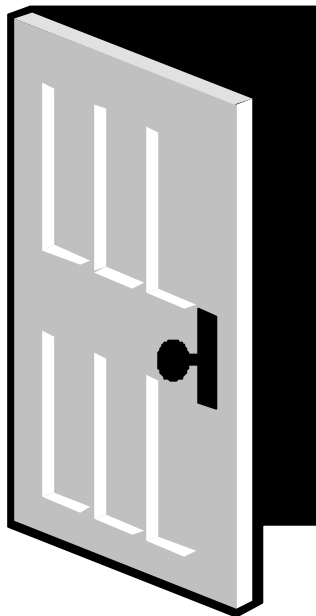


PRELIMINARY VERSION

DIRECTION DE LA FORMATION GÉNÉRALE DES ADULTES
DFGA



TOWARD A RENEWAL OF



RECEPTION,
REFERRAL,
COUNSELLING &
SUPPORT
SERVICES

IN SCHOOL BOARDS

DISCUSSION AND POLICY DOCUMENT

January 2004

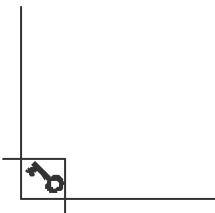
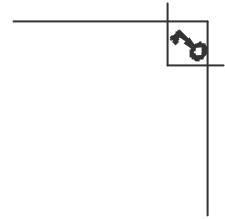


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FOREWORD

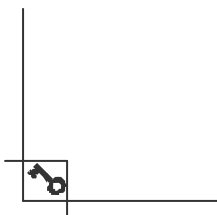
Reception, referral, counselling and support services give new horizons to thousands of Quebecers, opening a door to that world of hope offered by our “knowledge-based” society.

The *Government Policy on Adult Education and Continuing Education and Training* and the *Action Plan for Adult Education and Continuing Education and Training* adopted in 2002 recommend a renewal of reception, referral, counselling and support services and establish the conditions for that renewal. Developing a new collective and inclusive vision for these services was seen as a way to encourage school boards to move together in adopting new orientations and practices.

Through this document, the Ministère de l'Éducation (MEQ) provides school boards with an initial discussion and policy document to inspire service renewal. The final version, to be published in spring 2005, will strengthen the renewal of reception, referral, counselling and support services within school boards. Until then, discussions with the network and action research will enhance the document and specify its scope.

Other work continues, some on staff qualifications and in-service training, some on intervention tools. Appendix I describes the content of publications resulting from this work and their target audiences.

Note that the expression reception, referral, counselling and support services and its acronym RRCSS are used in this document to describe the range of services in question. This expression is a temporary one and it's possible that when these services are being implemented in school boards and educational and training centres the name may change to better describe its functions.





INTRODUCTION

Adult education acquired status as a universal right following the *Right to Learn Declaration*, adopted at the UNESCO Fourth International Conference on Adult Education in 1985, and the *Hamburg Declaration*, approved during the UNESCO conference in 1997. Now, recognizing that right requires making the conditions available for an individual to exercise the right to education throughout life.

The *Hamburg Declaration* describes adult education as a “lifelong process [...] to develop the autonomy and the sense of responsibility [...]” adding that “approaches to adult learning be based on people's own heritage, culture, values and prior experiences [...] the diverse ways in which these approaches are implemented enable and encourage every citizen to be actively involved and to have a voice.”¹ *Agenda for the Future*, adopted within the *Hamburg Declaration*, asks, “What measures need to be put into place to improve accessibility, pertinence, and quality, and to better respect diversity and recognize prior learning?”²

In a Québec context, renewing reception, referral, counselling and support services may contribute significantly to the achievement of these goals. The *Government Policy on Adult Education and Continuing Education and Training* and the accompanying Action Plan indicate the necessity for each school board to have RRCSS that allow for frontline services and for a permanent culture of lifelong learning.

It is as much the rationale and orientations of these reception, referral, counselling and support services as their practices that must be redefined. Furthermore, in the context of partnerships where a multitude of services are offered by a variety of players, the nature and limits of RRCSS in Québec school boards should be clearly defined. RRCS services should also be differentiated from the same types of service that exist elsewhere, especially in the labour and health fields, by highlighting the educational approach essential to their character.

This is the goal of this discussion and policy document in providing an overview of what reception, referral, counselling and support services can be and describing each of their components. More specific objectives are to:

- Guide the renewal of reception, referral, counselling and support services within each school board so they are consistent with the *Government Policy on Adult Education and Continuing Education and Training* and the Action Plan;
- Establish a conceptual basis common to all school boards;
- Determine the components of these services and propose approaches that promote accessibility to lifelong learning;
- Facilitate the harmonization of MEQ practices with those of the school board network and their governmental and non-governmental partners.

¹ UNESCO, *CONFINTEA, Hamburg Declaration, Agenda for the Future* [on line], 1997, p. 2 and 3

² *Ibid.*, p. 15



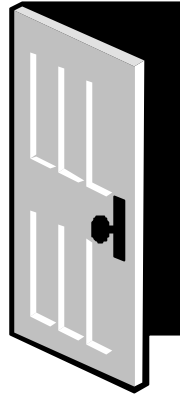


Chapter 1 sets the context through a historical perspective, responds to findings about adult learning and presents pertinent sections of the Policy. Chapter 2 defines the rationale for renewing reception, referral, counselling and support services and provides a definition of these services. Chapter 3 explains the RRCSS functions and introduces considerations guiding their achievement. Chapter 4 presents the andragogical process underlying reception, referral, counselling and support interventions from the point of view of both the adult and the service provider. Administrative and organizational considerations conclude the document in chapter 5.

In its final version, this document will primarily address school board administrators making the decisions that affect RRCSS implementation. It may also be useful to other partners seeking clarification on the nature of services offered. It will also be a helpful source of information to service providers in their practice – but will not include immediately useable intervention models.

Each section of the document finishes with a framed summary for faster consultation and lighter reading.

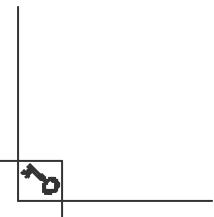


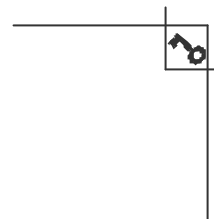


CHAPTER 1

BACKGROUND AND PERSPECTIVES

- 1.1 RECEPTION AND REFERRAL SERVICES: PAST AND PRESENT
- 1.2 STUDIES ABOUT ADULT PARTICIPATION IN TRAINING
- 1.3 ESTABLISHMENT OF THE GOVERNMENT POLICY ON ADULT EDUCATION AND CONTINUING EDUCATION AND TRAINING





CHAPTER 1

BACKGROUND AND PERSPECTIVES

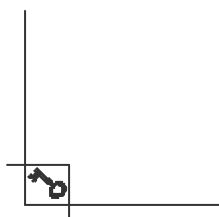
A reexamination of reception, referral, counselling and support services within a lifelong learning perspective is in keeping with Québec's actions over the past 30 years. Conditions conducive to service renewal have been created through growing expertise in the adult education network, convergence of related international priorities, current legislative frameworks, and the establishment of the *Government Policy on Adult Education and Continuing Education and Training*.

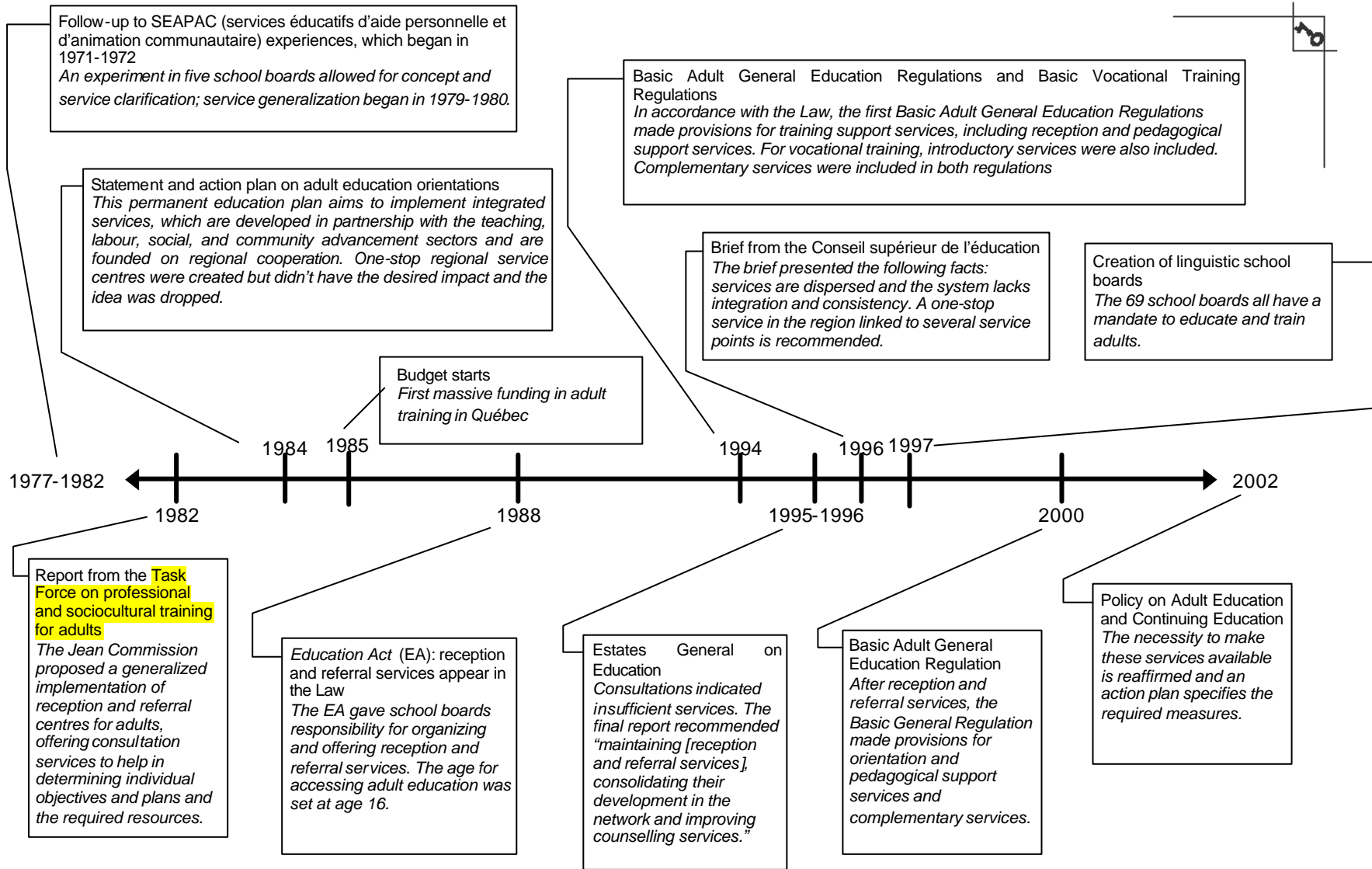
1.1 Reception and referral services: past and present

Major historical reference points in education

Since the beginning of the 1970s, various events have marked the development of adult education reception and referral services offered by school boards. The table on the following page outlines the most significant events.

This brief historical overview indicates that reception and referral services have been introduced into school boards over the past 30 years, they have a legal basis in the Education Act (see Appendix II for specific articles), the regulations regarding basic adult general education (Article 14) and basic vocational training (Article 5) refer to these services, and expertise exists within education and training centres and school boards.







Summary of events that took place outside the realm of education

A historical review would be incomplete without mentioning the various laws, policies and reforms also adopted during this period in other sectors that had an impact on school boards' reception and referral services as well as on the education and training services offered to adults:

- 1980s and beyond – Successive reforms and revisions to social assistance
These events brought changes to the number and type of people attending education and training centres and had an impact on the types of support services offered (especially the 1989 reform and the requirement in current law for people under the age of 25 to register for employment-oriented training).
- 1980s and beyond – Federal reduction in direct training purchases from the education network in favour of on-site customized training
Training and education centres were relieved of some of their traditional clientele (those being retrained and those upgrading their skills).
- 1992 – Creation of the *Société québécoise de développement de la main-d'œuvre*, which in 1997 was legally changed to *Emploi-Québec* and the network of local employment centres (*Centres locaux d'emploi*)
The restructuring of public employment services transformed the services across Québec.
- 1995 – *Carrefour Jeunesse-emploi* comes into existence
These free services provide access to various resources to inform, guide and support 16- to 35-year-olds in their efforts to integrate into the workforce.
- 1995 – Adoption of *An Act to foster the development of manpower training*
Companies are required to devote 1% of their payroll to employee training. School boards make their contribution to manpower training by developing training for business.
- 1997 – Signature of the Canada-Québec Labour Market Development Implementation Agreement
From now on, Québec is responsible for manpower training and active measures; only the local employment centres (CLE) and Emploi-Québec have the mandate to sign agreements with school boards in training matters.

Some comments about current RRCS services in school boards

School boards always recognized the importance of reception and referral services but their development varied according to the historical period, adult clients targeted by the policies, and successive restrictions on allocated resources.

Field data, especially information from May 2003 from 20 school boards, provides a portrait of the reception, referral, counselling and support services offered, with particular highlights that describe the current reality.

- Over the past five years, more than one third of all school boards have changed the way they deliver reception and referral services, mainly through the injection



of more resources. However, almost all deplore a lack of resources for providing adequate services.

