

PROGRAM OF STUDY

ORIENTATION SERVICES

(December 1998)

UPDATE
SEPTEMBER 2002

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Direction de la formation générale des adultes

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In accordance with Section 461 of the Education Act (R.S.Q., c. I-13-3),
I hereby approve the *Program of Study – Orientation Services*.

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TABLE OF CONTENTS

Glossary.....	1
Introduction	6
Organization of the Program of Study	7
Structure of a Course.....	8
Guiding Principles.....	10
Andragogical Principles	12
Overview of Courses.....	13
Learning Plan (ORS-4001-1).....	18
Social and Vocational Exploration (ORS-4002-1)	38
Better Learning (ORS-5003-1).....	53
Paths to Better Learning (ORS-5004-1).....	64
Introduction to the Training Process (ORS-P005-1).....	74
Preparation for Employability (ORS-3006-1)	92

Note:

This version of the Orientation Services Program has been harmonized with sections 4 and 14 of the *Basic Adult General Education Regulation*, O.C. 652-2000. It includes useful and necessary modifications concerning several course codes.

Glossary

The following definitions are derived in part from three sources:

Direction de la formation générale des adultes. *The Basics of the Basic School Regulation*. Québec: Ministère de l'Éducation, 2001.

Commission de Terminologie de l'Éducation. *Vocabulaire de l'éducation, 2nd edition, revised*. Québec: Publications du Québec, 1990.

Legendre, Rénald, ed. *Dictionnaire actuel de l'éducation, 2nd edition*. Montréal: Guérin, 1993.

Term	Definition	Comments
Adult education centre	An educational establishment whose object is to provide education to students enrolled in adult education. A further object of the centre is to contribute to the social and cultural development of the community. The centre shall carry out its mission in accordance with the provisions applicable to the centre. (<i>Education Act</i> , s. 97)	An educational establishment whose objectives are to provide education to students enrolled in adult education and to contribute to the social and cultural development of the community. The centre shall carry out its mission in accordance with the provisions applicable to the centre.
Andragogical principles	Set of statements focusing on the fundamental characteristics of an adult in a learning situation. [Direction de la formation générale des adultes (DFGA)]	
Attitude	A state of mind (feeling, perception, idea, conviction, emotion, etc.), or internal disposition acquired by an individual with respect to himself or herself or to any external element of his or her environment (e.g. person, thing, situation, event, ideology, means of expression) that encourages a favourable or unfavourable way of being or behaving. (<i>Dictionnaire actuel de l'éducation</i> , p. 112. This is a free translation.)	The ways in which an adult plays his or her various social, family, political, occupational, economic and cultural roles.

Code of behaviour	Set of principles, rules and prescriptions governing acceptable behaviours in the exercise of a particular activity. (<i>Dictionnaire actuel de l'éducation</i> , p. 197. This is a free translation.)	
Competency	The sum of knowledge, skills and attitudes. (<i>Basic school regulation respecting educational services for adults in general education</i> , s. 4)	
Content	The set of concepts that constitute the subject matter to be acquired in a focus of learning. (<i>Dictionnaire actuel de l'éducation</i> , p. 255. This is a free translation.)	
Course	A set of learning activities for which a number of credits is assigned. (<i>Basic school regulation respecting educational services for adults in general education</i> , s. 36)	
Course group	Group composed of adults enrolled in the same course, who have a common goal and objectives and who are present for the entire duration of the course. [Direction de la formation générale des adultes (DFGA)]	
Course orientation	Foreseeable direction of a course. [Direction de la formation générale des adultes (DFGA)]	The orientation outlines the context of a course, the connections between the motivational elements, the objectives, the content and the underlying andragogical principles and provides information about the selected methods.

Extended network	A social network enriched by the support of the community and its resources, as viewed by a person looking for a job. [Direction de la formation générale des adultes (DFGA)]	
General objective	An overall educational objective that serves as a guide to the formulation of a set of objectives, content and skills in a subject or set of subjects for a particular group of learners. (<i>Dictionnaire actuel de l'éducation</i> , p. 916. This is a free translation.)	
Guiding principles	Set of statements that constitute the basis for a program of study. [Direction de la formation générale des adultes (DFGA)]	
Intermediate objective	A specific objective leading to an end result of learning: a terminal objective. (<i>Dictionnaire actuel de l'éducation</i> , p. 917. This is a free translation.)	
Knowledge	The facts, information, concepts and principles that one acquires through study, observation and experience. (<i>Dictionnaire actuel de l'éducation</i> , p. 240. This is a free translation.)	
Learning	An activity or set of activities that make it possible for a person to acquire or increase knowledge or develop aptitudes. (<i>Vocabulaire de l'éducation</i> , p. 41, no. 22. This is a free translation.)	

Learning plan	<p>The intentions specific to each adult that result from the adult's personal, family, social, economic, occupational and cultural situation as well as from the adult's aptitudes and interests. These intentions are related to the different life stages that individuals go through and to the intrinsic and extrinsic factors associated with these stages. These intentions make it possible for adults to map out a route involving different paths, one of which may be adult education.</p> <p><i>(The Basics of the Basic School Regulation, p. 8)</i></p>	
Program of study	<p>A structured set of objectives, learning components or instructional activities that constitute the matter to be learned.</p> <p><i>(Vocabulaire de l'éducation, p. 173, no. 227. This is a free translation.)</i></p>	<p>The orientations, aims and goals as well as course objectives for a given training service or subject.</p>
Skill	<p>Mastery of a physical or intellectual activity.</p> <p><i>(Vocabulaire de l'éducation, p. 137, no. 168. This is a free translation.)</i></p>	
Skill field	<p>The set of skills whose development is provided for by the program of study.</p> <p><i>(Dictionnaire actuel de l'éducation, p. 178. This is a free translation.)</i></p>	
Skill indicator	<p>Behaviour...that provides information on the progress or accomplishment of learning.</p> <p><i>(Dictionnaire actuel de l'éducation, p. 707. This is a free translation.)</i></p>	<p>Skill indicators evolve from the simplest to the most complex, leading to the attainment of intermediate and terminal objectives. They allow for an appreciation of knowledge acquired and the development of abilities related to the cognitive, affective and psychomotor fields.</p>

Teaching/learning	The dialectic between teaching and learning, and therefore, between the teacher and the adult. [Direction de la formation générale des adultes (DFGA)]	
Terminal objective	An objective that expresses the positive and lasting changes that should occur in the learner and that are verifiable at the end of an extended learning process. (<i>Dictionnaire actuel de l'éducation</i> , p. 929. This is a free translation.)	
Training process	The process by which an adult carries out a learning plan within a teaching/learning framework. [Direction de la formation générale des adultes (DFGA)]	
Vocational period	The time devoted to preparing a learning plan in vocational education. [Direction de la formation générale des adultes (DFGA)]	The vocational period involves topics related to studies and work.

Introduction

Orientation services (ORS) were an integral part of the *Basic school regulation respecting educational services for adults in general education*, adopted in 1994. These services formalized educational practices initiated by school boards to support adult students from admission to completion of the training process. Under the new *Basic Adult General Education Regulation*, which came into effect on 1 July 2000, orientation services are replaced by pedagogical support services. However, the present ORS program of study will remain in effect until the compulsory implementation in school boards of the pedagogical support services program.

The purpose of the Orientation Services program is to support school boards and adults in areas related to orientation services, the educational process and the transitions to other training services and options that the adult may select. It subscribes to the andragogical approach prescribed for adult education and favours the establishment of a dynamic, motivating, creative and innovative socio-educational context.

The Orientation Services program consists of six optional courses. Four of these are addressed to all persons enrolled in adult education. The other two courses have been designed to be taken in conjunction with social integration services (SI) (ORS-P005-1) and sociovocational integration services (SVI) (ORS-3006-1). These last two courses may be taken by any person registered in adult education. All the courses have the same structure (see diagram on page 7 and table on page 8). Six alphanumeric codes are provided for the use of school boards for the optional courses and an equal number of codes are assigned to local courses.

