

# **SOCIOVOCATIONAL INTEGRATION**

**RECOMMENDATIONS  
BY SCHOOL BOARDS  
ON CLIENTELES  
WITH SPECIAL NEEDS**

**SEPTEMBER 2002**

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### Notice:

This version of *Recommendations by School Boards on Clienteles With Special Needs* takes into account the *Basic Adult General Education Regulation*, O.C. 652-2000.

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## INTRODUCTION

This document was produced by the coordinators of Sociovocational Integration Services (SVIS) and their teams in the following six school boards:

- ◆ Commission scolaire des Chutes-de-la-Chaudière
- ◆ Commission scolaire des Draveurs
- ◆ Commission scolaire du Long Sault
- ◆ Commission scolaire Sault-Saint-Louis
- ◆ Commission scolaire catholique de Sherbrooke
- ◆ Commission scolaire de Matane

Each school board lists the general characteristics of the students involved and their educational needs. Then, for each element of andragogical and administrative organization of SVIS, recommendations are provided to facilitate planning and implementation of the services for clientele with special needs.

**COMMISSION SCOLAIRE  
DES CHUTES-DE-LA-CHAUDIÈRE**

**YOUNG ADULTS**

**1) General characteristics of young adults who enroll in a Sociovocational Integration program offered by the school board**

- The majority are boys between 16 and 18 years of age who have a history of difficulties in school. In many cases they have dropped out of secondary school. Competencies acquired before they started school are weak; nevertheless, they have a practical mind for manual tasks and a lively intelligence.
- They have a negative self-image. They show signs of mistrusting adults and lack confidence in themselves. Poorly developed interpersonal skills, along with feelings of exclusion and rejection, are typical of their self-perception.
- When experiencing conflict in relationships they usually have few significant material or human resources they can trust or rely on and they have few guiding principles.



**2) Needs expressed by young adults who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To receive emotional support from an adult or encouragement from a substitute for the family environment that can provide supervision and discipline conducive to the acquisition of guiding principles
- To break with a family background dominated by failure and the expectation of failure, to be understood, to cope with reality, to belong to a group of their peers and to break out of a situation of social isolation

**At the SVIS level**

- To have access to training services adapted to the needs of young adults, enabling them to embark on a realistic occupational project and to find a job
- To benefit from a teaching approach adapted to the needs of young adults (flexible with respect to human relations, while offering a disciplined learning plan) to foster the acquisition of knowledge and the development of self-confidence

### 3) **Andragogical and administrative organization**

| <b>Elements</b>             | <b>Recommendations</b>   |
|-----------------------------|--|
| 1 Recruitment and publicity | <input type="checkbox"/> Reach an agreement with the educational services in the youth sector  |
| 1.1 Selection criteria      | <input type="checkbox"/> Establish criteria on the basis of the complementarity of learning services (adult and youth sectors)           |
| 1.2 Diagnostic tools        | <input type="checkbox"/> Prepare an individualized learning plan   |
| 1.3 Means used              | <input type="checkbox"/> Organize individual interviews<br><input type="checkbox"/> Obtain the official consent of parents (as required) |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>          | <b>Recommendations</b>  |
|--------------------------|---|
| 2 Selection of personnel | <input type="checkbox"/> Recruit personnel with the following characteristics: <ul style="list-style-type: none"><li>- knowledge of psychology and group facilitation, familiarity with the culture, values and learning patterns of young people</li><li>- ability to supervise and adapt</li><li>- experience with youth (counselling or group work)</li><li>- imagination and creativity</li><li>- capacity for commitment</li><li>- ability to relate to young people</li><li>- leadership (influence and cohesion)</li></ul> |

3) **Andragogical and administrative organization** (cont.)

| Elements                                  | Recommendations   |
|---|---|
| 3 Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Try the <i>double axis</i> approach</li> <li><input type="checkbox"/> Use the small-group approach</li> <li><input type="checkbox"/> Use the arts</li> <li><input type="checkbox"/> Create mutual assistance projects</li> <li><input type="checkbox"/> Promote mutual assistance in learning</li> <li><input type="checkbox"/> Use cognitive psychology</li> </ul> |
| 3.1 Orientation services                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Require prerequisites to the acquisition of certain general competencies</li> <li><input type="checkbox"/> Help students to develop a learning plan</li> <li><input type="checkbox"/> Use teaching and learning strategies</li> <li><input type="checkbox"/> Require students to adopt guiding principles (educational framework)</li> </ul>                        |
| 3.2 Parts 1.1, 1.2, 1.3 and 2.1           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Promote the acquisition and development of sociovocational skills</li> <li><input type="checkbox"/> Experiment with entrepreneurship</li> <li><input type="checkbox"/> Organize exploration practicums</li> <li><input type="checkbox"/> Promote cognitive development</li> <li><input type="checkbox"/> Explore Social Integration Services (SIS)</li> </ul>       |
| 3.3 Duration of training and practicums   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for six to nine months of instruction and 150 hours of practicum time</li> </ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>           | <b>Recommendations</b>   |
|---------------------------|--|
| 4 External partnerships   | <input type="checkbox"/> Form partnerships with the CLSC, the youth association and street workers   |
| 4.1 Internal partnerships | <input type="checkbox"/> Form partnerships with: <ul style="list-style-type: none"><li>- secondary school administrations</li><li>- special education services</li></ul> <input type="checkbox"/> Explore possibilities for cooperation in developing services jointly with vocational education |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>                                       | <b>Recommendations</b>   |
|---|--|
| 5 Support and supervision of the adult education team | <input type="checkbox"/> Define the prerequisites for the acquisition of the targeted competencies<br><input type="checkbox"/> Provide an educational framework<br><input type="checkbox"/> Organize frequent meetings |
| 5.1 Complementary services to be provided             | <input type="checkbox"/> Plan pedagogical support for the student's educational project  |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>   | <b>Recommendations</b>   |
|-------------------|--|
| 6 Funding of SVIS | <input type="checkbox"/> Explore funding possibilities in cooperation with Social Integration Services (SIS) |

**COMMISSION SCOLAIRE DES DRAVEURS**

**SINGLE MOTHERS**



**1) General characteristics of single mothers who enroll in a Sociovocational Integration program offered by the school board**

- These are women with little education, between 18 and 45 years of age, who have been single mothers for several years or longer (average of two young children per family). Most of them have a low income (income assistance recipients) and live in isolation (social network often limited to the immediate family).
- They have a poor self-image, and lack self-confidence, assertiveness and organization. They bear emotional wounds, are vulnerable and have few tools for personal and vocational development.
- They have a strong desire to improve their quality of life and that of their children.
- They are capable of generosity and solidarity. They show a readiness to share and help each other and to communicate their feelings.

**2) Various needs expressed by single mothers who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To meet certain personal needs before undertaking any vocational development, occupational guidance or job search process; to understand the phases of family reconstitution, self-esteem, self-assertion, self-confidence, control of stress and emotions, reorganization of family and social life and development of parenting skills (communication with children, help with homework, family council, sharing of tasks, etc.)
- To obtain certain legal information, information about low-cost community services and resources, how to make a budget, follow a healthy and economical diet (management of food purchases and techniques for freezing foods, etc.)
- Positive reinforcement (a good experience with a practicum in the workplace)

**At the SVIS level**

It is important to plan training for:

- Guidance and academic information
- Exploration of the job market
- Acquisition of job search techniques
- Acquisition of good work habits and vocational experience

