

SOCIOVOCATIONAL INTEGRATION SERVICES

ORGANIZATION GUIDE

JUNE 2002

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Direction de la formation générale des adultes

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FOREWORD

This document, addressed to people working in the field of adult education, proposes a way to organize sociovocational integration services (SVIS). Sociovocational integration is an instructional service, which has been available to the adult population in Québec school boards since 1997. Section 10 of the *Basic Adult General Education Regulation*, which has been in application since July 1, 2000, defines sociovocational integration services as follows:

Sociovocational integration services are designed to allow adults to acquire the competencies required to enter or remain in the labour market, or to pursue their studies, if they wish to do so.¹

The success of the sociovocational integration pilot project in effect from 1993 to 1996 is due, in large part, to the enthusiastic response and the unanimous approval it received during the development of the *Basic Adult General Education Regulation* in 1992. The new services were perceived as a promising avenue for dealing with unemployment, dropping out and the problems caused by economic restructuring. Many adults who enroll in sociovocational integration services in the school boards are able to obtain training qualifying them for an occupation. The 1991-1992 report on the orientations of sociovocational integration services underscores the need for this sort of instructional services in the school boards.

The past three years have seen the production of the organization guide, the program of studies and the synoptic table of the two phases and sixteen sections of sociovocational integration.

¹ *Gazette officielle du Québec*, Québec, June 2000.

In addition, other support documents have been prepared to help school boards develop their sociovocational integration services. The documents *Recommendations by School Boards on Clienteles With Special Needs*, *Practicum Guide* and *Advice and Strategies for Organizing and Offering Sociovocational Integration Services* were published to facilitate the efforts of teaching and non teaching personnel of the school boards.

N. B.:

This version of the Sociovocational Integration Services Organization Guide takes into account sections of the *Basic Adul Generalt Education Regulation*, Order in Council 652-2000.

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CHAPTER 1

DESCRIPTION OF SOCIOVOCATIONAL INTEGRATION SERVICES

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DESCRIPTION OF SOCIOVOCATIONAL INTEGRATION SERVICES

Chapter 1 presents the principal components of sociovocational integration services (SVIS). The first section of the chapter explains the context in which SVIS are provided, and the second section describes the orientations of the instructional services. The third and fourth sections outline the guiding pedagogical principles applied by SVIS in their effort to help adult students achieve sociovocational integration. Finally, sections five and six set out the phases of the Sociovocational Integration Services program and offer a summary of the objectives.

1.1 CONTEXT OF SOCIOVOCATIONAL INTEGRATION SERVICES

Québec is experiencing the impact of globalization and of the restructuring of many firms. Free trade, the creation of giant trading blocs, deregulation, economic recession, withdrawal of the state from many economic sectors, massive layoffs in certain sectors, and new directions in negotiations between unions and employers have made it clear that Québec's businesses are subject to the imperatives of profitability and competitiveness.

These imperatives concern advanced technologies, of course, but increasingly, they also concern workers' skill levels. In general, vocational requirements regarding productivity and cost effectiveness are constantly being raised, with the result that they increasingly tend to exclude people from the job market. In 1995, over 297 000 people receiving social assistance were classified as able to work and available for work: of them, 222 756 did not have their secondary school diploma (general or vocational).² In 1999, 12 per cent of all adult recipients (54 215) were employable young adults under 25, 75 per cent of whom did not hold a diploma.³ Such people are virtually condemned to working under the table, unstable employment, employment and social assistance.

The information glut, generally higher educational levels, the quest for excellence and the growing complexity of tasks and work contexts all add to the increased challenges of the job market. Many people lacking the requisite broad-based general education will be obliged to redirect their careers and acquire new skills.

Not only must employees handle reading, writing and arithmetic; they must also develop their cognitive skills (judgment, planning, problem-solving, analysis, decision-making, the use of concepts and models, and learning). Many generic skills will also play an enhanced role in the new forms of work organization, which call for greater participation (communication, personal development, teamwork, work habits and vocational development).