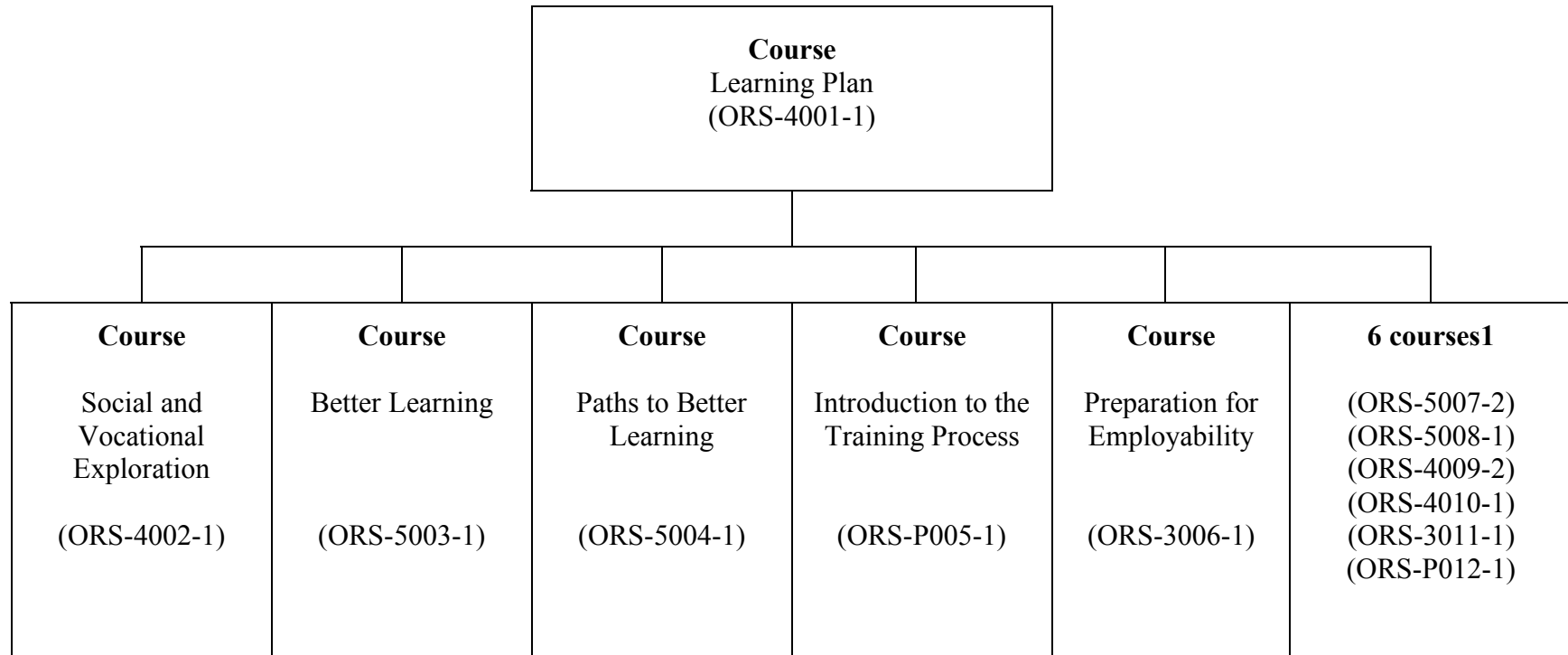
The Orientation Services program of study has been developed so that it could be adapted to a given context. In this way, the adult, teachers and all other educational personnel have the full latitude required to jointly make the choices favourable to creating an environment in which the conditions for educational success are present. An administrative guide contains information useful for the implementation of and follow-up to Orientation Services. Unlike the program, the guide is non-prescriptive.

Finally, the Ministère will define the domain for the examination and establish the rules that school boards must follow in carrying out summative evaluation.

Organization of the Program of Study

The diagram below illustrates the organization of the ORS program.

Organization of the Orientation Services Program



-
1. These local courses may use part of the content of the optional courses, as well as content produced by the school board, or be composed entirely of content provided by the school board, at the school board's discretion and according to the needs of the adults enrolled.

Structure of a Course

All courses are based on a hierarchy of objectives (general, terminal, intermediate) and on content associated with skill indicators that state abilities to be developed. It should be noted that, depending on their needs, adults may not have to pursue all the intermediate objectives in order to attain the terminal objective. Furthermore, in a teaching/learning context, teachers may change the order of objectives, in order to adapt their teaching to the particular needs of the adults. Courses are organized as follows:

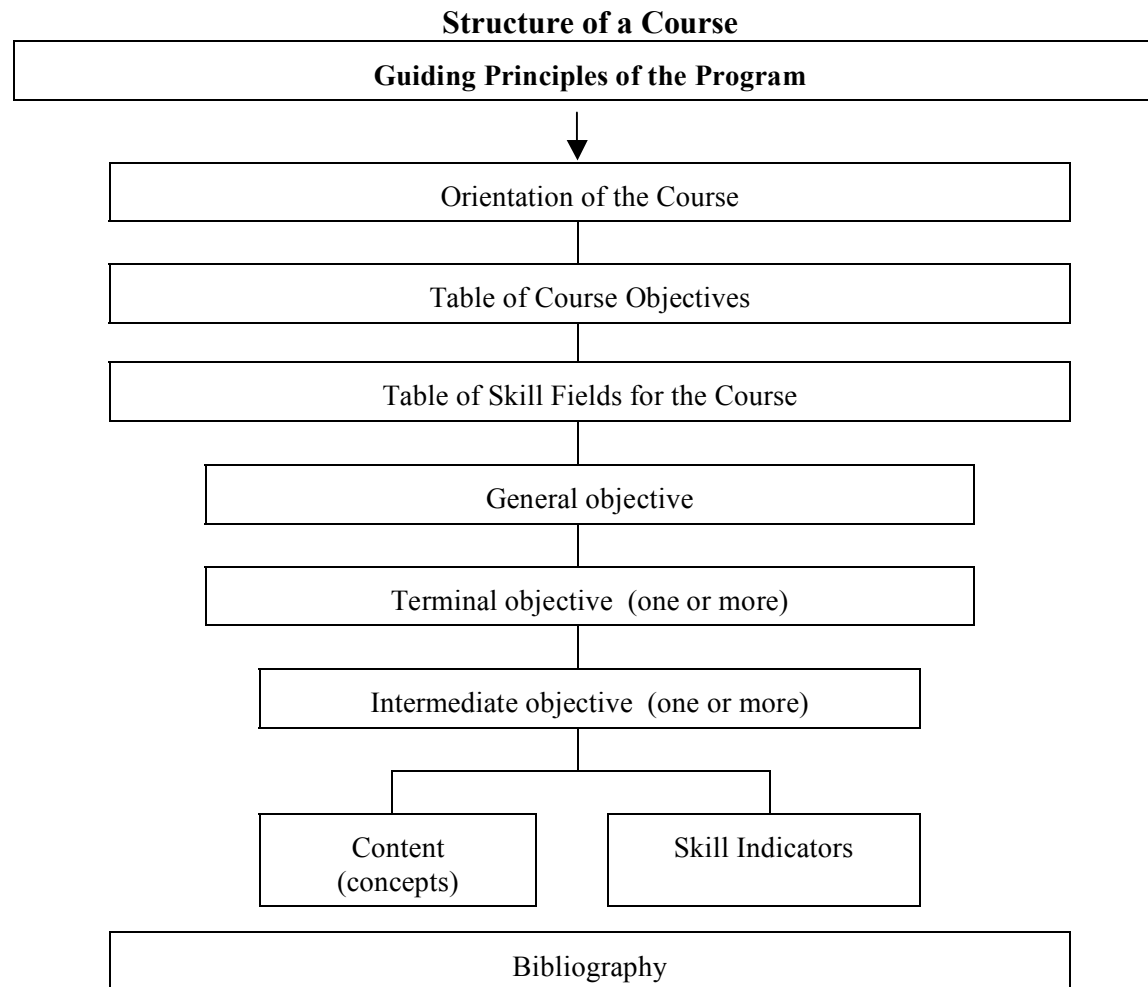


TABLE 1
Connections between the main components of a course

General objective	An overall educational objective that serves as a guide to the formulation of a set of objectives, content and skills in a subject or set of subjects for a particular group of learners.
Terminal objective	An objective that expresses the positive and lasting changes that should occur in the learner and that are verifiable at the end of an extended learning process.
Intermediate objective	A specific objective leading to an end result of learning: a terminal objective.

Content (concepts)	Skill Indicators		
<input type="checkbox"/> Subject material to be acquired in a focus of learning (intermediate objective).	<input type="checkbox"/> Expected behaviour that provides information on the progress or accomplishment of learning.		



Table of Skill Fields for the Course
This Table of Skill Fields for the course shows the scope of the skill indicators for the entire course. It gives an overview of the skills whose development is provided for in the program.



Table of Course Objectives
The table of objectives gives an overview of the terminal and intermediate objectives of the course.

Guiding Principles

Orientation services are open to all adults, regardless of which training services they wish to enroll in. They are also open to adults already enrolled in a course who need to work on certain concepts. The Orientation Services program has therefore been developed in reference to the guiding principles listed below.

- Considerations pertaining to initiation into adult education:
 - Learning about how adult education works
 - Making full use of the possibilities offered in adult education
 - Making connections between personal goals and a learning plan to be defined in the future
- Considerations pertaining to the determination of a learning plan, and thus to a learning profile:
 - Putting their own resources to good use
 - Developing a learning plan in accordance with their interests, capacities and motivation
 - Embarking on a training process that will make them the architects of their own success
- Considerations pertaining to the development of a sociovocational integration plan:
 - Reviewing their motivation and sociovocational competencies
 - Establishing relationships between their motivation and competencies, the working world, and the society in which they live
 - Making choices concerning their social and work life
- Considerations pertaining to initiation into adult education practices:
 - Acquiring better learning techniques and becoming motivated to learn
 - Acquiring learning strategies that suit them and satisfy the requirement of the training services defined in the *Basic Adult General Education Regulation (2000)*
 - Assuming responsibility for their learning

□ Considerations pertaining to motivation toward school:

The concept of motivation is present in each course of the Orientation Services program. Elements of intrinsic and extrinsic motivation are emphasized so that the adult can act with interest and pleasure in the pursuit of educational success.

- Having a positive attitude toward the pursuit of studies or a return to studies
- Receiving support from the people around them
- Persevering in their learning plans

□ Considerations pertaining to the transfer of learning:

The concept of transfer of learning is present in each course of the Orientation Services program and is associated with the concept of educational success. The transfer of learning puts the adult in the situation of using previously acquired competencies in new contexts and for different purposes.

- Facilitating new learning
- Applying a competency in a variety of situations
- Using learning acquired in Orientation Services courses in the training services they have selected or in their chosen option

Andragogical Principles

The following statements summarize the andragogical principles selected for the development and implementation of the Orientation Services program.

- All aspects of the adults are to be considered:
 - their differences
 - their needs
 - their scholastic and experiential learning

+

- Adults agree to carry out their learning plan by:
 - respecting their own training process and learning pace
 - becoming increasingly responsible and autonomous
 - progressively assuming responsibility for their own learning
 - developing and maintaining motivation

+

- Adults are to discover ways of learning more effectively by:
 - acquiring new concepts
 - applying their learning
 - respecting their learning pace, taking into account the necessary limitations
 - transferring their learning

Overview of Courses

The following tables present the objectives set for each course in the Orientation Services program.

