implementation of reception and referral service centres for adults, offering consulting services to help them determine their objectives and plans as well as the necessary resources.*

*Education Act
Reception and referral services are mentioned in the Act for the first time. School boards were now responsible for organizing and providing reception and referral services. The minimum age to be eligible for adult education was reduced to 16.*

Estates General on Education
*The consultations revealed that there was a lack of services. The final report recommended that reception and referral services be maintained, that their development be consolidated in a network and that counselling services be improved.*

New Basic Adult General Education Regulation
*In addition to reception and referral services, this regulation provides for orientation services, pedagogical support services and student services.*

Government Policy on Adult Education and Continuing Education and Training
*The need to make these services available was confirmed and the Action Plan accompanying the Policy specifies the necessary measures.*

The following are some of the study's observations about changes to be made to reception, referral, counselling and support services.

The types of tasks performed by classes of employees working in reception, referral, counselling and support services can be classified according to the following concepts: reception, information, counselling, guidance, support and administrative follow-up. An analysis of the scope of these types of activities reveals that they are grouped together differently depending on the centre and on the classes of employees on staff. The analysis also reveals that reception, information and administrative follow-up play a far greater role and probably have a far greater impact than counselling, guidance and support in the general operation of the services. In terms of the action taken by staff members, centres associate reception, referral, counselling and support services with "academic success," which tends to be perceived as more important than the adults' career or personal plans.

The organization or reorganization of reception, referral, counselling and support services, and especially the decentralization of services toward adult education and vocational training centres, is a concern shared by many school boards in recent years. A smaller number of school boards actually centralized services. Some also added resources in order to better meet adults' needs. Opinions about the effects of greater decentralization vary.

Adult education and vocational training centres mentioned that they have difficulty reaching certain target groups, such as young adults and illiterate adults. Some centres described the initiatives they have taken to reach these segments of the population.

According to the information gathered from the centres associated with the twenty school boards that participated in the survey, over a three-month period in 2002, 15% of adults admitted to an adult education centre and 16% of adults admitted to a vocational training centre did not attend the first day of classes. This percentage varies according to the adults' age: it was between 20% and 25% among adults aged 20 to 24 and 30 to 34 admitted to an adult education centre and those aged 25 to 29 admitted to a vocational training centre. During the same period, 13.5% of adults newly enrolled in an adult education centre and 5.2% of those newly enrolled in a vocational training centre dropped out during the first three weeks of classes.

## 1.5  Characteristics of the Main Target Groups

The main target groups for reception, referral, counselling and support services are, of course, those mentioned in the Policy and the accompanying Action Plan. Generally speaking, they are adults who never obtained a first secondary school diploma (SSD or DVS). Emphasis is placed on certain groups that in recent

decades have not received significant resources: "people with disabilities, immigrants, Native people, adults under 30 without qualifications and adults 45 or over."[7]

According to Statistics Canada census data, in the 15-year period between 1986 and 2001, the percentage of adults aged 15 to 64 without a diploma dropped from 40% to 26%. Despite this progress, however, the proportion of adults in Québec aged 25 to 64 without a diploma is still higher than the Canadian average, exceeding that of Ontario by 4 percentage points (24.4% compared with 20.6%).[8]

Table 2 presents certain characteristics of the population that never obtained a secondary school diploma, based on 2001 census data.

**Table 2[9]**

**Individuals over the age of 15 without a secondary school diploma who do not attend school, by age, Québec, 2001**

| Age (1) | Total population (2) | Individuals without a secondary school diploma (3) | | Who do not attend school (4) | |
|---|---|---|---|---|---|
| | N | N | % | N | % |
| 15 | 90 312 | 84 095 | 93.1% | 42 700 | 9.3% |
| 16-19 | 370 083 | 159 900 | 43.2% | | |
| 20-24 | 485 220 | 78 005 | 16.1% | 64 340 | 13.3% |
| 25-44 | 2 153 085 | 402 350 | 18.7% | 388 155 | 18.0% |
| 45-64 | 1 855 590 | 577 615 | 31.1% | 573 310 | 30.9% |
| **Subtotal 15-64** | **4 954 290** | **1 301 965** | **26.3%** | **1 068 505** | **21.6%** |
| 65 and over | 878 060 | 546 975 | 62.3% | 545 565 | 62.1% |
| **Total 15 and over** | **5 832 350** | **1 848 940** | **31.7%** | **1 614 070** | **27.7%** |
| | | | | | |

Source: Census of Canada, 2001

According to these data, of those individuals aged 15 to 64 who are not attending school either full-time or part-time (**Column 4**), a little over a million do not have a secondary school diploma, i.e.:

- almost 400 000 adults aged 25 to 44 (18% of this age group)
- almost 600 000 adults aged 45 to 64, i.e. about 1 out of 3 adults in this age group. These individuals make up more than half of the population without a secondary school diploma who are not attending school

---

7. *Plan of Action for Adult Education and Continuing Education and Training*, p. 8. The same information appears in the introductory pages of the Policy.

8. Québec, Ministère de l'Éducation, du Loisir et du Sport, *État de la formation de base des adultes au Québec* (Québec: Gouvernement du Québec, 2005), p. 9.

