

Coordination and supervision

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Secteur du développement pédagogique et du soutien aux élèves
Ministère de l'Éducation, du Loisir et du Sport

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This document is available on the Web site of the Ministère: www.mels.gouv.qc.ca.

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ISBN 978-2-550-69202-7 (Online)
(French version: ISBN 978-2-550-69201-0)

Legal deposit – Bibliothèque et Archives nationales du Québec, 2014

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INTRODUCTION

This guide is intended to help school boards establish among themselves a shared understanding of SARCA services and to ensure best practices so that adults reflecting on their personal and professional lives can have access to equivalent services throughout Québec. This document replaces the publication entitled *Intervention at the Second Stage of Reception*¹ published in 2009.

This document is mainly for the support staff who initially receive adult learners at the first level of reception and for the professionals who receive them at the second level of reception and support them in their personal plans. The document will also be of interest to the administrators who organize and provide these services under section 250 of the *Education Act* and in the *General Framework for Reception, Referral, Counselling and Support Services* (SARCA). The Ministère de l'Éducation, du Loisir et du Sport (MELS) grants funding to all school boards so they can provide Reception, Referral, Counselling and Support Services to adults aged 16 and over who do not have a diploma,² whether or not they are enrolled in a training program.

SARCA services are the adult learners' first contact with the school when they arrive at a school board service outlet. This gateway will eventually lead the adult learners to a new personal plan and can be a turning point for them. After going through the first level of reception, the adult learners may proceed to the second level where they meet with a professional to draw up an overview of their situation and prepare an action plan that covers the next steps to be taken to

¹ Québec, Ministère de l'Éducation, du Loisir et du Sport, Direction de l'éducation des adultes et de l'action communautaire, *Intervention at the Second Stage of Reception* (Québec: Ministère de l'Éducation, du Loisir et du Sport, 2009). In subsequent references, this document will be cited as *Intervention at the Second Stage of Reception*.

² The adult learner may already have a secondary school or vocational training diploma, but wish to go back to school in adult education to take certain courses as prerequisites to a vocational or technical training program. However, the Ministère requests that school boards give priority to people on their territory who do not already hold a diploma, so as to help them escape from the marginalized situations in which they too often find themselves.

clarify or achieve their career or training goal. This interview is a key moment in the adult learner's process.

In this document, MELS focuses on the orientations and key elements of the reception services, details its position regarding SARCA services as a whole and shows how the reception services complement other services provided by the school board or offered in the community. The Direction de l'éducation des adultes et de l'action communautaire also wishes to shed light on the specific nature of the reception services and how they relate to all the other services available to adult learners with regard to their personal plans.

The first part of this document outlines the main orientations of SARCA services and establishes the roles of the first and second levels of reception. The second part of the document presents some of the steps available to the adult learners, depending on their situation. The third part specifies the ideal conditions for reception. The fourth part shows how the harmonization of SARCA orientations affects the different stakeholders. Lastly, this document has two appendixes: a sample action plan for carrying out the adult learner's personal plan and a sample interview report on the information collected at the second level of reception.

1. RECEPTION WITHIN SARCA

SARCA intervention is always guided by the adult learner's personal plan. Within the context of the personal plan, SARCA staff encourage adult learners to express a demand for learning, advise them and guide them in the choices they make to further their personal plan. This process requires a great deal of thought and adult learners are therefore encouraged to spend more time reflecting on it before starting to carry out their personal plan. This allows them to consider several factors that will affect their choices and help them analyze the feasibility of each one, while considering the strengths and resources that could help them as well as any obstacles they might encounter. Adult learners who have been through such a process are more likely to persevere with their personal plans and carry them out; in other words, they are less likely to drop courses or need to revise their path or learning profile frequently.

This plan will be carried out with the help of all of the SARCA³ services and eventually with other partners, such as training services and other organizations. Reception services are the gateway, the starting point where adult learners formulate or sharpen their focus with regard to embarking upon or pursuing their personal plans, which will motivate them to continue.