- The number of people involved in RRCSS and their professional qualifications vary from one centre or school board to another. However, some findings can be extracted:
 - ⇒ Frontline service is assumed by secretarial staff, but the importance of this role varies;
 - ⇒ The status of second-line professional staff is not uniform: approximately 70% of school boards have guidance counsellors to offer these services. They primarily work for adult education centres and often work part time, not always performing the tasks for which they were originally trained.
- RRCSS professionals are expected to work with adults already in training programs in some adult education and vocational training centres; in some cases these professionals even monitor the training process.
- In the vast majority of training and education centres, only those adults who plan to register for training at the centre have access to the reception and referral professionals. This is not so much the case when part of reception and referral services is centralized.
- Very few centres promote their reception, referral, counselling and support services; only education and training services are publicized.

This is how RRCSS function. The following conclusions can be drawn about their mission:

- RRCSS orientations for placing the individual at the forefront within a lifelong learning perspective need to be reaffirmed.
- Generally speaking, support, information, orientation and counselling services seem to be the least developed and least accessible while, given their nature, they are the most likely to promote expression of the demand for learning and the best adapted to those with little education.
- In Québec, problems related to overlapping responsibilities and misconceptions about the mandates and intervention of various partners are experienced to greater or lesser degree depending on the region.
- Much disparity exists between school boards and education and training centres in terms of the availability, accessibility and quality of services offered. However, some school boards have developed interesting expertise, which can serve as a significant renewal tool.

1.2 Studies about adult participation in training

Adult learning has been and continues to be the subject of major studies by international organizations such as the OECD (Organisation for Economic Co-operation and Development) and UNESCO³, and a number of industrialized countries adopt policies to promote its development. Recently the OECD also started

³ In addition to the studies cited later in the text, two Québec studies – one at the *Université du Québec à Montréal* the other at *Université du Québec à Rimouski* – investigated obstacles to participation faced by adults.

examining related information, counselling and guidance services and is about to publicly release its report.

Major findings from these analyses are becoming essential and well documented. They focus as much on reception, referral, counselling and support services as on education and training services.

- One finding that encourages countries to review their services and how they are organized indicates that the least educated also benefit the least from training provisions. In Québec, this situation applies equally to RRCSS, as illustrated by some quotes:

“Surveys also show that the most active learners are already highly qualified. In short, learners are in most cases already convinced of the value of learning.”⁴

“The adoption of new policies also responds to the need to correct unbalanced participation by some groups in current adult education and training organizations. This trend to reproduce educational and social inequalities must be reversed.”⁵

The same situation applies to those with employment versus those without: “Several factors influence demand [...] for adult education and training. For example, participation rates are higher for the employed than for the unemployed. Initial educational attainment and age show a strong relationship with participation, but sex does not.”⁶

- The OECD report, which conducted a thematic examination of adult learning, emphasized that the “lack of motivation on the part of individuals is one of the main reasons why their participation is low.”⁷ Many reasons are given to explain this phenomenon, including an inability to adapt to services. For some adults, the offer conditions the demand, but it doesn’t have impact on others because it doesn’t make sense for them. This is why the notion of expressing demand is emerging in these studies.
- Reasons that most often motivate adults to learn are for “career or job-related reasons; more than 60% of adult learners are in this category.”⁸
- The main reason cited by adults for not participating in learning activities is a lack of time. This problem is a generalized one and also certainly affects reception, referral, counselling and support services.
- New policies have undoubtedly been adopted, “at the impetus of socioeconomic partners,” to increase: “the competency of active populations. But very quickly, many countries were motivated to recognize other requests [...]. The widespread

⁴ OECD, *Beyond Rhetoric: Adult Learning Policies and Practices*, 2003, p. 105

⁵ QUÉBEC, MINISTÈRE DE L'ÉDUCATION in collaboration with the UNESCO Institute for Education, *Politiques d'éducation et de formation des adultes, Séminaire international de Québec, November 29 to December 2, 1999*, 2000, p. 318 [translation]

⁶ CANADA, STATISTICS CANADA and HUMAN RESOURCES DEVELOPMENT CANADA, *A Report on Adult Education and Training – Learning a Living*, 2002, p. 54 (also available on line: <http://www.hrdc-drhc.gc.ca/arb>)

⁷ OECD, *loc. cit.*

⁸ One of the findings from the Statistics Canada and Human Resources Development Canada report, cited in the OECD (2003), p.45

use of new information technologies requires that its suitability for everyone, which aggravates an already intolerable situation of intellectual, economic, social and cultural inequalities. Preventive policies in health care and the environment and local development policies cannot be developed without relying on men's and women's creative participation – an important component of adult education. Active citizenship is a responsibility that also requires rights, including the right to give yourself the means for significant participation.”⁹

In Québec, opinion polls conducted by Léger Marketing for the *Institut canadien d'éducation des adultes* in 2001 provided insight into “Quebecers' perceptions, opinions and attitudes towards adult learning and training.”¹⁰ Although this was a collection of opinions and not an analysis of behaviour, the survey provided very interesting material for consideration. (Results of the survey appear in Appendix III.)

1.3 Establishment of the Government Policy on Adult Education and Continuing Education and Training

The *Government Policy on Adult Education and Continuing Education and Training* and its Action Plan tie reception, referral, counselling and support services closely to the Policy's guidelines. They are named in the fourth mobilizing orientation, which describes a desire to “remove obstacles to access and retention.”¹¹

“Reception, referral, counselling and support services

Whether they are returning to studies or want to improve their competencies, adults need help in clarifying their training plans and learning about possibilities that may meet their aspirations. These services help adults to return to studies and they contribute to retention. The same is true for all types of employers and for groups of individuals that want to include continuing education or training in their own activities.”¹²

Some of the Policy's principles and orientations, and specifically the following, also apply to reception, referral, counselling and support services:

- Increasing the basic education level of Quebecers;
- **“the multidimensional nature of adult education and continuing education and training, which encompass individuals in all their dimensions [in bold],”¹³**
- expression of the demand for learning:
“The expression of learning is a key element of this policy. Managing the demand for education and training well involves, first, creating the conditions for the expression of learning needs in all their diversity and second, ensuring that the

⁹ MEQ in collaboration with the UNESCO Institute for Education, 2000, *op. cit.*, p. 318 and 319 [translation]

¹⁰ INSTITUT CANADIEN D'ÉDUCATION DES ADULTES (ICEA), *Perceptions, opinions et attitudes des Québécois à l'égard de l'apprentissage et de la formation à l'âge adulte*, Léger Marketing November 2001, 23 p. [translation]

¹¹ QUÉBEC, GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION. *Government Policy on Adult Education and Continuing Education and Training*, Québec, 2002, page 27

¹² *Ibid.*, p.27

¹³ *Ibid.*, p. 3

supply of training corresponds to the individual and collective aspirations expressed.

In a context of lifelong learning, it is no longer sufficient simply to meet the explicit demand. Appropriate mechanisms must be found to stimulate the demand.”¹⁴

- The required collaboration and multiplicity of players, who constitute an advantage, “require greater coherence in actions taken.”¹⁵

In terms of reception, referral, counselling and support services, it mentions that “**while a diversity in entry points for these services seems appropriate, there must be very close relations between the education system and the public employment services and the collaboration must take place on a daily basis among the different points of service, while respecting their specific features [in bold].**”¹⁶

Moreover, RRCSS must take into account and adapt to the specific characteristics of various populations targeted by the Policy. Groups named in the Policy are those that have not taken full advantage of the measures in place over the last few years and where additional effort is required to ensure they are equally suited to lifelong learning.

The Action Plan that accompanies the Policy contains more specific indications about the responsibilities to be assumed by these services. It also mentions the record of learning, which is an integral part of RRCS services. These elements are described in greater detail in Chapter 3 of this document.

Given their nature and responsibilities, RRCSS are key to the application of individual rights to lifelong learning as reinforced by the Policy. An orientation that gives RRCSS special treatment involves developing an educational service practice that places the adult as a whole, including his or her needs, expectations and requirements, at the system’s centre.

In the wake of the Policy and Action Plan the Ministère de l’Éducation committed itself to an in-depth review of reception, referral, counselling and support services provided by school boards and education and training centres. Contributing to these services helps achieve the Policy’s goals, which are to:

- reach and serve target populations;
- promote expression of a demand for service;
- support the development of a culture of lifelong learning;
- contribute to an increase in the basic education level of Quebecers.

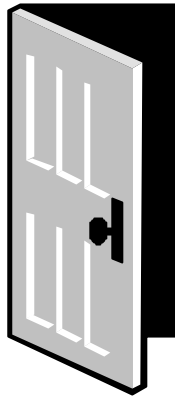
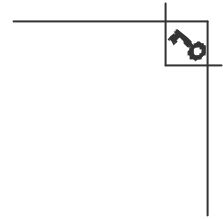


By making adults the focus of intervention activities, RRCS services become an important part of implementing the *Government Policy on Adult Education and Continuing Education and Training*.

¹⁴ Ibid., p. 5

¹⁵ Ibid., p. 1

¹⁶ Ibid., p. 27



CHAPTER 2

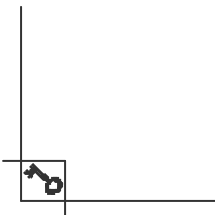
RRCSS DEFINITION AND RATIONALE FOR DEVELOPING THESE SERVICES

2.1 ORIENTATIONS

- RECOGNITION OF ADULTS AS BEING IN A STATE OF PROGRESS AND EVOLUTION
- EDUCATIONAL INTERVENTION
- DEVELOPING INDIVIDUAL POTENTIAL AND CONTRIBUTING TO SOCIETY
- REINFORCING A CULTURE OF LIFELONG LEARNING

2.2 CHARACTERISTICS OF THE TARGET POPULATION

2.3 RRCSS DEFINITION





CHAPTER 2

RRCSS DEFINITION AND RATIONALE FOR DEVELOPING THESE SERVICES

The RRCSS transformation in school boards and education and training centres will build on adult orientations and the characteristics of the populations being served. A definition of these reception, referral, counselling and support services concludes this chapter.

Responsibility for this transformation will be supported by the Ministère de l'Éducation's role as the "government authority responsible for seeing that Québec's citizens receive the educational services they need in order to develop as individuals and become active, contributing members of society."¹⁷ It assumes the roles and responsibilities assigned by the act by overseeing "orientation and planning of educational services [...]"¹⁸ among other things.

These responsibilities are now exercised within the context of a knowledge-based society that calls upon "national education systems [...] whether for the purposes of ensuring the basic education required for any individual to fully participate in society, to respond to workplace demands or to provide access to all levels of knowledge."¹⁹

2.1 Orientations

2.1.1 Recognition of adults as being in a state of progress and evolution

A fundamental characteristic of humans is that we are in a state of evolution. Learning and education are the major forces behind this evolution, and everyone should have the educational and economic resources to support it. Adults seek and organize those things that help them adapt to situations. Although immaturity and doubt may exist, the individual is considered to have intent and to be capable of self-empowerment. Individuals are ultimately responsible for developing their knowledge and making the desired changes in their lives.

Adults today find themselves simultaneously reviewing the past, planning the future, and acting on those plans in the present. However, many adults never have control over their lives and face exclusion and marginalization. Individuals may find themselves in precarious situations due to a loss of social reference points, family

¹⁷ QUÉBEC, GOUVERNEMENT DU QUÉBEC. *Strategic Plan of the Ministère de l'Éducation for 2000-2003*, Summary, Ministère de l'Éducation, Québec, 2001, p. 6

¹⁸ Ibid., p. 6

¹⁹ QUÉBEC, GOUVERNEMENT DU QUÉBEC. *Plan stratégique 2000-2003 du ministère de l'Éducation*, 2001 update, Ministère de l'Éducation, Québec, 2001, p. 9 [translation]



break-ups, a lack of dominant role models, and an increase in the speed with which changes take place.

In this context, RRCSS play a role in helping adults cope with and overcome such challenges.



Reception, referral, counselling and support intervention is based on a concept of adults as experienced people who are evolving and developing – lead actors on the stage of their own lives. RRCS services help guide these actors in fulfilling their roles to the utmost.

2.1.2 Educational intervention

Andragogical education principles, developed to support pedagogical intervention for adults, are reinforced by the concept of the adult described above. They are applied with the same significance as for reception, referral, counselling and support services. Intervention stemming from these principles is based on egalitarian participation, centred on developing the learners' self-esteem and satisfaction of their needs. This intervention leads adults to use their own experiences as a resource and to call on their autonomy, their capacity to adapt to change and their intrinsic motivation. It promotes accountability and individual involvement and is respectful of individual characteristics such as needs, rhythm, capacities and choices. In so doing, it is consistent with cognitivist and constructivist learning theories and is enriched by experiential learning concepts (see bibliography).

The learning and development involved in reception, referral, counselling and support services are educational in nature. Adults find themselves in a learning situation focusing on themselves, their environment and the experiences required for personal and professional growth. The educational context allows individuals to progress, learn, and experiment with new ways of doing things and to objectify their experiences so they can be reproduced as needed. Moreover, the individual's voluntary involvement in a plan leads to the development of abilities that are transferable to other spheres of life, specifically the ability to:

- become informed;
- discover experience-based knowledge;
- record one's own values, motivations and aspirations;
- recognize one's own strengths, assets, key points, and those which require improvement;
- position oneself while taking into account personal and occupational self-evaluation;
- develop one's own learning plan;

- question oneself;
- carry out projects;
- make decisions.



Reception, referral, counselling and support services rely on andragogical principles, cognitive theories and experiential learning.

These services allow adults to gain knowledge that can be used in a variety of life situations.

2.1.3 Developing individual potential and contributing to society

Economic, social, and cultural evolution creates new training and education needs. Examples are numerous; think of situations brought about by restructured gender relations, the development of new technologies, taking control of one's own health, or increasing environmental problems. These situations and many others require informed participation by all, which itself requires up-to-date knowledge.

