



This document was produced by the Ministère de l'Éducation, du Loisir et du Sport

### **Responsibility and coordination**

Direction de l'éducation des adultes et de l'action communautaire  
Secteur du développement pédagogique et du soutien aux élèves

### **Design and development**

Louise Brion, consultant  
Manon Dupont, consultant

### **Collaboration**

Francine Hotte  
Richard Charette  
Commissions scolaire de Montréal

Cyndie Dubé  
Commissions scolaire de la Vallée-des-Tisserands

Sylvie Dufresne  
Josée Mercure  
Commissions scolaire de la Seigneurie-des-Mille-Îles

Myriam Duhamel  
Bianka Michaud  
Commissions scolaire de Laval

Catherine Hivon  
Commissions scolaire Marguerite-Bourgeoys

Cynthia Lampron  
Ève Martineau  
Commissions scolaire des Chênes

Kim Porter  
Lester-B.-Pearson School Board

Marie-Anne Risdon  
Commissions scolaire des Portages-de-l'Outaouais

Élisabeth Mainka, consultant

Liliane Gauthier  
Direction régionale de Montréal, MELS

### **Production coordination and editing**

Direction des communications

### **English translation**

Direction des services à la communauté anglophone – Services langagiers

### **For additional information, contact:**

Direction de l'éducation des adultes et de l'action communautaire  
Ministère de l'Éducation, du Loisir et du Sport  
1035, rue De La Chevrotière, 13<sup>e</sup> étage  
Québec (Québec) G1R 5A5  
Téléphone : 418 643-9754

An electronic version of this document is available  
on the Ministère's Web site at: [www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)

© Gouvernement du Québec  
Ministère de l'Éducation, du Loisir et du Sport, 2014  
ISBN 978-2-550-66078-1(PDF)  
(French edition : ISBN 978-2-550-66077-4)  
Legal Deposit - Bibliothèque et Archives nationales du Québec, 2014

## Table of Contents

|  |   |
|--|---|
| Introduction .....   | 1 |
| 1. Background .....  | 2 |
| 1.1 Links With the Government Policy on Adult Education and Continuing Education and Training .....                            | 2 |
| 1.2 The role of the activity “Student for a Day” as part of SARCA services .....   | 2 |
| 2. The importance of having a common understanding of the activity “Student for a Day” in the context of SARCA services .....  | 3 |
| 2.1 For adults .....   | 4 |
| 2.2 For professionals .....  | 4 |
| 2.3 For school boards .....  | 4 |
| 3. The scope of application of the activity “Student for a Day” as part of the SARCA services provided by a school board ..... | 4 |
| 4. Aspects of the common framework for the activity “Student for a Day” in a SARCA context ..                                  | 6 |
| Appendix Model of an evaluation report for the activity “Student for a Day” .....  | 7 |



## Introduction

**V**ocational training enables students to acquire competencies, attitudes and abilities needed in the job market and contributes to the socioeconomic development of Québec. Even though various types of training are easily accessible, renewing the workforce remains a challenge. For this purpose, the activity “Student for a Day” is a good tool for promoting vocational training because it gives adults the opportunity to explore training programs.

This guide, *Support Services During the Activity “Student for a Day,”* puts this activity in the context of the transformation of reception, referral, counselling and support services (SARCA). The guide is based on work done in collaboration with school boards to develop and test certain aspects of this activity. The goal was to harmonize practices and improve the process.

In addition to promoting vocational training, the guide ensures that vocational training centres provide support services during the activity “Student for a Day” that will meet adults’ needs. The professional advice provided helps learners become self-directed. The proposed support services are based on an educational approach and include the provision of quality educational and vocational information.

The first part of the guide gives background information to explain why school boards now provide counselling and support services to adults, and restates the objectives of the Ministère de l’Éducation, du Loisir et du Sport (MELS) set out in the Government Policy on Adult Education and Continuing Education and Training. The second part explains why the different stakeholders involved in SARCA services need to have a common understanding of the activity “Student for a Day.” The third part deals with the scope of application of the activity as part of SARCA services. The last part sets out the information to be collected during the activity and provides a sample form for this purpose.

This guide is designed for professional staff who provide support services to adults exploring vocational training and for managers required to make organizational decisions in this area. It allows for concrete action to increase the number of young people under the age of 20 in vocational training, an objective that is one of the orientations of the Government Policy on Adult Education and Continuing Education and Training.

The Ministère would like to thank the school boards that helped develop this document by sharing experiences and expertise.