### 3) Andragogical and administrative organization

| Elements                    | Recommendations  |
|-----------------------------|--|
| 1 Recruitment and publicity | <ul style="list-style-type: none"><li><input type="checkbox"/> Publish an announcement and training information in the newspaper</li><li><input type="checkbox"/> Organize personalized activities for members of an association of single parents</li><li><input type="checkbox"/> Form a partnership with a regional association of single-parent families</li></ul>       |
| 1.1 Selection criteria      | <ul style="list-style-type: none"><li><input type="checkbox"/> Make sure the participants:<ul style="list-style-type: none"><li>- are motivated to undertake a process of personal development with respect to their situation as single parents</li><li>- want to understand the phases of family reconstitution</li><li>- want to enter the job market</li></ul></li></ul> |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"><li><input type="checkbox"/> Use the <i>four-leaf clover</i> diagnostic test</li></ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>          | <b>Recommendations</b>   |
|--------------------------|--|
| 2 Selection of personnel | <input type="checkbox"/> Recruit personnel who are familiar with the situation of single mothers and have professional expertise with personal development and the employability development process |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                           | <b>Recommendations</b>   |
|---|--|
| 3 Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for six weeks of preparation before dealing with employability</li> <li><input type="checkbox"/> Establish a relationship of trust and a positive climate at the outset</li> <li><input type="checkbox"/> Plan activities that allow the women to get to know each other and to express themselves</li> <li><input type="checkbox"/> Pay special attention to the women's needs</li> </ul>  |
| 3.1 Orientation services                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan daily relaxation activities and weekly activities to improve their self-esteem</li> <li><input type="checkbox"/> Help the women reorganize their family, social, personal and economic lives before having them participate in the employability development process or occupational guidance</li> <li><input type="checkbox"/> If possible, use the 30-hour course (available in French only) prepared by the Association des familles monoparentales de Laval on "the break-up," and (following the course, if used) invite the women to participate in activities on budgeting, self-confidence, assertiveness, parenting roles and positive thinking</li> </ul> |
| 3.2 Parts 1.1, 1.2, 1.3 and 2.1           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Before part 1.1, the orientation period, put the emphasis on courses in section 1.2.1 (personal development)</li> <li><input type="checkbox"/> See section 1.2.5 (work habits); practicums are also important for these people, who often have little work experience</li> </ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                            | <b>Recommendations</b>  |
|--|---|
| 3.3 Duration of instruction and practicums | <ul style="list-style-type: none"><li>□ Plan for 16 weeks of instruction and four weeks of practicum time:<ul style="list-style-type: none"><li>- six weeks (the break-up and personal, family, social and economic reorganization)</li><li>- nine weeks (guidance, sociovocational techniques and skills)</li><li>- four weeks (practicum in the workplace)</li><li>- one week (active job search or preparation to go back to school)</li></ul></li></ul> |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Obtain special funding for personal, family, social and economic reorganization</li> <li><input type="checkbox"/> See that the employability development process is offered or will be offered by SVIS</li> <li><input type="checkbox"/> Form a partnership with an association of single-parent families</li> <li><input type="checkbox"/> Plan for funding for the acquisition of social skills by the Social Integration Services (SIS) program and develop personal skills in part 1.2 of the SVIS program</li> </ul> |
| 4.1 Internal partnerships | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a partnership with the administration of the adult education centre</li> <li><input type="checkbox"/> Show flexibility in the organization of activities in order to accommodate the situation of single mothers (e.g. lateness, absences, appointments, etc.)</li> </ul>  |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                                       | <b>Recommendations</b>  |
|---|---|
| 5 Support and supervision of the adult education team | <ul style="list-style-type: none"><li><input type="checkbox"/> Prepare instructional materials before the training begins</li><li><input type="checkbox"/> Provide training for the teachers on subjects to be offered in the training, as they relate to the situation of single mothers</li></ul> |
| 5.1 Complementary services to be provided             | <ul style="list-style-type: none"><li><input type="checkbox"/> Provide a child-care service on the premises</li></ul>   |



**COMMISSION SCOLAIRE DES DRAVEURS**

**PERSONS INJURED IN ACCIDENTS**

**1) General characteristics of persons injured in accidents who enroll in a Sociovocational Integration program offered by the school board**

- These people often have difficult interpersonal relationships, and can be disrespectful to others. They show resistance to the training and the teachers (especially in the case of a training program that the Commission de la santé et de la sécurité du travail [CSST] obliges them to take).
- They have lost their sense of identity, self-confidence and self-esteem.
- They have many losses to deal with: their former job and salary, colleagues, good health, body image, etc.
- They have a good knowledge of the attitudes and behaviour required for working, but little skill or experience in looking for a job. They lack awareness of how their transferable skills can be applied to the job market.
- They are people who have difficulty making decisions, are often depressed or discouraged and have a problem defining their interests and abilities. They lack determination to change their personal situation.

**2) Various needs expressed by persons injured in accidents who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To regain their self-confidence, self-esteem, self-image and personal identity
- To receive therapy and psychological help (frequent crises)
- To acquire self-mastery and learn to manage their emotions: anxiety, anger, depression, negative feelings toward their former employer, their CSST officer, their healthier peers, etc.
- To understand and go through the stages of the grief process

**At the SVIS level**

- Appropriate exploration of the job market (at least twice a week)
- To update knowledge about the realities of the job market, selection of education programs available and various guidance services
- To learn job search techniques
- To participate in a practicum to confirm their vocational and personal abilities

### 3) Andragogical and administrative organization

| Elements                    | Recommendations  |
|-----------------------------|--|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Form partnerships with the CSST, the Société de l'assurance automobile du Québec (SAAQ) and the Centre des accidentés du travail (CAT) in your region so that these organizations know where to send clients needing services and to whom they should be referred</li> <li><input type="checkbox"/> Publish advertisements in the newspaper</li> <li><input type="checkbox"/> Maintain good relations with the partner organizations</li> <li><input type="checkbox"/> Plan a meeting of the personnel involved to make them aware of the program</li> </ul>   |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure the participants:               <ul style="list-style-type: none"> <li>- have had a work accident or a car accident</li> <li>- know how to read and write</li> <li>- want to enter the job market</li> </ul> </li> <li><input type="checkbox"/> Organize an information meeting for candidates receiving financial support from the CSST in order to define the expectations and requirements related to the training and select the participants</li> </ul>   |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan group and individual interviews to gather information on the medical situation and physical limitations of the participants chosen</li> <li><input type="checkbox"/> Organize meetings with representatives of the partner organizations (CSST, CAT, SAAQ) in order to become familiar with the laws governing them</li> <li><input type="checkbox"/> At the beginning of the training, organize meetings with the personnel responsible for each participant, to inform the participants of their rights and the expectations of the organizations according to the laws governing them</li> </ul> |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                        | <b>Recommendations</b>   |
|--|--|
| 2 Selection of personnel               | <input type="checkbox"/> Choose people already involved in employment integration programs<br><br><input type="checkbox"/> Choose people with expertise in placement of people with disabilities |
| 2.1 Selection of specialized personnel | <input type="checkbox"/> Use personnel specialized in helping relationships or psychology to give the training at the adult education centre   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                           | <b>Recommendations</b>  |
|---|---|
| 3 Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan a class meeting with a representative of the CSST to provide information for the clientele and answer their questions</li> <li><input type="checkbox"/> Plan a meeting with a lawyer and a workers' representative</li> <li><input type="checkbox"/> Provide the necessary teaching materials</li> <li><input type="checkbox"/> Do a weekly evaluation</li> <li><input type="checkbox"/> Start job search and exploration activities early on</li> </ul>                                       |
| 3.1 Orientation services                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan the initial activities carefully; this is particularly important with this clientele</li> <li><input type="checkbox"/> Take the time to let people get to know each other and build a climate of trust</li> <li><input type="checkbox"/> Adopt guidelines for the teachers and establish operating procedures in the classroom</li> <li><input type="checkbox"/> Improve communication and self-esteem</li> <li><input type="checkbox"/> Avoid putting pressure on the participants</li> </ul> |
| 3.2 Parts 1.1, 1.2, 1.3 and 2.1           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do not introduce the first tests to measure the adults' interests, tastes and preferences until the end of the second week</li> <li><input type="checkbox"/> Focus on purely practical activities and do not plan too heavy a schedule</li> <li><input type="checkbox"/> Provide periods of relaxation and plan some activities on information about businesses</li> </ul>  |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                         | <b>Recommendations</b>   |
|---|--|
| 3.3 Duration of training and practicums | <ul style="list-style-type: none"><li><input type="checkbox"/> Propose a short-term training period</li><li><input type="checkbox"/> Plan activities to explore the industrial and commercial sectors (at least two per week)</li><li><input type="checkbox"/> Help the participants make progress in dealing with their loss and improving their self-image</li><li><input type="checkbox"/> Emphasize job search techniques</li><li><input type="checkbox"/> Plan six weeks of instruction and two weeks of practicum time</li><li><input type="checkbox"/> Plan a short practicum. Ascertain the participants' physical capacity to do the specified work</li></ul> |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>           | <b>Recommendations</b>   |
|---------------------------|--|
| 4 External partnerships   | <input type="checkbox"/> Meet with: <ul style="list-style-type: none"><li>- representatives of the SAAQ</li><li>- representatives of the CSST</li><li>- employers that offer practicums</li></ul>            |
| 4.1 Internal partnerships | <input type="checkbox"/> Work in cooperation with the administration of the adult education centre, the teaching team and the team of resource persons in guidance, pedagogy, social work or human relations |



3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                                       | <b>Recommendations</b>   |
|---|--|
| 5 Support and supervision of the adult education team | <ul style="list-style-type: none"><li data-bbox="678 384 1386 489">☐ Organize frequent meetings with the teaching team and the team of resource persons to discuss guidance and the andragogical approach</li><li data-bbox="678 531 1406 600">☐ Offer the adult participants any psychological services they require</li><li data-bbox="678 642 1406 711">☐ Invite experts and external resource persons to discuss coping with loss, improving self-esteem, etc.</li></ul> |

**COMMISSION SCOLAIRE DES DRAVEURS**

**PERSONS WITH PHYSICAL OR SENSORY  
DISABILITIES**

**1) General characteristics of persons with physical or sensory disabilities who enroll in a Sociovocational Integration program offered by the school board**

- These people have a negative self-image, live in social isolation and suffer feelings of inferiority.
- They have little knowledge of their community, the resources available and the possibilities for adaptation; they have little or no work experience.
- They show signs of indifference and apathy, and seem attached to their habit of letting others take charge of them. They lack initiative and have not learned to assume responsibility. They have difficulty making independent decisions.
- They are used to being in a helping relationship and lack social skills. They often identify with their disability.