9. This table is a compilation produced for this document and is based on 2001 census data provided by Statistics Canada.

After introducing the variable "less than 9 years of schooling," the survey conducted by the Ministère made the following observation: There are four times as many adults aged 45 to 64 with less than 9 years of schooling than there are adults aged 25 to 44 (16.9% compared with 4.8%). In absolute numbers, this means that 314 380 adults aged 45 to 64 have less than 9 years of schooling; in other words, two thirds of those aged 15 to 64 with less than 9 years of schooling are between the ages of 45 and 64.[10]

- more than 60% of adults over the age of 65 (545 565 people) do not have a secondary school diploma and are not attending school

So there were a little more than **one million** people aged 15 to 64 and more than **1.6 million people** over the age of 15 who did not have a secondary school diploma (SSD or DVS) and were not attending school in 2001.

According to the 2003 *International Adult Literacy and Skills Survey* (IALSS), Canada made a certain amount of progress in the period following the 1994 IALSS. A comparison of the results obtained in the different provinces sheds further light on the situation in Québec. For example, in two of the four domains analyzed, i.e. numeracy and problem solving, "Québec's average scores were about the same as the national level. For the two literacy domains, Québec's average scores were below the national average."[11] Upon closer inspection, we observe that, in prose literacy, 15.6% of adults (or an estimated 800 000 individuals) achieved proficiency level 1 in 2003.[12] Thirty-three per cent of adults (or 1.7 million individuals), achieved proficiency level 2.

In all, in 2003,[13] an estimated 2.5 million of the 5.1 million individuals aged 16 to 65 did not achieve proficiency level 3. In 1994, the proportion was 2.4 million out of 5 million individuals in the same age group.

A few other characteristics are worth noting:

- The graduation level is increasing rapidly among 16- to 20-year olds. However, the proportion of young adults aged 21 or over without a diploma is hovering at about 15%, which is still considerable.[14]

- Jobs are becoming scarcer for adults with little or no formal education: fewer of these people are employed than the average for the general

---

10. *État de la formation de base des adultes au Québec,* p. 11.

11. Statistics Canada, *The Daily* (November 9, 2005).

12. Like the 1994 survey, the 2003 IALSS conceptualizes competencies on a continuum, which makes it possible to evaluate the proficiency with which adults understand written information in order to function in society. Of the five levels, Level 3 is the "desired threshold for coping with the increasing skill demands of a knowledge society." *The Daily* (November 9, 2005).

13. According to an internal analysis done by the Ministère de l'Éducation, du Loisir et du Sport.

14. *État de la formation de base des adultes au Québec,* p. 15.

population, and they are more likely to be affected by the decline in the number of jobs requiring little or no formal education.[15]

- Recent studies indicate that adults with little or no formal education are unlikely to participate in educational activities. A synthesis of some of these studies appears in *L'état de la formation de base des adultes au Québec.*[16]

According to international studies,[17] in all developed countries, including Canada, some segments of the population do not receive the attention they require. These include people who work in small businesses and who do not have access to training or information, guidance or counselling services. People in precarious positions and those earning small salaries have little access to services and receive little support in their efforts to improve their living conditions through education or counselling services.

It is important to take action given the requirements of today's society, expected developments and the characteristics of the populations most likely to be affected. Reorganizing reception, referral, counselling and support services is one of the lines of action set out in the government's 2002 Policy. In particular, these services help:

- reach and serve target groups
- foster expression of the demand for services
- increase the level of basic education of Quebeckers
- stimulate the development of a culture of lifelong learning

The organization of these services is based on what we have learned through experience, on the results of studies in the field and on our values as a society and an education community.

---

15*. État de la formation de base des adultes au Québec,* p. 23-27.

16. This document also contains detailed information about different segments of the population (by sex, first language, ethnic group, Native status, etc.).

17. For example, Organisation for Economic Co-operation and Development, *Beyond Rhetoric: Adult Learning Policies and Practices* (Paris: OECD*,* 2003) and OECD, *Career Counselling and Public Policy: Bridging the Gap* (Paris: OECD, 2004).

## 2.  FOUNDATIONS

Reception, referral, counselling and support services involve a course of action, the services themselves, and the panoply of interactions between the two. The aim of the course of action is to help adults develop a personal plan and a plan of action, while the services provide them with support and guidance in the development and implementation of these plans. The services give meaning to the course of action and ensure its efficiency.

This chapter presents the rationale for reception, referral, counselling and support services, addressing their aims and orientations, which serve as guidelines for action, and summarizing the main elements of their field of application.

Most of these aspects were discussed with school board staff on a tour of the regions in 2004 and early 2005. At that time, it became apparent that there was a general consensus that this was an opportunity to take a further step in the development of existing reception and referral services and that it should be based on the following goals and orientations.

### 2.1  Aims

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

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

2.  To help inculcate a culture of lifelong learning, in particular by fostering the expression of the demand for learning

The course of action and services in question provide adults with information about themselves and their environment and ways of using this information to learn more about themselves, their situation and the possibility of achieving the desired personal development. Thus, they help adults to meet different requirements and deal with different life situations in a more satisfactory manner and to make well-informed decisions, allowing them to achieve a greater level of autonomy and mastery over their own lives.