Furthermore, "new social contexts require that the citizen's role as actor and producer of cultural, economic and social life be reinforced. [...] That said, strengthening civil society requires that its citizens pursue the common good. Within this context, one of the challenges of training and educating adults is to help them move from a passive, dependent state to an active, engaged one."²⁰

As a consequence, adults need to carry out learning that suits them. Their training requirements and desire to improve are expressed across a wide range of interests. Their needs not only relate to improving their professional life and working conditions but also to achieving their aspirations and their general quality of life: training in conducting oneself socially, community education, personal development projects, citizenship, etc.

By relying on life experiences and the achievement of structured thought processes, adults exercise control over various educational options and life choices, and improve the way they conduct themselves in all dimensions of life (political, legal, social, cultural, economic, personal and family). RRCSS contribute by helping adults in the accomplishment of their various projects.

²⁰ QUÉBEC, MINISTÈRE DE L'ÉDUCATION. *Pour une politique de l'éducation des adultes dans une perspective de formation continue*, Québec, 2000, p.11. [translation]



Education and training assumes strategic importance not only at work but also in community and personal life; RRCSS must be open to all these dimensions by offering a structured intervention that responds to the variety of adult interests and promotes involvement in society.

2.1.4 Reinforcing a culture of lifelong learning

A continuing education culture or culture of lifelong learning assumes that all individuals, groups, organizations and employers have a natural tendency to consider education and training as a development factor and necessary habit in the main areas of life. Various motives may explain this: necessity, curiosity, pleasure, satisfying a desire, etc. Similarly, needs vary and may appear throughout life: work-related and cultural needs, the need for dignity, need for communication, need for imagination, etc. Through different forms of intervention, RRCSS may contribute to the development and reinforcement of a culture of lifelong learning. This can be achieved by promoting the use of a wide range of learning possibilities, by supporting personal and group autonomy and empowerment, and by contributing to the expression of the demand for learning. But it is accomplished first and foremost, through the intrinsic nature of the intervention, by helping adults discover the value and importance of learning.

– *Discovering the relevance of learning*

RRCSS work with an adult's existing traits and experiences; the situations themselves provide the work material. Learning helps the adult gain a better understanding of these situations. The meaning of the knowledge gained becomes obvious to the individual. The adult discovers or better understands what learning can offer. This positive experience is highly transferable and opens the door to further learning.

– *Taking advantage of the range of learning possibilities and venues*

Learning venues continue to increase as ways of learning become more diverse. Education and training are no longer the exclusive responsibility of any institution, if ever they once were. Increasing access to knowledge thanks to information technology means an emphasis on this trend towards diversification.

Non-formal learning that takes place outside educational institutions (by businesses, associations, community or grassroots groups) is becoming more popular and is making a more significant contribution to the development of



knowledge, skills and competencies. On-line education, distance education and cooperative education are also full of creative possibility. Rapid evolution in this area stimulates more open and official recognition of these realities.

Encouraging education and training options in both an informal and formal context requires recognition that adults are capable of continuing to learn by themselves for as long as they are willing, and that they will acquire competencies for this purpose beforehand.

Reception, referral, counselling and support services may therefore intervene directly with adults to:

- support the individual's capacity to establish and manage a learning plan;
- develop motivation, taste and appreciation for learning by suggesting a wide variety of types of learning and learning venues. Those who have lower levels of education are not inclined to take advantage of formal education and training services as the advantages are less obvious to them.

– Promoting ownership of lifelong education and training

In the same context, RRCSS provide a useful contribution to adults and groups taking responsibility for their lifelong learning by offering them **ways to determine their own education and training needs**. The educational intervention involved in RRCSS contributes to a review of an individual and community capacity to act and become involved. Various tools are made available, promoting individual and group ownership.

– Contributing to the expression of the demand for learning

“In concrete terms, an approach centred around the expression of the demand means: better understanding the aspirations of those who want to learn. This particularly means stimulating adults to express their expectations and supporting them in the initial process even before they decide whether to study or register [...] The central issue of this approach is understanding isolated adults' difficulty in deciding to stray from their personal path and going against the current to register for training. The central issue is also to find concrete solutions to establish contact, provide information, properly interpret the requests, etc.”²¹

The Policy's goal of encouraging expression of the demand is a major challenge for all involved. Given their position in the milieu, RRCSS can certainly make a significant contribution towards attaining this goal. They should help remove obstacles preventing adults from accessing RRCS services and other educational and training services, and become more available to all adults who may need them.

²¹TABLE DES RESPONSABLES DE L'ÉDUCATION DES ADULTES ET DE LA FORMATION PROFESSIONNELLE DES COMMISSIONS SCOLAIRES DU QUÉBEC (TRÉAQFP), *L'expression de la demande, Programme du colloque 2003* [translation]

RRCSS help identify and express the educational needs of adults who have contact with the reception service. In so doing, they must be careful to give the subject – either an individual or a group – the opportunity to take an active role in defining the learning plan²², to ensure its relevance and legitimacy. It is essential to act on the details that clarify and emerge from this request by taking into account the social and cultural contexts surrounding the affected populations.



RRCS services contribute to a permanent culture of lifelong learning in Québec by:

- promoting knowledge learned through real-life situations;
- recognizing the diversity of adults' training needs and learning;
- encouraging adults to choose, decide and progress in their various personal and group plans – reinforcing their ability to act and become involved;
- recognizing and responding to demands for learning adapted to the characteristics of individuals and groups.

2.2 Characteristics of the target population

Target population

The RRCSS target population is *a priori* defined in Article 2 of the Education Act, and includes every person no longer subject to compulsory school attendance. Article 255, enlarges the school board's sphere of activity to include "community services," which include both labour- and business-related services and those of a cultural, social, sports, scientific or community nature.

RRCS services also respond to requests from groups, associations or organizations by using the same approach as with individuals.

The *Government Policy on Adult Education and Continuing Education and Training* identifies different groups that should receive particular attention, and some measures of the Action Plan deal specifically with these groups. These groups are:

- generally, those who do not have basic education, i.e. all Quebecers without a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS), regardless of their age or employment status (working or not working), but especially those under the age of 30 and particularly between 16 and 24, and those who are illiterate;

²² Refer to the glossary for a definition of learning plan.

- immigrants;
- native people;
- handicapped people;
- workers 45 years old and above;
- employees in small businesses, self-employed workers and those who carry out unusual duties.

Characteristics of the population

In 2001, the Ministère de l'Éducation published a series of three documents on adult basic education. One study, *La population cible de la formation de base*²³, is based on information collected in the 1996 census, and provides quantitative data describing the population targeted for basic education (age, level of education, etc.) and adults attending education and training centres (previous level of education, age, etc.). While more than half of those with less than nine years of education are between the ages of 50 and 64, there are still close to 14% who are between the ages of 15 and 29.

Adults and groups targeted by the Policy have the following in common: low level of education, difficult to reach with RRCS services, unlikely to turn to education and training services – which explains their low participation in basic education. As some studies indicate, many have negative education experiences that undermine confidence in their ability to succeed. They don't always see the advantages of education and training. We know that "adults who need education the most are also those who refuse to recognize it." Moreover, "many adults overestimate their real ability to understand a text and react appropriately or make adequate decisions on the basis of what they read"²⁴ and this is especially true for those who are between levels 1 and 2²⁵.

At the same time, adults have their own membership group or group of origin and share the group's culture, communication tools and way of seeing the world, which is often very different from that of the service provider.

Adults who arrive at reception services are often in a state of emergency, often also in a state of dependency and need help developing their ability to take care of themselves.

²³ Diane CHAREST in collaboration with Sylvie ROY, *La population cible de la formation de base, Série documentaire sur la formation de base à l'éducation des adultes*, Ministère de l'Éducation, Direction de la recherche et de l'évaluation, Québec, April 2001. (Available on the Direction de la formation générale des adultes Web site: http://www.meq.gouv.qc.ca/dfga/formation_commune/default.html)

²⁴ *Beyond Rhetoric: Adult Learning Policies and Practices*, p. 107

²⁵ The international survey defined five levels of mastery. Level 2 is equivalent to about nine years of education and its mastery allows one to cope with the demands of daily life. However, it is seen as insufficient when responding to new demands of today's society, where information and knowledge occupy an increasingly central place.



The population targeted by RRCSS is one that requires basic education, but particular attention must be granted to specific groups. RRCS services must be adapted to these target groups.

2.3 Definition of reception, referral, counselling and support services

The orientations and findings outlined above lead to the following definition of reception, referral, counselling and support services:

Educational intervention which allows an adult or group of adults:

to acquire

- ⇒ in-depth knowledge of themselves, their resources and their limits,
- ⇒ appropriate information concerning their environment,
- ⇒ a better capacity to define their objectives and aspirations;

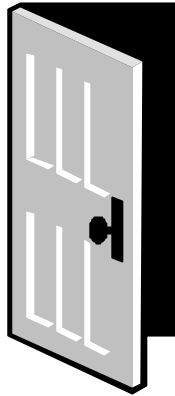
to decide

- ⇒ their learning plan and actions required to achieve it;

to receive

- ⇒ the help they need to succeed in their actions.

RRCSS accomplish this by assuming the functions of reception, support, referral and counselling – which essentially include guidance, information and a record of learning. These functions are the subject of the following chapter.



CHAPTER 3

RRCSS FUNCTIONS AND RESPONSIBILITIES

3.1 OVERVIEW OF RRCSS: GENERAL AND SPECIALIZED FUNCTIONS

3.2 GENERAL FUNCTIONS

- RECEPTION
- SUPPORT
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- CAREER GUIDANCE
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Chapter 3

RRCSS FUNCTIONS AND RESPONSIBILITIES

The Action Plan on Adult Education and Continuing Education and Training presents the broad characteristics of RRCSS:

“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.”²⁶

It specifies that “these 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 service likely to meet their needs;
- supporting and advising adults throughout the learning process.”²⁷

Reception, referral, counselling and support services form a focal point for the people, organizations, institutions and network of resources and services linked to school boards and education and training centres. The responsibilities inherent in RRCSS are carried out through the functions covered in this chapter. Reception, support and referral – general functions by nature – are included, as is counselling, a specialized function that includes career guidance, information and the record of learning. The chapter concludes with considerations relative to the more generalized RRCS service responsibilities, including the proactive nature of RRCSS, collaboration and partnership.

²⁶ QUÉBEC, GOUVERNEMENT DU QUÉBEC, MINISTÈRE DE L'ÉDUCATION. *The Action Plan on Adult Education and Continuing Education and Training*, p. 7

²⁷ *Ibid.*, p. 7





3.1 Overview of RRCSS: general and specialized functions

RRCSS service responsibilities are fulfilled through generalist and specialized functions²⁸:

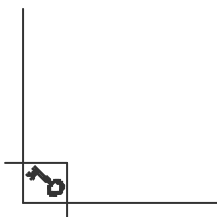
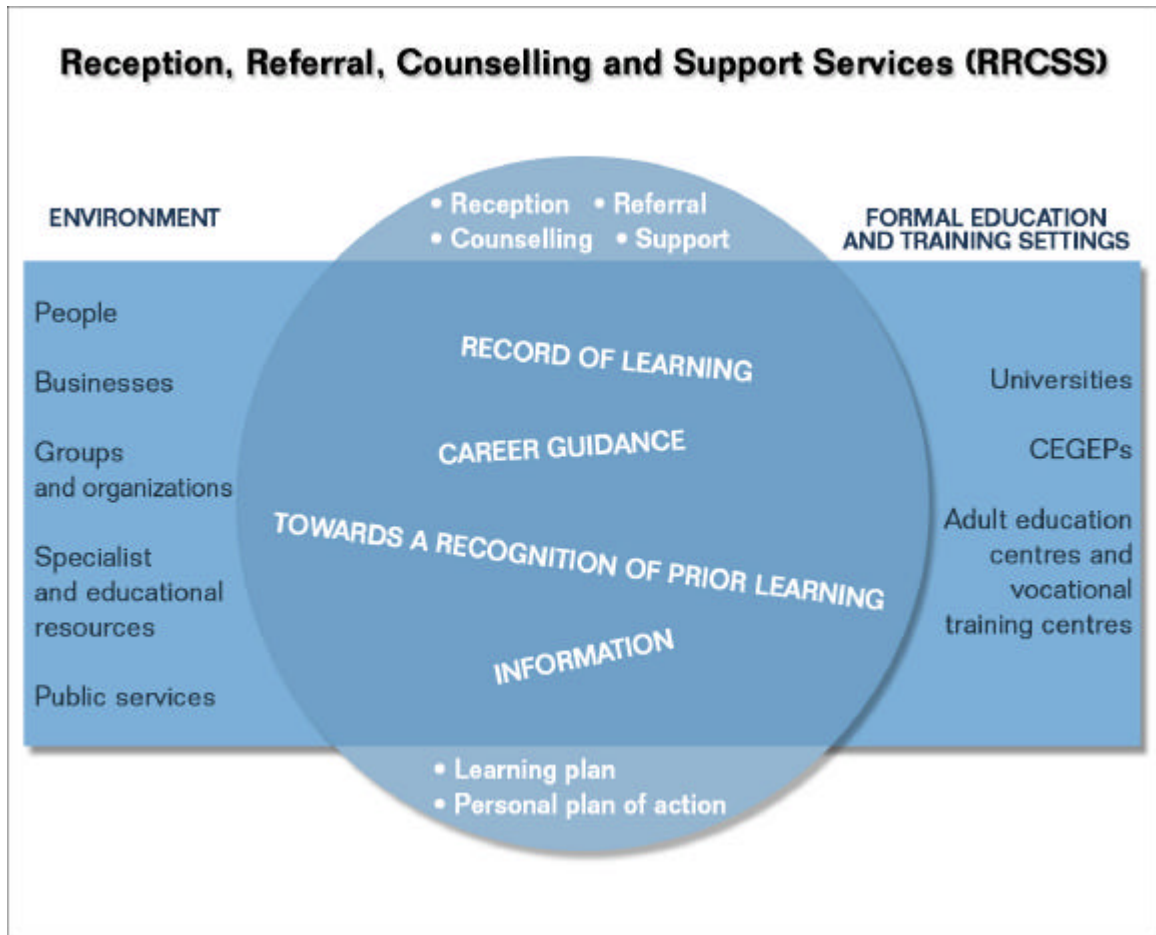
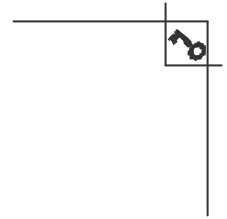
- Generalist functions are reception and support. They include an important relationship component; promote the expression of adult needs; guide adults in identifying the steps required to find solutions; and support adults in carrying out chosen actions. Those providing the service must have a variety of knowledge and skills. The referral function works with reception and support functions, and is also considered a general function.
- Specialized functions are grouped under the term counselling functions; they require more specific expertise. The main specialized functions concern career guidance, information and the record of learning. They enable the adult to receive specialized advice that helps them make choices. They can appeal to this advice when required and when they consider the time is right.
These counselling services may be provided through the RRCSS or elsewhere (e.g., in one of a school board's centres or at other school boards, in schools or in a community).