² Québec, Ministère de la Main-d'oeuvre et de la Sécurité du revenu, Direction de l'évaluation et de la statistique, *Rapport trimestriel*, December 1995.

³ Statistics published on the Web site of the Ministère de la Solidarité sociale: <<http://www.mss.gouv.qc.ca>>.

“The empirical knowledge that constituted the strength of the traditional worker, based on experience, intuition and manual ability, will be progressively replaced by more theoretical knowledge and mental operations. This represents a qualitatively new set of requirements, which will be described here in terms of the qualities on which they are based, such as the ability to engage in abstract thinking, to reflect, to anticipate, and to see processes as part of a whole. The ‘social’ side of the new requirements involves relatively novel attitudes such as motivation, initiative, adaptability, responsibility, versatility, involvement in one’s work.”⁴ In addition, businesses expect their employees to be punctual, reliable, courteous, pleasant and self-confident.

Sociovocational integration services, seeking to take into account these trends and the upheavals that underlie them, offer students the opportunity to acquire specific sociovocational and vocational skills designed to enhance their employability, and thus permit them to join or return to the job market. The target audience of these instructional services consists primarily of people who have little education and are unlikely ever to obtain either a Secondary School Diploma (SSD) or a Diploma of Vocational Studies (DVS).

1.2 ORIENTATIONS OF SOCIOVOCATIONAL INTEGRATION SERVICES

The orientations of sociovocational integration services are based **on a concept of educational activity that aims to balance individual development and the expectations of society.** According to this perspective, it is important to develop the students’ cognitive, psychomotor and socioaffective dimensions, and to take into account the needs of each student, while at the same time addressing the social, economic and political context, with its heightened training and performance requirements.

Along these lines, sociovocational integration services favour successful integration into the world of study and work by means of a concerted and ongoing effort involving all aspects of the individual, and also by ensuring that the students learn to learn. Familiarity and use of the social, political and economic environments must be at the centre of sociovocational integration because responsibility for success lies both with the students and with society. For although a society like ours cannot guarantee job creation or control economic cycles, it can identify a number of conditions that will enable individuals to continue to successfully offer their services in the job market.

Sociovocational integration is one of these favourable conditions, as is the acceptance by the students of their own responsibility to participate fully in the process proposed and to make their learning plan a success.

⁴ Henriette Lerch, *Transformations du travail, nouvelles qualifications et formation : quelques points de repère* (Geneva, 1991), p. 4. Free translation.

The students define their own sociovocational integration plan in a way that will enable them to acquire generic, sociovocational and specific vocational skills while participating in each phase of the sociovocational integration services process. The student is the principal agent of his or her sociovocational integration or reintegration and continued employment. Students who maintain an active approach and serious involvement throughout their training process will find it much easier to acquire the necessary skills.

We no longer expect the welfare state to solve the problems of unemployment or economic decline in certain sectors; we know that will take a dynamic movement from the base, mobilizing regional and local initiatives capable of creating new forms of solidarity. Sociovocational integration services are a force conducive to new forms of partnership that will bring adult students together with other socioeconomic agents in local and regional projects. **These services involve both the resources of the schools and those of the world of work.**

Sociovocational integration services make it possible for school boards **to set up learning services for the adult population of their area and to provide these students with the necessary follow-up and support throughout the various phases of their sociovocational integration.** This suggests that sociovocational integration services may correspond to the needs of a fairly large adult population, which is also the finding of much recent research on the subject: many adults experience chronic sociovocational integration difficulties. Those who fit this description may be of any age and any origin, but generally have little education, and often little employment experience as well. They may have interrupted their schooling, have learning difficulties, need vocational guidance, lack motivation or simply not feel at home in the standard educational options. And they have to find a source of income fast.

It is thus desirable to have a broad vision of the individuals who may take advantage of sociovocational integration services. They may be young adults, rehabilitated drug addicts, allophones, people with handicaps, single mothers, victims of work accidents, literacy students who have completed the first two phases of their training (French or English and arithmetic), prisoners, and so on.