LEARNING PLAN (ORS-4001-1)

General Objective □ At the end of the course, the adults will be familiar with their learning plans.	
Terminal Objectives	Intermediate Objectives
1. To use the resources at their disposal to carry out their learning plans.	1.1 To find their way around the adult education centre and the community in which it is located. 1.2 To meet resource persons. 1.3 To establish connections between the code of behaviour of the adult education centre and success in their learning plans. 1.4 To establish a connection between the organization of school life and success in their learning plans.
2. To determine their learning plans.	2.1 To determine the components and characteristics of their learning plans. 2.2 To summarize their experience and knowledge. 2.3 To determine the conditions for success in their learning plans. 2.4 To organize their learning plans. 2.5 To prepare their integration into training services in general education. 2.6 To consider possible options leading to vocational education, postsecondary studies or life in the community (choice of content).

SOCIAL AND VOCATIONAL EXPLORATION (ORS-4002-1)

General Objective □ At the end of the course, the adults will be able to establish their social and vocational integration plans.	
Terminal Objectives	Intermediate Objectives
1. To take stock of their social and work-related experience.	1.1 To distinguish three types of competencies. 1.2 To compare their experience and knowledge with the competencies required to assume social roles, search for and keep a job and integrate into the community.
2. To explore the world of work.	2.1 To gain an understanding of the present and future world of work.
3. To explore the resources of the community.	3.1 To gain an understanding of the resources of their community.
4. To make choices.	4.1 To determine their motivations and intentions with respect to their social and work lives. 4.2 To determine their choices with respect to social and vocational integration.

BETTER LEARNING (ORS-5003-1)

General Objective □ At the end of the course, the adults will be able to see a closer relationship between their responsibilities and their learning.	
Terminal Objective	Intermediate Objectives
1. To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.	1.1 To use the proposed educational models and the teaching/learning approaches and formulas. 1.2 To apply the factors favouring success in learning. 1.3 To create conditions favourable to learning. 1.4 To create conditions necessary for the transfer of learning.

PATHS TO BETTER LEARNING (ORS-5004-1)

General Objective □ At the end of the course, the adults will be able to assume responsibility for their own learning.	
Terminal Objective	Intermediate Objective
1. To implement the means of assuming responsibility for their own learning.	1.1 To become familiar with ways of assuming responsibility for their own learning. 1.2 To become familiar with different types of evaluation.

INTRODUCTION TO THE TRAINING PROCESS (ORS-P005-1)

General Objective □ At the end of the course, the adults will be able to begin a training process.	
Terminal Objectives	Intermediate Objectives
1. To adapt to the operation of an adult education centre and to the community in which it is located.	1.1 To know the physical layout and resource persons both inside and outside the adult education centre. 1.2 To meet resource persons. 1.3 To observe the safety rules in the adult education centre. 1.4 To observe the code of behaviour of the adult education centre. 1.5 To use the material resources at their disposal.
2. To clarify their intentions with respect to their social integration plans.	2.1 To find out which social integration services suit their needs. 2.2 To become aware of their strengths and limitations before enrolling in social integration services. 2.3 To express their motivations concerning their social integration plan. 2.4 To know the possible effects of social integration education on their lifestyles.
3. To outline their learning plans.	3.1 To express their priority educational needs with reference to their learning plans. 3.2 To identify personal relationships that may be useful or harmful to their educational success. 3.3 To become aware of the efforts required to complete their learning plan.

PREPARATION FOR EMPLOYABILITY (ORS-3006-1)

General Objective □ At the end of the course, the adults will have outlined a plan for integration into the work force and be able to define themselves as future workers or job-seekers.	
Terminal Objectives	Intermediate Objectives
1. To become aware of the effects of unemployment.	1.1 To relate the forms of unemployment to their own situation and understand the phases of unemployment. 1.2 To interpret prejudices against unemployment. 1.3 To describe their lifestyles in a situation of unemployment.
2. To understand their relationship to the world of work and their intentions concerning their training process.	2.1 To explain the advantages of entering the labour market. 2.2 To describe the advantages of undertaking a training process.
3. To embark on a process leading to employability.	3.1 To describe their past and present job-search efforts. 3.2 To examine their ability to undertake a process leading to employability. 3.3 To clarify their commitment to completing a process leading to employability.

**Learning Plan
(ORS-4001-1)**

LEARNING PLAN (ORS-4001-1)

Orientation of the Course

The Learning Plan course in the Orientation Services program enables adults to develop a learning plan, based on a learning profile they establish by evaluating their knowledge and skills, taking into account their objectives and personal plans.

The adults will find within themselves the resources for developing their learning plan. In terms of intrinsic motivation, the following qualities will be emphasized: confidence, self-esteem and self-actualization. These factors should stimulate the adults to pursue their exploration, as well as demonstrate their interest in learning and their desire to develop their potential by undertaking a training process. Elements of extrinsic motivation, as well as opportunities to transfer learning, will also be used to produce rapid results and maintain intrinsic motivation throughout the learning process.

First of all the adults will become familiar with the code of behaviour, safety rules and general operation of the adult education centre. Following that, they will be introduced to the concept of a learning plan. They will also be asked to review their experience, prior learning and motivation and to examine the constraints they will be under in returning to school. Finally, the course will allow them to analyze their strengths and limitations with a view to succeeding, while drawing up a learning plan in accordance with their needs, interests, motivation and abilities.

Adults will then be ready to enter a training process related to their chosen training services or direct themselves toward vocational education, postsecondary studies or life in the community.

The andragogical principles of this course include: respect for the adults' learning process and learning rate, considering the constraints they are under; the pursuit of autonomy; the acquisition of responsible behaviours; the development of a sense of responsibility; the gradual assumption of control of their own learning; and the use of prior learning in a learning plan appropriate to their potential and needs. In addition, the idea that the adults should be able to transfer their learning to other courses in the Orientation Services program or selected training services, as well as to other options, has influenced the choice of objectives and course content.

Orientation of the Course (cont.)

In terms of methodology, the teaching/learning strategies implemented will be in accordance with the training services selected, the persons admitted and the organization of the adult education centre. Among the teaching/learning formulas that can be adopted, the following may be mentioned: groups directed by a group leader, workshops, lectures and peer teaching. All the teaching/learning formulas suggested must give the adult a clear and objective view of the school environment from the perspective of a person returning to the classroom. They must also help the adults to set realistic goals and apply their learning.

Table of Course Objectives

Learning Plan

General Objective □ At the end of the course, the adults will be familiar with their learning plans.	
Terminal Objectives	Intermediate Objectives
1. To use the resources at their disposal to carry out their learning plans.	1.1 To find their way around the adult education centre and the community in which it is located. 1.2 To meet resource persons. 1.3 To establish connections between the code of behaviour of the adult education centre and success in their learning plans. 1.4 To establish a connection between the organization of school life and success in their learning plans.
2. To determine their learning plans.	2.1 To determine the components and characteristics of their learning plans. 2.2 To summarize their experience and knowledge. 2.3 To determine the conditions for success in their learning plans. 2.4 To organize their learning plans. 2.5 To prepare their integration into training services in general education. 2.6 To consider possible options leading to vocational education, postsecondary studies or life in the community (choice of content).

Table of Skill Fields Learning Plan

Skill Fields	Scope of Skill Indicators
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - Information (facts, terminology, concepts, examples) useful to adults for carrying out their learning plans, their integration into training services or their selection of an option. - Clarification of information received. - Clarification of their needs and intentions with respect to their learning plan.
<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"> - Selection of information pertinent to the accomplishment of a learning plan. - Transposition of information by transforming, illustrating, representing or redefining it in their own words. - Interpretation of information in order to explain it. - Acceptance of facts and rules that apply in a milieu.
<input type="checkbox"/> Application	<ul style="list-style-type: none"> - Orientation on the school premises. - Objective perception of the school environment. - Grouping of elements and situations. - Use of information received. - Modification of expectations and behaviours. - Decision making, drawing up of a learning plan and commitment to carrying it out.
<input type="checkbox"/> Analysis	<ul style="list-style-type: none"> - Review of their motivations, strengths, limitations, qualities and attitudes with respect to pursuing their educational plans, enrolling in training services or moving toward an option. - Evaluation of transfers of learning accomplished or clarification of possible transfers of learning.

Learning Plan

Terminal Objective 1 **To use the resources at their disposal to carry out their learning plans.**

Intermediate Objective 1.1 **To find their way around the adult education centre and the community in which it is located.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Orientation on the school premises (application)	
<input type="checkbox"/> Study of a map of the adult education centre - Service and equipment areas * Other points to be noted	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Study of the community in which the adult education centre is located - Geographical location - Services offered - Transportation services - Parking * Other points to be noted	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Safety rules - Evacuation plan - Emergency exits - Assembly areas * Other rules to be observed	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 1

To use the resources at their disposal to carry out their learning plans.

Intermediate Objective 1.3

To establish connections between the code of behaviour of the adult education centre and success in their learning plans.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Interpretation of information and acceptance of facts and rules (comprehension)	Objective perception of the school environment, grouping of elements and situations, modification of expectations and behaviours (application)
<input type="checkbox"/> Code of behaviour of the adult education centre originating with <ul style="list-style-type: none"> - the Ministère de l'Éducation - the school board - the educational project of the adult education centre - the community 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Rights and duties of the adult <ul style="list-style-type: none"> - Observance of the code of behaviour of the centre - Consequences of not observing the code of behaviour of the centre - Rights of the adult - Appeal procedures 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Code of behaviour of the centre, rights and duties of the adults and success of their learning plans <ul style="list-style-type: none"> - Expectations - Attitudes 			<input type="checkbox"/>

Learning Plan

Terminal Objective 1

To use the resources at their disposal to carry out their learning plans.