The process an adult or group of adults undertakes within RRCSS services allows them to express and clarify their demand and objectives and to develop a learning plan in keeping with these objectives. RRCSS will work with students to establish their *personal plan of action* **that will define the actions required to help the learning plan materialize.**

However, the adult's achievement of his or her *personal plan of action* will in most cases require other support, counselling and referral services. Adults who participate in learning activities should have access to RRCSS throughout the learning process given that some factors which influenced development of their *personal plan of action* (needs, aspirations, motivation) may evolve during learning and require reconsideration. Under these conditions, establishing a *personal plan of action* marks the end of one stage rather than the end of studies – especially since in a lifelong learning context many adults may resort to RRCSS more than once in their lives, whether in response to new needs or to help in achieving their plans.

²⁸ Function: "Assigned duty or activity; a specific occupation or role." (*Nelson Canadian Dictionary*)







3.2 General functions

Reception and support have been separated for the purposes of presenting RRCS service functions. This distinction may seem artificial when considering the first moments when an adult requests RRCSS, especially since the relationship and professional qualities required by those giving reception and support services seem rather similar. However, the extension given to support (as we will see later), its repercussions over time, and the fact that adults may return to RRCSS several times make this distinction necessary. Reception may vary in length according to the characteristics of those being served or the service providers' intentions. The support function flows naturally from reception. The distinction between these two services is not impervious.

RECEPTION

Reception is a RRCS service function in its own right. It involves more than a single access point for receiving specialized RRCSS or available education and training services at any given centre. It has its own purpose and given its frontline status plays a deciding role in continuing individual or group processes.

People who arrive at reception are in need. Individuals may have difficulty in analyzing, pinpointing and expressing this need; they may not always know what they want or where to turn. However, the individual has made it as far as knocking on the RRCSS door: the fact that individuals are at reception means they are willing to act. Receiving them is accepting them as a whole, taking into account the context of their lives and the issues they face. What individuals are, their needs, and the baggage they bring will be the subject of the reception officer's work.

Receiving an individual is thus a professional and relational process to help the adult express and formulate a demand. It allows for the collection of sufficient information from individuals to make decisions about following up their course of action. The relationship element is key and the follow-up process adults will choose depends on the quality of this relationship. In effect, according to the established formula, adults "speak with their feet": rather than discussing the individual will walk away and show disapproval by giving up. A climate of listening and respect therefore needs to be created to give adults the trust and self-confidence to persevere.

Based on the need and demand for service, after reception the adult will be directed either to a general internal service, such as support (if the RRCSS are in place), or to an internal specialized service (e.g. record of learning or recognition of prior learning in vocational education), or to an external resource (e.g. CLSC or Carrefour Jeunesse-emploi).

It is understood that in doing this, reception should be "generalized, disconnected from training and training mechanisms, decompartmentalized from the other



institutions [...].²⁹ It is especially the case that all adults who arrive at RRCSS have their own reasons, that their motivation is what drives the reception intervention and that the individual's primary objective may not necessarily be education or training.

Considerations regarding reception introduced by the Policy and Action Plan

A mobilization of all actors will result from the Policy and Action Plan and other awareness and promotion measures and actions, bringing a greater number of adults to RRCSS in school boards and education and training centres. This increase will require optimum use of resources and practices.

These new clients will include adults who do not have the typical profile of current RRCSS users; these are the adults targeted by the Policy and Action Plan's new measures. Staff who receive them will have to modify their interventions to adapt to, be consistent with, and respect the individuals for who they are. Gaining a greater understanding of the clientele and efforts to adapt to them (on the part of reception, to begin with) are essential. (For example, approaches for 16-24 year olds may be considered on the one hand, 16-19 year olds on the other, 20-24 year olds – subgroups who have a greater chance of sharing common characteristics).

This client understanding should focus on the interests and objectives that motivate the adult to approach RRCSS.

SUPPORT

One of the general responsibilities the Action Plan and Policy assign to RRCSS is that of "supporting and advising adults throughout the learning process."³⁰ In the absence of adequate complementary services, which are not mentioned by either the Policy or the Action Plan, support and counselling must be reinforced to ensure support to adults who are being trained in centres, support which is necessary to both their retention and their success. Such support will not be effective unless all RRCSS functions and responsibilities are maintained.

The Policy's placement of support at the forefront deserves a brief background explanation. In Québec, as in other places – especially France – the term *support* (*accompagnement*) is increasingly common, and services that fall under this

²⁹ COMITÉ DE COORDINATION DES PROGRAMMES RÉGIONAUX D'APPRENTISSAGE ET DE FORMATION PROFESSIONNELLE CONTINUE, *Mission d'échange d'informations et de pratiques, d'évaluation et de capitalisation sur les expérimentations lancées par Mme Péry dans le cadre de la réforme de la formation professionnelle*, 2001, p.17 [translation]

This report was produced following experiments undertaken in 1999 by Nicole Péry, then secretary of state for Droits des Femmes et à la Formation Professionnelle within the French government's *Ministre de l'Emploi et de la Solidarité*, as part of the vocational education reform. These experiments required that regional partners find concrete means to overcome obstacles to vocational education. Seven of the projects focused on building a network of reception, information and orientation services and seven others focused on approaches that are independent of funding sources or beneficiary status. The consulted text is available on line at: <http://www.ccpr.gouv.fr/Ptvue/ptvue5.htm>

³⁰ *The Action Plan on Adult Education and Continuing Education and Training*, p. 7

designation abound, a sign of the times according to numerous researchers and authors. Social and economic upheaval, the transformation of work and its insecurity in a global context, the disintegration of major ideologies and systems (family, school, religion) that once assured individual integration and social cohesion, and the collapse of traditional support networks increase the burden of responsibility on individuals – simply to live their lives and manage their autonomy, but also to face the numerous and unforeseeable changes that exist and the increasing demands for efficiency and performance.

“These considerable disturbances require everyone to stand on their own two feet, direct their own lives and stop asking others to think for them. This situation, while exhilarating to autonomy, is actually agonizing if not hopeless, as uncertainty looms, paths diverge and contradict, judgement is difficult [...] it’s hard to decide what is or is not credible and normal.”³¹

Those working at both local employment centres and school boards have witnessed these complicated issues and their resulting upheavals in their clientele over the past several years.

What does support really mean?

Support is a complex notion. The five dimensions referred to below aim to specify the nature and orientations of support provided by RRCSS.

Support is first and foremost a way of characterizing a general way of intervening.

Support involves the idea of a “key player [...] who supports, protects, honours, serves, and helps in the achievement of goals; the person never dominates by taking over or stealing the show.”³² Supporting is “walking alongside,” not ahead to direct, nor behind to push: “[...] the challenge [in support] is to allow the client to draw on your knowledge, expertise and uniqueness, while ensuring that you never act as a substitute for the client so that the individual is the centre of the relationship and the process.”³³

Support is also assisting individuals in their wholeness.

Adults who use RRCSS most often experience a transition period, given the radical change they are facing. They are investing all of themselves and their life in the change.

“Experiencing a professional transition, analyzing your options, casting yourself into the future are not superficial exercises that touch solely on an individual’s professional side. Instead, transitions are opportunities for thorough questioning; questioning yourself, your identity, values, choices,

³¹ LE BOUËDEC, Guy. “La démarche d’accompagnement, un signe du temps”, *Éducation permanente: L’accompagnement dans tous ses états*, n° 153, 2002-4, p. 15 [translation]

³² *Ibid.*, p. 14 [translation]

³³ ROBERGE, Michèle. “À propos du métier d’accompagnateur et de l’accompagnement dans différents métiers”, *Éducation permanente: L’accompagnement dans tous ses états*, n° 153, 2002-4 [translation]

relationships with others, your place within society, the meaning of your life...³⁴

Support is not leaving the adult to progress alone.

“Supporting is not leaving a person whose autonomy seems threatened alone,³⁵ at the same time not maintaining dependency. One of the fundamental reasons for support is categorically being there in case you are needed.

Support can also create connections between the various types of help a person receives and establish the necessary links between various service providers (e.g. psychologist, guidance counsellor, teacher, social worker, etc.). Support constitutes a **unifying and integrating link** between the various actions undertaken within RRCSS and between the internal and external service providers who interact with the individual. This support component is essential in a system such as ours, as various players may intervene with the same individual over the same time period without necessarily providing the same messages.

Support is also ensuring suitable monitoring.

The Nelson dictionary defines monitoring as “to keep close watch over; supervise.” Working with adults to ensure methodical monitoring of actions undertaken in RRCSS will help individuals progress through their educational process. This monitoring verifies whether adults update the various components of their *personal plan of action*. If the individual is receiving training at a centre, monitoring will be undertaken jointly and in keeping with the centre’s education and training services. It’s not up to RRCSS to become a substitute for existing pedagogical mechanisms that ensure, under a variety of names depending on the milieu, individual monitoring to support adults in learning related to the contents of the program of studies (monitoring is an integral part of a teacher’s responsibilities) and overall monitoring to support adults during their training process.³⁶

Moreover, implementing proper monitoring practices gives the individual a place to turn during education and training and even after leaving the centre.

Finally, support is a relational and professional process established over time.

Support is being “alongside” adults throughout their time in RRCSS, whether it’s during training if that’s necessary or during monitoring of their *personal plan of action*: “Adults want more than just information about the various services offered. They want to talk, to question [...]”³⁷ To support individuals in defining their plans, “the support service provider” should, for example, be able to provide the expected information and advice, to analyze and understand both the situation and the individual to guide that person towards appropriate resources and establish

³⁴ PRODHOMME, Marianne. “Accompagnement de projet professionnel et bilan de compétences,” *Éducation permanente : L’accompagnement dans tous ses états*, n° 153, 2002-4, p. 84 [translation]

³⁵ BOUTINET, Jean-Pierre. “Questionnement anthropologique autour de l’accompagnement,” *Éducation permanente : L’accompagnement dans tous ses états*, n° 153, 2002-4, p. 249 [translation]

³⁶ In the collective agreement for teachers (11-10.02 and 13-10.02), certain provisions relating to the complementary task specify some aspects of the framework to be carried out for adults undergoing training. See also the Basic Adult General Education Regulation and the Basic Vocational Training Regulation that include articles clarifying orientations services.

³⁷ LHOTELLIER, Alexandre. *Tenir conseil, Délibérer pour agir*, France, Éditions Seli Arslan, 2001, p. 77 [translation]

constructive, quality, inclusive and meaningful communication – all at the right moment.

Considerations *regarding support* introduced by the Policy and Action Plan

All these dimensions of support require reinforcement so that adults who engage in a process, regardless of what it is, can succeed. Strengthening this support must not only occur during the adult's RRCSS process and during the development of the *personal plan of action*, but also (and perhaps especially) during training that takes place at a centre and during the formal process of recognition of prior learning, while not neglecting all aspects of monitoring in achieving the *personal plan of action*.

Although it's not possible to rely on an exhaustive analysis of the situation, it appears that it's during the first few weeks of training that adults most often drop out. Linking RRCSS and training services is thus essential for adults to receive adequate support during the difficult transition that comes with going back to school. Remember that in the Action Plan, support services are to be adapted to focus primarily on 16- to 24-year-olds with little education.

Also note that the Action Plan requires other players (Emploi-Québec, external employment-related services, Carrefour Jeunesse-emploi, community organizations, etc.) to strengthen support measures.

RRCSS must make support accessible, available (in the chosen forms) and adapted to the needs and characteristics of different clients. The services should be undertaken in conjunction with those working at education and training centres and with both internal and external partners, while taking into account client needs and the responsibilities of everyone involved.

REFERRAL

According to Legendre's *Dictionnaire actuel de l'éducation*, referral consists of "directing someone towards an appropriate person [or organization]."³⁸ [Translation.] Referral is a professional process that takes place after analyzing a situation and evaluating its pertinence. This function is particularly relevant during reception and support.

Throughout the RRCSS process, adults may be referred to different resources that help them identify goals, develop a project, and define a *personal plan of action*. The resources are of various types: those of the RRCSS themselves, where specialists offer professional advice; those from education and training centres; those responsible for recognition of prior learning (the Action Plan specifically gives RRCSS a referral role in terms of recognition of prior learning); those from the youth sector or school board; those from other school boards; those in the milieu

³⁸ The text goes on to specify that we should speak of, "sending someone to speak to another person" and not "referring them to someone."