In fact, these instructional services can be adapted to a large range of paths towards sociovocational integration. **In the long run, whatever the details of the approach used, the objective is for the students to achieve integration by acquiring sociovocational or specific vocational skills that will either give them access to the job market and enable them to remain there over the long term or permit them to continue their education.**

1.3 GUIDING PRINCIPLES

The five guiding principles of sociovocational integration services are the following:

- Sociovocational integration involves all aspects of the individual.
- Sociovocational integration enables students to learn to learn.
- Sociovocational integration permits students to become familiar with the social, political and economic environments and to use it to their advantage.
- Sociovocational integration is an ongoing, permanent process.
- Sociovocational integration involves successful integration into the educational and work environments.

1.4 ANDRAGOGICAL PRINCIPLES

The andragogical principles suggested for organizing sociovocational integration services are based on the following:

- Jacques Limoges's *four-leaf clover* model
- the *small group* approach
- the *double axis* approach

Various formulas and learning techniques are also proposed to help school boards attain the objectives of sociovocational integration services.

The Sociovocational Integration Services program presents the suggested andragogical principles in greater detail.

1.5 PHASES OF THE SOCIOVOCATIONAL INTEGRATION SERVICES PROGRAM

The table below gives an overall view of the services provided for in the *Basic Adult General Education Regulation*. It is important to establish synergy between the sociovocational integration services and the other teaching services.

In particular, orientation services play a key role in the success of students in sociovocational integration services. These services are designed to help adult students choose and carry out their respective learning plans in keeping with their training profiles.

It is only after making these choices that the students become involved in the phases of the Sociovocational Integration Services program:

- Phase 1: Training and sociovocational integration activities
- Phase 2: Training activities concerning the process of integration into employment

Each phase is divided into sections. In addition, each phase has a global objective, while terminal and specific objectives clarify the purpose of each of the 16 sections in which courses are offered.

The aim of sociovocational integration services is to develop students' employability. This involves familiarizing them with the social, political and economic environments, helping them identify occupations that are appropriate for them and showing them where and how to search for jobs and how to fit into the workplace.

This approach is sustained by the acquisition of sociovocational skills and it permits the students to fine-tune certain aspects of their personal development, to improve their oral and written communication skills and capacity for teamwork, to develop their intellectual potential and work methods, and to acquire occupational training. The ultimate objective is to prepare the students for an unskilled or semi skilled occupation.

Finally, sociovocational integration services aim to offer their students the support they need in their evolution toward integration into the world of work.

The synoptic table on page 9 presents the two phases and various sections in the Sociovocational Integration Services program.

PHASES AND SECTIONS OF THE SOCIOVOCATIONAL INTEGRATION SERVICES PROGRAM

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
Developing employability	Acquiring and developing sociovocational skills	Acquiring and developing specific vocational skills	Acquiring and developing skills necessary for successful integration into employment
1.1	1.2	1.3	2.1
Section 1.1.1 Social, political and economic environments (theoretical) Section 1.1.2 Knowing one's vocational profile Section 1.1.3 Where to look for work Section 1.1.4 How to enter the job market Section 1.1.5 Social, political and economic environments (practical)	Section 1.2.1 Personal development Section 1.2.2 Communication Section 1.2.3 Teamwork Section 1.2.4 Cognitive development Section 1.2.5 Work habits Section 1.2.6 Vocational and professional development Section 1.2.7 Acquiring sociovocational skills	Section 1.3.1 Qualification for unskilled occupations Section 1.3.2 Qualification for semi skilled occupations	Section 2.1.1 Job placement support Section 2.1.2 Keeping a job

1.6 OBJECTIVES OF SOCIOVOCATIONAL INTEGRATION SERVICES

The global objectives of sociovocational integration services are:

- To develop the general employability of adult students by means of an integrative approach and by ensuring that the students acquire sociovocational and specific vocational skills related to their vocational integration
- To monitor the students' integration into employment

The terminal and specific objectives, the SAGE codes and the titles of the courses offered may be found in the Sociovocational Integration Services program.