Intermediate Objective 1.4

To establish a connection between the organization of school life and success in their learning plans.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection and interpretation of information and acceptance of facts and rules (comprehension)	Objective perception of the school environment, grouping of elements and situations, modification of expectations and behaviours (application)
<input type="checkbox"/> Various features <ul style="list-style-type: none"> - Agenda - School calendar - Timetables and classrooms - Teaching materials - Examinations - Statement of marks - Right to repeat an examination * Information on placement tests * Other features <input type="checkbox"/> Success in their learning plan <ul style="list-style-type: none"> - Expectations - Attitudes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Learning Plan

Terminal Objective 2

To determine their learning plans.

Intermediate Objective 2.1

To determine the components and characteristics of their learning plans.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)		
<ul style="list-style-type: none"> <input type="checkbox"/> Concept of a learning plan <ul style="list-style-type: none"> - Learning plan <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Meaning - Preparation of a plan <ul style="list-style-type: none"> <input type="checkbox"/> Phases of development <input type="checkbox"/> Activities - Components of a plan <ul style="list-style-type: none"> <input type="checkbox"/> Objectives <input type="checkbox"/> Abilities <input type="checkbox"/> Means <input type="checkbox"/> Deadlines - Follow-up <ul style="list-style-type: none"> <input type="checkbox"/> Procedure <input type="checkbox"/> Responsibilities of the adult <input type="checkbox"/> Community resources - Self-evaluation <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Criteria - Transfer of learning <ul style="list-style-type: none"> <input type="checkbox"/> Definition <input type="checkbox"/> Meaning 	<input type="checkbox"/>		

Learning Plan

Terminal Objective 2 **To determine their learning plans.**

Intermediate Objective 2.2 **To summarize their experience and knowledge.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Interpretation of information (comprehension)	Summary of their strengths and limitations (analysis)
<input type="checkbox"/> Personal and vocational learning <ul style="list-style-type: none"> - Knowledge - Skills - Attitudes 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Limitations <ul style="list-style-type: none"> - Socioeconomic - Cultural - Family - Personal 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Strengths and limitations relative to learning, location of school and constraints			<input type="checkbox"/>

Learning Plan

Terminal Objective 2 **To determine their learning plans.**

Intermediate Objective 2.3 **To determine the conditions for success in their learning plans.**

Content (concepts)	Skill Indicators		
	Selection, transposition and interpretation of information (comprehension)	Summary of their motivations, qualities and attitudes (analysis)	
<input type="checkbox"/> Elements of intrinsic motivation <ul style="list-style-type: none"> - Confidence, self-esteem and self-actualization - Interest in learning - Desire to develop their potential and assume responsibility for themselves - Autonomy 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Elements of extrinsic motivation <ul style="list-style-type: none"> - Social environment - Work environment - Social activities and volunteer work - School and extracurricular activities * Other influences 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Qualities <ul style="list-style-type: none"> - Discipline - Availability - Open-mindedness - Critical sense - Determination - Capacity to adapt - Initiative - Boldness * Other qualities 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Intermediate Objective 2.3 (cont.)

Content (concepts)	Skill Indicators		
	Selection, transposition and interpretation of information (comprehension)	Summary of their motivations, qualities and attitudes (analysis)	Summary of transfer of learning or clarification of potential for transfers of learning (analysis)
<input type="checkbox"/> Attitudes <ul style="list-style-type: none"> - Positive attitudes <ul style="list-style-type: none"> <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Positive outlook <input type="checkbox"/> Capacity to adapt <input type="checkbox"/> Willingness to take risks <input type="checkbox"/> Sustained effort * Other attitudes - Negative attitudes toward certain activities <ul style="list-style-type: none"> <input type="checkbox"/> Failure <input type="checkbox"/> Effort <input type="checkbox"/> Giving up <input type="checkbox"/> Change <input type="checkbox"/> The unknown <input type="checkbox"/> Doubt <input type="checkbox"/> Frustration * Other attitudes 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Transfer of learning and success <ul style="list-style-type: none"> - Transfer of learning and life situations - Transfer of learning and educational objectives 	<input type="checkbox"/>		<input type="checkbox"/>

* Where necessary

Learning Plan

Terminal Objective 2 To determine their learning plans.

Intermediate Objective 2.4 To organize their learning plans.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	
<ul style="list-style-type: none"> <input type="checkbox"/> Personal learning plan <ul style="list-style-type: none"> - Objectives and priorities <ul style="list-style-type: none"> <input type="checkbox"/> Short term <input type="checkbox"/> Medium term <input type="checkbox"/> Long term - Competencies to be developed <ul style="list-style-type: none"> <input type="checkbox"/> Cognitive domain <input type="checkbox"/> Psychomotor domain <input type="checkbox"/> Affective domain - Means of action <ul style="list-style-type: none"> <input type="checkbox"/> Exploration - Timetable <ul style="list-style-type: none"> <input type="checkbox"/> Short term <input type="checkbox"/> Medium term <input type="checkbox"/> Long term - Follow-up <ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities of the adult <input type="checkbox"/> Community resources 	<input type="checkbox"/>	<input type="checkbox"/>	

Intermediate Objective 2.4 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	Decision making, drawing up of a learning plan and commitment to pursue it (application)
<input type="checkbox"/> Criteria for self-evaluation - Attainment of objectives - Effectiveness of means of action - Observance of timetable - Extrinsic influences - Intrinsic influences - Transfer of learning * Other criteria <input type="checkbox"/> Commitment to pursue their learning plan - Sources of motivation - Procedure to follow * Postponement of learning plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Where necessary

Learning Plan

Terminal Objective 2 **To determine their learning plans.**

Intermediate Objective 2.5 **To prepare their integration into training services in general education.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Interpretation of information (comprehension)	Use of information (application)
<ul style="list-style-type: none"> <input type="checkbox"/> Integration into training services in general education <ul style="list-style-type: none"> - Conditions of admission <ul style="list-style-type: none"> <input type="checkbox"/> <i>Basic Adult General Education Regulation</i> - Educational models <ul style="list-style-type: none"> <input type="checkbox"/> Individualized <input type="checkbox"/> Tailor-made - Teaching/learning strategies - General content <ul style="list-style-type: none"> <input type="checkbox"/> Compulsory courses <input type="checkbox"/> Optional courses <input type="checkbox"/> Local programs - School organization appropriate to the selected training services - Resources <ul style="list-style-type: none"> <input type="checkbox"/> Human <input type="checkbox"/> Material - Other aspects <ul style="list-style-type: none"> <input type="checkbox"/> School boards <input type="checkbox"/> Ministère de l'Éducation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Terminal Objective 2 To determine their learning plans.

Intermediate Objective 2.6 To consider possible options leading to vocational education, postsecondary studies or life in the community (choice of content).

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Interpretation of information (comprehension)	
<ul style="list-style-type: none"> <input type="checkbox"/> Vocational education <ul style="list-style-type: none"> - Conditions of admission <ul style="list-style-type: none"> <input type="checkbox"/> <i>Basic Vocational Training Regulation</i> - Educational models - Teaching/learning strategies * Other information <input type="checkbox"/> Postsecondary studies <ul style="list-style-type: none"> - Conditions of admission - Educational models - Teaching/learning strategies <input type="checkbox"/> Integration into community life <ul style="list-style-type: none"> - Requirements related to different environments <ul style="list-style-type: none"> <input type="checkbox"/> Family <input type="checkbox"/> Community <input type="checkbox"/> Labour market (this course forms part of the content of the Social and Vocational Exploration course in the Orientation Services program of study) - Types of activities <ul style="list-style-type: none"> <input type="checkbox"/> Sports <input type="checkbox"/> Cultural <input type="checkbox"/> Community * Other activities 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	

*Where necessary

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**Social and Vocational Exploration
(ORS-4002-1)**

SOCIAL AND VOCATIONAL EXPLORATION (ORS-4002-1)

Orientation of the Course

The Social and Vocational Exploration course in the Orientation Services program enables adults to establish their social and vocational integration plans. The consideration of scholastic learning and, especially, experiential learning determines the procedure of the course. This objective should be pursued in the light of the new social and vocational requirements. The course enables the adults to see where they stand in terms of their social and vocational integration.

The need for self-actualization will find expression in the ability to carry out a learning plan in a given environment, bringing together elements of intrinsic and extrinsic motivation, making possible the transfer of learning.

The adults will need to take stock of their social and vocational experience, as well as their motivation, and think about possibilities for transferring their learning. They will also define their fields of interest, along with their particular competencies in performing social roles and their general competencies related to employability. These competencies are described in documents published by the Conference Board of Canada.

Following this, adults will gain an understanding of the present and future world of work and the resources in their community. Finally, they will be able to make choices by matching their interests and competencies with the requirements and realities of the labour market and society that are pertinent to them. These choices will lead them to active engagement. The time required to develop a social and vocational integration plan will vary among adults. The adult may, if necessary, supplement this training course by taking a local course.

As in the Learning Plan course, the concepts of personal and vocational assessment, motivation and transfer of learning form an integral part of the teaching/learning process. However, this course differs from the first in that it is more focused on options than on the return to school.

Orientation of the Course (cont.)