# 1. Background

## 1.1 Links With the Government Policy on Adult Education and Continuing Education and Training

One of the measures in the Action Plan for Adult Education and Continuing Education and Training sets out the responsibilities of the renewed reception and referral services in school boards:

“In order to encourage adults to undertake a training plan, in particular in basic education, and to promote retention and success: **improve reception and referral services for adults and offer counselling and support services.**”

The Ministère de l'Éducation will provide each school board with a resource envelope for reception, referral, counselling and support services in every adult education centre.

These services will be responsible for:

- helping adults develop their training plan and, if necessary, referring them to other appropriate services to meet their needs, in particular to community-based groups
- counselling adults about the possible recognition of their prior learning and competencies, about appropriate upgrading activities and about any other educational service likely to meet their needs
- supporting and advising adults throughout the learning process”<sup>1</sup>

Thus, in implementing reception, referral, counselling and support services, existing services were renewed and new services were gradually set up in school boards.

## 1.2 The role of the activity “Student for a Day” as part of SARCA services

The general framework for SARCA (2006) states the following:

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

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

---

1 Québec, Ministère de l'Éducation, du Loisir et du Sport, *Action Plan for Adult Education and Continuing Education and Training* (Québec, 2002), 7.

- determine his or her goals and the actions needed to achieve them
- have access to the help he or she needs to achieve success”<sup>2</sup>

Providing support services to adults during the activity “Student for a Day” makes it possible to achieve this aim. This activity can be defined as a process for exploring vocational training in which an adult validates—and sometimes even develops—his or her learning plan through a meaningful educational experience in a vocational training centre that offers a specific program. In some cases, the counsellor may have to decide whether it is appropriate for the adult to participate in the activity.

The activity has the following objectives:

- Put adults in an exploratory situation to validate a career goal or develop a learning plan.
- Inform adults about the requirements and prerequisites of the different vocational training programs.
- Familiarize adults with vocational training.
- Allow adults to familiarize themselves with the environment of a vocational training centre.
- Help adults to become self-directing.
- Personalize educational and career information based on an adult’s situation.

Educational and career information related to vocational training is the main concern of individuals who do not have a diploma. To ensure that the proposed activities are meaningful, they must provide adults with information that is relevant to their situation, answer their questions and meet their needs. The following types of information are needed: educational resources; trades and occupations; ways to find career information; and decisionmaking. Up-to-date and easily understood information about supply and demand is also needed.

The activity “Student for a Day” helps adults understand the environment in which they may find themselves. They discover what aspects of programs interest them, thereby facilitating career choices. Adults develop the ability to establish connections between different pieces of information and to make the information meaningful. The activity helps them develop an action plan with sufficient information.

## **2. The importance of having a common understanding of the activity “Student for a Day” in the context of SARCA services**

The different tools developed by the Ministère for school board staff who provide SARCA services facilitate the implementation of counselling and support services for adults. The tools

---

2 Québec, Ministère de l’Éducation, du Loisir et du Sport, Reception, Referral, Counselling and Support Services in the School Boards: General Framework (Québec, 2006), 16.

also help harmonize practices and ensure that adults throughout Québec receive comparable SARCA services.

## 2.1 For adults

The activity “Student for a Day”:

- enables adults to receive the same quality of services in all school boards
- is a project-based process centred on each adult’s needs
- helps adults choose realistic and appropriate types of training
- facilitates continuity and complementarity in the provision of services

## 2.2 For professionals

The activity:

- helps professionals better target interventions while maintaining flexibility so that counselling strategies can be adapted to each adult who participates in the activity
- allows staff members to follow an adult as he or she implements a learning plan, thereby improving the effectiveness of any assistance provided
- encourages follow-up with adults who participated in the activity

## 2.3 For school boards

The activity helps school boards:

- review their practices and evaluate their actions
- support adults in validating their program choices
- promote vocational training

## 3. The scope of application of the activity “Student for a Day” as part of the SARCA services provided by a school board

This activity is designed for any person who:

- is 16 years of age or older on June 30 of the school year preceding the holding of the activity<sup>3</sup>

---

3 Section 2 of the Education Act provides that every person no longer subject to compulsory school attendance (see section 14) is entitled to the educational services prescribed by the basic regulations (section 5 for vocational training and section 14 for adult general education).

- wishes to evaluate his or her interest in a trade or occupation offered in vocational training
- is unsure about his or her vocational training choice
- wishes to clarify or validate a career choice

The activity is based:

- on a learning plan developed in an adult education centre or a SARCA service point. The adult is directed toward the activity “Student for a Day” during an interview at the second stage of reception.<sup>4</sup> The adult may also participate in the activity at the support stage to develop or validate a learning plan (career counselling or career exploration, etc.).
- on a reception process that precedes enrollment in a vocational training centre. The adult is referred by the staff member responsible for admission to and enrollment in vocational training.
- on the recommendation of an organization that supports requests for training or that validates a learning plan. The adult is referred to the activity “Student for a Day” in a vocational training centre, following an interview with a counsellor at an organization other than a school board (officer at Centre local d’emploi, staff member at Carrefour jeunesse emploi, etc.).