CHAPTER 2

**ORGANIZATION OF SOCIOVOCATIONAL
INTEGRATION SERVICES**

CHAPTER 2

ORGANIZATION OF SOCIOVOCATIONAL INTEGRATION SERVICES

Chapter 2 describes the organization of sociovocational integration services and looks at the target clientele, admission criteria, financing, human resources, material resources, partnerships, evaluation of learning, and certification of studies.

2.1 TARGET CLIENTELE

These services are for all adults who wish to acquire the skills needed for sociovocational integration. The students' respective learning plans determine their vocational objectives and training needs.

Students coming from francization services may be admitted once they achieve proficiency in the language of instruction. Those who have attained a measure of autonomy in French or English and arithmetic (completion of the first two phases) and who have a learning plan involving employment may enroll in sociovocational integration services. Graduates of social integration services must have acquired the bases of social autonomy, as well as having a personal plan targeting remunerated employment. Like students in literacy services, they must have acquired sufficient autonomy in French or English and arithmetic. Adults already enrolled in general or vocational education for adults may enter sociovocational integration services if their objective is to acquire skills needed to increase their employability.

The two phases and 16 sections of the Sociovocational Integration Services program can be adapted to the vocational needs of individuals or groups. Thus sociovocational integration services could help former employees retrain following the closing of a factory. Similarly, sociovocational integration services could meet the needs of young adults who are trying to decide on career options or of immigrants with strong educational backgrounds who experience difficulties finding work in Québec.

Adults with personal or vocational problems may enroll in the Sociovocational Integration Services program. These would include educated immigrants, victims of traffic or work accidents, rehabilitated drug addicts, young adults, single mothers, persons with light intellectual handicaps, literacy students, prisoners, and so on.

2.2 ADMISSION CRITERIA

Admission criteria must be broad and flexible, given that sociovocational integration services are for all adults who, for intrinsic (the needs of the individuals in question) or extrinsic (the closing of a plant, for example) reasons, have a sociovocational integration plan.

The general admission criteria are:

- correspondence between the adult's vocational plan and the objectives of sociovocational integration services
- the ability to understand simple instructions
- the motivation and capacity to join or rejoin the job market or to continue to hold employment
- the ability to work in a group
- the ability to demonstrate social independence
- the ability to accept responsibility and commit themselves to a sociovocational integration plan

These criteria do not exclude the possibility that particular groups might be targeted, depending on the region, local problems and labour force policies. The criteria must make it possible to enroll adults who want to acquire skills that will help them enter or stay in the job market.

In particular, in order for a training certificate in sociovocational integration to be awarded by the Ministère de l'Éducation, adults whose learning plan involves professional qualification to practise a semi skilled occupation must fulfill the conditions of admission set out in section 32 of the *Basic Adult General Education Regulation*, Order in Council 652-2000.

2.3 ADMINISTRATIVE AND ANDRAGOGICAL ORGANIZATION

The organizational bases of sociovocational integration services comprise the following elements:

- Enrollment may be full- or part-time, for day or evening sessions. Daytime training is usually necessary, given that the course content features many activities in the workplace. Evening and part-time activities are more suitable for Phase 2, Training activities related to integration into employment.
- Section 33 of the *Basic Adult General Education Regulation* provides for free services, even if the students already have their secondary school diploma.
- The program is designed on the basis of group interaction, but this is only feasible if the groups are kept small.
- Partnership and cooperation with businesses and with government, regional, social and community agencies is essential for this sort of training.
- The teachers are well acquainted with the guiding principles, orientations, content and approaches of the services.
- Starting dates for courses are fixed, but the moment when students leave the program may be variable, as it depends on their finding work.
- The guides to the learning activities are prepared by the school boards. The boards may exchange teaching material if they wish.
- The duration of instructional services may be as little as 4 weeks or more than 40 weeks, depending on the needs of the students and on their personal vocational plan.

This list is not exhaustive, given that planning may be based on the students' needs and adapted to local or regional realities.

The synoptic table below shows the organization of sociovocational integration services in two phases of training.