1.1 Reception services

SARCA services are designed to allow adult learners to:

- express the reasons behind their initiative
- put their reasons in context, e.g. interests, goals, plans
- express their needs or challenges in terms of their future academic or career plans
- receive information and advice about the possibilities they wish to explore
- understand the actions they must complete to develop, draw up and carry out their personal plans

Adult learners who contact SARCA services have varied characteristics, origins and personal histories. They may face different obstacles presented by their immediate physical and social

³ For more details about each of the services, see *Reception, Referral, Counselling and Support Services in the School Boards – General Framework*. (Québec: Direction de l'éducation des adultes et de l'action communautaire, 2006). In subsequent references, this document will be cited as *General Framework*.

environment (e.g. working conditions, family responsibilities, means of transportation) or obstacles associated with their learning capabilities, attitudes and perceptions of themselves as learners.

Adult learners often have an idea of what they would like to do or what they need. They are also already doing something about it because, motivated by the desire for change, they have taken the trouble to contact SARCA services. They now want information or assistance and advice on how they can pursue their goals. This is exactly why reception services exist.

The keywords that characterize reception services are:

- listening, empathy, creating an atmosphere of trust
- focus placed on adult learners and their needs
- support provided to adult learners who assume their responsibilities, encouragement
- adaptation of the intervention to the characteristics and needs of the adult learners
- continuity with other services or people who accompany the adult learners, both downstream and upstream of their process

In short, receiving adult learners means being responsive to who they are and to their realities, needs and aspirations:

In all cases, staff members must adopt specific attitudes and behaviours, including the ability to listen, to create an atmosphere of trust and to perceive more than is conveyed by words or gestures.⁴

. . . the reception the adult learners receive, and the respect and courtesy demonstrated by the personnel when processing their requests, seems to be essential. These elements are also decisive during interventions to clarify their requests or projects.⁵

⁴ *General Framework*, 18.

⁵ Québec, Ministère de l'Éducation, du Loisir et du Sport, *Prioritaire: Action-Research on Reception Interventions in an Adult Education Centre* (Québec: Direction de l'éducation des adultes et de l'action communautaire, 2009), 50. In subsequent references, this document will be cited as *Prioritaire*.

There are two levels of reception. All adults who request services from a school board must start by contacting the first level of reception. The second level, broader in scope, functions under the direction of a professional and is designed for adults who need this type of targeted service (sometimes, the levels of reception are referred to as first-stage and second-stage). For this collaborative work to be most effective, reception staff must be assigned clearly defined roles and responsibilities.

Once the adult learner is referred to another service or partner organization, reception services are no longer considered necessary.

It should be noted that reception services are distinct from the administrative services related to admission, registration and administrative follow-up of adult learners (e.g. collecting various fees, establishing a training profile, monitoring absences).

1.2 The first level of reception

The main purpose of the first level of reception is to refer adult learners to the person, service or organization that can best respond to their needs. Staff members need to establish effective dialogue with adult learners to make it easier for them to express their requests. The staff will therefore use communication strategies and forms of communication that are adapted to the adult learner's situation (e.g. for a person with low literacy or a handicap). The first-level staff members are responsible for three steps:

- receiving the adult learner's request and, if necessary, reformulating it to ensure that they have fully understood the adult learner's aim
- processing the adult learner's request, based on his or her expressed or perceived needs
- providing the adult learner with the desired help and support so that he or she can obtain and understand information that will be useful to him or her

Furthermore, while taking the training programs offered by their school board into consideration, staff members must remain alert to the adult learners' real needs. They must therefore first identify the adult learners' motivation, then decide what information to give them so that they can proceed in the best way possible to clarify, plan or carry out their personal plans.