The procedure for the activity includes the following stages:

1. The necessary information is collected when the file is opened.
2. The adult is accompanied by a teacher and a student in training for half a day or a full day. The adult tries out different tasks and learns about the materials and equipment used in the trade or occupation. He or she may participate in different practical tasks in workshops. The personalized information provided during the activity helps the adult clarify his or her learning plan. The adult can talk to the teachers and other students about the trade or occupation, the job market, training requirements, challenges and the future of the industry. It is a unique opportunity for an adult to verify his or her interests in a vocational training program.
3. The person responsible for the reception process at the vocational training centre informs the adult that he or she will need to fill out a report with a counsellor. This report will be handed in at the end of the day and will be kept in a file that includes, among other things, proof of his or her participation in the activity.
4. The adult can obtain a copy of the report.

---

4 A counsellor holds an interview at the second stage of reception with an adult whose learning plan is not clear or who needs specific advice or information. The adult can take stock of his or her situation to clarify or evaluate the feasibility of a learning plan and explore different avenues that may meet his or her needs.

#### 4. Aspects of the common framework for the activity “Student for a Day” in a SARCA context

The following information must be collected during or after the activity “Student for a Day”:

- Adult’s identification: Family name, first name, telephone number, permanent code, place of birth, mother tongue, language(s) spoken, etc.
- Aim: objectives\*
- Present situation of adult\*
- Organization referring the adult\*
- Knowledge about the program the adult explored: Diploma of Vocational Studies, duration of the program, prerequisites
- Knowledge about the trade or occupation the adult explored: job requirements, workplace, work schedule, salary
- Adult’s assessment of the program and trade or occupation explored
- Next stage in the adult’s process

The Ministère, in collaboration with the school boards, developed a model summary report for the activity “Student for a Day.” The report is included in the Appendix. Each school board may adapt it to meet specific needs or for a specific population. The adult will have to sign the report to certify that he or she has read it and understands the meaning of the information communicated and to declare that the information provided is accurate and complete. A counsellor must also sign the report.

\* Information that may have been obtained during the interview at the second stage of reception.

# Appendix

## Model of an evaluation report for the activity “Student for a Day”

ACTIVITY DATE: \_\_\_\_\_

YYYY-MM-DD

|  |  |   |
|--|--|---|
| <b>1. IDENTIFICATION OF THE ADULT (first stage of reception)</b>   |  |   |
| Last name: _____   | First name: _____  |   |
| Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female   | Language spoken: _____   |   |
| Date of birth: _____   |  |   |
| Phone number (home): _____   | Other number: _____  |   |
| <b>2. AIM (objectives) (information generally obtained at the second stage of reception)</b>   |  |   |
| <input type="checkbox"/> Validation of a career goal   | <input type="checkbox"/> Work force integration                      |   |
| <input type="checkbox"/> Establishment of a career goal  | <input type="checkbox"/> Change in educational or career orientation |   |
| <input type="checkbox"/> Evaluation of prior learning  | <input type="checkbox"/> Return to school                            |   |
| Other: _____   |  |   |
| <b>3. ADULT'S PRESENT SITUATION (information generally obtained at the second stage of reception)</b>  |  |   |
| <input type="checkbox"/> Employed  | <input type="checkbox"/> Employment insurance                        | <input type="checkbox"/> In school<br>(Indicate path)   |
| <input type="checkbox"/> Seeking work  | <input type="checkbox"/> Other<br>_____                              | <input type="checkbox"/> VTT <input type="checkbox"/> TST <input type="checkbox"/> POP <input type="checkbox"/> PT <input type="checkbox"/> AGE |
| <b>4. REFERRING ORGANIZATION (information generally obtained at the second stage of reception)</b>   |  |   |
| <input type="checkbox"/> Secondary school _____  | <input type="checkbox"/> Emploi-Québec _____                         |   |
| <input type="checkbox"/> Adult education centre _____  | <input type="checkbox"/> Other organization _____                    |   |
| <input type="checkbox"/> Vocational training centre _____  | <input type="checkbox"/> Personal initiative _____                   |   |
| <b>5. KNOWLEDGE OF THE PROGRAM EXPLORED</b>  |  |   |
| <b>A. Indicate the vocational training program (trade or occupation) to which the activity “Student for a Day” corresponds (for example, Automobile Mechanics, Aesthetics)</b> |  |   |
| Vocational training program: _____   |  |   |

**B. Do you know the prerequisites for this vocational program?**

Yes  No

If yes, what are they?