The major target groups are difficult to reach and to convince of the advantages of lifelong learning. It is often necessary to take steps to meet these adults in the places they frequent and to accompany them on a possible path toward action. One of the means recommended in the Policy is to foster the "expression of the

demand for learning." This all-encompassing term emphasizes the importance of listening to adults, helping them express their situation and providing them with the assistance they need at this point in time. This is when the nature of the demand and the type of solution become evident.

By making an effort to reach greater numbers of adults and by providing them with resources to help them express their demand for learning, reception, referral, counselling and support services are helping to inculcate a culture of lifelong learning in their community.

## 2.2  Orientations

The five orientations chosen are the means of achieving the wide range of aims. They deal, respectively, with the fact that reception, referral, counselling and support services foster the expression of the demand for learning, that they focus on the adult, that they are educational in themselves, that they are based on the development of a personal plan and that they are one of many services offered in the community.

### 2.2.1  Expression of the demand for learning

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

Adults of all ages want services. In today's society, adults often find themselves in a transition period, so they need to review their situation on a regular basis throughout their lifetime. It is often difficult to do so without help. Personalized assistance can help adults make a successful transition from one stage of life to another, or integrate successfully into society when they might otherwise turn inward or become marginalized.

In the new context created by the reorganization of services, demand will be much more diversified. Consequently, only some requests will involve enrollment in an adult education or vocational training centre. Nevertheless, a

strategy fostering adults' expression of their needs with respect to the evaluation of learning, information, guidance and so on should result in an increase in the number of adults enrolled in learning activities offered in the school board's centres.

### 2.2.2 Focus on the adult

Reception, referral, counselling and support services see adults as people in constant development who are in control of their life. Each individual is given support and resources throughout the development of his or her personal plan. Often, adults want to know whether they meet official requirements or to obtain educational or vocational information. In other cases, they need to identify their strengths, acquire more self-confidence and set a goal or establish a plan. In developing their personal plan they may discover the importance and meaning of a learning activity. The education proposed can be formal, non-formal or informal.[18]

The services offered, including personalized reception, support and guidance services, are inherently focused on the individual. These resources, if used correctly, help each adult identify what he or she already knows and can already do and what he or she should acquire in terms of knowledge, skills and attitudes in order to integrate more positively into society. Consequently, services that focus on the individual considerably increase adults' level of freedom and broaden the scope of their responsibility.

Adults' needs may be related to their working life, their family life, their immediate surroundings or society in general. That is why the resources made available are open to all of these needs. The services are related to specific areas, but their perspective is that of the adult as a whole.

### 2.2.3 Educational activity

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

- the adults are truly responsible for their course of action, the ensuing personal plan and the implementation of their plan of action
- it motivates adults to achieve objectives beyond those set at the beginning of the process

---

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

- the adults' experience is considered a source of learning and is recognized and applied as such by staff members and the adults themselves

- adults are given the opportunity to try new work methods, discuss their discoveries, make choices or carry out other activities that require the ability to think and analyze

- the interviews, feedback, referrals to sources of information and other resources available to the adults help them become aware of their values, expectations and interests, identify what they already know and know how to do, obtain information and, most importantly, envisage making changes to their lives

- the guides, questionnaires, grids and other tools used require that the adults participate and use their judgment

- an appropriate evaluation shows that, in the coming stages of development or in relation to a different need, the adults will be capable of repeating a similar process with little or no outside help

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

## 2.2.4 Development of a personal plan

Reception, referral, counselling and support services hinge on the **adult's personal plan.** A personal plan is the means by which an individual or group develops a plan of action. Developing a personal plan is a way of dealing with one's concerns for the future and represents the wish for a desired outcome. It focuses the individual's or group's actions on a desired future and makes it possible to determine how to get there. It therefore gives meaning to the individual's or group's choices and provides guidelines for action, thereby fulfilling one of the conditions for success. It bridges the gap between anticipation and achievement,[19] between the current situation, the desired outcome and the necessary action.

Adults who seek reception, referral, counselling and support services get help defining their personal plan, which corresponds to their expectations and evolves with time and experience. The personal plan is the basis for more specific plans, which, in turn, can affect the personal plan. Reception, referral, counselling and support services foster the emergence of such specific plans, which can apply to any sphere of human life (personal, family, cultural, political and, of course, vocational). Some people feel that they do not have a personal plan, that nothing has meaning for them. Developing a plan can, in such a case, produce surprising results.

---

19. Jean-Pierre Boutinet, *Psychologie des conduites à projet* (Paris: PUF, 2004), p. 25.

The personal plan consists of two inextricably linked parts:

- the goal, which indicates a desire to achieve something in the future
- the plan of action needed to achieve this goal

The plan of action usually includes a learning plan, which, in many cases, is an important component. Here, "learning plan" should be understood in its broadest sense. In our knowledge-based society, there are numerous opportunities to learn, and this is a necessary ingredient for lifelong learning. *A thousand and one ways of learning* is an expression popularized by the Institut de coopération pour l'éducation des adultes.

### 2.2.5 Interaction with the community

Reception, referral, counselling and support services are closely tied to the community in which the adults they serve live.