(businesses, organizations with a specialized vocation like CJE, CLSCs, local employment centres); libraries, community groups, etc.

Considerations *regarding referral* introduced by the Policy and Action Plan

The Policy and Action Plan rightly affirm the growing diversity of learning venues. Now more than ever, knowledge and information are available to everyone and are in a constant state of renewal. A variety of educational resources and specialized and technical services of all kinds exist outside educational institutions and training centres and are often ignored by adults and fairly unknown to RRCSS. This lack of awareness may deny adults access to the resources that best respond to their needs.

More structured links with recognition of prior learning should also be established. The challenge for RRCSS is thus to provide a better understanding of the range of available services in the immediate surroundings in order to better evaluate the needs of those requesting services and direct them to the resources that best meet their needs.

3.3 Counselling functions

One of the meanings of the word *counselling* covers the idea of providing advice based on a field of expertise: "Counsel doesn't come from the counsellor's opinion but rather from his or her knowledge."³⁹ There are several types of counselling services: nutritional, psychological, guidance, pedagogical, etc. Counsellors are specialists in their field regardless of the type of service they provide.

The adult who arrives at RRCSS expects to meet one or more specialists who will: provide recommendations or suggestions, help develop a plan, help put a training plan into action and make decisions that take into account learning and competencies, needs, motives, capacities and constraints. Individuals also expect to be informed of the school board's internal and external resources best suited to respond to their situation. They go to meet an expert for help making an informed decision.

Expert advice assists the reception and support work and provides adults with either complementary information about themselves or their environment or help on a personal level. The main types of counselling that will be examined are guidance, information, record of learning and advice regarding recognition of prior learning.

CAREER GUIDANCE

Career guidance is an essential function of RRCSS. The Jean Commission described career guidance as essential and integral in a continuing education environment. The Estates General on Education indicated that counselling services

³⁹ *Tenir conseil, Délibérer pour agir*, p. 23 [translation]

for adults were lacking and needed to be developed. Counselling services currently exist within RRCSS at many adult education centres and school-board-centralized reception and referral services. However, they are clearly insufficient and are usually only available to adults who have a clear plan to return to school.

The “knowledge revolution” (which leads to a knowledge-based economy) significantly transforms the very nature of work, which itself leads to a necessity for lifelong learning. The same reasoning applies to information and guidance needs, which should be looked at from a new angle as they are now required on a large scale throughout a person’s career. Moreover, the complexity of the work world makes information and guidance both more necessary and more difficult given the multitude of career choices and the fact that targeted groups are larger and more diversified.

Within this perspective, we are now looking at career development and management to help individuals choose a path among the various types of transitions experienced throughout professional life. These transitions may be:

- intra-personal (stages in one’s work life, questioning about the purpose or form of this life, career changes),
- intra-organizational (modification of responsibilities, vertical mobility),
- inter-organizational (voluntary change of job, out-placement following a company closure or merger).⁴⁰

One of the OECD’s findings (ref. thematic review of information, guidance and counselling⁴¹) is that in all countries, including Canada, career guidance services are only accessible to adults when they are unemployed; these are “curative” systems. In light of new economic demands, many countries are considering improvements and changes to their system; the role of public power is also part of this review process. Added factors in Québec are the lack of qualified labour due to the aging of the active population and the fact that the most experienced workers leave the province.

Career development is a major issue in this context. For adults in a process of lifelong learning and career management throughout their lifetime, it is not only a question of service availability, but also of their pertinence. Career guidance is thus seen as a “process of continually putting an adult’s socio-professional involvement in motion.”⁴² It continues to be based on both knowledge of oneself and one’s surroundings and the possible blending of the two, but also should “focus on the individual’s ability to learn to identify reciprocal forces acting on oneself and on developing the skills to be sufficiently proactive in one’s surroundings,” to anticipate future trends and movement in the workforce and to manage the unexpected.⁴³

Currently, adults access career guidance services through RRCSS, and most adults who do so have significant work experience.

⁴⁰ Extract from RIVERIN-SIMARD, Danielle and Yannick SIMARD, *Proposition d’un modèle de participation continue*, Ministère de l’Éducation du Québec, September 2003. Internal document. [translation]

⁴¹ The OECD Web site contains a series of documents that are very pertinent to this subject: http://www.oecd.org/document/35/0,2340,en_2649_34511_1940323_1_1_1_1,00.html

⁴² *Proposition d’un modèle de participation continue*[translation]

⁴³ Ibid.



The literature indicates that satisfactory guidance affects both motivation and retention, which promotes an adult's success; the link between guidance and training therefore seems essential.

Considerations *regarding* career guidance development

RRCSS and general education and training centres receive adults who, for the most part, do not have primary occupational qualifications, are not necessarily able to identify their interests clearly, and who do not have a sufficient knowledge of the workforce to know which way to turn. Vocational training centres receive youth and adults who have made an occupational choice (but not always a sound or valid one) and who need to manage both their lifelong learning and their career throughout their lives.

A concerted approach between RRCSS and educational services at adult education centres and vocational training centres will provide a better response to the specific needs of adults enrolled in training. This approach aims to provide a framework and to implement services to help adults choose professional goals and manage their career over a lifetime. Such an integrated approach should extend to all relevant partners in the field who individually can work towards achieving this goal.

RRCSS and education and training centres also receive (and should be receiving more, considering the necessity for a preventive career management system) adults who need their services to maintain employability or advance in their careers. Guidance practices that respond to the needs of this population also need development.

INFORMATION

An explosion in the number of new technologies, especially information and communications technology, has revolutionized knowledge and society. Information is now available to everyone and Québec has made significant strides in this regard. But in today's information society, we need more information than ever to manage our lives. This is especially true for everything related to the workforce and employment. Occupations and professions become more complicated, diversify and change; new occupations appear while others disappear. Promoting occupational information, teaching people how to access it and providing information about the required training mechanisms are a specialist's responsibility, as this information can be complex and difficult to interpret.

W. Norton Grubb has interesting observations on the subject:

“The paradox of the Information Age is that we are awash in information, with more becoming available every day through the Web [...]. But more information is not necessarily better than less information if people have



no idea how to use it [...]."⁴⁴

This proliferation of information has perverse effects. People using technology may find themselves drowning in a sea of technology and don't necessarily know how to get out, how to discriminate and deal with the information, how to find the exact information they need or how to know which is the correct information. This doesn't even take into account that the same information will not have the same impact or relevance for people of different ages and with different plans. Thus it isn't surprising that self-serve centres or wickets provide mixed results.

Furthermore, information may not be absorbed "[...] unless they have the constructs or schema necessary for cataloguing and retaining the information."⁴⁵

"In order to be useful in decision-making – active rather than inert, we might say – information must be appropriately interpreted, and the aptitude to do so does not come along with a simple "information dump." There may be ways of developing this aptitude but they must themselves be carefully developed."⁴⁶

This capacity to interpret assumes that we are able to take a critical look at the available information in order to judge its pertinence.

Grubb also indicates that researchers have highlighted the difficulty that some groups have in using written support to circulate information. In effect, "many individuals and groups do not fully accept such "literate" sources; in more "oral" traditions, the authority of the individual conveying the information is more important [than the written document]."⁴⁷

Also, access to information isn't equal for everyone. This may be a result of a lack of available technological equipment in some regions where the population is quite dispersed. It may also be a result of difficulty finding information in one's own language. But social and cultural barriers also block access. The most marginalized in society are also those who are least likely to take advantage of information sources and mechanisms.

The problem is also one of information compartmentalization and consistency. As Ms. Péry's report rightly states, "compartmentalization of information sources resulting from specific institutional responses according to the group being addressed, leads to barriers in developing a training path which makes accessing information difficult."⁴⁸

Numerous diverse information sources are required by RRCSS to inform, guide or refer adults or groups. General or specialized information specifically concerns:

⁴⁴ W. Norton Grubb, *Who Am I? The Inadequacy of Career Information in the Information Age*, OECD, [On the OECD Web site], August 2002, p. 5.

⁴⁵ *Ibid.*, p. 9

⁴⁶ *Ibid.*, p. 9

⁴⁷ *Ibid.*, p. 9

⁴⁸ *Mission d'échange d'informations et de pratiques, d'évaluation et de capitalisation sur les expériences lancées par Mme Péry dans le cadre de la réforme de la formation professionnelle*, p. 17 [translation]

- the work world (public employment services, local and regional companies);⁴⁹
- formal local, regional and provincial training sources (formal network of the three levels of education);
- informal educational resources (community groups with an educational mandate, museums, libraries, etc.);
- specialized support resources (CLSC, Carrefour Jeunesse-emploi, community groups with a social mandate, etc.).

Considerations regarding information development

To fulfill their information function, RRCSS must first possess the most complete and varied information possible and must ensure that it is valid and regularly updated. The information must also be organized in such a way as to make it accessible, meaningful and easy for everyone to use.

Efforts should also be made so that information maintained by RRCSS is accessible and available to those in the milieu who could benefit from it, in collaboration with other educational resources in the field.

RECORD OF LEARNING

In order to help adults determine the level of basic education they have attained, **a record of learning in basic general education will be established for all adults who require it to develop a learning plan.**

- **“Information on the possibility of obtaining this record will be provided by the reception and referral services of education, employment and immigrant integration services.**
- “In the case of local employment centres, a second step will be to **refer the person** to a school board or adult education centre to obtain the record.
- “For school board reception and referral services, the establishment of such records will now be a formal responsibility.
- “If applicable, the record will include recommendations on the procedure for obtaining the official recognition of prior learning and the necessary updating activities.
- “In all cases, the person’s learning path will be **monitored**.
- “A **reference guide** will be produced by the Ministère de l’Éducation and Emploi-Québec to help those responsible for reception to provide this service. In addition, **in-service training** activities will be provided.”⁵⁰

A specialized service will be responsible for providing the adult’s record of learning. The individual may be referred at the beginning of RRCSS within a school board or by the reception services of another department or organization. The record of learning accounts for the basic education of an adult who is taking steps to continue

⁴⁹ Emploi-Québec also has the responsibility of providing labour market information.

⁵⁰ *Action Plan for Adult Education and Continuing Education and Training*, p. 28

or complete this education. But not all adults need a record of learning before starting training. The record is recommended when adults need to identify and analyze their prior scholastic or experiential learning, to emphasize their possibilities and take into account their limits. This step in the process promotes the development of a realistic learning plan that corresponds to an adult's needs and competencies.

However, given that the Policy recognizes a multitude of adult training facilities, adults may ask for help in developing their record of learning even if they don't intend to continue their education through the school board's facilities.

Three principles in keeping with the spirit of the Policy are at the basis of the record. They also help establish the characteristics of the tool used to draw up the adult's profile.

According to these principles the record of learning should:

1. Use an individual-based approach that takes into account all of an individual's dimensions and places the individual at the centre of the process;
2. Provide motivation for adults, contributing to their self-esteem and allowing them to better choose how they will participate in social and economic life;
3. Constitute a preferred means of expressing the demand for learning, a first step in establishing a learning plan.

Developed according to these principles, the tool will have the following **characteristics:**

1. Personalized (adapted to individual goals);
2. Subject to a due process that ensures the record's validity.
3. A self-promotional document that helps increase awareness of the influence of experience on knowledge, behaviour, attitudes and competencies.

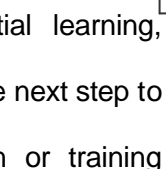
The reasons that may lead an adult to create a record of learning are varied and should take into account: the search for direction in life, an educational, personal or professional plan, entry or re-entry into the workforce, maintenance or improvement of one's employment situation, identification of prior learning that may be granted equivalency in the basic education curriculum, the possibility of using the recognition of prior learning service, and an evaluation of new learning to be undertaken if returning to school. The process leading to this record will be adapted to the goals being pursued.

This process is an official one and allows for a review of scholastic, non-formal and experiential prior learning. It will be undertaken with the help of a professional counsellor whose role is to help elicit the adults' awareness, guide them in identifying prior learning that should be included in the record, and help choose the next step towards building upon this learning.

The steps involved in establishing the record fall within the overall reception, referral, counselling and support process.

A four-phase process

1. Preliminary phase (expression and clarification of the process)

- 
2. Investigative phase (analysis of prior scholastic and experiential learning, identification of key competencies)
 3. Process evaluation phase (establishing a plan of action in view of the next step to enrich prior learning)
 4. Conclusion phase (directing an individual towards an education or training centre, towards external organizations or the workforce or a return to RRCSS to pursue the current process).

If the objective is to continue one's education, the record will establish the first step in an adult's learning plan. At the same time, adults can pursue activities (e.g. counselling) to develop their learning plan.

The final phase of the process results in a summary report indicating the circumstances leading to the record of learning, the adult's education level and professional competency (officially recognized level of education, competencies and aptitudes with respect to the targeted plan, required elements of the vocational or training plan). The record belongs to the adult; however, if the individual agrees a copy may be placed in his or her file for consultation by the counsellor.

Establishing the record is meaningful primarily for the individual, but also has social significance given its recognition by various workers in the education and employment fields. However, it is only significant if the organizations working in partnership with RRCSS recognize the value of the information the records contain.

A **reference guide** will be produced by the Ministère de l'Éducation and Emploi-Québec to help those responsible for reception in providing the record of learning service. In addition, in-service training will be offered.

OTHER COUNSELLING FUNCTIONS

Psychosocial assistance

Adults may turn to RRCSS for help with a variety of personal problems: health, drug and medication use, relationships, adjustment difficulties, time and money management, etc. These issues fall within the scope of RRCSS to the extent that they can help prevent individuals from acting and having control over their future.