The following are some of the main reasons why an adult learner might contact a reception service:

- to obtain information and meet with a knowledgeable individual to explore ideas or discuss possible avenues
- to enroll in a course or program of studies in adult general education or vocational training
- to identify or validate his or her career goal and the program that will enable him or her to reach this goal
- to discuss his or her experience and experiential learning in order to obtain an overall assessment of it or to seek formal recognition
- to obtain an assessment of his or her formal schooling
- to have his or her non-formal learning analyzed and evaluated
- to explore the possibility of returning to school (despite certain misgivings)
- to embark upon a new program of study
- to enter or re-enter the job market
- to obtain information on the services available to him or her in the community

If the adult learners' goals are clear and precise, the staff can refer them to the appropriate service. However, for a number of adult learners, it may be useful to explore their situations in more depth with respect to their personal plans before enrolling them in training or referring them to another service. The adult learners' goals may appear completely clear but they may nevertheless need reassurance that they are headed in the right direction. They may also lack knowledge about the educational system and the world of work. A personal plan that seems clear at first glance may not necessarily be so; for example, adult learners who come to enroll in vocational training because they saw an advertisement announcing the start of a course may not have checked to see if they are interested in the program of study under which that course falls or they may sometimes underestimate the feasibility of their personal plan in terms of their situations. Reception services staff must quickly develop an understanding of the adult learner's situation and uncover potential problems to ensure that they are referring him or her to the right resource.

After adult learners complete the first level of reception, they can be referred to one or more of the following services:

- the **second level of reception**: when the adult learners' plans require clarification or seem unrealistic; when the adult learners mention problems related to their personal, career or education situation; when questions specific to their plans require the expertise of a professional (for example, analysis of their report cards)
- the **recognition of acquired competencies service**: when the adult learner already has information on this service and proves that taking this step is relevant. If there is any doubt, the staff at the first level of reception may refer the adult learner to the professional staff at the second level of reception or at the exploration of prior learning service to check whether the referral is appropriate.
- the **information or academic and career guidance services**: if the adult learner has already come to the second level of reception or if he or she is referred to the school board by an external organization and wants to start a career guidance process or activities to clarify and identify a career goal
- the **services offered by a partner** (external resource) in accordance with the adult learner's needs and the resources offered in the community
- the **services of professionals working in SARCA or complementary services or teachers**: when the adult learner has been referred to the school board by an external organization such as a local employment centre (CLE), a youth employment centre (CJE), or the Commission de la construction du Québec (CCQ) and needs the guidance of a professional
- a **training centre**: for assessment of report cards and the establishment of the adult learner's profile, for a group information session, to register or for any other request

1.3 The second level of reception

The second level of reception is a logical extension of the first level and it offers adult learners the help and support of experienced professionals to draw up a broader and more systematic portrait of their situations, aims and possibilities. This enables them to make the best decisions with respect to pursuing their plans. The dialogue between adult learners and their individual counsellors should allow the former:

- to explain more fully the reasons that have led them to pursue their plan
- to discuss in detail any plan, aim or career goal that has occurred to them
- to provide information about their lives and their current situations and obtain help to analyze the strengths, obstacles and possibilities inherent in these
- to understand the implications of their level of schooling and obtain an assessment related to the plan they envision for themselves
- to talk about their extracurricular learning and receive advice on the possibility of having this officially recognized or of engaging in a process to explore their prior learning
- to draft possible scenarios for a plan and ascertain their feasibility
- to obtain any useful information on the possibilities, resources and services available and accessible to them based on the scenarios considered to develop a plan
- to find out what they need to do to pursue a plan, whether it is to identify their goals and select their personal plans, or to begin carrying them out in accordance with an agreed-upon plan (recorded in an action plan established with the counsellor)
- to be referred to the agreed-upon resource while benefitting from the relaying of information to that resource and continuity

The action plan, which will follow the adult learners for the duration of their personal plans, is usually started at the second level of reception.⁶ It allows the adult learners to consolidate the decisions they have taken, to be clear about the actions to be completed in order to pursue their personal plans (at whatever stage they find themselves) and to compare their progress with what was agreed upon. It should be noted that the action plan can be preliminary or transitional. It remains a work in progress and adaptable, even during the active phase of the personal plan.

⁶ See Appendix 1.

The interview at the second level of reception can therefore be considered educational in that it helps adult learners gain greater control over their situations. It also allows them to develop a better understanding of their process and choices, the personal plan they are developing and the implementation of their action plan—all of which improves their chances of success. “The fact of being directed towards action and led into problem-solving mode, and that they were empowered with regard to their situation, seems to have been very positive for them [the adult learners].”⁷

Adult learners pass through the second level of reception only once. When adult learners go back to see a counsellor and take stock of their progress, they are pursuing their personal plans and are then in the follow-up or support stage. They may also engage in a process to explore acquired competencies or to obtain career counselling, depending on the case.