Interaction with the community takes the form of partnership. Some adults seeking reception, referral, counselling and support services may have consulted other organizations and may still be in contact with them. Adults may also consult other organizations while they are in the process of carrying out their plan of action. Community organizations regularly refer adults to reception, referral, counselling and support services and vice versa. Cooperation among the main players ensures continuity and coordination, improves the chances of success of each player and makes it possible to organize resources for the benefit of adults.

Also, partly because of the adults they serve, reception, referral, counselling and support services are familiar with the opportunities for lifelong learning in their community and of the public's needs. They can also be proactive, contributing to the development of a culture of lifelong learning in the community.

Reception, referral, counselling and support services observe the situation, and then take the necessary action. In a manner of speaking, they ensure an "active watch."

## 2.3 Fields of Activity of Reception, Referral, Counselling and Support Services

Now that we have defined the aims and orientations of reception, referral, counselling and support services, we can examine their specific fields of activity. The services work on two levels: with individuals and with the community or their milieu. Chapter 3 addresses how these services work with individuals. Chapter 4

examines how these services intervene with the community, their general responsibilities.

The aim of reception, referral, counselling and support services is to enable an adult, or a group of adults, to learn and thereby to:

**acquire**
- more in-depth knowledge of himself or herself, and his or her resources and limitations
- the appropriate information about his or her surroundings
- the ability to identify his or her expectations and set objectives

**determine** his or her goals and the actions needed to achieve them

**have access** to the help he or she needs to achieve success

When such an educational activity is designed to meet the need of a group of adults, the fields of activity are collective and generally involve community action.

This activity taps into the five services (reception, support, the record of learning in basic general education, information and career counselling) and includes a process designed to develop or clarify an adult's personal plan and plan of action. The educational component is a result of the activity.

The general responsibilities of reception, referral, counselling and support services involve an active relationship between the services and the community and its different players. They include proactive measures, which involve interaction with the community, and partnership, which demonstrates a desire to contribute as a member of the community.

In their actions with individuals and the community, reception, referral, counselling and support services provide the population, especially those with little or no formal education, with a variety of opportunities to learn, either by offering activities themselves or referring adults to different resources. Formal education resources (general education, vocational training and the recognition of learning acquired outside a school setting) play an important role since they are available to people who do not have a secondary school diploma.

## 3.   INTERVENTION

There are two complementary lines of action in dealing with an adult or a group of adults: a course of action culminating in a personal plan and a range of services whose main objective is to help adults before or during the development process or at the implementation stage. The first section of this chapter defines and describes the services, while the second, the course of action.

### 3.1   Services

The services aimed at supporting adults in their course of action are identified as follows: reception, support, the record of learning in basic general education, information and career counselling. These services are made available to adults to help them learn more about themselves and about certain aspects of society, identify the strengths and limitations of their education, evaluate their abilities and adopt the appropriate measures to improve their situation, especially with respect to their education and working life.

Each of these services fulfills a specific function. Adults who have benefited from reception services may need few if any additional services. As a whole, these resources should enable adults to set a goal and choose the activities needed to achieve it. This is what is referred to as developing a personal plan.

The description of these services makes no assumptions with respect to the location of reception, referral, counselling and support services in a territory or the possible roles of the school board administrative centre or the adult education and vocational training centres. Various organizational models are possible.  However, school boards will need to consider the segments of the adult population to be served: young adults, seniors, Native people, immigrants, people scattered over a vast territory, etc., when making their decisions.

The services must focus on the adult's individual characteristics (e.g. language, current situation, expectations). This does not mean that only one adult can be served at a time. On the contrary, several can be served at once. The creation of conditions that foster an exchange of information and mutual assistance appear to motivate adults, help them develop a personal plan and make the job easier for staff members.

### 3.1.1  Reception

*Definition*

Reception services consist in establishing interactive communication with an adult in person, over the telephone, or by fax, e-mail or letter. In all cases, staff members must adopt specific attitudes and behaviours, including the ability to listen, to create an atmosphere of trust and to perceive more than is conveyed by words or gestures. Personalized attention is the main objective, whether the client is an individual or a group of adults.

Another aspect of reception services is an exchange of information between an adult and staff members, and an adult's communication of information about his or her education, experience or other relevant aspects of his or her situation.

Reception services are no longer necessary once the adult has obtained an answer to his or her questions and knows what to do, or has been referred to another person or resource.

*Characteristics and other considerations*

At the first stage of reception, exchanging information consists in:
- clarifying the purpose of the adult's visit or communication
- providing the adult with general information about services or other resources available, the steps to take and the people to contact
- collecting general information about the adult, as well as other information needed to produce a summary report or open a file

At the second stage of reception, exchanging information consists in learning about the adult's schooling, the non-formal or informal education he or she may have acquired (at work, for example) and gathering additional information about the adult's reasons and motivation for seeking services. The scope of this stage is much broader. During or following an interview, it involves gathering relatively accurate information (e.g. experience, interests), doing an analysis, administering and interpreting tests and making suggestions for the next step to be taken.

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

The conditions for success include a location that is easily accessible by all adults, assurance of confidentiality and opening hours that take work and family schedules into account.