**PHASES AND SECTIONS OF THE SOCIOVOCATIONAL
INTEGRATION SERVICES PROGRAM**

PHASE 1 Training and sociovocational integration activities			PHASE 2 Training activities concerning the process of integration into employment
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The courses associated with each section may be assembled like Lego blocks in order to offer instructional services adapted to specific employability requirements. For example, a school board might create a customized program for adults laid off when their factory closed. This school board defines the characteristics and training needs of the people concerned, establishes as a terminal objective their reintegration into the job market, and chooses a set of courses that will suit their needs. The board identifies the sociovocational skills to be acquired or perfected as well as the specific vocational skills that will be needed, in collaboration with businesses. Finally, the training related to the process of integration into employment gives the students new tools that will provide support and help them retain their employment.

2.4 FINANCING

These services are financed by the Ministère de l'Éducation, in keeping with the budgetary rules established by its Direction générale du financement et des équipements. The number of students per class in sociovocational integration services classes is set out each year in the budgetary rules.

2.5 HUMAN RESOURCES

The SVIS pilot projects that ran between 1993-94 and 1995-96 gave rise to a broad consensus on the part of participating school boards concerning the establishment of a set of specific skills for human resources in the domain of sociovocational integration services.

As far as possible, a **stable, multidisciplinary** team should be set up in every school board offering sociovocational integration services. The reason for this is that these instructional services are based on close cooperation between the schools, businesses and government and community agencies, and that such cooperation requires concerted effort and continuity.

Sociovocational integration services teams should ideally comprise an education consultant, a stable group of teachers and non teaching professionals who join the group as needed, according to the phases or sections dealt with. The school boards may in some cases be asked to use their imagination. The human resources of sociovocational integration services may come from various milieus. School boards may also share resources and skills associated with sociovocational integration.

The stable multidisciplinary team members must be able to meet the needs of the adults who have turned to sociovocational integration services. The human resources associated with these services must have special skills in order to help the students complete their vocational plans. The skills needed by personnel working in sociovocational integration services may be divided into three categories:

- discipline-related skills
- psychoandragogical skills
- complementary skills

Discipline-related skills

Sociovocational integration services offer courses designed to develop students' employability and help them acquire sociovocational and specific vocational skills, as well as courses that monitor the process of integration into employment.

These courses require the following knowledge and skills:

- the ability to identify local and regional agencies that help people find work, and to encourage the students to contact these agencies
- the ability to apply the provisions of labour legislation and legislation concerning labour relations
- the ability to assimilate the classification of semi skilled and unskilled occupations and the characteristics of the occupations involved
- the ability to identify different trends influencing the employment situation and to understand problems associated with employment:
 - unemployment
 - scarcity of labour
 - fields with a promising future versus fields or types of job in which the market is saturated
 - non traditional occupations for women
 - pink ghetto occupations

- the ability to discuss income-assistance policies:
 - minimum wage
 - employment insurance
 - complementary measures
- the ability to assess a given socioeconomic milieu and identify the local and regional employment and training outlook
- the ability to understand the culture of various types of businesses and to evaluate their social commitment regarding their region (sole owner, multinational, composition of the board of directors, etc.)
- the ability to distinguish between different practicum formulas, their orientations and the content of various programs
- the ability to use various vocational guidance procedures and to use the appropriate documentation and data banks of educational and vocational information
- familiarity with Québec's school system and with the resources associated with each level of instruction

Psychoandragogical skills

Sociovocational integration services also offer follow-up, monitoring and support, all of which require particular knowledge and skills:

- familiarity with the theoretical framework of the *four-leaf clover*
- familiarity with the responsibility-based approach
- familiarity with the *small group* and *double axis* approaches
- familiarity with teaching and learning formulas:
 - group leadership
 - guidance