1.3.1 Intervention at the second level of reception

Work done by MELS in collaboration with school boards⁸ led to a consensus that, during the interview at the second level of reception, the professional should gather information from the adult learner on at least 10 topics. This information is to be recorded on the interview report form.⁹

The goal sought is therefore twofold:

- 1) to arrive at a harmonization of practices so that adult learners have access to equivalent services throughout Québec and so that SARCA staff at a school board that welcomes an adult learner from another school board can be informed of the services that he or she received there.
- 2) to leave a record of this meeting with the adult learner in his or her file so that it can be consulted by the resource persons and specialists who will be doing follow-up and so that the adult learner can refer to it when necessary.

Please note that the recording of information, in any form, concerning an adult learner, as well as the consultation of this information by various people, must be handled in accordance with

⁷ *Prioritaire*, 54.

⁸ *Intervention at the Second Stage of Reception*, 27.

⁹ See Appendix 2.

the Act respecting Access to documents held by public bodies and the Protection of personal information.

The following are the 10 topics addressed during the interview:

- 1) the adult learner's aim: this may change or become more clearly defined over time, and even during the interview, but the adult learner's most recent aim is the one that should be recorded. This is the one most relevant to the plan that he or she is trying to implement.
- 2) the adult learner's present situation (occupation and source of income)
- 3) the organization or person who referred the adult learner to the school board's reception services; the services that were offered to him or her; the reasons for the referral (if applicable)
- 4) the recognition and evaluation of the adult learner's schooling
- 5) the assessment of the adult learner's non-formal and informal learning: the interview that takes place at the second level of reception may not enable adult learners to take stock of all their prior learning. Nevertheless, the primary goal is to look at the adult learners' potential for having this learning recognized, and to consider whether it is worthwhile to embark upon a process of exploring prior learning. Moreover, the knowledge that the counsellor gains from adult learners in this way will be invaluable for better understanding each adult learner's situation, his or her personal resources and obstacles and those in his or her environment.
- 6) the resources and obstacles associated with the carrying out of the adult learner's personal plan, which can be related to his or her learning, personal or family situations, the people with whom he or she associates or the adult learner's environment (the support of people near to him or her, access to resources, etc.)
- 7) any other information relevant to the pursuit and success of the adult learner's educational path (e.g. learning difficulties or disabilities such as dyslexia, dysphasia, dyscalculia, attention deficit or difficulty concentrating or the need for specific measures adapted to his or her specific needs)
- 8) the adult learner's career goal, if applicable

9) referral to be planned for the adult learner after the second level of reception with respect to the pursuit of his or her personal plan

10) summary and identification of the next steps that the adult learner needs to take

The additional information requested from the adult learner could concern the individual's health in order to see if there is a problem that the school board should know about, or if he or she already receives or should receive a specific type of assistance.

The importance attached to each of these topics during the interview will vary according to the adult learner's situation. The sequence may also vary as will the depth of reflection by the adult learner on each of these topics. The professional remains at all times the person best able to choose an appropriate strategy for establishing trust and a form of communication that facilitates the gathering of relevant data from the adult learner.

The collaboration between MELS and the school boards also resulted in a model interview report¹⁰ for use in recording the information gathered during the interview at the second level of reception. Each school board is free to adapt this interview report to its own needs or those of specific clientele. However, information on each of the 10 topics mentioned above must appear in the interview report in order for the desired goal to be reached.

The professional who interviews the adult learners must ensure that they know what information is contained in the interview reports that will be put in their files, ask the adult learners to sign them and give each adult learner a copy.

1.4 Continuity between the two levels

The first level of reception can sometimes be complete in itself, responding to all the adult learner's needs or questions. For further needs, it can also be the lead-in to the second level of reception. The following diagram illustrates this continuity of service between the two levels of reception.

¹⁰ See Appendix 2.