Such problems aren't necessarily a RRCS service responsibility. Instead, during reception or support, the difficulties should be adequately diagnosed so that the adult can be directed to the appropriate resource. RRCSS should verify that adults follow through with their referrals to the extent justified ethically **and without creating a dependency**.

Loans and bursaries

New loan and bursary monitoring requirements have led several vocational training centres to offer more structured support services to adults who receive loans and bursaries. This gives the centres the opportunity to provide better general monitoring.



3.4 The proactive nature of RRCSS

RRCSS are a strategic link between their milieu and continuing education and training services. Some of their functions may only be properly executed if permanent links are established with this milieu (for example, for information, referral and monitoring support). The RRCSS environment puts service providers in an ideal position to make contact with the Policy's target groups and encourage expression of their demand for learning.

RRCSS help adults gain highly significant and relevant knowledge transferable to various life situations and conducive to increasing autonomy. These services are rarely publicized or promoted; continuing education and training services are the focus of most centres' promotion. However, given the nature of their functions, RRCSS make a significant contribution to the expression for the demand for learning. This increases when the services become more visible and active to people, organizations, associations, businesses and institutions. The Action Plan calls for the implementation of community work, which will contribute to this visibility.



RRCSS have a strategic position in their milieu, reaching out to adults and the Policy's target groups and promoting the expression of their demand for learning.

3.5 Concerted action, coordination and partnership

In conclusion, RRCSS cannot exist without concerted action, partnership and coordination between resources both within and outside school boards and with organizations working with the target population. RRCSS operating out of school boards and education and training centres are in contact with a variety of partners: the closest partnerships inside the school board are with schools and other centres and the closest external ones are with local employment centres (CLE). Furthermore, adult education centres establish partnerships with CLSCs and community organizations while vocational training centres have more specific relationships with businesses and the Carrefour Jeunesse-emploi.

A school board's **internal partners** complement RRCSS with a wider variety of services. General and vocational education services offered by the centres come to mind, but other services that are interdependent with those of RRCSS are also available. These consist of educational services for youth and adults, management and study certification services, and other complementary services. Given their strategic position, RRCSS can ensure feedback in terms of the accessibility and adaptability of programs, satisfaction of needs, etc. of the overall services offered by the school board.

External partners are other educational institutions, public employment services, and businesses, public, semi-public and community organizations whose mandate is linked to



RRCSS. The Action Plan recommends reinforcing this partnership and the local development by key players of a “harmonizing” approach to reception, referral, counselling and support services. It also prescribes a structure for regional cooperation “among school boards, local employment centres, the regional offices of the Ministère des Relations avec les Citoyens et de l’Immigration and other organizations involved, [providing the following mandate]:

- identify adults [...];
- establish guidelines for cooperation and information sharing [...];
- establish complementary relationships [...];
- increase the success rate for training activities [...].”⁵¹

This concerted action will help RRCSS find and identify potential clients, understand the resources available, and share information regarding adult referral and support. The various service providers should carry out their activities while bearing in mind the diverse needs of adults and the responsibilities of each partner.

3.6 Services related to reception, referral, counselling and support

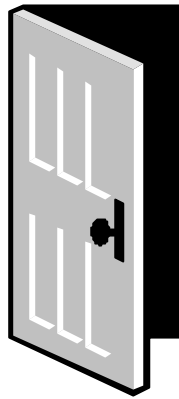
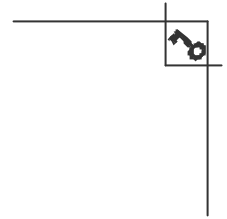
Some administrative services, such as service promotion and processing admission requests, should be considered distinct from referral, reception, counselling and support.

Responsibility for **promotion** (i.e. marketing education and training courses) is up to the school board’s administration. This not only relieves any ambiguity or confusion by users in terms of the role of RRCSS, but also allows for organizational distance and independence. Thus an individual may be referred to a community organization or CLSC through RRCSS rather than having to immediately choose training offered by a general education or vocational education centre.

Processing **admission requests** is the responsibility of the administration at the centre where the adult chooses to study. Centres have policies and tools specific to registering in their programs. However there must be an accessible area in every education and training centre where information related to file progress is maintained, from expression of the demand until service delivery ends.

Promotion and admission are thus independent from reception, referral, counselling and support. Although promotion and admission may be carried out by staff also responsible for RRCSS, these former responsibilities are independent from RRCSS.

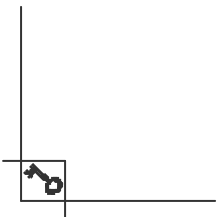
⁵¹ *Action Plan for Adult Education and Continuing Education and Training*, p. 7-8



CHAPTER 4

THE EDUCATIONAL AND ANDRAGOGICAL PROCESS OF RRCSS

- 4.1 A FOUR-STEP PROCESS
- 4.2 DIAGRAM OF THE STEPS FROM THE SERVICE PROVIDER'S POINT OF VIEW
- 4.3 ANRAGOGICAL INTERVENTION PROPERTIES





CHAPTER 4

THE EDUCATIONAL AND ANDRAGOGICAL PROCESS OF RRCSS

RRCSS provide services that allow an adult or group to carry out an educational process in which they interact with resources in the environment that help increase their knowledge and use of their internal resources.

Within the context of **unique and original service** delivery, the adult has the use of various procedures and methods, particularly problem resolution and decision-making. This educational process, which brings together basic conditions that may place individuals in a learning situation about themselves and their surroundings, requires **andragogical know-how**. These conditions will ensure that adults have a better capacity to define their perceptions, convictions, aspirations and aptitudes, putting them in a positive and constructive frame of mind.

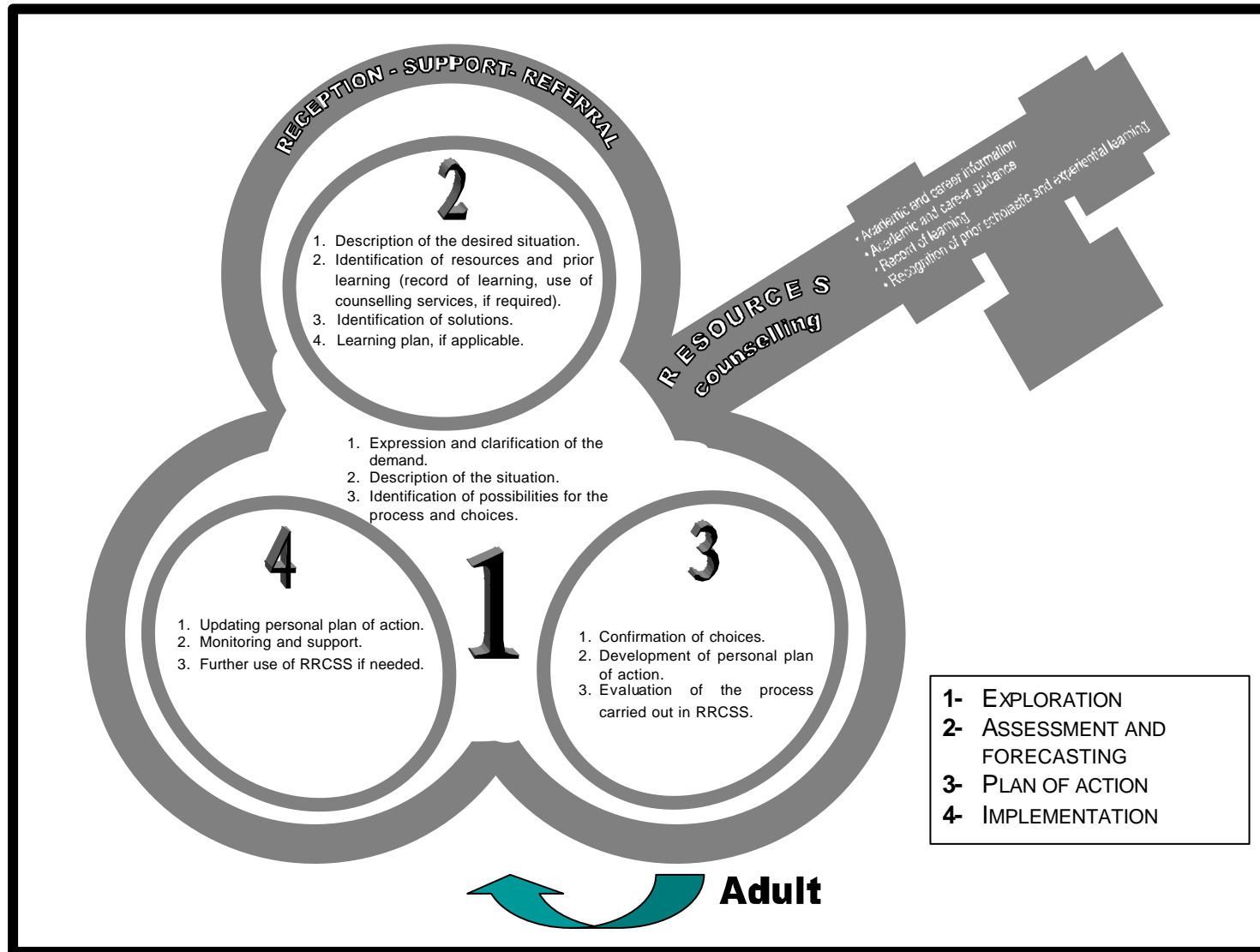
The process an adult or group goes through within an RRCSS is unique to the individual or group and corresponds to their specific needs and objectives. Some adults only require information to help make a choice at a specific time. Others, pressured by the urgency of an unexpected situation, require a more sustained process that may begin with an exploration of their needs and interests. Still others want counselling about ways to improve their chances of maintaining their current job or advancing in their career. A process undertaken with RRCSS is not linear and uniform: it consists of a variety of goals and needs, offering varied options, some of which may require backtracking.

4.1 A four-step process

An adult using RRCSS goes through the following four-step process: exploration, assessment and forecasting, decision regarding a plan of action and, finally, implementation. Going from one step to the next allows adults to gain increased knowledge of their resources, limits and those imposed by the environment. Depending on the situation, the adult may need to follow the complete process or only go through some steps.



STEPS IN THE RRCSS PROCESS





1 EXPLORATION

At this stage adults are encouraged to name their motives, needs and interests. Exploration is a time of questioning and discovery that helps set or confirm objectives and discover possibilities. It is also the time to explore the various possibilities related to their process within RRCSS.

Adults become aware of the path to follow and must choose the steps in the process that will allow them to achieve their goal.

2 ASSESSMENT AND FORECASTING

The assessment and forecasting step focuses on precision and mobilization. Adults look into their future and try to describe the situation they desire to determine the possibilities, the path to follow, and the resources required.

This is also the time for analyzing personal and professional experience, linking these to the adult's resources, opportunities and ambitions.

Because of individual needs, recognition of prior learning or other evaluation services may be suggested. The adults may also determine or validate their occupational orientation. Confronted by their strengths, weaknesses and aspirations, they can identify the external and internal resources that may help them through the process and choose those they prefer. This assessment step may conclude with the development of a learning plan.

3 PLAN OF ACTION

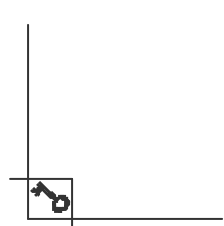
This is the decision-making moment, the time for verification and negotiation with both oneself and one's environment. Solutions identified will take the form of a *personal plan of action* that takes into account the various aspects of life affected by the plan (e.g. in the case of returning to school, a balance between studies and family).

Adults commit to the process because they know what must be done and how to do so. This commitment becomes a conscious and voluntary affirmation.

4 IMPLEMENTATION

Adults update their plan and prepare to act. They aim for continuity, goal achievement, and the implementation of conditions for success.

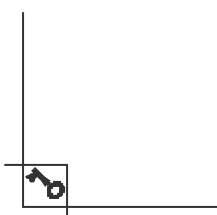
Adults may always return to the reception service even during achievement of their personal plan or after training, if helpful.



4.2 Diagram of the steps from the service provider’s point of view

STEP	
1	<p>EXPLORATION</p> <ul style="list-style-type: none"> - Initial contact and establishment of a working atmosphere; - guidance towards identification and awareness of individual expectations and interests and motivation for the demand; - help identifying the various possibilities available to choose and pursue an individual process.
2	<p>ASSESSMENT AND FORECASTING</p> <ul style="list-style-type: none"> - Feedback to help individuals express their intentions and identify their needs and limits; - supervising the process leading to the record of learning; - advice about using internal resources; - recommendations about the recognition of prior learning, career guidance and academic and career information; - identification of prerequisites; - verification of the academic record; - analysis of prior scholastic and experiential learning; - verification of the accuracy of the individual’s self-perception and confirmation of occupational choice; - administration and evaluation of various tests; - explanation of services, programs, social and occupational fields.
3	<p>PLAN OF ACTION</p> <ul style="list-style-type: none"> - Support in the decision-making process; - help in developing the plan of action based on expectations and possibilities; - support in making a commitment.
4	<p>IMPLEMENTATION</p> <ul style="list-style-type: none"> - Monitoring and support.

|










The adult is at the centre of the process. The amount of time devoted to the process varies from one individual to the next. The adult may go back over some steps in order to dig deeper and clarify some aspects.

This dynamic way of proceeding will mobilize individuals' interests and motivation and move them towards action, while encouraging lifelong learning.