**2) Various needs expressed by persons with physical or sensory disabilities who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To acquire self-knowledge and engage in personal development
- To acquire social skills
- To adopt appropriate attitudes and behaviours as workers
- To cope with losses related to body image, former aspirations, etc.
- To be able to adapt physically to the workplace (with appropriate help from an occupational therapist)

**At the SVIS level**

- To learn about the job market
- To receive vocational guidance
- To acquire job search techniques
- To receive special training to acquire vocational skills to offer an employer
- To learn about the resources of their social environment

### 3) Andragogical and administrative organization

| Elements                    | Recommendations  |
|-----------------------------|--|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Form a partnership with a placement service for people with physical disabilities</li> <li><input type="checkbox"/> If possible, invite representatives of organizations involved with people with physical disabilities to an information meeting on the training offered</li> <li><input type="checkbox"/> Set up an information booth in a shopping centre</li> <li><input type="checkbox"/> Produce information brochures for distribution in physiotherapy and hearing clinics</li> <li><input type="checkbox"/> Plan radio interviews and publish articles in a local newspaper or a weekly</li> </ul> |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure the participants:               <ul style="list-style-type: none"> <li>- have a physical disability</li> <li>- are capable of taking care of their basic needs</li> <li>- are motivated to enter the job market</li> <li>- are organized in terms of transportation services for people with disabilities</li> <li>- know how to read and write</li> <li>- do not take high doses of medication</li> <li>- have no psychiatric problems</li> </ul> </li> </ul>   |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do structured interviews to assess the motivation and the needs of the participants and get information about the nature of their disability and their previous studies, work and practicums in the workplace</li> </ul>   |
| 1.3 Means used              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use a pedagogical approach designed to foster a sense of responsibility: never do things for the participants that they can do for themselves. (In the case of participants who cannot hear or speak, an interpreter will be required for the information sessions)</li> </ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                        | <b>Recommendations</b>  |
|--|---|
| 2 Selection of personnel               | <ul style="list-style-type: none"><li><input type="checkbox"/> Plan to have a resource person experienced in working with people who have this type of disability</li><li><input type="checkbox"/> Choose teachers who have experience with SVIS training</li></ul>                       |
| 2.1 Selection of specialized personnel | <ul style="list-style-type: none"><li><input type="checkbox"/> Consult experts in order to become familiar with the participants' disabilities and adapt the approach used (especially in the case of persons with epilepsy, head injuries, cerebral palsy or hearing problems)</li></ul> |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                           | <b>Recommendations</b>  |
|---|---|
| 3 Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan a weekly one-hour individual interview with each participant</li> <li><input type="checkbox"/> Plan an evaluation phase (mathematics, English and physical or sensory abilities) at the start of the training</li> </ul>   |
| 3.1 Orientation services                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan to spend two weeks at the beginning creating a positive climate and assessing the participants' physical, psychological, social and educational situation</li> <li><input type="checkbox"/> Invite a person with a disability who has a job to come and talk to the participants</li> </ul>  |
| 3.2 Parts 1.1, 1.2, 1.3 and 2.1           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use various vocational tests and courses in the following areas:               <ul style="list-style-type: none"> <li>- initiative</li> <li>- autonomy</li> <li>- self-confidence</li> <li>- teamwork</li> <li>- sense of responsibility</li> </ul> </li> <li><input type="checkbox"/> Organize group visits to serve as models for information sessions</li> <li><input type="checkbox"/> Organize outings to develop social skills</li> </ul> |
| 3.3 Duration of training and practicums   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan a practicum of at least eight weeks</li> </ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <input type="checkbox"/> Approach the following potential partners: <ul style="list-style-type: none"><li>- Emploi-Québec</li><li>- specialized placement services for people with disabilities</li><li>- rehabilitation centres</li></ul>      |
| 4.1 Internal partnerships | <input type="checkbox"/> Maintain cooperation between the teachers, the advisory personnel and the administration of the adult education centre<br><br><input type="checkbox"/> Choose teachers who will work with experienced resource persons |



3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>  | <b>Recommendations</b>  |
|--|---|
| <p>5 Support and supervision of the adult education team</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer help from organizations that specialize in placing people with disabilities</li> <li><input type="checkbox"/> See that the teaching team has time for case studies</li> <li><input type="checkbox"/> Plan for assistance in integration during the practicum</li> <li><input type="checkbox"/> Before the training begins, do research on problems related to disabilities and dealing with loss</li> <li><input type="checkbox"/> Plan to have help from occupational therapists in order to adapt the workplace or the tasks</li> </ul> |
| <p>5.1 Supplementary services to be provided</p>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Form partnerships with rehabilitation organizations to obtain psychological and psychosocial services</li> <li><input type="checkbox"/> Provide wheelchair access ramps and a lifting system for participants</li> </ul>  |

**COMMISSION SCOLAIRE DES DRAVEURS**

**PERSONS WITH MINOR  
INTELLECTUAL DISABILITIES**

**1) General characteristics of persons with minor intellectual disabilities who enroll in a Sociovocational Integration program offered by the school board**

- These people are dependent (requiring constant assistance from their parents, foster family, special educators or teachers, etc.). They have a limited potential for learning. They can become very good employees because they willingly perform repetitive, routine tasks; all they require is time and support at the start of their work. They are capable of learning to perform tasks composed of simple steps.
- They need to acquire personal and social habits (basic learning: personal hygiene, diet, use of public transit, consumerism, etc.) and acceptable social behaviour (self-control, often difficult because of their fears, stubbornness, aggression and behavioural problems, etc.).
- They have a limited capacity for social adaptation, which requires constant support and attentive teaching.
- They are capable of autonomous living with supervision, of productive and competitive work with an employment integration program adapted to their needs, and of gradually entering the job market if employers show a minimum of caring and understanding.
- They need someone to show them their tasks and provide support and encouragement during the practicum. They learn at a slow rate.

**2) Various needs expressed by persons with minor intellectual disabilities who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To learn to use public transportation
- To acquire self-confidence and increased personal autonomy
- To learn to organize themselves for action
- To acquire acceptable social behaviours
- To develop their sense of responsibility toward the employer

**At the SVIS level**

- To learn about the job market
- To receive support in their search for a practicum position or a job
- To receive coaching during their practicum
- To learn the job function and the tasks related to it
- To learn to behave like workers
- To receive regular close supervision in order to acquire punctuality and regularity in performing their tasks

### 3) Andragogical and administrative organization

| Elements                    | Recommendations  |
|-----------------------------|--|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Form partnerships with Emploi-Québec, external employment services, and the Association for Community Living</li> <br/> <li><input type="checkbox"/> Develop contacts with organizations that run sheltered workshops</li> <br/> <li><input type="checkbox"/> Bring together representatives of organizations working in the area of intellectual disability to inform them about the training, and form partnerships with the CLSC</li> </ul> |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure the participants:               <ul style="list-style-type: none"> <li>- have a minor intellectual disability</li> <li>- are motivated to enter the job market</li> <li>- are able to read and to understand basic instructions</li> <li>- have acceptable social behaviour</li> <li>- are able to use public transportation or can quickly learn to do so</li> </ul> </li> </ul>  |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a good list of questions for use in individual interviews to assess motivation, commitment and employability potential</li> </ul>  |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>          | <b>Recommendations</b>  |
|--------------------------|---|
| 2 Selection of personnel | <ul style="list-style-type: none"><li data-bbox="678 380 1404 457">☐ Choose personnel who have experience with training in vocational integration and re-integration programs</li><li data-bbox="678 491 1404 600">☐ Choose personnel who are familiar with this clientele, are experienced in working with them and are able to adapt to different work environments</li></ul> |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                           | <b>Recommendations</b>  |
|---|---|
| 3 Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan training that is based on activities (visits, workshops, etc.)</li> <li><input type="checkbox"/> Organize a strictly practical program based on workshops, group visits, role-playing and case studies</li> <li><input type="checkbox"/> Reuse material gathered during exploration in the classroom to develop social skills, self-confidence, communication, assertiveness, emotional self-control and appropriate behaviour for work</li> <li><input type="checkbox"/> Focus on self-help, habits of hygiene and social skills, using role-playing</li> </ul> |
| 3.1 Orientation services                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan to spend the first week creating a positive climate and supporting the participants' motivation</li> <li><input type="checkbox"/> Assess the participants' ability to read, write and understand instructions and their temporal and spatial orientation</li> </ul>  |
| 3.2 Parts 1.1, 1.2, 1.3 and 2.1           | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use activities in the guidance process</li> <li><input type="checkbox"/> Organize group visits to businesses where there are job possibilities: car washes, inns, grocery stores, factories, garden centres, large retail outlets (Toys "R" Us, IGA, Zellers, etc.)</li> <li><input type="checkbox"/> Organize volunteer workshops to discover the participants' interests and help them acquire appropriate habits and behaviour as workers; these may become places for practicums</li> </ul>   |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>                         | <b>Recommendations</b>   |
|---|--|
| 3.3 Duration of training and practicums | <ul style="list-style-type: none"><li><input type="checkbox"/> Plan 20 weeks of training and practicum time:<ul style="list-style-type: none"><li>- 10 weeks of training</li><li>- 10 weeks (or more) of practicum time</li></ul></li><br/><li><input type="checkbox"/> Plan for an Emploi-Québec employability measure to facilitate a participant's access to the job market, generally following the practicum</li><br/><li><input type="checkbox"/> Allow gradual integration during the practicum (need for coaching)</li></ul> |