---

*Challenges related to Reception*

- Obtaining the information necessary to accurately identify the reason for the adult's visit or communication and providing the appropriate information
- Behaving in such a way that the adult has confidence in the service and the institution and in his or her ability to develop a personal plan
- Ensuring that all adults reach the second stage of reception

---

### 3.1.2 Support

*Definition*

Support services essentially consist in assisting the adult throughout the process of clarifying and developing his or her personal plan, including the development of a plan of action and, when possible, during its implementation.

Support services are an integral part of the process, regardless of the choices made and the staff members involved, and they are designed to address adults' questions, misgivings and progress, as well as any unforeseen events.

*Characteristics and other considerations*

The specific contribution of support services consists in:
- maintaining a relationship of trust with the adult and reinforcing confidence in his or her abilities and progress
- informing the adult of the purpose of various resources, in particular the record of learning in basic general education, the information available, career counselling and educational services, discussing the appropriateness of these resources in the adult's case and facilitating certain steps
- acting as liaison between the resources the adult is referred to, whether they are within or outside the school board
- helping the adult make connections between various resources and his or her situation, expectations, questions and personal plan

- providing information or, as needed, suggesting the appropriate sources of information
- helping the adult understand the implications of his or her personal plan, including the conditions for its successful implementation

Adults receive support services once they have enrolled in a learning activity in a centre. While educational support is provided by educators, this type of support is provided in collaboration with those educators. It is most useful when the adult reviews his or her personal plan, requires help implementing it or is considering dropping out.

The adult himself or herself, with the necessary assistance, decides what information will be conveyed to those responsible for his or her education, a department of the school board or another organization.

The adult's personal plan may also include educational services. For example, he or she may need to take a few general education courses even if he or she is uncertain what he or she wants to do. Such an experience may help the adult establish a plan of action.

With the adult's consent, the information deemed pertinent to his or her progress is recorded in a student file. The file may contain a portfolio illustrating the adult's experience and learning.

---

*Challenges related to Support*

- Maintaining an effective educational dialogue with the adult for as long as necessary
- Finding the ideal nature and scope of support activities
- Ensuring that all school board adult services support them in a process that results in the development of a personal plan, proposing motivating activities and, if the personal plan is implemented within the school board, ensuring its successful implementation

---

### 3.1.3  The record of learning in basic general education

*Definition*

The record of learning in basic general education is a process that helps adults examine and identify their academic and experiential learning. It also helps them develop autonomy by facilitating the expression of their aims.

---

The record of learning in basic general education is not an official recognition of learning; rather, it is an exploratory process that may eventually lead to the recognition of learning.

The record of learning in basic general education is intended to help those who do not have a first secondary school diploma (SSD or DVS) to determine their level of basic general education.

*Characteristics and other considerations*

The record of learning in basic general education enables adults to participate in a personalized process of exploring and evaluating the influence of their experience on their learning, thereby gaining confidence in their potential. The process focuses on the adult and takes his or her expectations and needs into account at all times.

The personalized process is designed to help adults express and clarify their aims and their reasons for choosing to enroll or not. This is followed by an in-depth examination of their academic and experiential learning. The adult identifies what he or she knows, knows how to do or could do in another situation. The process ends with the establishment of links between all the information obtained with a view to selecting a realistic option that will result in the development of a personal plan that will improve their situation, particularly with respect to their basic education.

The reference framework used to establish the record of learning in basic general education relies on the competency-based approach. It is intended to reveal the resources acquired by the adult in different everyday situations.

The record of learning in basic general education, designed and validated by the Ministère de l'Éducation, du Loisir et du Sport, is a well-structured document prescribing the elements of the process.

— The responsibility for developing a record of learning in basic general education belongs to a professional within the reception, referral, counselling and support services trained for this purpose. If necessary, the same professional could monitor the adult's progress. When an adult is referred by a partner for the establishment of a record of learning in basic general education, he or she meets with reception before being referred to the person who will produce the record.

*Challenges related to the Record of Learning in basic general education*

- Maintaining the unique character of the record of learning in basic general education and preserving the purposes for which it was designed

- Ensuring that internal and external partners recognize the record, which is essential for its success. The idea is to make full use of the expertise of each player, while ensuring the complementarity of services offered to the adult

### 3.1.4 Information

*Definition*

Information is what gives meaning to the entire process. Consequently, it is adapted to the adult's particular situation and, more specifically, to his or her questions, the paths he or she is considering and the development of his or her personal plan.

Information can be about educational resources, trades and occupations, the job market in general, other areas of personal or social life, or help that can be obtained from another person, department or organization (currently known as "referral services").

*Characteristics and other considerations*

In addition to providing adults with direct information, these services can provide information about sources of information and methods of finding the necessary information, interpreting it and assessing its validity.

Information is involved in all other resources. Depending on the case, it can be in the form of a group presentation, a conversation with a resource person, an electronic data bank, a videodisc or a role-play.

Information is presented in a language and on a medium that is easily accessible and potentially of interest to the adults in question. For example, documents can be in written, audio, visual or audio-visual form. The medium could be a leaflet, a brochure, magnetic tape, videotape, compact disc, a Web site and so on. Different combinations of language and media are used to ensure that the information conveyed is understood.

Information must be available in the places where adults are likely to look for it. It can then meet a wide variety of needs. However, it must also be reliable and up to date.