The teaching/learning methods implemented must allow the adults to gain a clear and objective perception of their abilities and needs. They must also help them to determine realistic goals, learn more effectively and apply their learning by putting it into practice. In this respect, the circle of persons around the adults, community resources and information available through the media are valuable sources of help. The teaching/learning strategies will depend on the selected training services, the adults enrolled and the organization of the adult education centre. As for the teaching/learning formulas to be used, the following may be noted: groups directed by a group leader, workshops, lectures and peer teaching.

Table of Course Objectives
Social and Vocational Exploration

General Objective □ At the end of the course, the adults will be able to establish their social and vocational integration plans.	
Terminal Objectives	Intermediate Objectives
1. To take stock of their social and work experience.	1.1 To distinguish three types of competencies. 1.2 To compare their experience and knowledge with the competencies required to assume social roles, search for and keep a job and become integrated into the community.
2. To explore the world of work.	2.1 To gain an understanding of the present and future world of work.
3. To explore the resources of the community.	3.1 To gain an understanding of the resources of their community.
4. To make choices.	4.1 To determine their motivations and intentions with respect to their social and work lives. 4.2 To determine their choices with respect to social and vocational integration.

Table of Skill Fields Social and Vocational Exploration

Skill Fields	Scope of Skill Indicators
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - Useful information (facts, data, terminology, concepts, examples) about the working world, returning to school and integration into the community. - Clarification of information received.
<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"> - Selection of pertinent information. - Transposition of information by transforming, illustrating, representing or redefining it in their own words. - Interpretation of information in order to explain it.
<input type="checkbox"/> Application	<ul style="list-style-type: none"> - Grouping of elements and situations. - Use of information received. - Modification of expectations and behaviours. - Development of a plan of action.
<input type="checkbox"/> Analysis	<ul style="list-style-type: none"> - Outline of advantages and disadvantages related to their social and vocational lives. - Review of their experience, learning and personality traits. - Review of their strengths and limitations as regards returning to the labour market or to school or to integrating into the community.

Social and Vocational Exploration

Terminal Objective 1 **To take stock of their social and work experience.**

Intermediate Objective 1.1 **To distinguish three types of competencies.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	
<input type="checkbox"/> First type: competencies related to performing social roles <ul style="list-style-type: none"> - Commitment to the community <ul style="list-style-type: none"> <input type="checkbox"/> Civic responsibilities - Commitment to the people around them <ul style="list-style-type: none"> <input type="checkbox"/> Responsibilities toward a group to which they belong (family, friends, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Second type: specific competencies related to holding a job <ul style="list-style-type: none"> - Vocational context 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Third type: generic competencies* related to employability or integration into the community <ul style="list-style-type: none"> - Reading - Writing - Arithmetic - Communication - Information and communications technologies 	<input type="checkbox"/>	<input type="checkbox"/>	

* Competencies defined by the Conference Board of Canada.

Terminal Objective 1 To take stock of their social and work experience.

Intermediate Objective 1.2 To compare their experience and knowledge with the competencies required to assume social roles, search for and keep a job and integrate into the community.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	Summary of their experience, learning, etc. (analysis)
<input type="checkbox"/> Description of their experience and their learning <ul style="list-style-type: none"> - Life - Education - Work - Volunteer work - Personal activities * Other experience and knowledge 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Description of personality traits <ul style="list-style-type: none"> - Needs - Values - Fields of interest - Qualities - Temperament * Other traits 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Description of their motivations <ul style="list-style-type: none"> - Social life - Work life - Personal life 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Description of possibilities for transferring learning <ul style="list-style-type: none"> - Social life - Work life 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Intermediate Objective 1.2 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	Summary of their strengths and limitations (analysis)
<input type="checkbox"/> Strengths and limitations in terms of : <ul style="list-style-type: none"> - competencies related to performing social roles - specific competencies related to holding a job - competencies related to employability or integration into the community 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Terminal Objective 2 **To explore the world of work.**

Intermediate Objective 2.1 **To gain an understanding of the present and future world of work.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	
<input type="checkbox"/> Jobs and sectors of activity : - Primary industries <input type="checkbox"/> Mines <input type="checkbox"/> Forests <input type="checkbox"/> Agriculture <input type="checkbox"/> Fishing - Secondary industries <input type="checkbox"/> Hydroelectricity <input type="checkbox"/> Petrochemicals <input type="checkbox"/> Aluminum smelter <input type="checkbox"/> Pulp and paper - Tertiary industries <input type="checkbox"/> Health <input type="checkbox"/> Education <input type="checkbox"/> Social services <input type="checkbox"/> Vocational services <input type="checkbox"/> Financial services <input type="checkbox"/> Retail business * Other possibilities	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Intermediate Objective 2.1 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	
<ul style="list-style-type: none"> <input type="checkbox"/> Types of business <ul style="list-style-type: none"> - Private <ul style="list-style-type: none"> <input type="checkbox"/> Independent workers <input type="checkbox"/> Companies <input type="checkbox"/> Cooperatives - Public <ul style="list-style-type: none"> <input type="checkbox"/> Boards, commissions, offices <input type="checkbox"/> Crown corporations - Mixed <input type="checkbox"/> Types of labour and sectors of activity <ul style="list-style-type: none"> - Unionized personnel - Non-unionized personnel - Under-the-table work <input type="checkbox"/> Present and future employment situation at the local, regional and provincial levels <ul style="list-style-type: none"> - Opening of markets - State-of-the-art technology - Labour force training - Unstable jobs - Unemployment - Mobility of labour force - Employment sectors with shortages of skilled labour * Other 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	

* Where necessary

Social and Vocational Exploration

Terminal Objective 3 **To explore the resources of the community.**

Intermediate Objective 3.1 **To gain an understanding of the resources of their community.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	
<input type="checkbox"/> Civic life - Activities and resources	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Community life - Activities and resources	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Vocational life - Activities and resources	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Personal life - Activities and resources	<input type="checkbox"/>	<input type="checkbox"/>	
* Other fields of intervention	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Social and Vocational Exploration

Terminal Objective 4 **To make choices.**

Intermediate Objective 4.1 **To determine their motivations and intentions with respect to their social and work lives.**

Content (concepts)	Skill Indicators		
	Selection, transposition and interpretation of information (comprehension)	Modification of expectations and behaviour (application)	Description of advantages and disadvantages (analysis)
<input type="checkbox"/> Motivation and transfer of learning related to their integration into the community <ul style="list-style-type: none"> - Lifestyle - Self-esteem - Interpersonal relations - Accessibility of community resources * Other 	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> Motivation and transfer of learning related to their integration into the work force <ul style="list-style-type: none"> - Self-esteem - Social standing - Remuneration - Acquisition of competencies * Other 	<input type="checkbox"/>		<input type="checkbox"/>
<input type="checkbox"/> Advantages and disadvantages related to their motivation and transfer of learning <ul style="list-style-type: none"> - Social life - Work life - Personal life 		<input type="checkbox"/>	

* Where necessary

Social and Vocational Exploration

Terminal Objective 4 **To make choices.**

Intermediate Objective 4.2 **To determine their choices with respect to social and vocational integration.**

Content (concepts)	Skill Indicators		
	Grouping of elements and situations (application)	Use of information (application)	Design of a plan of action (application)
<input type="checkbox"/> Integration into vocational and social life <ul style="list-style-type: none"> - Involvement in a project - Postponement of a project <input type="checkbox"/> Plan of action <ul style="list-style-type: none"> - Expectations - Competencies to be developed - Procedures related to the choices to be made - Resources put at their disposal - Deadlines - Capacity for accomplishment * Other 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

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**Better Learning
(ORS-5003-1)**

BETTER LEARNING (ORS-5003-1)**Orientation of the Course**

The Better Learning course in the Orientation Services program enables adults to become initiated into adult education. To help the adults develop and utilize to the full their capacities to learn, the course emphasizes confidence, self-esteem and self-actualization. By maintaining a lively interest in pursuing new learning, the adults will become familiar with the various resources at their disposal, which will help them make connections between intrinsic and extrinsic motivation, while facilitating the transfer of learning.

The teaching/learning strategies and the educational models most used in adult education are presented so that the adults can understand their requirements and objectives and plan their participation in accordance with the training services they have selected. They may also discover the factors and conditions that favour learning in the cognitive, affective and metacognitive domains. Transfer of learning occupies a dominant place in the course, and it is important to allot adequate time and resources to ensure that it occurs.

Teachers should experiment with processes that enable the adults to achieve an immediate transfer of learning. The course is bound to a pragmatic approach that helps the adults to apply their learning. Andragogical principles will also be put to good use in this course. Finally, teaching/learning strategies will be chosen in accordance with the training services selected and the adults admitted to the course. It should also be noted that the Better Learning course covers the concepts related to a learning process.

Table of Course Objectives Better Learning

General Objective □ At the end of the course, the adults will be able to see a closer relationship between their responsibilities and their learning.	
Terminal Objective	Intermediate Objectives
1. To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.	1.1 To use the proposed educational models and the teaching/learning approaches and formulas. 1.2 To apply the factors favouring success in learning. 1.3 To create conditions favourable to learning. 1.4 To create conditions necessary for the transfer of learning.

**Table of Skill Fields
Better Learning**

Skill Fields	Scope of Skill Indicators
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - Information (facts, terminology, concepts, examples) that facilitates learning. - Clarification of information received.
<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"> - Selection of pertinent information. - Transposition of information by transforming, illustrating, representing or redefining it in their own words. - Interpretation of information in order to explain it. - Recognition of advantages related to learning and to the maintenance of motivation.
<input type="checkbox"/> Application	<ul style="list-style-type: none"> - Use of information received. - Motivation and transfer of learning, as required.