3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>         | <b>Recommendations</b>   |
|-------------------------|--|
| 4 External partnerships | <ul style="list-style-type: none"><li data-bbox="678 384 1398 527"><input type="checkbox"/> In terms of recruitment, undertake an awareness campaign among associations involved in intellectual disability or make agreements with Emploi-Québec and external employment services</li><li data-bbox="678 569 1252 604"><input type="checkbox"/> Observe the students during the practicum</li><li data-bbox="678 646 1328 716"><input type="checkbox"/> Form partnerships with employers for visits and workshops</li></ul> |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                                       | <b>Recommendations</b>  |
|---|---|
| 5 Support and supervision of the adult education team | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use visual materials such as interest and aptitude tests employing images</li> <li><input type="checkbox"/> Obtain help for the team in finding partners for the days of volunteer work</li> <li><input type="checkbox"/> Make collages on boxes from videos about the various job sectors and provide magazines and simple videos</li> <li><input type="checkbox"/> Have case-method dialogues and institute reinforcement activities with some participants for behaviour modification</li> </ul> |
| 5.1 Supplementary services to be provided             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Work on intervention plans and behaviour modification in cooperation with the teachers, the advisory personnel in social work and the foster families</li> </ul>  |

**COMMISSION SCOLAIRE DES DRAVEURS**

**FORMER DRUG ADDICTS**

**1) General characteristics of former drug addicts who enroll in a Sociovocational Integration Program offered by the school board**

- These people have a number of personal problems. Some of them are witty, charismatic, sensitive, warm, proud, vain, resourceful, manipulative, etc.
- They use the vocabulary of helping relationships to achieve their goals.
- They have little or no experience of the legitimate working world. Most often, they have no work experience at all.
- They lack social skills.
- They have difficulty accepting authority.
- They have a warped perception of reality (black or white, no shades of grey).
- They have many fears: of the outside world, of making mistakes, of being asked about their past, of the job market, etc.

**2) Various needs expressed by former drug addicts who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To acquire basic social skills: become socialized, learn ordinary language, go out, know the reality of the outside world, etc.
- To learn to control their aggressiveness and to respond appropriately to authority
- To learn to recognize their personal and occupational potential
- To develop self-confidence, autonomy, initiative, flexibility and adaptability
- To find other than financial motivation to work

**At the SVIS level**

- To receive occupational guidance
- To become familiar with the realities of the job market
- To have positive experiences of working and acquire appropriate behaviour as workers

### 3) Andragogical and administrative organization

| <b>Elements</b>             | <b>Recommendations</b>   |
|-----------------------------|--|
| 1 Recruitment and publicity | <input type="checkbox"/> Form a partnership with an organization that specializes in rehabilitation of alcoholics and drug addicts   |
| 1.1 Selection criteria      | <input type="checkbox"/> Make sure the participants: <ul style="list-style-type: none"><li>- have gone through rehabilitation</li><li>- have been free of drugs or alcohol for at least three months</li><li>- are motivated to enter the job market</li></ul> |
| 1.2 Diagnostic tools        | <input type="checkbox"/> Use an appropriate diagnostic test  |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                        | <b>Recommendations</b>   |
|--|--|
| 2 Selection of personnel               | <ul style="list-style-type: none"><li data-bbox="678 344 1421 415"><input type="checkbox"/> Choose personnel who have experience with the SVIS program</li><li data-bbox="678 457 1421 562"><input type="checkbox"/> Choose resource persons who have experience with drug addiction, if possible, or have access to the services of a specialist in the field</li></ul> |
| 2.1 Selection of specialized personnel | <ul style="list-style-type: none"><li data-bbox="678 625 1421 730"><input type="checkbox"/> Make an agreement with the rehabilitation centre to obtain therapeutic services for the participants for the duration of the program</li></ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                              | <b>Recommendations</b>   |
|--|--|
| 3<br>Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make a contract with the participants and work on self-esteem, sense of responsibility, dealing with “no,” the perception of the minimum wage, problems with employers (authority)</li> <li><input type="checkbox"/> Plan to have a former drug addict who has a job speak to the participants</li> </ul>  |
| 3.1<br>Orientation needs                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan to spend three weeks or more at the beginning creating a positive climate and working on social skills</li> <li><input type="checkbox"/> Encourage the participants to get involved in activities with the other classes at the centre</li> <li><input type="checkbox"/> Organize outings to familiarize the participants with the real world and encourage them to meet people other than those who are members of Alcoholics Anonymous (AA) or other such associations</li> <li><input type="checkbox"/> Establish clear rules—appropriate tone of voice, no swearing, making personal statements using “I”—and have the class sign a contract that allows the teachers to intervene when a student loses control; these are the rules of the job market, and the place for therapy is the rehabilitation centre</li> </ul> |
| 3.2<br>In parts 1.1, 1.2, 1.3 and 2.1        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for a longer orientation period</li> <li><input type="checkbox"/> Consult resource persons with experience with this clientele on the curriculum vitae and interviews</li> <li><input type="checkbox"/> Plan for numerous personal development activities: communication, teamwork, self-confidence, initiative, etc.</li> <li><input type="checkbox"/> Prepare the participants well for their practicums and plan to provide them with discreet support</li> </ul>  |



**3) Andragogical and Administrative Organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>  |
|--|---|
| 3.3 Duration of instruction and practicums | <input type="checkbox"/> Plan at least 20 weeks of instruction and practicum time: <ul style="list-style-type: none"><li>- 14 weeks of instruction in SVIS</li><li>- five weeks of practicum time</li><li>- one week of active job search</li></ul> |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <input type="checkbox"/> Form a partnership with the rehabilitation centre and arrange to meet with the participants' therapists before and during the training                             |
| 4.1 Internal partnerships | <input type="checkbox"/> Form partnerships with:<br>-the administration of the adult education centre<br>-the human relations personnel<br>-the advisory personnel in guidance and pedagogy |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                                       | <b>Recommendations</b>   |
|---|--|
| 5 Support and supervision of the adult education team | <input type="checkbox"/> Organize a team meeting<br><input type="checkbox"/> Consult a resource person in drug addiction |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>   | <b>Recommendations</b>  |
|-------------------|---|
| 6 Funding of SVIS | <input type="checkbox"/> Obtain SVIS funding<br><br><input type="checkbox"/> Obtain SIS funding |

**COMMISSION SCOLAIRE DU LONG SAULT**

**FORMER DRUG ADDICTS IN A  
REHABILITATION CENTRE**

**1) General characteristics of former drug addicts in a rehabilitation centre who enroll in a Sociovocational Integration program offered by the school board**

- These people are male and female adults aged 18 to 60 who are extremely insecure. They are in therapy for a minimum of seven months divided into five stages.
- They are enrolled in SVIS in the fifth stage of their therapy, that is, in the last six weeks of their stay at the rehabilitation centre.

**2) Various needs expressed by former drug addicts in a rehabilitation centre who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To learn to cope with loss (e.g. learn to live with a criminal record)
- To change their perception of money (e.g. quick money, clandestine work)
- To learn to live in society

**At the SVIS level**

- To make a career choice (perhaps an unskilled trade) for their new situation
- To learn about the realities of the job market
- To recognize the roles of employer and employee—this clientele often has difficulty with fixed schedules and with authority in general
- To learn and use their own job search techniques—this clientele often changes jobs because of insecurity

### 3) Andragogical and administrative organization

| Elements                    | Recommendations   |
|-----------------------------|---|
| 1 Recruitment and publicity | <ul style="list-style-type: none"><li><input type="checkbox"/> Form a real partnership with the medical staff of the rehabilitation centre</li><br/><li><input type="checkbox"/> Meet new participants to inform them of services provided at the end of therapy, which will make them feel more secure</li></ul> |
| 1.1 Selection criteria      | <ul style="list-style-type: none"><li><input type="checkbox"/> Make sure the participants:<ul style="list-style-type: none"><li>- do not have a job when they have finished therapy</li><li>- can read</li></ul></li></ul>  |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"><li><input type="checkbox"/> Use a questionnaire to obtain information about the participants before the start of the training</li></ul>  |
| 1.3 Means used              | <ul style="list-style-type: none"><li><input type="checkbox"/> Organize a meeting with the class and the specialists from the rehabilitation centre before the beginning of the program</li></ul>   |