Becoming increasingly capable of making connections between items of information and giving them meaning is one of the inherent learnings in the proposed process.

---

*Challenges related to Information*

- Providing a diversified and changing population of adults with pertinent quality information that is easily accessible and up to date

- Behaving in such a way that adults learn to find and adequately use the information available

- Ensuring that staff members in contact with the adults possess and understand all the useful information

---

### 3.1.5  Career counselling

*Definition*

Career counselling involves a regular review of the adult's sociovocational participation. This review is made necessary by the numerous occupational transitions and fluctuations experienced by adults, which oblige them to reevaluate or adapt their career choices in accordance with their expectations and interests in a constantly changing environment.

In this context, the answer to an immediate need for career counselling in the case of unemployment should also help adults develop the ability to maintain a satisfying working life in the long term.

*Characteristics and other considerations*

Counselling services rely on a relationship between the adult and the world around him or her.[20] Since both the adult and the world are constantly changing, the relationship between the two is also in a state of flux. In order to achieve a satisfying balance, the adult, regardless of his or her age, learns

---

20. This is what counselling specialists call the "self-environment" relationship. See Danielle Riverin-Simard and Yanik Simard, *Towards a Model of Continuous Participation: The Central Role of Counselling* (Québec: Ministère de l'Éducation, 2005) for the different manifestations of this relationship.

to navigate toward the future. He or she becomes attentive to trends and changes in the environment, as well as to the skills needed to be proactive. Ideally, he or she becomes capable of managing the unexpected, which is common currency in today's society.

As a process that enables adults to take their future in hand, counselling is required throughout life. This process can take different forms, and require intensive periods of examination or the contribution of qualified personnel.

There is a general consensus in the research on this subject, i.e. that adequate counselling has an impact on motivation and perseverance and that it fosters the successful implementation of the adults' personal plans.

There are different ways of providing counselling services, such as on-line self-directed programs, peer assistance in groups or the active involvement of various types of environments (e.g. formal educational, organizational, vocational, community, play), which have become participants in the counselling of adults.

In the latter case, which mentions the contribution of places of learning to the counselling of adults who frequent them, the assistance of a specialist in the field is essential for defining the general model and contributing to the support and supervision of all the players during its application.

---

*Challenges related to Career Counselling*

- Convincing adults of the need for a regular in-depth review of who they have become and of their sociovocational commitment then, in the light of the review, making the changes needed to ensure greater harmony and more successful interaction between the two areas of development
- Offering adults a sufficiently wide range of adequate career counselling strategies

---

## 3.2 The Course of Action

*Definition*

The course of action is at the heart of the intervention. For the adult, it consists in:

- developing a personal plan with a goal and a plan of action

- setting a goal and defining a plan of action based on greater self-knowledge (e.g. strengths, learning) and knowledge of society[21] (e.g. available educational resources, information about the job market)

The course of action is characterized by its educational nature and the resulting personal plan.

With minor adaptations, this definition could apply to a course of action undertaken by a group of adults.

*Characteristics and other considerations*

The course of action places the adult in a learning situation which is an end in itself and focuses on certain aspects of society, as well as in a situation in which such learning is applied.

In order to help adults learn more about themselves, particularly in terms of the scope and level of their education, increase their level of understanding of society and develop a personal plan, the school board provides them with the resources previously described, i.e. the second stage of reception, support, the record of learning in basic general education, information and career counselling.

The adult's relationship with society, especially as described in his or her personal plan, can be more or less extensive and complex. It may consist essentially in a connection between what he or she perceives of himself or herself and what society appears to require right now (in the area of education or employment, for example), or it may take into account projections, trends or concrete changes expected in the job market or society in general.

The above-mentioned resources are meant to:

- help adults review their learning, attitudes, career expectations and personal or social constraints
- help adults learn more about themselves and their current or potential relationship with their working life, the educational resources in their community and certain aspects of society
- motivate adults throughout the development of the course of action and at least part of its implementation
- meet adults' need for information in various ways and in different areas
- enable adults to acquire generic learning concerning work and research methods, career planning, the location and processing of information and the acquisition of problem-solving and organizational skills

---

21. The term "society" is used here rather than "community," which is more restrictive.

Depending on the adult, the process may take more or less time, be more or less in-depth, be applied continuously or in different stages, be required only for some of its elements, result in a personal plan focusing on learning or in a social or other type of plan with only one non-formal or even informal educational component. Lastly, the course of action may be partially or totally renewed depending on the adult's development.

*Challenges related to the Course of Action*

- Being able to offer the most reticent segments of the population the opportunity to undertake a course of action adapted to their situation

- Ensuring that support services are user-friendly and that they are used correctly and to their full potential

- Ensuring that the process is motivating and realistic and that it takes into account what is most appropriate for the adult in question at each of its stages

# 4. GENERAL RESPONSIBILITIES

While we learned in Chapter 3 that reception, referral, counselling and support services are intended for adults, this chapter illustrates that general responsibilities involve the relationship between these services and the various players in the community. These responsibilities are the backdrop for all reception, referral, counselling and support services, as well as a means of helping them achieve their aims and define their orientations. They are assumed by all reception, referral, counselling and support services in accordance with the school board's mission.[22] Each school board is responsible for choosing how it will carry out its responsibilities in accordance with its vision and situation.