Terminal Objective 1 **To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.**

Intermediate Objective 1.1 **To use the proposed educational models and the teaching/learning approaches and formulas.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	
<input type="checkbox"/> Andragogical principles <ul style="list-style-type: none"> - Respect for the adults' learning rates - Respect for the adults' learning processes - Relevance of learning - Search for independence - Acquisition of responsible behaviour * Other principles 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Teaching/learning concepts in adult education <ul style="list-style-type: none"> - Teacher-adult relationship - The adults' energy and abilities - Respect for interests and needs of the adults 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Educational models in adult education <ul style="list-style-type: none"> - The most-used models * Other models 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Appropriate approaches in adult education <ul style="list-style-type: none"> * Appropriate approaches for training services and programs in general education 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 1 To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.

Intermediate Objective 1.2 To apply the factors favouring success in learning.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	
<input type="checkbox"/> Factors in the cognitive domain <ul style="list-style-type: none"> - Attention - Concentration - Sense of observation - Short and long-term memory <ul style="list-style-type: none"> <input type="checkbox"/> Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Tactile <input type="checkbox"/> Kinesthetic - Analysis - Generalization * Other factors 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Factors in the affective domain <ul style="list-style-type: none"> - Control of emotions - Self-affirmation * Other factors 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Intermediate Objective 1.2 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information and transfer of learning* (application)
<input type="checkbox"/> Factors in the metacognitive domain <ul style="list-style-type: none"> - Short, medium and long-term planning - Organization - Supervision - Monitoring - Evaluation * Other factors 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Roles and responsibilities of the adult regarding factors that affect learning according to the training services selected <ul style="list-style-type: none"> * Transfer situations 		<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Terminal Objective 1 To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.

Intermediate Objective 1.3 To create conditions favourable to learning.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information, motivation and transfer of learning* (application)
<input type="checkbox"/> Intrinsic conditions <ul style="list-style-type: none"> - Curiosity - Desire to learn - Adaptation - Effort - Needs - Motivation - Discipline * Other conditions 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Extrinsic conditions <ul style="list-style-type: none"> - Collective work areas - Personal work areas * Other conditions 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Roles and responsibilities of the adult in setting up conditions favourable to learning according to instructional services selected <ul style="list-style-type: none"> * Transfer situations 		<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Terminal Objective 1 To determine their role and that of the teaching personnel, according to the educational models favoured in the training services they have selected.

Intermediate Objective 1.4 To create conditions necessary for the transfer of learning.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information, motivation and transfer of learning* (application)
<input type="checkbox"/> Factors that affect the transfer of learning <ul style="list-style-type: none"> - Determination of objectives - Realistic situations of learning transfer - Relevance of learning - Appropriate time - Decontextualization - Favourable environments <ul style="list-style-type: none"> <input type="checkbox"/> School <input type="checkbox"/> Social - Persons close to the adult - Reinforcement - Acceptance of change - Knowledge of results 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Environments for transfer of learning <ul style="list-style-type: none"> - Directed activities - Free activities 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Responsibility for creating conditions necessary for the transfer of learning <ul style="list-style-type: none"> - Of the adult - Of the resource persons - Of the community * Transfer situations * Other responsibilities 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

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**Paths to Better Learning
(ORS-5004-1)**

PATHS TO BETTER LEARNING (ORS-5004-1)

Orientation of the Course

The Paths to Better Learning course in the Orientation Services program enables adults to become initiated into adult education as well as to understand and assimilate the methods proposed to carry out their learning.

The adults will increase their interest and develop their capacity to assimilate methods for better learning as a way of assuming responsibility for their education. In order to achieve this the adults should take advantage of the various resources at their disposal which will help them bring together elements of intrinsic and extrinsic motivation, making possible the transfer of learning. Furthermore, the adults will need to become familiar with different procedures for developing skills in the areas of learning management, research, information and communications technologies, problem solving and evaluation.

The human and material resources at the adult education centre constitute an integral part of the course offered. The transfer of learning and its application will take place concurrently with the course itself.

The teacher must try out techniques with the adults that help them gain a clear and objective perception of their own learning process and an awareness of their own social roles and responsibilities. The teaching/learning strategies implemented will depend on the training services selected and the adults enrolled.

Table of Course Objectives Paths to Better Learning

General Objective □ At the end of the course, the adults will be able to assume responsibility for their own learning.	
Terminal Objective	Intermediate Objectives
1. To implement the means of assuming responsibility for their own learning.	1.1 To become familiar with ways of assuming responsibility for their own learning. 1.2 To become familiar with different types of evaluation.

**Table of Skill Fields
Paths to Better Learning**

Skill Fields	Scope of Skill Indicators
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - Information (facts, terminology, concepts, examples) that facilitates learning. - Clarification of information received.
<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"> - Selection of pertinent information. - Transposition of information by transforming, illustrating, representing or redefining it in their own words. - Recognition of advantages related to learning and to the maintenance of motivation.
<input type="checkbox"/> Application	<ul style="list-style-type: none"> - Use of information received. - Motivation and transfer of learning, as required.

Terminal Objective 1 **To implement the means of assuming responsibility for their own learning.**

Intermediate Objective 1.1 **To become familiar with ways of assuming responsibility for their own learning.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information, motivation and transfer of learning* (application)
<input type="checkbox"/> Organization of time - Activities and weekly schedule - Deadlines - Priorities - Delegation of tasks - Agenda * Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Work plan - Introduction - Development - Conclusion * Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Information research - Sources <ul style="list-style-type: none"> <input type="checkbox"/> Written <input type="checkbox"/> Audiovisual <input type="checkbox"/> Oral - Information and communications technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Intermediate Objective 1.1 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information, motivation and transfer of learning* (application)
<input type="checkbox"/> Learning with computers - Software programs - CD-ROM * Other uses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Various sheets - Quotations - Résumés - Comments * Other sheets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Problem solving - Formulation of a problem - Hypotheses of solutions - Verification of data - Decision making * Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Terminal Objective 1 **To implement the means of assuming responsibility for their own learning.**

Intermediate Objective 1.2 **To become familiar with different types of evaluation.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information, motivation and transfer of learning* (application)
<input type="checkbox"/> Nature of evaluation - Carried out by the adult - Carried out by the teacher - Carried out by the adult education centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Types of evaluation - Roles and responsibilities of the adult <ul style="list-style-type: none"> <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Formative evaluation <input type="checkbox"/> Summative evaluation <input type="checkbox"/> Learning transfer evaluation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Categories of evaluation - Written <ul style="list-style-type: none"> <input type="checkbox"/> Essay questions <input type="checkbox"/> Short answers <input type="checkbox"/> Objective answers - Oral - In laboratory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Intermediate Objective 1.2 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information; recognition of advantages (comprehension)	Use of information, motivation and transfer of learning* (application)
<input type="checkbox"/> Study and evaluation management <ul style="list-style-type: none"> - Long-term preparation <ul style="list-style-type: none"> <input type="checkbox"/> Measures to be taken - Short-term preparation <ul style="list-style-type: none"> <input type="checkbox"/> Review <input type="checkbox"/> Questionnaires from old examinations - Writing an examination <ul style="list-style-type: none"> <input type="checkbox"/> Tension related to examinations <input type="checkbox"/> Stress factors <input type="checkbox"/> Relaxation exercises 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Evaluation follow-up <ul style="list-style-type: none"> - Review of evaluation - Reactions to success - Reactions to failure 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Introduction to the Training Process
(ORS-P005-1)**

INTRODUCTION TO THE TRAINING PROCESS (ORS-P005-1)

Orientation of the Course

The Introduction to the Training Process course in the Orientation Services program enables adults to prepare their learning profile through an evaluation of their knowledge and skills, taking into account their personal goals and learning plan, and to analyze their motivation toward school. The course also makes connections between the adults' learning plans and their social integration.

Adults will find within themselves the resources they need for their initiation into the training process. In terms of intrinsic motivation, the following qualities will be emphasized: confidence, self-esteem and self-actualization. These factors should stimulate the adults to pursue their exploration, as well as demonstrate their interest in learning and their desire to develop their potential. Elements of extrinsic motivation will also be used to produce rapid results and maintain intrinsic motivation throughout the learning process.

The adults will become familiar with the code of behaviour, safety rules and general operation of the adult education centre. They will also be able to evaluate their own intentions and so discover their strengths and limitations. The training location and its extended environment will be used throughout the learning period and this will facilitate the transfer of learning.

The teaching/learning strategies will be appropriate to the needs of the adults enrolled and the organization of the adult education centre. Groups directed by a group leader, workshops, lectures and peer teaching will be the teaching/learning formulas most used. Finally, all the methods of learning implemented will be chosen according to the content of the course and the learning activities.

Table of Course Objectives Introduction to the Training Process

General Objective □ At the end of the course, the adults will be able to begin a training process.	
Terminal Objectives	Intermediate Objectives
1. To adapt to the operation of an adult education centre and to the community in which it is located.	1.1 To know the physical layout and resource persons both inside and outside the adult education centre. 1.2 To meet resource persons. 1.3 To observe the safety rules in the adult education centre. 1.4 To observe the code of behaviour of the adult education centre. 1.5 To use the material resources at their disposal.
2. To clarify their intentions with respect to their social integration plans.	2.1 To find out which social integration services suit their needs. 2.2 To become aware of their strengths and limitations before enrolling in social integration services. (SI) 2.3 To express their motivations concerning their social integration plan. 2.4 To know the possible effects of social integration education on their lifestyles.
3. To outline their learning plans.	3.1 To express their priority educational needs with reference to their learning plans. 3.2 To identify personal relationships that may be useful or harmful to their educational success. 3.3 To become aware of the efforts required to complete their learning plan.