Summary

The **first level of reception** allows adult learners to:

- clarify the purpose of their visit, telephone call or e-mail to the reception services
- obtain information about services or other resources available to them, the steps to take and the people to contact
- provide information needed to produce a summary report or open a file

The **second level of reception** allows adults learners to:

- express their educational needs and clarify their goals
- analyze their educational, personal and work situation
- obtain information related to their personal plans
- obtain an assessment of their formal schooling as well as an evaluation of the need to explore the competencies they may have acquired or to have future recourse to recognition of acquired competencies (RAC) services
- identify the factors (personal, social, financial, etc.) that can help or hinder them in carrying out their personal plans, if they have one defined
- choose actions to be taken and people to contact to continue developing their personal plans or carry them out
- create an action plan that indicates what they need to do with regard to their situations and their aspirations

2. SECOND LEVEL OF RECEPTION: THE FOLLOWING STEPS

Depending on the adult learners' life experience, current situations or the stage they have reached in their personal plans, the interview at the second level of reception can lead them to:

- explore their prior learning (formal, informal or non-formal) in a more focused way
- apply for formal recognition of their prior learning and competencies
- consult a source of information, documentation centre or community resource
- meet with a guidance counsellor to determine or validate their career goals
- enroll in a learning activity or course at an adult general education or vocational training centre, college or university
- meet with a complementary services professional to find out what services could be useful to them during the training if they express a need related to a learning difficulty (they will only be eligible for this service once they have enrolled)
- avail themselves of a service provided by an external organization such as a local employment centre (CLE), youth employment centre (CJE), local community services centre (CLSC) or community organization

Choosing, developing and carrying out a project is always an investment and a meaningful process for adult learners. They are at the centre of the process, learning about themselves, their reality and environment and reinvesting this learning in choices and decisions related to a specific action. The more the adult learners take ownership of their personal plans and participate in implementing them, the more meaningful these plans become to them and the more motivated they are to carry them out.

Establishing an action plan guides and motivates the adult learners as they pursue their personal plans. The action plan is not the same as the education profile. While the education profile can be part of the action plan, the latter's objective is broader in scope. What the adult learners need to do to carry out their personal plans can involve various areas of activity and must be considered in terms of their respective degrees of importance (e.g. balancing studies and family obligations can be the priority for some adult learners).

3. WINNING CONDITIONS FOR OPTIMIZING RECEPTION SERVICES

Every day, school boards face the challenge of making reception services accessible and relevant for each adult learner who comes to one or another of their service outlets. Experience has shown the considerations presented below can contribute to optimizing the delivery of services.

3.1 Roles and responsibilities of the staff

The diversity of existing organizational structures in the school boards presents various possibilities with respect to the division of roles and responsibilities of reception services staff. Nevertheless, reception services for adult learners are optimized by:

- the standardization of the first level of reception in all the school board's service outlets and training of staff accordingly
- the precise identification of the roles and responsibilities of staff in the first and second levels of reception as well as unambiguous job descriptions
- the establishment of a procedure for continuity between the first and second levels of reception
- the establishment of a "SARCA procedure" familiar to all concerned at the school board so that all adult learners have access to the same information and identical services after they complete the reception stage

3.2 Fruitful collaboration

Reception services are not only the adult learner's first point of entry, but also open the door to the school board's network of internal and external resources. Consequently, information sharing and collaboration are of prime importance to reception services staff. The following ways of ensuring this collaboration were highly rated by the school boards who tried them out:

- the holding of regular team meetings of the staff who provide first-level reception services in all the school board's service outlets (discussion of practices, training in understanding adult learners and the community, information on community organizations, etc.)
- teamwork and the holding of regular meetings of all the staff who provide second-level reception services in the school board's various service outlets

- the sharing of information about the adult learners with the people who accompany them in their processes subsequent to having completed the reception stage (in accordance with the rules of confidentiality)
- the holding of meetings with community partners to share their respective knowledge and expertise, to establish a common vision of their respective responsibilities and roles as workers with adult learners so they can respond better to the adult learners' needs and provide continuity

4. IMPACTS OF THE HARMONIZATION OF RECEPTION SERVICE ORIENTATIONS

The harmonization of the orientations of the first level of reception and the interview at the second level, as recommended for all school boards here, has various benefits for those involved.