These responsibilities involve two distinct but complementary components: a proactive approach and partnership.

## 4.1 A Proactive Approach

*Definition*

A proactive approach is a type of "active watch" of the state of lifelong learning in the community and is characterized by:
- familiarity with the adults in the community
- a concern for educational issues in the community and their evolution over time
- a series of deliberate actions designed to promote services and render them more accessible so as to facilitate the expression of the demand, particularly among adults who do not have a secondary school diploma

*Characteristics and other considerations*

Promotional methods are largely used by school boards to advertise their educational services. These promotions fail to reach most target populations, even when they involve the most common media, such as television. Other methods need to be found to inform these groups of school board services, including reception, referral, counselling and support services, and to present them in such a way that the target audiences know who they are. For example, messages could make reference to adults' life situations, make connections between what they are going through in life or at work and adapt the language to different types of personalities or cultural traits. Awareness of the importance

---

22. Six of eleven action research projects on proactive approaches and partnership show the importance of consistent action and discourse at every level of the school board and in all its components, especially as concerns expected outcomes and community action.

of education and the development of the ability to learn throughout life could be components of such promotion.

School boards have come up with a variety of ways of improving promotional methods, for example: establishing points of service in public places; participating in community events to talk directly to the people; offering learning activities adapted to people's needs or situations (parenting skills, car repair, computer skills); using adult learners as ambassadors; finding credible resources in the community to relay information.

Developing a relationship with a community requires familiarity with the community in question, its players and organizations, and the geographical distribution of the different population groups in the territory. This makes it possible to make a well-informed choice of target populations, to concentrate on these populations and to identify the players in the community who can help reach them (e.g. businesses, adults in precarious positions, organizations).

Greater familiarity with the adults themselves is also a valuable source of information that can be used in a variety of ways.[23] It can inspire ways of reaching target populations and helping them express their demand, adapting responses to the demand and discussing the necessary services with partners. It is not always possible to question adults who telephone or visit the reception services about their motives for seeking services or the obstacles they encountered on the way. By directly questioning adults through other means, reception, referral, counselling and support services can become more familiar with their situation and their perceptions or prejudices with regard to the institution and its services, and to provide first-hand information about the services available, in which case they can tailor the information to the needs expressed by the adults in question.

Reception, referral, counselling and support services can also contribute to the development of lifelong learning by working with the community to address the conditions that generate poverty and social exclusion.[24] Many school boards are active participants in community development organizations and in community leadership projects. This is a proactive approach that fosters both the integration of the school board in the community and its contribution to community development. The leadership projects are based on existing local networks, since community and nonprofit organizations usually work with people in difficulty or the economically or culturally disadvantaged, and these are target populations of reception, referral, counselling and support services.

---

23. More than half of the action research projects set up discussion groups with adults and recommend this as a way of reaching and learning about adults.
24. Or "educational exclusion" as it is referred to by the Commission scolaire de L'Amiante in its action research project.

---

*Challenges related to Proactivity*

- Ensuring consistency among all players in the school board: reception, referral, counselling and support services; education centres, training centres and schools; and others

- Applying the knowledge acquired about the community in the adaptation of services

- Being attentive to developments in the community in order to help adults deal with them (e.g. plant closures, labour needs, issues related to the mission of certain territories)

---

## 4.2  Partnership

*Definition*

Partnership is the result of a free and mutual commitment or contract between different players considered equal, who share resources with a view to carrying out an action which, because of its complexity, transcends the framework for action of any one of the players. It must be based on the respective responsibilities of each of the partners. Emploi-Québec's typology of partnerships[25] defines the different types of partnerships in terms of the degree of commitment of the partners. For example:

- **exchange of information** consisting in obtaining information from a person or a group

- **consultation** to learn others' opinions and to obtain and provide information before making a decision

- **cooperation** to share ideas, priorities and ways of doing things, and to agree on orientations, strategies and actions, thereby creating a certain synergy

- **collaboration** consisting in sharing resources or responsibilities with a view to achieving a goal requiring the contribution of each partner

*Characteristics and other considerations*

The main partners of reception, referral, counselling and support services are the other players in the school board. Experience has shown that, without internal cooperation and coordination, external partnerships are more difficult to set up and maintain. School boards are therefore encouraged to promote unity and cooperation among their services and institutions (e.g. business

---

25. Emploi-Québec, *Le partenariat à Emploi-Québec*, Rapport du groupe de travail de la Table des régions sur le partenariat et la concertation à Emploi-Québec, Internal document, 2001, p. 15-16.

services, vocational training centres, adult education centres, secondary schools) before seeking to set up or strengthen a partnership with a community organization.

External partners include other educational institutions, public employment services in the community and various public, parapublic and community organizations whose mission is related to that of reception, referral, counselling and support services. Relationships already exist with different partners, for example local employment centres, CLSCs, community organizations, businesses and carrefours jeunesse-emploi.