- work-study programs
- practicums
- the ability to apply instructional techniques to job-seeking, teamwork and communication
- the ability to choose and apply teaching strategies and to define focuses of learning favourable to sociovocational integration
- the ability to plan, supervise and evaluate practicums in the workplace
- familiarity with teaching and learning resources:
 - local resources, which may be exploited by means of visits to industries or agencies, interviews and on-site inquiries, case studies and reports, and video reports
 - training activities based on example: personal accounts, peer teaching, models and heroes, and the reading of biographies
 - introspective learning activities, such as the personal professional plan, the diary, and formative evaluation and self-evaluation
 - analysis and use of current events and regional economic circumstances and major social and political events
- the ability to create a course outline:
 - study of training requirements
 - establishment of learning objectives
 - choice of means and techniques of teaching
 - definition of summative and formative evaluation

Complementary skills

Certain social, economic, political and cultural situations necessitate particular measures regarding sociovocational integration. Teachers have to acquire certain skills to cope with these situations:

- the ability to recognize the different phases of students' personal and vocational development

- the ability to adapt by taking into account the social problems of certain categories of the population:
 - violence
 - addiction
 - poverty
 - sexism
 - racism
- familiarity with the sociovocational problems of the target groups
- the ability to intervene using certain approaches that favour behavioural change (confrontation, feedback, contract to change, etc.)
- the ability to identify acquired skills that may be applicable in the workplace
- the ability to stimulate motivation
- the ability to respond to social inequities and major issues that affect us (wealth, poverty, jobs with no future, precarious employment, inadequate education, etc.)
- the ability to involve themselves in a process whose objectives are established gradually as the learning plan proceeds

The complementarity of the various team members will ensure that the team as a whole offers all the skills required for the students' sociovocational integration plans. The leader of a sociovocational integration services team should use the skills of the team members to maximum advantage, obtaining a synergistic effect.

2.6 MATERIAL RESOURCES

To facilitate the work of the sociovocational integration services team as well as that of the students, it is important to provide both a classroom and an office for individual follow-up. Extensive use of a telephone and a computer, as well as access to a resource centre and the REPÈRES system, will be helpful for personal guidance activities, job-seeking and finding practicum hosts.

2.7 PARTNERSHIPS

Internal partnerships

A number of the instructional services listed in section 3 of the *Basic Adult General Education Regulation* may interact with sociovocational integration services. These services are: pedagogical support, literacy, preparatory services for secondary education, Secondary Cycle One and Secondary Cycle Two, social integration, francization, vocational training preparation services and preparatory services for postsecondary education. The teams concerned are called on to be as helpful as they can.

The youth sector, both general and vocational, may also contribute to the successful completion of students' sociovocational integration services plans.

If necessary, the stable multidisciplinary team may enlist the cooperation of members of other instructional services or of pedagogical support services in the school boards. For example, the latter services, as described in section 14 of the *Basic Adult General Education Regulation*, will enable the stable multidisciplinary team to offer adult students support in their training. Instructional services in the vocational youth sector can provide access to specific training for motivated adults with the necessary prerequisites.

External partnerships

Sociovocational integration services will most likely rely more than any of the other instructional services on external partners. Numerous ties should be formed with the surrounding socioeconomic milieu and try to maintain close relations with the local and regional job market, in order to facilitate the sociovocational integration of the students.

Partnerships with external organizations may take various forms. **Sometimes they will be associated with a context, sometimes with a specific situation.** In some cases, sociovocational integration services might link up with the committee for the economic recovery of a region or sector. This type of partnership is destined to be short-lived and limited to the circumstances that spawned it, but it can have an important impact on sociovocational integration. **Partnerships will vary depending on the partners.**

Thus, in the case of government agencies appertaining to the Ministère de l'Emploi et de la Solidarité sociale and the Ministère du Travail, such as Emploi-Québec and the various work reintegration funds or active measures for integration into the job market funds, it may be possible to use the existing mechanisms, or it may be preferable to establish ad hoc mechanisms related to functional objectives, as for example in a project concerning a particular category of the population.

In the case of regional organizations, such as chambers of commerce, local development centers (CLD) or regional county municipalities (RCM), partnership may take the form of specific projects, with sponsorship by these prestigious organizations serving to heighten public awareness and mobilize energy. **Partnerships with businesses** will also generally concern

specific projects, such as practicums, follow-up of students in the workplace or visits to companies.