**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                        | <b>Recommendations</b>  |
|--|---|
| 2 Selection of personnel               | <input type="checkbox"/> Choose personnel who are familiar with employment integration programs   |
| 2.1 Selection of specialized personnel | <input type="checkbox"/> Recruit teachers who have a certificate in drug addiction<br><input type="checkbox"/> Recruit teachers who can adjust to the rehabilitation centre<br><input type="checkbox"/> Recruit teachers with special skills in adapting pedagogical approaches |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>   |
|--|--|
| 3 Pedagogical planning for this clientele  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan to use different pedagogical approaches depending on the experience of the participants</li> <li><input type="checkbox"/> Plan a short training period with specialized staff to get to know them and find out what type of therapy the participants are receiving</li> </ul> |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Focus on perceptions of clandestine work and its disadvantages</li> <li><input type="checkbox"/> Use the curriculum vitae as a tool for self-knowledge for the participants</li> </ul>   |
| 3.3 Duration of instruction and practicums | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan five weeks of instruction at 15 hours a week</li> <li><input type="checkbox"/> Do not plan for a practicum (the training is too short), although it would be advantageous for some of the participants</li> </ul>   |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>           | <b>Recommendations</b>   |
|---------------------------|--|
| 4 External partnerships   | <ul style="list-style-type: none"><li><input type="checkbox"/> Take part in recognition of employability development activities</li><li><input type="checkbox"/> Take a Job Re-entry Program (PAIE) with Emploi-Québec</li></ul>   |
| 4.1 Internal partnerships | <ul style="list-style-type: none"><li><input type="checkbox"/> Plan bi-weekly meetings and regular sharing of experiences for the staff working with the participants</li><li><input type="checkbox"/> Modify the schedule of outings to facilitate the participants' job search</li><li><input type="checkbox"/> Be very flexible in adapting to the needs resulting from the participants' therapy</li></ul> |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>  | <b>Recommendations</b>  |
|--|---|
| <p>5 Support and supervision of the adult education team</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan meetings of the practitioners working directly with the participants, resource persons and teachers as soon as a new class is formed</li> <br/> <li><input type="checkbox"/> Plan regular meetings with teachers in other SVIS programs</li> <br/> <li><input type="checkbox"/> Plan weekly meetings between the person in charge of the group and the teachers; the advisory personnel at the adult education centre may also be present</li> </ul> |
| <p>5.1 Supplementary services to be provided</p>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> See that advisory personnel in educational and vocational information (EVI) is available</li> </ul>   |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>   | <b>Recommendations</b>                                  |
|-------------------|---|
| 6 Funding of SVIS | <input type="checkbox"/> Collaborate with Emploi-Québec |

**COMMISSION SCOLAIRE DU SAULT-SAINT-LOUIS**

**IMMIGRANTS WITH EDUCATION**

**1) General characteristics of immigrants with education who enroll in a Sociovocational Integration program offered by the school board**

- These people are men and women between 30 and 55 years of age with work experience in their country of origin (technical or university education).
- They have a good to excellent mastery of spoken French.
- Their attitudes and behaviours as workers correspond perfectly to those adopted by workers in general.
- They know little or nothing of the working world in Québec.

**2) Various needs expressed by immigrants with education who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To develop confidence in the future and to develop a sense of initiative
- To improve their written and, in some cases, spoken French
- To learn English
- To learn Québec cultural codes
- To cope with the loss of professional status and of the organizational culture of their country of origin
- To become familiar with the cross-cultural aspect of Québec

**At the SVIS level**

- To learn about the job market and the social, political and economic context
- To learn how and where to conduct a job search
- To know how to market their professional skills—these people know themselves, know their skills and competencies, but have difficulty marketing themselves
- To do a practicum in order to gain experience in Québec and to truly integrate into Québec society



### 3) Andragogical and administrative organization

| Elements                    | Recommendations  |
|-----------------------------|--|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make the teachers aware of language courses given at the adult education centre</li> <li><input type="checkbox"/> Establish frequent direct contact</li> <li><input type="checkbox"/> Contact the Service d'intégration linguistique (SIL), schools that teach French as a second language and ethnic organizations</li> </ul>                               |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure the participants:               <ul style="list-style-type: none"> <li>- have sufficient knowledge of spoken French to understand instructions at work</li> <li>- have been educated and employed in their country of origin</li> <li>- have a basic knowledge of written French, which is essential in certain occupations</li> </ul> </li> </ul> |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan group and individual interviews</li> </ul>  |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>          | <b>Recommendations</b>  |
|--------------------------|---|
| 2 Selection of personnel | <ul style="list-style-type: none"><li data-bbox="678 380 1300 449">☐ Choose personnel who are already involved in employment integration programs</li><li data-bbox="678 491 1373 560">☐ See that at least one person on the team is especially familiar with problems related to immigration</li></ul> |

3) **Andragogical and administrative organization** (*cont.*)

| Elements                                   | Recommendations   |
|--|---|
| 3 Pedagogical planning for this clientele  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan a lecture as the first activity and introduce other activities by using role-plays</li> <li><input type="checkbox"/> Quickly introduce job search and exploration activities</li> </ul>  |
| 3.1 Orientation needs                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Give the participants a French test</li> <li><input type="checkbox"/> Test the participants' level of stress</li> <li><input type="checkbox"/> Test whether the participants are fulfilling their intellectual potential</li> <li><input type="checkbox"/> Try out the positions of the <i>four-leaf clover</i></li> <li><input type="checkbox"/> Adapt the available tools to immigrants with education (French and the <i>four-leaf clover</i> approach)</li> </ul> |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1         | <ul style="list-style-type: none"> <li><input type="checkbox"/> From the beginning, do weekly activities related to:               <ul style="list-style-type: none"> <li>- oral communication</li> <li>- fulfillment of intellectual potential</li> <li>- the social, political and economic context (sections 1.1.1 and 1.1.5)</li> <li>- places to look for work</li> <li>- how to integrate</li> </ul> </li> </ul>  |
| 3.3 Duration of instruction and practicums | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan 22 weeks of instruction and practicum time:               <ul style="list-style-type: none"> <li>- eight weeks of instruction</li> <li>- 12 weeks of practicum time, at four days a week</li> <li>- two weeks for an active job search (if necessary)</li> </ul> </li> </ul>   |

### 3) Andragogical and administrative organization (cont.)

| Elements                  | Recommendations  |
|---------------------------|--|
| 4 External partnerships   | <input type="checkbox"/> Form partnerships with: <ul style="list-style-type: none"> <li>- the SIL</li> <li>- Emploi-Québec</li> <li>- community organizations for immigrants, CEGEPs and school boards that offer courses in French as a second language</li> <li>- companies and placement services</li> </ul>                      |
| 4.1 Internal partnerships | <input type="checkbox"/> Form partnerships with: <ul style="list-style-type: none"> <li>- personnel in charge of practicums and group leaders in vocational education (evaluation of prior learning)</li> <li>- advisory personnel in guidance</li> <li>- staff of the placement service</li> <li>- the secretarial staff</li> </ul> |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b> |   | <b>Recommendations</b>  |
|-----------------|---|---|
| 5               | Support and supervision of the adult education team | <input type="checkbox"/> Plan weekly three-hour meetings<br><input type="checkbox"/> Organize individual meetings with the advisory personnel in pedagogy           |
| 5.1             | Supplementary services to be provided               | <input type="checkbox"/> Provide a placement service<br><input type="checkbox"/> Provide assistance and support after the training (meeting room, secretarial help) |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>   | <b>Recommendations</b>   |
|-------------------|--|
| 6 Funding of SVIS | <input type="checkbox"/> Apply to the Ministère de l'Éducation du Québec |

**COMMISSION SCOLAIRE DU SAULT-SAINT-LOUIS**

**LITERACY LEARNERS**

**1) General characteristics of literacy learners who enroll in a Sociovocational Integration program offered by the school board**

- These people are enrolled in stage 3 or 4, or sometimes 2, of the literacy program. Some are in Cycle One of secondary school, and a few are aged from 16 to 20 years. Most of them are Québeckers, although some are immigrants, and all have learning difficulties.
- They have a lack of self-confidence and little work experience, or have been unemployed for a long time, but they have a desire to work.