Table of Skill Fields Introduction to the Training Process

Skill Fields	Scope of Skill Indicators
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - Information (facts, terminology, concepts, examples) useful to adults for beginning a training process in social integration services. (SI) - Clarification of information received. - Awareness of the adults' main intentions regarding a learning plan.
<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"> - Selection of information relevant to beginning a training process. - Transposition of information to express it in their own words. - Interpretation of information in order to explain it. - Acceptance of facts and rules that apply in a milieu. - Acceptance of their ability to perform social roles. - Acceptance of their ability to begin a training process.
<input type="checkbox"/> Application	<ul style="list-style-type: none"> - Orientation on the school premises. - Objective perception of the school environment, their motivation, needs, strengths and limitations in relation to their main intentions in undertaking a training process. - Modification of expectations and behaviours. - Use of information and human or material resources at their disposal. - Decision making and involvement in their training process.

Intermediate Objective 1.1 (cont.)

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Orientation on the school premises (application)	
<input type="checkbox"/> Resources outside the adult education centre - Rehabilitation centre - Detention centre - Reception centre - Social services and recreation centre * Other resources	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 1 **To adapt to the operation of an adult education centre and to the community in which it is located.**

Intermediate Objective 1.2 **To meet resource persons.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Objective perception of the school environment; use of information and human resources at their disposal (application)	
<input type="checkbox"/> Role of resource persons	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Forms of consultation	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Means of communication	<input type="checkbox"/>	<input type="checkbox"/>	
* Other	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 1 **To adapt to the operation of an adult education centre and to the community in which it is located.**

Intermediate Objective 1.3 **To observe the safety rules in the adult education centre.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Use of information (application)	Acceptance of facts and rules (comprehension)
<input type="checkbox"/> Safety rules - Evacuation plan - Emergency exits - Assembly areas * Other rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Prevention concepts - Theft - Fire * Other concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Safe transportation		<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Terminal Objective 1 **To adapt to the operation of an adult education centre and to the community in which it is located.**

Intermediate Objective 1.4 **To observe the code of behaviour of the adult education centre.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	Modification of expectations and behaviours (application)
<input type="checkbox"/> Code of behaviour of the adult education centre - Rules of participation in the life of the centre - Rules of the centre * Other	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Educational project of the adult education centre - Mission - Values - Projects * Other	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Rights and duties of the adult - Observance of the code of behaviour of the centre - Consequences of not observing the code of behaviour of the centre - Appeals	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Connections between the code of behaviour, the educational project of the centre, the rights and duties of the adult and beginning a training process - Expectations - Behaviours * Other			<input type="checkbox"/>

* Where necessary

Terminal Objective 1 **To adapt to the operation of an adult education centre and to the community in which it is located.**

Intermediate Objective 1.5 **To use the material resources at their disposal.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Use of information and material resources at their disposal (application)	
<input type="checkbox"/> Material resources <ul style="list-style-type: none"> - Agenda - School calendar - Timetables and classrooms - Instructional materials * Other 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 2

To clarify their intentions with respect to their social integration plans.

Intermediate Objective 2.1

To find out which social integration services suit their needs.

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Awareness of their main intentions regarding a learning plan (knowledge)	
<ul style="list-style-type: none"> <input type="checkbox"/> Program of the social integration services and expected results <ul style="list-style-type: none"> - General skills <ul style="list-style-type: none"> <input type="checkbox"/> Problem solving <input type="checkbox"/> Communication <input type="checkbox"/> Personal and social skills <input type="checkbox"/> Instrumental mathematics <input type="checkbox"/> Psychomotor skills - Special skills <ul style="list-style-type: none"> <input type="checkbox"/> Planning daily activities <input type="checkbox"/> Domestic skills <input type="checkbox"/> Family skills <input type="checkbox"/> Sexuality <input type="checkbox"/> Personal grooming and diet <input type="checkbox"/> Use of community resources <input type="checkbox"/> Connections <ul style="list-style-type: none"> - Social integration services program - Intentions concerning their social integration plan 	<input type="checkbox"/>	<input type="checkbox"/>	

Terminal Objective 2 **To clarify their intentions with respect to their social integration plans.**

Intermediate Objective 2.2 **To become aware of their strengths and limitations before enrolling in social integration services.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Awareness of their main intentions regarding a learning plan (knowledge)	
<input type="checkbox"/> Strengths <ul style="list-style-type: none"> - Availability - Open-mindedness - Ability to adapt - Enthusiasm - Willingness to take risks - Effort * Other strengths 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Limitations <ul style="list-style-type: none"> - Fear of failure - Fear of effort - Fear of dropping out - Fear of change - Fear of the unknown - Doubt - Frustration * Other limitations 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 2 **To clarify their intentions with respect to their social integration plans.**

Intermediate Objective 2.3 **To express their motivations concerning their social integration plan.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Awareness of their main intentions regarding a learning plan (knowledge)	
<input type="checkbox"/> Elements of intrinsic motivation <ul style="list-style-type: none"> - Confidence, self-esteem and self-actualization - Interest in learning - Desire to develop their potential and assume responsibility for themselves - Independence 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Elements of extrinsic motivation <ul style="list-style-type: none"> - Living environment - Rehabilitation environment - Work environment - Social and volunteer activities - School and extracurricular activities * Other influences 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 2 **To clarify their intentions with respect to their social integration plans.**

Intermediate Objective 2.4 **To know the possible effects of social integration education on their lifestyles.**

Content (concepts)	Skill Indicators		
	Information and clarification of information and awareness of their main intentions regarding a learning plan (knowledge)	Selection, transposition and interpretation of information (comprehension)	Acceptance of their abilities to perform social roles and to begin a training process (comprehension)
<input type="checkbox"/> Lifestyle <ul style="list-style-type: none"> - Personal life - Social life - Work activities - School activities * Other <input type="checkbox"/> Effect of the selected training on their lifestyles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Terminal Objective 3 **To outline their learning plans.**

Intermediate Objective 3.1 **To express their priority educational needs with reference to their learning plans.**

Content (concepts)	Skill Indicators		
	Information and clarification of information (knowledge)	Selection, transposition and interpretation of information (comprehension)	Objective perception of the school environment, their motivation and needs, and modification of expectations (application)
<input type="checkbox"/> Training needs - Personal life - Social life - Work activities - School activities * Other	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Components of action - Sources of motivation - Qualities - Human and material resources of the community - Social integration project - Transfer of learning * Other	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Expectations of achieving their main goals in a training process			<input type="checkbox"/>
<input type="checkbox"/> Expectations of the community to which they belong regarding achieving their main goals in a training process			<input type="checkbox"/>

* Where necessary

Terminal Objective 3 **To outline their learning plans.**

Intermediate Objective 3.2 **To identify personal relationships that may be useful or harmful to their educational success.**

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their main intentions regarding a learning plan (knowledge)	Selection, transposition and interpretation of information (comprehension)	Objective perception of the school environment; modification of expectations and behaviours (application)
<input type="checkbox"/> Success of their learning plan - Useful personal relationships - Harmful personal relationships - Expectations, attitudes and behaviours * Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Resources - Training environment * Other environments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

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**Preparation for Employability
(ORS-3006-1)**

PREPARATION FOR EMPLOYABILITY (ORS-3006-1)

Orientation of the Course

The Preparation for Employability course in the Orientation Services program was developed to meet the needs of adults who wish to enroll in the program offered by the sociovocational integration services. The course may also be useful for adults who wish to review their work life or change their learning plans. The course enables adults to establish their social and vocational integration plans. The concepts of motivation and transfer of learning are also taken into account. Factors of extrinsic and intrinsic motivation to work will be used to facilitate sociovocational integration. Furthermore, this integration is specifically treated in terms of a process leading to employability by means of a more or less extended return to school.

The content of the course is focused on the causes and consequences of unemployment. This is supplemented by an examination of the dynamics of the world of work and the adults' commitment to completing their employability process.

Adults will find within themselves the resources necessary to enter the world of work. In terms of intrinsic motivation, the following qualities will be emphasized: confidence, self-esteem and self-actualization. Based on personal experience the adults will learn to explore their affective life and to discover which intellectual and physical skills to develop in order to maintain their interest in learning and their desire to develop their potential by completing their learning plans. The teaching/learning methods implemented must allow the adults to gain a clear and objective perception of their abilities and needs. The following teaching/learning formulas should be used: groups directed by a group leader, lectures and visits to destinations in the community that are relevant to the content of the course.

Table of Course Objectives Preparation for Employability

General Objective □ At the end of the course, the adults will have outlined a plan for integration into the work force and be able to define themselves as future workers or job-seekers.	
Terminal Objectives	Intermediate Objectives
1. To become aware of the effects of unemployment.	1.1 To relate the forms of unemployment to their own situation and understand the phases of unemployment. 1.2 To interpret prejudices against unemployment. 1.3 To describe their lifestyles in a situation of unemployment.
2. To understand their relationship to the world of work and their intentions concerning their training process.	2.1 To explain the advantages of entering the labour market. 2.2 To describe the advantages of undertaking a training process.
3. To embark on a process leading to employability.	3.1 To describe their past and present job-search efforts. 3.2 To examine their ability to undertake a process leading to employability. 3.3 To clarify their commitment to completing a process leading to employability.