- Secondary III English, Mathematics and French
- Secondary IV English, Mathematics and French
- Secondary V English, Mathematics and French
- AESS (Attestation of Equivalence of Secondary V Studies)
- GDT (General Development Test)
- CESS<sup>5</sup> (Certificate of Equivalence of Secondary Studies)
- Other (specify): \_\_\_\_\_

**C. Other relevant information on the program**

Limited enrollment program:  YES  NO

Duration of program:  Between 600 and 900 hours  
 Between 900 and 1350 hours  Between 1350 and 1800 hours

Other (specify): \_\_\_\_\_ hours

Characteristics of program (for example, individualized instruction, work-study approach, selection criteria):  
\_\_\_\_\_

**6. KNOWLEDGE OF THE TRADE/OCCUPATION EXPLORED**

**A. Check what you think are the requirements for this trade/occupation**

- Communication skills
- Writing skills
- Good vision
- Organizational skills
- Concern for the quality of customer service
- Good physical condition
- Good colour perception
- Analytical skills
- Manual dexterity
- Sense of observation
- Adaptability
- Attention to detail
- Creativity
- Ability to work in a team
- Meticulousness
- Other (specify): \_\_\_\_\_

5 Often referred to as a *GED* (General Education Diploma).

**B. Workplace after obtaining a DVS (Diploma of Vocational Studies)**

- Factory  Public sector  Private sector   
Government service  
 Construction company  Garage  
 Hospital  
 Small business<sup>6</sup>  Medium-sized business<sup>7</sup>  Large business<sup>8</sup>

**C. Work schedule after vocational training is completed**

- Day  Evening  Night  Part-time  Full-time

**D. Possible salary (minimum and maximum) for the trade/occupation explored based on available information**

Hourly rate: \_\_\_\_\_ or weekly salary: \_\_\_\_\_ or annual salary: \_\_\_\_\_

**7. ASSESSMENT OF THE TRAINING EXPLORED**

**A. What do you find most appealing about this vocational training program?**

- The duration of the program  
 The theoretical classes  
 The practical classes  
 The distance to the centre offering the program  
 The short waiting time before the program begins  
 Organizational considerations (work-study approach, possibility of concurrent studies, recognition of prior learning, etc.)  
 Other (specify):

**B. What do you find least appealing about this vocational training program?**

- The duration of the program  
 The theoretical classes  
 The practical classes  
 The distance to the centre offering the program  
 The short waiting time before the program begins  
 Organizational considerations (work-study approach, possibility of concurrent studies, recognition of prior learning, etc.)  
 Other (specify):

**8. ASSESSMENT OF THE TRADE/OCCUPATION EXPLORED**

**A. What do you find most appealing about the trade/occupation explored during the activity "Student for a Day"?**

- The salary  The workplace  
 The work tasks  The work schedule  
 The job opportunities  
 Other (specify):

**B. What do you find least appealing about the trade/occupation explored during the activity "Student for a Day"?**

- The salary  The workplace  
 The work tasks  The work schedule  
 The job opportunities  
 Other (specify):

6 Business with fewer than 25 employees.

7 Business with 25 to 100 employees.

8 Business with more than 100 employees.

## 9. COMMENTS

This activity has helped me confirm my interest in this trade/occupation: YES  NO

Have you received all the relevant information on this training program? YES  NO

Has the activity "Student for a Day" met your expectations? YES  NO

### Other comments

---

---

---

## 10. NEXT STEP

What decision did you make after completing this activity?

- I will enroll in the DVS program.
- I will enroll in adult general education to take the prerequisite courses.
- I will meet with a counsellor:
  - at my secondary school
  - at my organization (CLE, CJE, etc.)
  - at SARCA (reception, referral, counselling and support services)
  - at my adult education centre
- I will find out more about this trade/occupation.
- I will look into related trades/occupations.
- Other (specify):

## 11. COMMUNICATION OF PERSONAL INFORMATION

The information you gave in this form and the information in your file created for reception, referral, counselling and support services (SARCA) will be accessible only to the personnel responsible for the management of SARCA services in the school board. None of this information will be disclosed to any other organization without your consent.

Please note that under the *Act respecting Access to documents held by public bodies and the Protection of personal information*, you may examine your file and have any corrections made.

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

\_\_\_\_\_  
Signature of the adult

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the counsellor

\_\_\_\_\_  
Date



Achieve Succeed Exercise Share Learn Persevere Read Success

Éducation,  
Loisir et Sport

Québec 