**2) Various needs expressed by literacy learners who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To acquire cognitive and problem-solving strategies
- To develop maturity and work skills

**At the SVIS level**

- To learn about the working world and its laws, rules and regulations
- To see themselves as workers
- To know where and how to look for work
- To acquire appropriate attitudes and habits as workers
- To increase their employability by acquiring basic knowledge and skills in computers, French and first aid, and the basic rules of occupational health and safety
- To acquire technical skills through practicums and to gain experience as workers

### 3) Andragogical and administrative organization

| Elements                    | Recommendations   |
|-----------------------------|---|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Advertise within and outside the adult education centre at least six months in advance</li> <li><input type="checkbox"/> Use articles and advertising in local newspapers</li> <li><input type="checkbox"/> Inform Human Resources Development Canada (HRDC) in particular</li> </ul> |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure the participants have a minimum knowledge of written English</li> <li><input type="checkbox"/> Put participants who are weak in English together</li> <li><input type="checkbox"/> Separate the young people from the other participants</li> </ul>                         |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Fill out an introductory questionnaire</li> </ul>   |
| 1.3 Means used              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan group and individual interviews</li> </ul>   |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                        | <b>Recommendations</b>  |
|--|---|
| 2 Selection of personnel               | <ul style="list-style-type: none"><li><input type="checkbox"/> Choose personnel who are already involved in employment integration programs</li><li><input type="checkbox"/> Choose teachers who believe this clientele can enter the job market</li></ul>  |
| 2.1 Selection of specialized personnel | <ul style="list-style-type: none"><li><input type="checkbox"/> Provide teachers for specialized courses such as:<ul style="list-style-type: none"><li>- first aid</li><li>- occupational health and safety</li><li>- French tailored to the adult's sociovocational integration project</li></ul></li></ul> |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                           | <b>Recommendations</b>  |
|---|---|
| 3 Pedagogical planning for this clientele | <ul style="list-style-type: none"> <li><input type="checkbox"/> Work on part 1.1 before starting part 1.2</li> <li><input type="checkbox"/> Plan a minimum of six hours a week for individual monitoring</li> <li><input type="checkbox"/> Plan time for research in the community</li> <li><input type="checkbox"/> Plan to alternate between parts 1.2 and 1.3</li> </ul> |
| 3.1 Orientation needs                     | <ul style="list-style-type: none"> <li><input type="checkbox"/> Allow two weeks for the personnel to become familiar with the participants' needs; it is important that they be put in the appropriate class</li> </ul>   |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Give part 1.1 at the beginning with one or two teachers in order to build group solidarity and develop confidence</li> <li><input type="checkbox"/> Introduce part 1.2 and the specialties after a few weeks</li> </ul>   |

3) **Andragogical and administrative organization** (cont.)

| Elements                                   | Recommendations  |
|--|--|
| 3.3 Duration of instruction and practicums | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan 25 weeks of instruction and practicum time:               <ul style="list-style-type: none"> <li>- 12 weeks of instruction at the adult education centre</li> <li>- two weeks of practicum time at two days a week, with three days a week spent at the adult education centre*</li> <li>- five weeks of practicum time at three days a week, with two days a week spent at the adult education centre*</li> <li>- four weeks of practicum time at four days a week, with one day a week spent at the adult education centre*</li> <li>- two weeks applying creative job search techniques with support provided</li> </ul> </li> <br/> <li><input type="checkbox"/> Plan workshops at the adult education centre for young people before the practicums</li> </ul> |

\* **The duration may be modified according to the difficulty experienced by the participants.**

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <ul style="list-style-type: none"><li><input type="checkbox"/> Form partnerships with:<ul style="list-style-type: none"><li>- Emploi-Québec</li><li>- adult education centres</li><li>- employers</li><li>- the placement service</li></ul></li><br/><li><input type="checkbox"/> Continually publicize the services offered and the results achieved</li></ul> |
| 4.1 Internal partnerships | <ul style="list-style-type: none"><li><input type="checkbox"/> Form partnerships with:<ul style="list-style-type: none"><li>- personnel in charge of practicums</li><li>- the secretarial services of the adult education centre</li><li>- the whole staff of the adult education centre</li></ul></li></ul>  |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                                       | <b>Recommendations</b>  |
|---|---|
| 5 Support and supervision of the adult education team | <input type="checkbox"/> Plan weekly three-hour meetings with the advisory personnel in pedagogy and the administration of the adult education centre   |
| 5.1 Supplementary services to be provided             | <input type="checkbox"/> Obtain access to the services of the person in charge of the practicums and placement service<br><input type="checkbox"/> Obtain access to the services of an advisor in guidance and/or educational and vocational information<br><input type="checkbox"/> Obtain access to the services of the support staff for word processing<br><input type="checkbox"/> Obtain access to the services of resource persons in personal counselling |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>   | <b>Recommendations</b>   |
|-------------------|--|
| 6 Funding of SVIS | <input type="checkbox"/> Apply to the Ministère de l'Éducation du Québec |



**COMMISSION SCOLAIRE  
DU SAULT-SAINT-LOUIS**

**FORMER INMATES**

**1) General characteristics of former inmates who enroll in a Sociovocational Integration program offered by the school board**

- Most of these people do not have a diploma and have difficulty reading, writing and counting.
- They have low self-esteem, do not communicate much and are not always able to trust others.
- They sometimes use drugs or alcohol.

**2) Various needs expressed by former inmates who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To learn about sources of help (food banks, groups that defend human rights and freedoms, financial aid, etc.)
- To learn about government income support programs
- To obtain information about sources of help and mutual support for people interested in detoxification

### 3) Andragogical and administrative organization

| Elements                    | Recommendations   |
|-----------------------------|---|
| 1 Recruitment and publicity | <input type="checkbox"/> Contact:<br>- Emploi-Québec<br>- associations such as Alcoholics Anonymous (AA) and Narcotics Anonymous (NA) |
| 1.1 Selection criteria      | <input type="checkbox"/> Interview potential participants to determine their motivation   |
| 1.2 Diagnostic tools        | <input type="checkbox"/> Use the anxiety scale of the Institute for Personality and Ability and Gordon's test                         |
| 1.3 Means used              | <input type="checkbox"/> Organize individual interviews<br><input type="checkbox"/> Organize information sessions                     |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>                        | <b>Recommendations</b>   |
|--|--|
| 2 Selection of personnel               | <input type="checkbox"/> Choose personnel who have expertise in psychology and are very familiar with the problems of drug and alcohol consumption |
| 2.1 Selection of specialized personnel | <input type="checkbox"/> Choose teachers who can teach psychology, occupational health and safety, computers and French as a second language       |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>   |
|--|--|
| 3 Pedagogical planning for this clientele  | <input type="checkbox"/> Plan for six to 10 months for the complete program    |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1         | <input type="checkbox"/> Plan for a process lasting 10 months                  |
| 3.3 Duration of instruction and practicums | <input type="checkbox"/> Plan for a practicum of 12 weeks at three days a week |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>                           | <b>Recommendations</b>   |
|---|--|
| 5.1 Supplementary services to be provided | <input type="checkbox"/> Plan for exchanges of human and material resources with other school boards |

**COMMISSION SCOLAIRE CATHOLIQUE  
DE SHERBROOKE**

**PRISON INMATES**



**1) General characteristics of prison inmates who enroll in a Sociovocational Integration program offered by the school board**

- These people have an average of about nine years of schooling. At least 15 percent of them have completed Secondary IV. Most of them have a history of failure in school.
- They have an obvious lack of vocational skills and confused or deficient career planning.
- They are unlikely to establish interpersonal relations and, consequently, they have a reduced ability to adapt.
- Their frequent consumption of alcohol and drugs gives rise to many personal problems.

**2) Various needs expressed by prison inmates who enroll in a Sociovocational Integration program offered by the school board**

**Prerequisites**

- Some are suited for schooling (literacy, preparation for vocational education, Secondary School Diploma).
- Others need training in social integration in order to overcome barriers to sociovocational integration.
- Subjects dealt with are generally violence, communication, drug use and sexuality.
- The training will allow them to adopt good living habits, take on responsibilities and acquire new values in addition to obtaining official recognition for the various general or vocational education programs.

**At the SVIS level**

- These people need a new career plan: do they want to continue to break the law or to work legitimately?
- Their career choices are generally limited, because they know little about themselves, jobs and the job market.
- They have some strengths in attitudes and behaviour, but also limitations that make it hard for them to hold a job.
- All the sections of SVIS may be used with this clientele; there are often existing workshops to which SVIS may be added, and the practicums may be used to assist in inmates' social and vocational reintegration when they leave the detention centre.