Table of Skill Fields Preparation for Employability

Skill Fields	Scope of Skill Indicators
<input type="checkbox"/> Knowledge	<ul style="list-style-type: none"> - Information (facts, terminology, concepts, examples) useful to adults for beginning a training process in sociovocational integration services. - Clarification of information received. - Awareness of their situation or intentions regarding a training process. - Specification of the roles of the adults in training and of the resource persons. - Definition of the objectives of the training process and of the procedure it is to follow.
<input type="checkbox"/> Comprehension	<ul style="list-style-type: none"> - Selection of pertinent information. - Transposition of information in order to describe it. - Interpretation of information in order to explain it. - Organization of information for the purpose of comparing it, making connections between information and situations, giving examples and demonstrating the advantages of integrating into the labour force. - Acceptance of facts and rules that apply in a milieu. - Adoption of the methods of operation of a group: mutual assistance, active listening, respect, confidentiality, etc. - Importance of belonging to a group in order to carry out their sociovocational integration plan.
<input type="checkbox"/> Application	<ul style="list-style-type: none"> - Objective perception of the school environment, their motivation, needs, strengths and limitations and their intentions in undertaking a training process. - Modification of expectations and behaviours. - Definition of personal objectives. - Confirmation of their participation, with full knowledge of the commitment involved. - Decision making and involvement in their training process.
<input type="checkbox"/> Analysis	<ul style="list-style-type: none"> - Making connections between elements and situations for the purpose of distinguishing one from the other and classifying them. - Summary of their unemployment situation.

Terminal Objective 1 **To become aware of the effects of unemployment.**

Intermediate Objective 1.1 **To relate the forms of unemployment to their own situation and understand the phases of unemployment.**

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection, transposition, interpretation and organization of information and acceptance of facts and rules (comprehension)	
<input type="checkbox"/> Forms of unemployment <ul style="list-style-type: none"> - Structural - Voluntary - Seasonal - Due to economic conditions 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Identification of the form of unemployment related to their situations		<input type="checkbox"/>	

Intermediate Objective 1.1 (cont.)

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection, transposition, interpretation and organization of information and acceptance of facts and rules (comprehension)	
<input type="checkbox"/> Phases of unemployment <ul style="list-style-type: none"> - Shock <ul style="list-style-type: none"> <input type="checkbox"/> Denial <input type="checkbox"/> Anger <input type="checkbox"/> Negotiation <input type="checkbox"/> Acceptance - Job hunting <ul style="list-style-type: none"> <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Stagnation <input type="checkbox"/> Frustration <input type="checkbox"/> Apathy - Depression <ul style="list-style-type: none"> <input type="checkbox"/> Worry <input type="checkbox"/> Loss of vocational identity <input type="checkbox"/> Feeling of social dependence <input type="checkbox"/> Lack of creativity <input type="checkbox"/> Pessimism <input type="checkbox"/> Lack of energy to prepare for the future 	<input type="checkbox"/>	<input type="checkbox"/>	

Intermediate Objective 1.1 (cont.)

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection, transposition, interpretation and organization of information and acceptance of facts and rules (comprehension)	
<input type="checkbox"/> Phases of unemployment (cont.) <ul style="list-style-type: none"> - Disorganization and crisis <ul style="list-style-type: none"> <input type="checkbox"/> Distress <input type="checkbox"/> Despair <input type="checkbox"/> Uncertainty <input type="checkbox"/> Giving up <input type="checkbox"/> Withdrawal - Reorganization of one's life <ul style="list-style-type: none"> <input type="checkbox"/> Questioning of values <input type="checkbox"/> Recovery of individual power <input type="checkbox"/> New projects * Other 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Terminal Objective 1 **To become aware of the effects of unemployment.**

Intermediate Objective 1.3 **To describe their lifestyles in a situation of unemployment.**

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection, transposition, interpretation and organization of information and acceptance of facts and rules (comprehension)	
<input type="checkbox"/> Lifestyle in a situation of unemployment <ul style="list-style-type: none"> - Income <ul style="list-style-type: none"> <input type="checkbox"/> Under-the-table work <input type="checkbox"/> Government income assistance <input type="checkbox"/> Other income - Time management <ul style="list-style-type: none"> <input type="checkbox"/> Appointments <input type="checkbox"/> Organization of daily life - Leisure - Volunteer work * Other factors 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Advantages and disadvantages of lack of work		<input type="checkbox"/>	

* Where necessary

Terminal Objective 2 To understand their relationship to the world of work and their intentions concerning their training process.

Intermediate Objective 2.1 To explain the advantages of entering the labour market.

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection, transposition, interpretation and organization of information and acceptance of facts and rules (comprehension)	
<input type="checkbox"/> Factors of extrinsic motivation to work on <ul style="list-style-type: none"> - Prejudice - Social pressure - Economic considerations - Threat of coercive measures - Influence of family and friends * Other factors 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Factors of intrinsic motivation to be worked on <ul style="list-style-type: none"> - Interpersonal relations <ul style="list-style-type: none"> <input type="checkbox"/> Self-esteem <input type="checkbox"/> Confidence <input type="checkbox"/> Self-actualization <input type="checkbox"/> Social status <input type="checkbox"/> Income <input type="checkbox"/> Time management * Other factors 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Intermediate Objective 2.1 (cont.)

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection, transposition, interpretation and organization of information (comprehension)	Objective perception of their motivation and needs (application)
<input type="checkbox"/> Satisfaction of needs <ul style="list-style-type: none"> - Basic needs <ul style="list-style-type: none"> <input type="checkbox"/> Food <input type="checkbox"/> Clothing <input type="checkbox"/> Shelter <input type="checkbox"/> Communication - Need for safety - Need to socialize - Need for self-esteem and social recognition - Need for self-actualization and personal development 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Changes related to having work and responsibility <ul style="list-style-type: none"> - Income - Organization of daily life - Transportation - Material organization - Leisure - Volunteer work - Time management * Other changes 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Advantages related to having employment			<input type="checkbox"/>

* Where necessary

Terminal Objective 2 **To understand their relationship to the world of work and their intentions concerning their training process.**

Intermediate Objective 2.2 **To describe the advantages of undertaking a training process.**

Content (concepts)	Skill Indicators		
	Information, clarification of information, specification of roles and definition of objectives of the training process and of the procedure it is to follow (knowledge)	Interpretation and organization of information, adoption of the methods of operation of a group and importance of belonging to a group (comprehension)	Objective perception of the school environment, their motivation, strengths, limitations and intentions in undertaking a training process (application)
<input type="checkbox"/> Interpersonal relations and training environment <ul style="list-style-type: none"> - Group to which they belong in the training environment <ul style="list-style-type: none"> <input type="checkbox"/> Need to belong <input type="checkbox"/> Need for supervision <input type="checkbox"/> Need for confidence <input type="checkbox"/> Need for personal contact - Extended network <ul style="list-style-type: none"> <input type="checkbox"/> Affinities with the members of the group <input type="checkbox"/> Listening and support <input type="checkbox"/> Mutual assistance <input type="checkbox"/> Respect for and acceptance of differences 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Training process and personal life <ul style="list-style-type: none"> - Adult education centre <ul style="list-style-type: none"> <input type="checkbox"/> Safety rules and administrative standards - Teaching services <ul style="list-style-type: none"> <input type="checkbox"/> Programs of study - Time management - Motivation and desire to learn * Other 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Where necessary

Terminal Objective 3 To embark on a process leading to employability.

Intermediate Objective 3.1 To describe their past and present job-search efforts.

Content (concepts)	Skill Indicators		
	Information, clarification of information and awareness of their situation (knowledge)	Selection and transposition of information and acceptance of facts and rules (comprehension)	
<input type="checkbox"/> Job search efforts that have been made <ul style="list-style-type: none"> - How many? - When? - Where? - How? 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Principal attitudes related to a job search <ul style="list-style-type: none"> - Enthusiasm - Fear - Hope * Other attitudes 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Difficulties encountered <ul style="list-style-type: none"> - Types of job sought - Skills required - Personal attitudes 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Effects of rejection on the pursuit of job hunting efforts <ul style="list-style-type: none"> - Demotivation - Involvement - Withdrawal * Other effects 		<input type="checkbox"/>	

* Where necessary

Terminal Objective 3 To embark on a process leading to employability.

Intermediate Objective 3.2 To examine their ability to undertake a process leading to employability.

Content (concepts)	Skill Indicators		
	Selection, transposition and interpretation of information and acceptance of facts and rules (comprehension)	Objective perception of their motivation and modification of expectations and behaviours (application)	Making connections between elements and situations and summary of their unemployment situation (analysis)
<input type="checkbox"/> Perception of themselves as future workers <ul style="list-style-type: none"> - Attitudes related to work - Strengths - Qualities - Aptitudes 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Terminal Objective 3

To embark on a process leading to employability.

Intermediate Objective 3.3

To clarify their commitment to completing a process leading to employability.

Content (concepts)	Skill Indicators		
	Selection and interpretation of information and acceptance of facts and rules (comprehension)	Confirmation of their participation, decision making and involvement in their training process (application)	
<input type="checkbox"/> Explanation of involvement <ul style="list-style-type: none"> - Openness to past and present experiences - Goals pursued - Planning - Participation in activities * Other 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Modification of principal elements of motivation regarding a process leading to employability <ul style="list-style-type: none"> - Feelings - Perception - Context - Intentions - Attitudes * Other 	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

Intermediate Objective 3.3 (cont.)

Content (concepts)	Skill Indicators		
	Selection and interpretation of information and acceptance of facts and rules (comprehension)	Confirmation of their participation, decision making and involvement in their training process (application)	
<input type="checkbox"/> Implementation of measures for action <ul style="list-style-type: none"> - Transfer of learning - Administrative standards - Daily planning - Consolidation of community support * Other 	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/> Postponement of learning plan	<input type="checkbox"/>	<input type="checkbox"/>	

* Where necessary

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