4.3 Andragogical intervention properties

The proposed process is educational and andragogical in nature; it is marked by certain qualities that are:

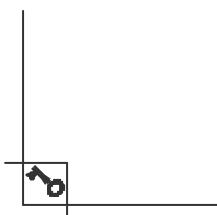
- | | | |
|---------------------|---|---------------------------------------|
| MEANINGFUL |  | centred on establishing meaning; |
| REFLEXIVE |  | centred on reflexive analysis; |
| EXPERIENTIAL |  | centred on experience-based learning; |
| FORMATIVE |  | centred on the capacity to act; |
| RELATIONAL |  | centred on adapted communication. |

These are complementary properties.

MEANINGFUL **CENTRED ON ESTABLISHING MEANING**

Individuals approach new situations with their own understanding and way of seeing things. They will interpret the situation by referring to their own affective, social and cognitive history. In this way they construct and define new realities. They seek to understand. Establishing meaning becomes a creative act, mediating between previous and new experiences.

Service providers **in RRCSS** begin with situations that stem from the individuals' experience and involve their view of the world. The adults' learning may influence their future plans. The challenge of the plan is to create a tool for building awareness and questioning that puts individuals on a meaningful path.



REFLEXIVE



CENTRED ON REFLEXIVE ANALYSIS

Reflexive analysis is introspective. It assumes careful, discriminating thought. As the object of the service provider's **feedback**, adults become aware of their potential and opportunities. This movement towards **improved consciousness** leads them to take a **critical** look at themselves and to imagine the consequences of their choices. Reflexive analysis promotes the development of skills required for managing internal resources. These skills make individuals capable of independently choosing strategies to guide their actions.

Individuals become aware of their power to act on themselves and their environment.

Service providers **in RRCSS** support adults in becoming aware of their strengths and weaknesses. They learn to set suitable objectives and to choose strategies that bring their goals within reach.

EXPERIENTIAL



CENTRED ON EXPERIENCE-BASED LEARNING

Experience-based learning builds upon, modifies and enriches itself but may also inhibit other learning. Activating the adults' experiential inventory helps them discover varied learning and highlights beneficial experiences.

Adults may thus actively and gradually build their knowledge by realizing that they play a fundamental role in managing their action.

Service providers **in RRCSS** help adults become aware of and make use of experiential learning, identify errors to correct, and obstacles or challenges to overcome, and draw on previous successes, difficulties and even failures. The individual thus learns to solve problems, build with available tools, and come to terms with institutional environments.

FORMATIVE



CENTRED ON THE CAPACITY TO ACT

Organizing action implies **construction** and structuring. Individuals must **recognize** their personal resources, as well as their own limits and those of their environment. Adults learn to **act** with confidence, according to their needs, potential for action and decisions. They are encouraged to **cast** themselves in a time and place, to determine the steps to follow and deadlines to meet and, finally, to act.

Service providers **in RRCSS** ensure that adults set their own deadlines based on their decisions. Individuals learn to develop their capacities to act and negotiate, ensuring that they control their progress throughout the process.



RELATIONAL

 **CENTRED ON ADAPTED COMMUNICATION**

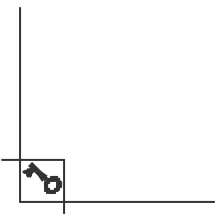
Intervention requires respect for others, confidentiality, and an absence of judgement. **Interpersonal relationships** should be based on authenticity. Service providers act as a **buffer**, allowing individuals to make their own decisions.

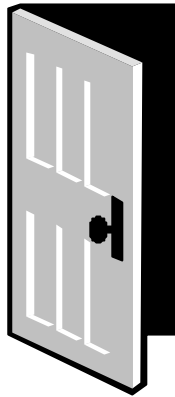
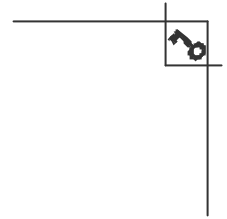
However, adults should be reminded of the work to be accomplished and their obligation to ensure lifelong learning. Adults are focused on the urgency to act and upgrade their skills.

Service providers **in RRCSS** are careful to create meaningful interpersonal relationships while respecting individual differences. They draw attention to the adults' responsibilities and obligations to update their personal plan.



Intervention that takes place through RRCSS promotes the development of meaning, the recognition of experiences, the capacity to act, and an adaptation of communication to the needs of adults.



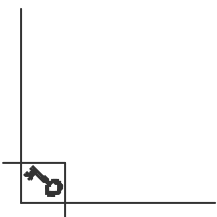


CHAPTER 5

ADMINISTRATIVE AND ORGANIZATIONAL ASPECTS

5.1 ORGANIZATIONAL MODELS

5.2 DISTANCE AND ORGANIZATIONAL INTERDEPENDENCE





CHAPTER 5

ADMINISTRATIVE AND ORGANIZATIONAL ASPECTS

The administrative and organizational procedures supporting reception, referral, counselling and support services must take into account the conceptual rationale of these services, the legal framework governing them, and the particular characteristics of the clients they serve.

The current chapter briefly describes current organizational trends at the school board level. We also address considerations regarding organizational distance that promote RRCSS independence.

5.1 Organizational models

Various organizational models of RRCSS exist within school boards, but two trends prevail: a decentralized model, and a mixed model that includes both centralized and decentralized components.

Some school boards (a little less than half) have opted for a decentralized model, in which each adult education centre and vocational training centre receives and deals with adults' requests for reception, referral, counselling and support. However, some centres share their human resources. In some cases the school board assumes responsibility for maintaining partnerships with external resources.

The other half of school boards subscribe to a mixed model, one that includes both centralized parts and functions and those which are the responsibility of each of the education and training centres. Frontline reception and referral services for external clients (out) are centralized. Services offered in adult education centres for those in general education and those in vocational training centres are those that focus mainly on individuals who attend these institutions, i.e. an internal clientele (in). The centres and school board each have their own staff and, here too, the school board has primary responsibility for maintaining partnerships with external organizations.

Each school board seeking to customize its organizational model in its effort to develop reception, referral, counselling and support services must make choices in terms of the human, financial and material resources it will commit, current management practices in the field, possible partnerships, the extent of the territory being served, the distance between centres and the distinctive features of targeted clients.



5.2 Distance and organizational interdependence

To ensure that reception referral, counselling and support services are focused on the adult, the related administrative and organizational practices should promote **independent action**. The concept of *organizational distance* applies to this type of practice.

Without the organizational distance that characterizes the link between RRCSS on the one hand and the school board and education and training centres' administration and decision makers on the other, RRCSS will not have the freedom necessary to serve individual requests and needs for service.

Organizational distance allows RRCSS to maintain their integrity in terms of school board and education and training centre programs. The first concern of RRCSS staff should be to carry out their work independently with the sole purpose of serving the interests of individuals looking for solutions to their problems, regardless of the fact that their actions may decrease enrolment at a training centre.

It is not the mandate of RRCSS to promote and market education and training services, beyond stimulating an individual's potential needs. RRCSS are not "[...] an entryway or access point, which necessarily leads to a purchase of services. Rather, they are a control centre inviting people to check the reliability and accuracy of their needs."⁵²

From an organizational standpoint, some independence between RRCSS and the school board should be maintained. RRCSS should maintain close enough links with supervisors to facilitate communications and the synergy required for services to be complementary.

RRCSS are thus confronted with many challenges in terms of their organization and delivery. School boards should help overcome these challenges by providing innovative solutions at the local level. These include:

- ▶ promoting accessibility to their services, even in areas with widespread populations;
- ▶ being proactive with certain groups of people they are serving;
- ▶ adjusting training contents and methods to adult needs;
- ▶ collaborating with and complementing basic education services;
- ▶ ensuring concerted action and internal partnerships with the school board and external partnerships with organizations and other institutions in the field.



It is not the mandate of RRCSS to promote a school board's education and training programs and activities. They should support adults while respecting their demand for learning. They should also act independently from school board departments responsible for providing education and training services.

⁵² DGEA, *Trousse de sensibilisation à l'Accueil et Référence*, 1980-1981, document n° 1, p. 6. [translation]

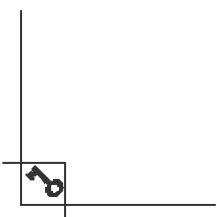
CONCLUSION

Québec adopted a new *Government Policy on Adult Education and Continuing Education and Training* to meet the challenge of raising education and skill levels throughout the population and establishing a culture of lifelong learning. One of the Policy's priorities is to consolidate and develop reception, referral, counselling and support services, which are important in assisting adults and groups that want to learn and expand their knowledge and skills.

RRCSS help adults take on new learning projects to accomplish their goals, structure a request or respond to a need. The knowledge gained about themselves, their environment, training opportunities, and the workforce becomes a privileged source of information to be used in making important life decisions.

This discussion and policy paper builds on school board expertise to present the basic rationale for renewing reception, referral, counselling and support services in school boards and education and training centres. It calls on people to engage in action research while at the same time initiating a discussion and enrichment phase within the network.

Reception, referral, counselling and support services will undoubtedly find in this process the chance to mobilize and adapt to current social realities.

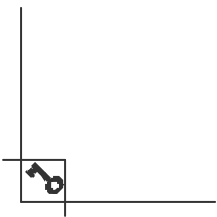


Reflection by Danish philosopher
Soren Kierkegaard (1813-1855)








If we wish to succeed in helping someone reach a particular goal, we must first find out where he is now and start from there. If we cannot do this, we merely delude ourselves into believing that we can help others. Before we can help someone, we must know more than he does, but most of all we must understand what he understands. If we cannot do that, our knowing more will not help. If we nonetheless wish to show how much we know, it is only because we are vain and arrogant, and our true goal is to be admired, not to help others.

All true helpfulness starts with humbleness towards the one I wish to help and with that I must understand that this is about helping, not about ruling but about wanting to serve.











If I cannot do that, I cannot help anyone.



Glossary

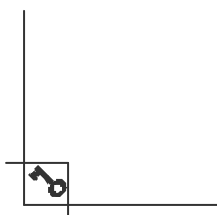
TERM	DEFINITION AND SOURCE
 Adult education	“Adult education denotes the entire body of ongoing learning processes, formal or otherwise, whereby people regarded as adults by the society to which they belong develop their abilities, enrich their knowledge, and improve their technical or professional qualifications or turn them in a new direction to meet their own needs and those of their society.” (UNESCO, <i>Hamburg Declaration, Fifth international conference on adult education</i> , [On line]), 1997, p. 2)
 Adult education or training	“The concept of education covers more academic learning, while that of training has a socioeconomic connotation and covers employment-related learning as it exists in Québec in the context of labour force development. In this policy, the term lifelong learning covers both of these concepts, which are aspects of a single phenomenon, the common denominators being adults and the key idea that learning takes place throughout life.” (GOUVERNEMENT DU QUÉBEC, Ministère de l’Éducation. <i>Government Policy on Adult Education and Continuing Education and Training</i> , 2002, p. 2)
 Approach	<ul style="list-style-type: none"> – General sense: “The method used in dealing with or accomplishing.” (<i>Nelson Canadian Dictionary</i>) – Didactical sense: “Theoretical base made up of all principles upon which development of a program of study, choice of teaching strategies, or evaluation and methods of feedback are based.” (<i>Dictionnaire actuel de l’éducation</i>, p. 76.) [translation]
 Aptitude	“Innate or acquired ability to carry out specific learning, for significant gain in a particular field.” (<i>Dictionnaire actuel de l’éducation</i> , p. 101.) [translation]
 Capacity	<ul style="list-style-type: none"> – “The ability to perform or produce.” (<i>Nelson Canadian Dictionary</i>) – “Capacity translates into the power to carry out an activity, assume responsibility. It is also effective if it is proven [...]. Like aptitude, capacity can be innate or acquired. It develops through experience and specific learning.” (Legendre, <i>Dictionnaire actuel de l’éducation</i>, p. 159) [translation]
 Career guidance	Specialized function of RRCSS. Definition to come
 Competency	<ul style="list-style-type: none"> – “A knowledge-action complex based on the mobilization and effective use of a set of resources. More complex than that of the elements (capacities, skills, knowledge) upon which it is based.” (<i>Projet de Programme de formation de l’école québécoise</i>, p. 10.) [translation] – “A set of knowledge, know-how, and personal skills to properly engage in a role, function or activity.” (D’Hainaut, Louis. <i>Des fins aux objectifs de l’éducation</i>, p. 472) [translation]



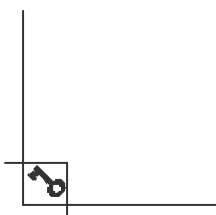
 Continuing education and training	<p>“The objectives of youth and adult education, viewed as a lifelong process, are to develop the autonomy and the sense of responsibility of people and communities, to reinforce the capacity to deal with the transformations taking place in the economy, in culture and in society as a whole, and to promote coexistence, tolerance and the informed and creative participation of citizens in their communities, in short to enable people and communities to take control of their destiny and society in order to face the challenges ahead.” (<i>Hamburg Declaration</i>, p.3)</p> <p>The <i>Policy on Adult Education and Continuing Education and Learning</i> takes up this definition to refer to “lifelong learning,” the very subject of the Policy.</p>
 Counselling	<p>Function that provides advice based on the counsellor’s field of expertise. The main counselling functions of RRCSS are record of learning, information and career guidance. (<i>Towards A Renewal of Reception, Referral, Counselling and Support Services in School Boards: Policy and Discussion Document</i>).</p>
 Experiential learning	<ul style="list-style-type: none"> – “Learning process whereby the individual transforms his or her experience into knowledge.” (B. Charbonneau and J. Chevrier, cited in Legendre, Rénald. <i>Dictionnaire actuel de l’éducation</i>, 2nd edition, 1993, p. 74) [translation] – Applies to various contexts (recognition of prior learning, continuing education, and training, pedagogy, etc.). Includes several elements: experience, reflexive observation, conceptualization, experimentation. (<i>Dictionnaire actuel de l’éducation</i>, p. 74-75) [translation]
 External referral	To come
 Information	Specialized counselling function of RRCSS.
 Internal referral	To come
 Knowledge	<ul style="list-style-type: none"> – As the verb “to know”: “Capable of carrying out tasks based on theoretical or practical awareness and experience.” – Noun: “The sum of an individual’s in-depth understanding, gained from education and experience.” (<i>Dictionnaire actuel de l’éducation</i>, p. 1134) [translation]
 Learning plan	<p>The intentions specific to each adult that result from the adult’s personal, family, social, economic, occupational and cultural situation as well as from the adult’s aptitudes and interests. These intentions are related to the different life cycles that individuals go through and to the intrinsic and extrinsic factors associated with these cycles. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education. (DFGA)</p>
 Learning profile	The “technical” components of a training process. (DFGA)
 Lifelong learning	To come