### 3) Andragogical and administrative organization

| Elements                    | Recommendations  |
|-----------------------------|--|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Establish collaboration between the SVIS personnel of the school board and the personnel of the detention centre</li> <li><input type="checkbox"/> Since inmates are often transferred from one detention centre to another, make sure their educational records go with them</li> <li><input type="checkbox"/> Organize an information session and individual meetings</li> </ul> |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Of the three regimens for inmates, follow the two that allow access to training and guarantee a minimum of motivation</li> </ul>   |
| 1.2 Diagnostic tools        | <ul style="list-style-type: none"> <li><input type="checkbox"/> Keep individual educational records up to date: placement test results (English, mathematics, French)</li> <li><input type="checkbox"/> Organize group information meetings</li> <li><input type="checkbox"/> Plan individual meetings</li> </ul>  |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>          | <b>Recommendations</b>  |
|--------------------------|---|
| 2 Selection of personnel | <input type="checkbox"/> Consider the following specific selection criteria, which have been submitted to the union: <ul style="list-style-type: none"><li>- ability to teach this clientele</li><li>- ability to create a climate conducive to learning</li><li>- ability to establish cooperative relationships with the personnel of the institution</li></ul> |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>   |
|--|--|
| 3 Pedagogical planning for this clientele  | <ul style="list-style-type: none"> <li><input type="checkbox"/> After studying the needs of inmates and the two institutions involved, the school board developed a common project to set up a range of educational services for a period of two years</li> </ul>  |
| 3.1 Orientation needs                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Set up orientation services adapted to the needs of this clientele and the reality of the prison environment</li> <li><input type="checkbox"/> Maintain specific funding or create a special category to finance educational activities in this environment</li> </ul>   |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1         | <ul style="list-style-type: none"> <li><input type="checkbox"/> In 1994-1995, the school board implemented part 1.1 as well as SIS, literacy services and secondary school instruction</li> <li><input type="checkbox"/> In 1995-1996, the school board broadened the SVIS and implemented parts 1.2, 1.3 and 2.1</li> </ul>   |
| 3.3 Duration of instruction and practicums | <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan practicums within the detention centre (although this may be possible outside the institution, it is difficult)</li> <li><input type="checkbox"/> After the inmates' release, plan practicums outside the institution</li> <li><input type="checkbox"/> Maintain the number of practicums and the current arrangement because they are suited to the situation</li> </ul> |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <input type="checkbox"/> Design a joint partnership project as a background to meetings of the personnel of the detention centre and SVIS |
| 4.1 Internal partnerships | <input type="checkbox"/> Encourage exchanges of information among the various school board reception and referral personnel               |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                                       | <b>Recommendations</b>   |
|---|--|
| 5 Support and supervision of the adult education team | <input type="checkbox"/> Plan for the administrators of the adult education centre and a pedagogical resource person to give a portion of their time to this project   |
| 5.1 Supplementary services to be provided             | <input type="checkbox"/> In 1994-1995, supplementary services provided by the school board were enrollment and assistance services, which are a prerequisite for setting up other educational services<br><br><input type="checkbox"/> Offer other services if specific funding is provided for them |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>   | <b>Recommendations</b>   |
|-------------------|--|
| 6 Funding of SVIS | <input type="checkbox"/> These services are funded by the Ministère de l'Éducation du Québec and a specific allocation |



**COMMISSION SCOLAIRE CATHOLIQUE  
DE SHERBROOKE**

**IMMIGRANTS**

**1) General characteristics of immigrants who enroll in a Sociovocational Integration program offered by the school board**

- These people have difficulties in vocational integration typical of immigrants. They also have adjustment difficulties involving integration and the organization of their personal and family life.
- They have little or no work experience in Québec (clandestine work), along with a tendency to mistrust authority.
- They have little experience in using means of communication and a fear of doing so. They have a passive attitude to looking for a job and little understanding of how to sell themselves. Lack of awareness of their labour power and the value of their educational background and work experience prevents them from finding a job.
- The work experience they have acquired in specialized fields has been for the most part in their country of origin; they need to deal with the loss of their occupation.
- They have a strong motivation to work and an excellent ability to learn. They show considerable interest in continuing education or professional development.

1) **General characteristics of immigrants who enroll in a Sociovocational Integration program offered by the school board** (*cont.*)

| <b>Intrinsic Difficulties<br/>(Individual)</b>   | <b>Extrinsic Difficulties<br/>(New Environment)</b>                               |
|--|---|
| Insufficient self-knowledge  | Lack of knowledge of the language spoken in Québec                                |
| Social isolation   | Lack of knowledge of the Québec job market  |
| Culture shock  | Lack of knowledge of where to look for work                                       |
| Cultural loss  | Lack of knowledge of job search methods   |
| Difficulty in communicating in the language of the host society (feeling of inferiority) | Lack of work experience in Québec   |
| Difficulty in talking about themselves, selling their abilities, etc.                    | Difficulty in transferring their occupational experience and having it recognized |
| Feelings of impotence  | Lack of full recognition of foreign diplomas                                      |
| Feelings of self-consciousness   | Lack of qualifications in their occupation  |
|  | Slow rate of production   |
|  | Racial prejudice and discrimination   |

**2) Various needs expressed by immigrants who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To understand the consequences of immigration in their lives
- To know their areas of interest, needs, resources and limitations, transferable skills, etc.
- To learn to organize their personal lives to accommodate their working lives

**At the SVIS level**

- To become familiar with the culture of the job market: official and unofficial codes, expectations of employers, legislation on work, etc.
- To redefine their occupational choice on the basis of their personal characteristics and their new environment
- To use various job search resources according to their occupational choice; to adopt job search techniques and establish priorities according to their personal characteristics and the hiring strategies of the type of businesses they want to work in
- To implement an action plan detailing the steps in attaining their objectives

### 3) Andragogical and administrative organization

| Elements                    | Recommendations   |
|-----------------------------|---|
| 1 Recruitment and publicity | <input type="checkbox"/> Meet with each participant for an hour<br><br><input type="checkbox"/> Organize a tour of partner organizations: Ministère des Relations avec le citoyen et de l'Immigration (MRCI), Emploi-Québec, immigrant associations   |
| 1.1 Selection criteria      | <input type="checkbox"/> Apply the following criteria: <ul style="list-style-type: none"> <li>- landed immigrant status</li> <li>- motivation to enter the job market</li> <li>- sufficient proficiency in understanding, writing and speaking English to benefit from group instruction</li> </ul> |
| 1.2 Diagnostic tools        | <input type="checkbox"/> Use a prepared questionnaire   |
| 1.3 Means used              | <input type="checkbox"/> Organize: <ul style="list-style-type: none"> <li>- internal advertising</li> <li>- information sessions in francization classes</li> <li>- external advertising</li> </ul>   |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>                        | <b>Recommendations</b>  |
|--|---|
| 2 Selection of personnel               | <input type="checkbox"/> Work with advisory personnel in guidance, educational and vocational information or the <i>four-leaf clover</i> approach |
| 2.1 Selection of specialized personnel | <input type="checkbox"/> Use only specialized personnel, preferably in guidance   |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>   |
|--|--|
| 3 Pedagogical planning for this clientele  | <input type="checkbox"/> Develop a specific program for this clientele   |
| 3.1 Orientation needs                      | <input type="checkbox"/> Prepare the career plan and prepare the participants for employability  |
| 3.3 Duration of instruction and practicums | <input type="checkbox"/> Plan for 18 weeks of instruction and practicum time:<br>- nine weeks of instruction<br>- nine weeks of practicum time |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>           | <b>Recommendations</b>   |
|---------------------------|--|
| 4 External partnerships   | <input type="checkbox"/> See “Recruitment and publicity,” above              |
| 4.1 Internal partnerships | <input type="checkbox"/> Form partnerships within the adult education centre |



**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                                       | <b>Recommendations</b>   |
|---|--|
| 5 Support and supervision of the adult education team | <input type="checkbox"/> Form a team made up entirely of advisory personnel in guidance and educational and vocational information under the supervision of the administration of the adult education centre and education consultants |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>   | <b>Recommendations</b>  |
|-------------------|---|
| 6 Funding of SVIS | <input type="checkbox"/> Consult the financial resources allotted by the Ministère de l'Éducation |

**COMMISSION SCOLAIRE CATHOLIQUE  
DE SHERBROOKE**

**UNSKILLED WORKERS AND  
LONG-TERM UNEMPLOYED WORKERS**

**1) General characteristics of unskilled workers and long-term unemployed workers who enroll in a Sociovocational Integration program offered by the school board**

- These people have a lack of self-knowledge and low self-esteem.
- They have a low level of education. They have little interest in or aptitude for studies. They have no career plan, or an inappropriate or unrealistic one. They have insufficient knowledge of the job market and its requirements and have difficulty in carrying out a job search. They have little or no work experience and few specific occupational skills, and have little motivation to work.
- Their social network is limited or lacking in sensitivity to individual needs. Their social skills are underdeveloped, but they have a desire to improve their living conditions.
- They have the ability to adapt, ask for help and cope, as well as a capacity for commitment.