For the adult learners, this harmonization:

- ensures fairness in the provision of services, no matter which centre they contact
- ensures that the situation of each adult learner is represented in a comprehensive portrait
- facilitates the continuity of services

For the professional staff, harmonization:

- facilitates focussed interventions while maintaining the leeway needed to adapt the helping relationship to each adult who starts a personal plan
- ensures that comprehensive portraits of the adult learners' situations are drawn up at the beginning or during the course of their personal plans and kept in their files to ensure quality follow-up and accompaniment
- makes it possible to report on the services provided

For school boards and adult general education and vocational training centres, harmonization:

- ensures continuity and complementarity of services within a school board and among school boards
- makes it possible to evaluate the service provided

For MELS, harmonization:

- contributes to the continuity of the services
- promotes fairness in the services offered to Quebecers

ensures the implementation of the *Action Plan for Adult Education and Continuing Education and Training*¹¹

¹¹ Québec, Gouvernement du Québec, *Action Plan for Adult Education and Continuing Education and Training*, (Québec: Gouvernement du Québec, 2002), 7.

CONCLUSION

This reference document, *SARCA Reception Services: The Gateway for Adult Learners* describes the reception services offered by the school boards to adults aged 16 and over who reside in their territories. Provided for over 40 years in the training centres, these services are consistent with those of SARCA, in other words, part of a continuum of services provided to support adult learners in their personal plans.

Reception services are not just for collecting and providing information. The time spent there is a turning point for adult learners, providing them with:

- a period of reflection that allows them to formulate an idea or a project, to have someone listen to them with respect and consideration
- an opportunity to share their aspirations and plans as well as their misgivings in certain areas
- a relationship based on which the adult learner, accompanied by a counsellor, analyzes his or her situation and sees possibilities, actions to take and access to the resources he or she needs for support

The action plan and the interview report presented in the two appendixes to this document offer school boards a way to systematize their services, while still leaving room for personalizing and adapting to the needs and situation of the adult learner. MELS encourages each school board to adopt ways to provide reception services to as many people as possible because there is no doubt that they provide a solid start on the road to a variety of achievements.

Appendix 1 Action Plan for Carrying out the Adult Learner's Personal Plan

Identification of the adult learner			
Given name and family name:			
Permanent code:			
Telephone:			
Plan description (Plan A)			Date:
Personal plan selected:			
Steps in the process			
Actions to be carried out by the adult learner	Services/resources	Target dates	Outcomes
Plan description (Plan B)			Date:
Personal plan selected:			
Steps in the process			
Actions to be carried out by the adult learner	Services/resources	Target dates	Outcomes
Outcomes of the process			
Adult learner's signature			Date
Resource person's signature			Date

Appendix 2 Sample Interview Report at the Second Level of Reception

Interview date (yyyy-mm-dd):			
IDENTIFICATION OF THE ADULT LEARNER			
Family name:	Given name:		
Permanent code:	Age:		
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female	First language:		
Place of birth:	Language(s) spoken:		
1. AIM (indicate the nature and goal of the request and how they relate to the personal plan)			
<input type="checkbox"/> Establishment of a career goal	<input type="checkbox"/> Return to school		
<input type="checkbox"/> Validation of a career goal	<input type="checkbox"/> Work force integration		
<input type="checkbox"/> Evaluation of prior learning	<input type="checkbox"/> Change in educational or career orientation		
Other:			
2. ADULT LEARNER'S PRESENT SITUATION			
<input type="checkbox"/> Employed full time	<input type="checkbox"/> No income	<input type="checkbox"/> Work stoppage	<input type="checkbox"/> Studying full time
<input type="checkbox"/> Employed part time	<input type="checkbox"/> Receiving employment insurance	<input type="checkbox"/> Significant constraint	<input type="checkbox"/> Studying part time
<input type="checkbox"/> Seeking work	<input type="checkbox"/> Receiving employment assistance	<input type="checkbox"/> Other:	
Note:			