As regards community organizations, partnerships will more likely follow the lines of exchanges of services and human and material resources.

2.8 EVALUATION OF LEARNING⁵

The evaluation of learning involves passing judgment on the value of a student's competencies—skills, attitudes and knowledge—in certain domains of his or her development, with a view to taking the best possible decisions concerning the student's future orientation.

What are the different types of evaluation? How does evaluation differ from measurement?

Measurement and evaluation

The evaluation of learning requires the collection of information; it is in this connection that measurement is involved. Measurement is a preliminary phase in the evaluation process; the instruments of measurement, such as examinations, tests, checklists and scales make possible the collection of the information needed to pass judgment. Subsequently, the information is analyzed and interpreted in the context of the student's circumstances, in order to ensure as just a judgment and verdict as possible.

Formative evaluation

Formative evaluation of learning aims to identify students requiring individualized and immediate andragogical assistance. This sort of evaluation is thus educational, analytical and corrective; it makes it possible to perceive the sort of difficulties the student is encountering, and to suggest corrective measures or to allow the student to discover such measures.

Formative evaluation occurs at the beginning of a learning segment or during it, and serves to improve the learning process in a given course. The decisions to which it gives rise are strictly andragogical.

⁵ *Document sur les modalités du Régime pédagogique applicable aux services éducatif pour les adultes en formation générale*, DFGA, September 1994, pp. 151-52.

Summative evaluation

- **Scholastic learning**

Summative evaluation of scholastic learning occurs at the end of a relatively long and important learning cycle, such as a complete 25-hour course or a major part of a course, such as a practicum. The final outcome is sent to the Ministère.

- **Experiential learning**

Summative evaluation of experiential learning does not occur at the end of a learning cycle in an adult education centre. It involves recognizing the student's prior learning, no matter how or where it was acquired. Evaluation is based on the usual examinations, or others designed for this purpose.

2.9 CERTIFICATION OF STUDIES

According to section 31 of the *Basic Adult General Education Regulation*:

Adult education centres shall offer 25 hours of instructional services for each credit in a program of studies, unless fewer hours are required to achieve the compulsory objectives and cover the compulsory content of the program.

According to section 32 of the *Basic Adult General Education Regulation*:

The Minister shall award, jointly with the school board, a training certificate in sociovocational integration of adults to adults who, after successfully completing the preparatory courses for secondary education in language of instruction, mathematics and second language, have successfully completed a program in sociovocational integration comprising 900 hours divided as follows:

- (1) 200 hours of development of employability and sociovocational attitudes
- (2) 600 hours of practical training in sociovocational integration
- (3) 100 hours divided according to the person's learning plan

A request for certification of studies must be carried out in accordance with the procedures described in issues 287 and 326 of *Info/Sanction*.

CONCLUSION

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Sociovocational integration services, which have been offered since July 1, 1994, already reveal key factors that will ensure their future success:

- **The students' involvement in the definition of their sociovocational integration plan.** This is part of a process enabling students to develop accountability, with specially adapted support from trained sociovocational integration services team members.
- **Creation of a stable and multidisciplinary team to deal with all sociovocational integration issues.** Once established, this team ensures stability and consistency in sociovocational integration services. Its complementary blend of skills and resources favours synergy in these instructional services.
- **Collaboration with internal and external partners.** Sociovocational integration services require collaboration with partners within the school board in order to offer optimal service to adult students undertaking sociovocational integration. The same sort of cooperation should be extended to external organizations in order to ensure the visibility, viability, value and complementarity of these instructional services.
- **Creation of services.** The orientations; the guiding principles consistent with the theoretical framework; the approaches, formulas and means of teaching and learning; the courses; and the human and material resources are all essential for the attainment of the objective intrinsic to the definition given in section 10 of the *Basic Adult General Education Regulation*. However, what will distinguish sociovocational integration services above all will be their accessibility, flexibility and adaptation to sociovocational integration needs, from pre training to post training.

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