**2) Various needs expressed by unskilled workers and long-term unemployed workers who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To create a mutual assistance and support network during their job search or for help in keeping a job

**At the SVIS level**

- To learn about the social, political and economic environment
- To know themselves as workers
- To learn where and how to look for work
- To acquire general sociovocational skills (e.g. teamwork, communication, punctuality)
- To acquire specific vocational skills according to their career choice

### 3) Andragogical and administrative organization

| Elements                    | Recommendations   |
|-----------------------------|---|
| 1 Recruitment and publicity | <input type="checkbox"/> Organize a tour of partner organizations working in employability: Emploi-Québec, HRDC, CSST, SAAQ   |
| 1.1 Selection criteria      | <input type="checkbox"/> Apply the following criteria: <ul style="list-style-type: none"><li>- little chance of acquiring the prerequisites for secondary school</li><li>- motivation to find a job in the short term</li><li>- ability to work in a group</li><li>- lack of preparation for finding or holding a job</li></ul> |
| 1.2 Diagnostic tools        | <input type="checkbox"/> Prepare an interview checklist based on the selection criteria and the <i>four-leaf clover</i> approach  |
| 1.3 Means used              | <input type="checkbox"/> Do individual interviews   |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>                        | <b>Recommendations</b>  |
|--|---|
| 2 Selection of personnel               | <input type="checkbox"/> Use advisory personnel in guidance and educational and vocational information or personnel trained in the <i>four-leaf clover</i> approach |
| 2.1 Selection of specialized personnel | <input type="checkbox"/> Use only specialized personnel, preferably in guidance   |

**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>  |
|--|---|
| 3 Pedagogical planning for this clientele. | <input type="checkbox"/> Develop a specific program for this clientele  |
| 3.1 Orientation needs                      | <input type="checkbox"/> Offer the Preparation for Employability course<br><br><input type="checkbox"/> Prepare the career plan   |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1         | <input type="checkbox"/> Use the training guide written for sections 1.1 to 1.5   |
| 3.3 Duration of instruction and practicums | <input type="checkbox"/> Plan for 20 weeks of instruction and practicum time:<br>- eight weeks of instruction, at 30 hours a week<br>- 10 weeks of practicum time, at 30 hours a week<br>- two weeks of job search activities, at 30 hours a week |



3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <input type="checkbox"/> See “Recruitment and publicity,” above               |
| 4.1 Internal partnerships | <input type="checkbox"/> Form partnerships with other adult education centres |

3) **Andragogical and administrative organization** (cont.)

| <b>Elements</b>                                       | <b>Recommendations</b>  |
|---|---|
| 5 Support and supervision of the adult education team | <input type="checkbox"/> Form a team made up entirely of advisory personnel in guidance and educational and vocational information under the supervision of the administration of the adult education centre with the assistance of education consultants |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>   | <b>Recommendations</b>  |
|-------------------|---|
| 6 Funding of SVIS | <input type="checkbox"/> One concern: how to fund travel expenses related to management of the practicums |

**COMMISSION SCOLAIRE DE MATANE**

**PERSONS UNEMPLOYED FOR SEVERAL YEARS**

**1) General characteristics of persons unemployed for several years who enroll in a Sociovocational Integration program offered by the school board**

- These people have little education and no specialized trade or job.
- They have little or no knowledge of the realities of the job market.
- They have little job mobility, often live below the poverty line and their family situations are often troubled.
- They have a capacity to look at themselves and seek solutions to improve their situation, despite low self-esteem, and initially resist any training.

**2) Various needs expressed by persons unemployed for several years who enroll in a Sociovocational Integration program offered by the school board**

**At the personal level**

- To acquire certain everyday personal skills related to initiative, autonomy, adaptability, perseverance, sense of social and occupational responsibility, interpersonal relations and positive attitudes toward the job market

**At the SVIS level**

- To define their current situation, establish their level of employability (using the *four-leaf clover* approach), explore the social, political and economic environment in order to determine their specific context, explore customary, unusual and marginal places for finding a job, and be familiar with potential employers
- To think about their career plan, explore new possibilities, discover new interests, make new choices if necessary and consolidate their achievements
- To examine and find ways of changing their situation with respect to work
- To update their job search tools and techniques and modify their job search techniques
- To find a place to do a practicum in order to acquire qualifications in a semiskilled or unskilled trade in a work environment

### 3) Andragogical and administrative organization

| Elements                    | Recommendations   |
|-----------------------------|---|
| 1 Recruitment and publicity | <ul style="list-style-type: none"> <li><input type="checkbox"/> Recommend that the participants be welcomed by Emploi-Québec, which has been given an explanation of the SVIS approach</li> <li><input type="checkbox"/> Have the SVIS teachers prepare an offer of services to be made by telephone</li> </ul>   |
| 1.1 Selection criteria      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do individual interviews with all recommended persons before the start of the training in order to select those who have a clear interest in reentering the job market</li> </ul>   |
| 1.3 Means used              | <ul style="list-style-type: none"> <li><input type="checkbox"/> Use the following tools:               <ul style="list-style-type: none"> <li>- the life plan</li> <li>- a planning checklist of the courses offered</li> <li>- a schedule showing the distribution of class hours</li> <li>- guidance services</li> </ul> </li> <li><input type="checkbox"/> Plan individual meetings with advisory personnel in educational and vocational information or guidance in order to implement a career plan that has little chance of success</li> </ul> |

3) **Andragogical and administrative organization** (cont.)

| Elements                               | Recommendations  |
|--|--|
| 2 Selection of personnel               | <ul style="list-style-type: none"> <li><input type="checkbox"/> Form a mutually complementary team made up of the following resource persons:               <ul style="list-style-type: none"> <li>- a resource person in personal development</li> <li>- a resource person in entering the job market (information on the job market, supervision of practicums, etc.)</li> <li>- education consultants</li> </ul> </li> <br/> <li><input type="checkbox"/> Form a team of members who are mutually complementary in terms of:               <ul style="list-style-type: none"> <li>- knowledge of the field</li> <li>- group facilitation</li> <li>- guidance</li> <li>- pedagogical skills</li> </ul> </li> <br/> <li><input type="checkbox"/> Above all, all personnel must be very skilled in group facilitation</li> </ul> |
| 2.1 Selection of specialized personnel | <ul style="list-style-type: none"> <li><input type="checkbox"/> Select personnel on the basis of their mutually complementary knowledge and skills</li> <br/> <li><input type="checkbox"/> Take training in the <i>four-leaf clover</i> approach</li> </ul>  |



**3) Andragogical and administrative organization (cont.)**

| <b>Elements</b>                            | <b>Recommendations</b>  |
|--|---|
| 3 Pedagogical planning for this clientele  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare a weekly planning checklist coordinated with the course timetable</li> <li><input type="checkbox"/> Collect all course preparation materials and make them available to the SVIS team</li> <li><input type="checkbox"/> Create a log</li> </ul>   |
| 3.1 Orientation needs                      | <ul style="list-style-type: none"> <li><input type="checkbox"/> Have all the participants take the module on life planning</li> </ul>   |
| 3.2 In parts 1.1, 1.2, 1.3 and 2.1         | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do research on places for the participants to do practicums and have a team mandated by the school board make a list of them, to be provided to the SVIS team</li> <li><input type="checkbox"/> Give the SVIS team responsibility for finding places for the participants to do a practicum (for certain projects) or approving places found by the participants (depending on job possibilities), in order to direct the best candidates to the places offering the best job prospects</li> <li><input type="checkbox"/> Have a survey done of the job market in the regional county municipality (MRC), if possible by members of the school board</li> </ul> |
| 3.3 Duration of instruction and practicums | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide instruction ranging from 7 to 20 weeks</li> <li><input type="checkbox"/> Plan for practicums of a half-day, a day, two and a half days, three days or five days weekly, depending on the participants' needs</li> </ul>   |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>           | <b>Recommendations</b>  |
|---------------------------|---|
| 4 External partnerships   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Set up cooperation with Emploi-Québec</li> <li><input type="checkbox"/> Create very close links with businesses for training in specific vocational skills, in terms of both content and form</li> </ul>  |
| 4.1 Internal partnerships | <ul style="list-style-type: none"> <li><input type="checkbox"/> Make all personnel aware of the objectives and mandates of the SVIS team</li> <li><input type="checkbox"/> Collaborate with staff of the adult education centre on request by the SVIS team on:               <ul style="list-style-type: none"> <li>- the placement test</li> <li>- the secondary studies equivalence test (SSET)</li> <li>- the general development test (GDT)</li> <li>- updating of knowledge in English, mathematics and French</li> <li>- use of computers</li> </ul> </li> </ul> |

3) **Andragogical and administrative organization** (*cont.*)

| Elements   | Recommendations  |
|--|--|
| <p>5 Support and supervision of the adult education team</p> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Do the following:               <ul style="list-style-type: none"> <li>- name a team leader for the SVIS team</li> <li>- set up fixed weekly meetings of the SVIS team</li> <li>- set up meetings of the various teams according to the weekly plans</li> </ul> </li> <br/> <li><input type="checkbox"/> Obtain input from advisory personnel in pedagogy</li> </ul> |
| <p>5.1 Supplementary services to be provided</p>             | <ul style="list-style-type: none"> <li><input type="checkbox"/> Offer guidance services</li> <br/> <li><input type="checkbox"/> Offer educational and vocational information services</li> <br/> <li><input type="checkbox"/> Use the <i>Pilot</i> and <i>Co-pilot</i> computer programs</li> </ul>  |

3) **Andragogical and administrative organization** (*cont.*)

| <b>Elements</b>   | <b>Recommendations</b>  |
|-------------------|---|
| 6 Funding of SVIS | <input type="checkbox"/> The program should be self-financed in spite of the time devoted to meetings |