3. SOURCE OF REFERRAL TO SARCA

- | | |
|---|--|
| <input type="checkbox"/> Secondary school | <input type="checkbox"/> Carrefour jeunesse-emploi |
| <input type="checkbox"/> Adult education centre | <input type="checkbox"/> Other organization |
| <input type="checkbox"/> Vocational training centre | <input type="checkbox"/> Friend or family member |
| <input type="checkbox"/> Emploi-Québec | <input type="checkbox"/> Advertisement: Web site, radio, newspaper |
| <input type="checkbox"/> Organization providing service to immigrants | <input type="checkbox"/> Personal initiative |

Note:

Services received previously

- | | | | | |
|--|------|-------|--------------|-------|
| <input type="checkbox"/> Evaluation of school record | Year | _____ | Organization | _____ |
| <input type="checkbox"/> Academic and career information | Year | _____ | Organization | _____ |
| <input type="checkbox"/> Exploration of prior learning | Year | _____ | Organization | _____ |
| <input type="checkbox"/> Jobsearch assistance | Year | _____ | Organization | _____ |
| <input type="checkbox"/> Career orientation | Year | _____ | Organization | _____ |

4. EVALUATION OF RECOGNIZED SCHOOLING

- | | |
|--|----------------|
| Diploma: | Year obtained: |
| <input type="checkbox"/> Secondary school: general education | Title: |
| <input type="checkbox"/> Secondary school: vocational training | Year obtained: |
| <input type="checkbox"/> College studies | Title: |
| <input type="checkbox"/> University studies | |

Language of instruction	<input type="checkbox"/> French <input type="checkbox"/> English	Last year attended:		Level:	
Second language	<input type="checkbox"/> French <input type="checkbox"/> English	Last year attended:		Level:	
Mathematics		Last year attended:		Level:	

Previous schooling

Elementary or secondary school:

Vocational training:

Postsecondary studies:

Recognition of acquired competencies

Attestation of Equivalence of Secondary Studies (AESS)

General Educational Development (GED)

General Development Test (GDT)

Francization, level:

Number of competencies recognized in a program leading to a Diploma of Vocational Studies (DVS):

Comparative evaluation of studies done outside Québec:

Other information about the adult learner's schooling:

No schooling recognized in Québec

To be determined

5. ASSESSMENT OF NON-FORMAL AND INFORMAL LEARNING

Exploration of prior learning based on the adult learner's life situation

Work experience

Community group and volunteer experience

Family and personal situation

Sports and recreation

Experiential learning

On-the-job training: Basic training Specific training Explain:

Non-formal training:

Overview of the competencies developed (e.g. ability to communicate orally in a second language, ability to use a wordprocessing program, ability to interact with others):

Overview of the competencies to be developed (e.g. ability to write various kinds of texts, ability to interact in an appropriate manner with his or her colleagues, ability to deal with situations using mathematics):

Other useful information:

6. CAREER OBJECTIVE

To be established Established

Specify:

7. RESOURCES FOR AND OBSTACLES TO THE IMPLEMENTATION OF HIS OR HER PERSONAL PLAN

Ideal conditions:	
Time availability:	
Obstacles:	
Financial situation:	
Required training:	

8. OTHER USEFUL INFORMATION

9. REFERRAL (indicate the steps to be taken in developing or implementing the project)

- Vocational guidance
 - Educational and vocational information
 - Procedure for exploration of acquired learning
- Enrollment:
- General education
 - Vocational training – specify which program:
 - Recognition of acquired competencies (RAC) in adult general education or in vocational training
- Specify:
- Referral to services in the community – specify:
- Other:

10. SUMMARY AND NEXT STEPS

Signature of counsellor

Date:

The information that you have given in this form and the information in your file created for reception, referral, counselling and support (SARCA) services will be accessible only to the personnel responsible for managing SARCA services in the school board. None of this information will be disclosed to any other organization without your consent. Under the *Act respecting Access to documents held by public bodies and the Protection of personal information*, you have the right to examine your file and, if necessary, have corrections made.

I hereby certify that I have read and I understand the meaning of the above paragraph and I hereby declare that the information provided is accurate and complete.

**Signature of the person or, if he or she is a minor, of
his or her legal guardian**

Date

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