Organizations and networks in the community served by the school board sometimes work with the same adults. They also have resources that could prove useful for adults seeking reception, referral, counselling and support services or who attend an adult education or vocational training centre. It is important to know these people, to develop friendly, permanent relationships with them and to be familiar with the services they offer in order to be able to provide guidance services, introduce themselves to these organizations and networks, reach the people that need to be informed and work jointly to raise awareness, sometimes on their own premises. The Action Plan accompanying the Policy refers to harmonizing the services offered by the different organizations in the community so that adults can benefit from a certain continuity of services between the different organizations they frequent.

---

*Challenges related to Partnership*

- Gaining a better understanding and respect for the activities of other community organizations
- Contributing jointly to the improvement of services for adults in the territory

---

## CONCLUSION

This general framework proposes ways of reorganizing current reception and referral services. Chapter 1 addresses the need for reorganization and outlines the contribution such reorganization could have on the development of adult education and vocational training in Québec. It cites certain orientations of the *Government Policy on Adult Education and Continuing Education and Training* and the accompanying Action Plan published in May 2002: different aspects of the current social and educational context, including the universal importance of lifelong learning, the history of reception and referral services in Québec for the past 30 years and, lastly, the scope and nature of basic education needs among adult Quebeckers.

The other chapters focus on the three pivotal elements of the reorganization. The first deals mainly with its aims and orientations, the second with the services themselves and the adult's course of action, and the third with the general responsibilities of the system. The aims and orientations are the rationale for the services; the services themselves and the course of action are the activities involved; and a proactive approach and partnership make up the general responsibilities.

These are, in short, the components of the plan to breathe new life into reception and referral services. It is now up to those responsible for adult education and vocational training in the school boards. Many of them have already contributed to its development. The plan includes reference points for reviewing orientations, redefining the function of certain services, involving adults more actively in the establishment of the orientation of their learning and career choices, ensuring more active participation in communities in which adults with the greatest need for education and the greatest social dependency live in order to revive a vision and rethink certain strategies for action.

Implemented with determination and adjusted in the light of experience, this plan could be the springboard for a new phase of development of reception and referral services.

## BIBLIOGRAPHY

Boutinet, Jean-Pierre. *Psychologie des conduites à projet.* Paris: PUF (Collection Que sais-je?), 2004.

Emploi-Québec. *Le partenariat à Emploi-Québec.* Rapport du groupe de travail de la Table des régions sur le partenariat et la concertation à Emploi-Québec. Internal document. 2001.

Organisation for Economic Co-operation and Development. *Beyond Rhetoric: Adult Learning Policies and Practices.* Paris: OECD, 2003.

Organisation for Economic Co-operation and Development. *Career Counselling and Public Policy: Bridging the Gap.* Paris: OECD, 2004.

Québec. Institut de la statistique. *La littératie au Québec en 2003 : faits saillants. Enquête internationale sur l'alphabétisation et les compétences des adultes (EIACA).* Québec: Gouvernement du Québec, 2005. Available on-line at: <http://www.mels.gouv.qc.ca/dfga/liste/default.html>.

Québec. Ministère de l'Éducation. *Un projet d'éducation permanente. Énoncé d'orientation et plan d'action en éducation des adultes.* Québec: Gouvernement du Québec, 1984.

Québec. Ministère de l'Éducation. *Action Plan for Adult Education and Continuing Education and Training.* Québec: Gouvernement du Québec, 2002. Available on-line at: <http://www.mels.gouv.qc.ca/REFORME/formation_con/index.htm>.

Québec. Ministère de l'Éducation. *Government Policy on Adult Education and Continuing Education and Training.* (Québec: Gouvernement du Québec, 2002. Available on-line at: <http://www.mels.gouv.qc.ca/REFORME/formation_con/index.htm>.

Québec, Ministère de l'Éducation. Direction de la formation générale des adultes. *Toward a Renewal of Reception, Referral, Counselling and Support Services in School Boards. Discussion and Policy Document.* Québec: Gouvernement du Québec, 2004. Available on-line at: <http://www.mels.gouv.qc.ca/dfga/politique/accueilreference/renouvellement.html>.

Québec. Ministère de l'Éducation, du Loisir et du Sport. *État de la formation de base des adultes au Québec.* Québec: Gouvernement du Québec, 2005. Available on-line at:
<www.mels.gouv.qc.ca/dfga/politique/formationgenerale/pdf/41-3032.pdf>.

Réginald Grégoire inc. *The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards. Analysis and Synthesis of the Results of a Survey.* Québec: Gouvernement du Québec, 2005. Available on-line at: <www.mels.gouv.qc.ca/dfga>, under "Politique gouvernementale d'éducation des adultes et de formation continue."

Réginald Grégoire inc. *The State of Reception, Referral, Counselling and Support Services Offered to Adults in Québec School Boards. Summary of a Study.* Québec: Gouvernement du Québec, 2004. Available on-line at: <www.mels.gouv.qc.ca/dfga>, under "Politique gouvernementale d'éducation des adultes et de formation continue."

Riverin-Simard, Danielle, and Yanik Simard. *Towards a Model of Continuous Participation: The Central Role of Counselling.* Québec: Gouvernement du Québec, 2005. Available on-line at:
<http://www.mels.gouv.qc.ca/dfga/politique/accueilreference/pdf/41-2521a.pdf>.

Statistics Canada. *The Daily* (November 9, 2005). Available on-line at: <http://www.statcan.ca/english/dai-quo>, under "The Daily archives."