<p>📖 Monitoring</p>	<ul style="list-style-type: none"> – Pedagogical monitoring includes subject monitoring or monitoring related to the specialty and more global monitoring of learning achievement. – In RRCSS, monitoring is one dimension of support that consists of obtaining feedback from the adult about achieving suitable activities. When the adult is receiving training in a centre, this monitoring is undertaken in consultation with the centre’s pedagogical team. (<i>Policy and Discussion Document, 2003</i>)
<p>📖 Organizational distance</p>	<p>To come</p>
<p>📖 Personal plan of action</p>	<p>Group of actions planned for achieving the adult’s learning plan.</p>
<p>📖 Problem-solving process</p>	<p>Theoretical model of a logical and organized process whereby a problem is identified, solutions are imagined and determined and an action decided upon. (<i>DGEA, 1980</i>) [translation]</p>
<p>📖 Process</p>	<ul style="list-style-type: none"> – “Action undertaken to bring a plan or matter to successful conclusion.” (<i>Dictionnaire de l’Académie française, 2nd</i> meaning) [translation] – Learning process: “Approach used by the student to learn that involves internal resources and interacting with his or her environment.” (Legendre, <i>Dictionnaire actuel de l’éducation</i>, p. 320) [translation] – Reception, referral, counselling and support process: action by which individuals or groups, based on a sense of discomfort or need and the desire to correct it, analyze their situation, identify a problem, seek and choose solutions, identify resources, plan a course of action, act on the decision and evaluate the results. The responsibility for this process belongs to the person experiencing it. (From the Ministère de l’Éducation, Direction générale de l’éducation des adultes, <i>Trousse de sensibilisation à l’accueil et référence</i>, 1980) [translation]
<p>📖 Program offerings</p>	<ul style="list-style-type: none"> – In economics: the volume of goods or services offered at a given time and price. – Generally speaking, service offerings refer to the package of services at a group’s disposal.
<p>📖 Reception</p>	<p>RRCSS function. Reception is focused on the individual and consists of helping an adult or group of adults express a need, problem or plan and to situate it within the choices to be made in pursuing one’s plan. (<i>Towards A Renewal of Reception, Referral, Counselling and Support Services in School Boards: Policy and Discussion Document</i>)</p>



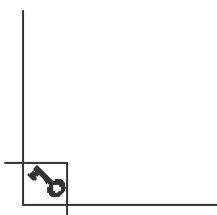
<p>📖 Reception, referral, counselling and support</p>	<p>A group of services that, through educational intervention, allows adults (individually or in a group):</p> <ul style="list-style-type: none"> – to acquire an in-depth knowledge of themselves, their resources and their limits; appropriate information concerning their environment; a better capacity to define their objectives and aspirations; – to decide on their learning plan and associate actions; – to receive the help they need to succeed in their actions. <p><i>(Towards A Renewal of Reception, Referral, Counselling and Support Services in School Boards: Policy and Discussion Document)</i></p>
<p>📖 Record of learning</p>	<p>Specialized function of RRCSS.</p> <p>The record of learning is a process that promotes the adult's exploration and identification of his or her prior learning and experience. It contributes to developing the adult's autonomy in terms of his or her learning plan.</p>
<p>📖 Referral</p>	<p>RRCSS function that consists of proposing service providers, resources or organizations suited to an individual or group's process.</p>
<p>📖 Skill</p>	<p>"The term skill is more specific than capacity; it is easily observable and centred on a task. Skill refers to application, practice; capacity refers to the scope of aptitudes and knowledge." <i>(Dictionnaire actuel de l'éducation, p. 681)</i> [translation]</p>
<p>📖 Support</p>	<p>RRCSS function. Support encourages an individual's action, ensures a continued presence, focuses on the complete person and general intent of interventions, and monitors agreed-upon actions. <i>(Towards A Renewal of Reception, Referral, Counselling and Support Services in School Boards: Policy and Discussion Document)</i></p>



APPENDIX I

PUBLICATION DESCRIPTIONS

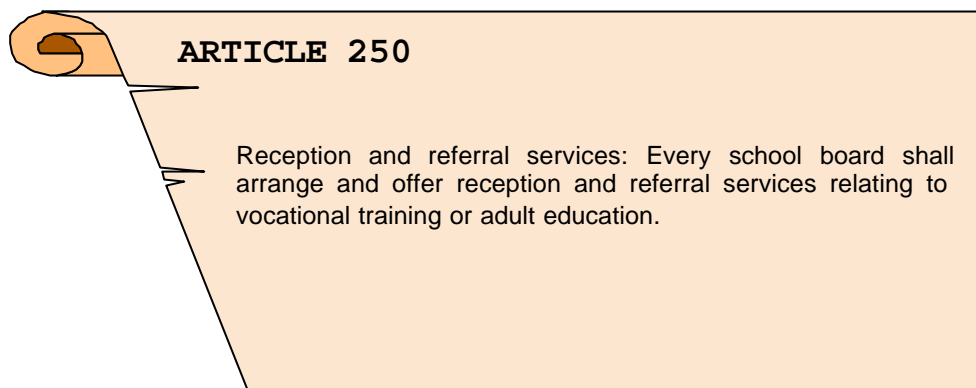
TITLE	CONTENTS	TARGET AUDIENCE
<p>First fascicle</p> <ul style="list-style-type: none"> • Framework for a renewal of reception, referral, counselling and support services. <p><u>The current document forms the basis for this fascicle.</u></p>	<p>Reception, referral, counselling and support:</p> <ul style="list-style-type: none"> • Background and perspectives • Establishment of a culture of lifelong learning • Conceptual rationale • Service functions • Educational and andragogical process • Administrative and organizational aspects 	<p>School board senior management and managers.</p> <p>Service providers and partners.</p>
<p>Second fascicle</p> <ul style="list-style-type: none"> • In-service training for staff. 	<p>Competency reference system for service providers.</p> <p>Towards in-service program offerings.</p>	<p>School board senior management and managers.</p> <p>Professional associations.</p> <p>Service providers.</p>
<p>Third fascicle</p> <ul style="list-style-type: none"> • Equipping oneself for an efficient intervention. <p>Proposal for intervention tools.</p>	<p>Examples:</p> <p>Reception process.</p> <p>Learning plan.</p> <p>Record of learning.</p> <p>Information about recognition of prior learning services.</p> <p>Partnership protocol.</p>	<p>Staff working with clients.</p>



APPENDIX II

ARTICLES FROM THE EDUCATION ACT AND BASIC REGULATION

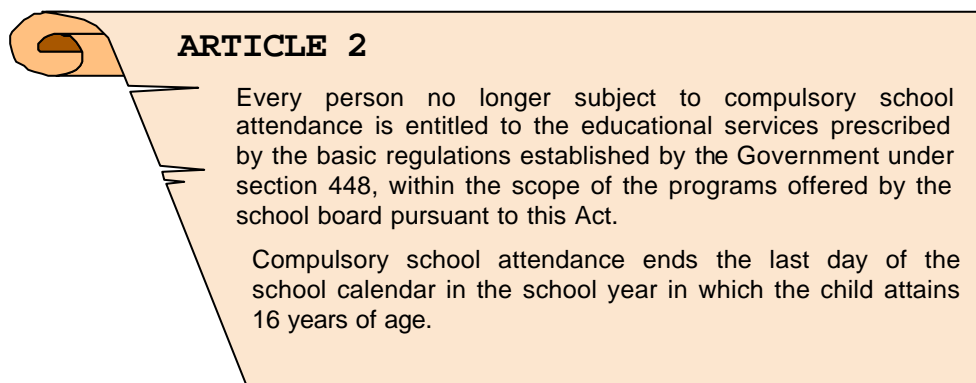
En 1989, the Education Act provided a legal framework for reception and referral services:



ARTICLE 250

Reception and referral services: Every school board shall arrange and offer reception and referral services relating to vocational training or adult education.

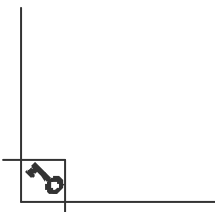
Clients targeted by reception and referral services are *a priori* defined in the Education Act:



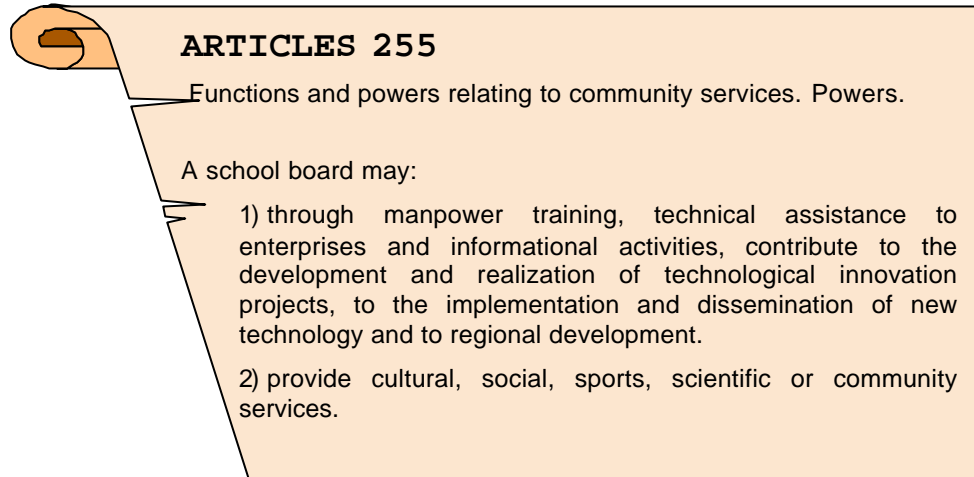
ARTICLE 2

Every person no longer subject to compulsory school attendance is entitled to the educational services prescribed by the basic regulations established by the Government under section 448, within the scope of the programs offered by the school board pursuant to this Act.

Compulsory school attendance ends the last day of the school calendar in the school year in which the child attains 16 years of age.



Article 255 of the Act specifies school board responsibilities:



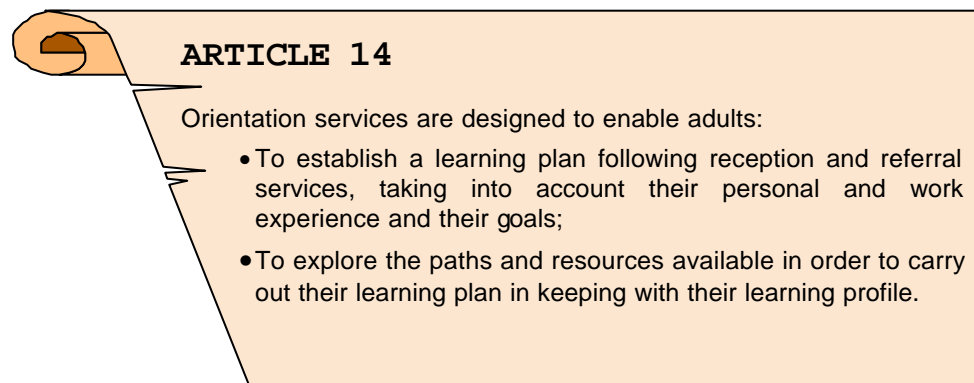
ARTICLES 255

Functions and powers relating to community services. Powers.

A school board may:

- 1) through manpower training, technical assistance to enterprises and informational activities, contribute to the development and realization of technological innovation projects, to the implementation and dissemination of new technology and to regional development.
- 2) provide cultural, social, sports, scientific or community services.

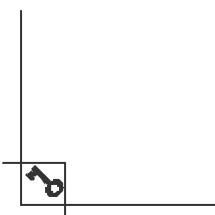
The Basic Adult General Education Regulation, stipulates:



ARTICLE 14

Orientation services are designed to enable adults:

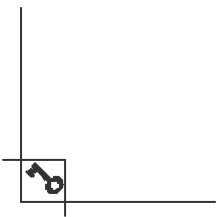
- To establish a learning plan following reception and referral services, taking into account their personal and work experience and their goals;
- To explore the paths and resources available in order to carry out their learning plan in keeping with their learning profile.



APPENDIX III

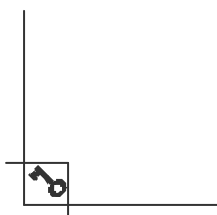
LÉGER AND LÉGER POLL ABOUT ADULT MOTIVES FOR LEARNING

This appendix is attached as a separate document. The original colour version is better for consultation purposes. It is available via e-mail upon request (elisabeth.mainka@meq.gouv.qc.ca).

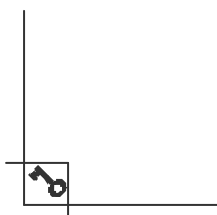


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