



SARCA Reception Services for Immigrants

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INTRODUCTION

The *Government Policy on Adult Education and Continuing Education and Training* and the *Action Plan for Adult Education and Continuing Education and Training* both mention the importance of paying particular attention to adult populations that are likely to experience difficulties related to their integration into Québec society, and this includes immigrants. As a result, reception, referral, counselling and support services (SARCA) must rely on a detailed school board strategy and draw on all available resources to frame a specific reception policy for allophones and immigrants.

Immigrants generally need assistance to establish their training project and their individualized paths in francization, integration into the workplace, and so on. Depending on the case, they should be able to obtain the necessary help and advice from SARCA staff.

This guide is intended for both professional and support staff working in the first and second levels of reception. It presents intervention methods and strategies that can be used in working with immigrants.

The main objective of reception is to create a climate in which adults feel comfortable enough to explain why they have decided to visit a SARCA centre and to identify their goals and needs. The staff must be aware of the fact that, due to their limited command of the official language, immigrants frequently have trouble communicating both orally and in writing. The staff must also be sensitive to non-verbal forms of language such as general demeanor and body posture, which may indicate varying degrees of unease or withdrawal, or other problems that can lead to reluctance, or even an outright refusal, to listen to a staff member. The latter must also ensure that clients fully understand any explanations, guidelines, instructions or information they receive, and should, as much as possible, be aware of the fact that immigrants are often plunged into a world that is foreign to them, one whose reference points are vastly different from those of their own culture. It is advisable to repeat any information given, instead of assuming that the client has thoroughly understood it.

In short, staff must have a good idea of the hindrances and difficulties that immigrants face in their journey to a new home, including problems associated with the numerous effects of culture shock.

The chapters in this guide cover various aspects to be considered when receiving immigrants:

- Chapter 1 describes what is currently known about the immigrant population, provides a statistical overview using Canadian and Québec data, and specifies the different immigrant categories (economic immigrants, family reunification candidates and refugees).

- Chapter 2 deals with reception services for immigrants. It presents basic elements drawn from the general framework of SARCA.
- Chapter 3 contextualizes the specific needs commonly expressed by immigrants and looks at what school boards have to offer in terms of support for learning and career training support.

The appendixes round out the information required to provide reception services to immigrants. They include:

- a few case studies
- a list of documents that are important for immigrants
- a report on the interview with an immigrant held at the second level of reception and a list of abbreviations and acronyms
- a bibliography for future reference

This guide was produced by representatives of school boards, the Ministère de l'Éducation, du Loisir et du Sport (MELS), the Ministère de l'Immigration et des Communautés Culturelles (MICC) and the Table des responsables de l'éducation des adultes et de la formation professionnelle des commissions scolaires du Québec (TREAQFP). It was made possible by financial support from MELS.

CHAPTER 1: Knowledge of the Immigrant Population

1.1 An overview of the immigrant population

At the outset, it is important to be aware that certain obstacles can hinder immigrant integration. These obstacles may take a variety of forms:

- Many immigrants to Québec initially do not speak French, or are not very proficient in it.
- Others have had little schooling and need to upgrade their basic education.
- Others may run into problems as they attempt to have their occupational skill levels recognized by teaching institutions, professional corporations or Québec employers.
- Some have great difficulty reconciling their family responsibilities with work and studies.
- Some may be victims of prejudice, discrimination or racism.

When they arrive in their host country, immigrants have to manage a wide range of situations. They generally have to find suitable accommodations and employment, or at least another means of subsistence that will enable them and their families to survive. They also have to take care of many administrative and legal formalities, mainly through their local immigration office. They soon come into contact with resources and services offered by community organizations that work with new immigrants, and they attend information sessions, etc. These steps, associated with their personal organization, are part of a process that goes by the name of the *immigration experience* and that eventually leads to their adaptation and integration into their new environment.

The immigration experience

The immigration experience is made up of four phases that may differ in terms of intensity and duration, depending on the immigrants involved. Also, the sequence may vary: regression is always possible, as is its opposite, a leap forward that completely bypasses a phase.

1. The honeymoon phase
2. The phase of culture shock and identity issues
3. The acceptance phase
4. The adjustment and integration phase

Phase 1: The honeymoon phase

The first phase of the immigration experience tends to be a honeymoon phase. Immigrants may feel a degree of euphoria accompanied by a feeling of freedom, somewhat in the manner of a tourist discovering the beauties, novelties and curious features of a place visited for the first time. This period, which some liken to a sort of honeymoon, varies in scope and intensity from

person to person. People in this phase generally feel that the world is a place where everything is possible, accessible and available.

Phase 2: Culture shock and issues of identity

Immigrants inevitably emerge from the honeymoon phase and gradually or abruptly become aware of the differences between their country of origin and their host country. Some may find this new awareness troubling or even profoundly unsettling. “Culture shock is the name given to the physical and emotional upset that comes from having our familiar environment or boundaries greatly changed.”¹ This expression is used because real discrepancies arise between the previous experiences, ideas, socio-cultural and religious baggage and the usual daily reference points that immigrants know from their country of origin, and what they discover in their now demystified host country. This phase, like the initial one, may vary greatly in scope and intensity from one person to another, depending on the individual’s ability to adapt, capacity for open-mindedness and tolerance of change, as well as the extent to which he/she is able to accept a culture, values and an education system different from his/her own. But a host of external factors independent of the person’s willingness to adapt also come into play. These typically manifest in the months—and, in some cases, years—following their arrival in their country of adoption. Unlike the honeymoon phase, culture shock is a more difficult period that requires an outright reconstruction of the person’s identity, and may lead to substantial instability with widely differing characteristics.

During this second phase, immigrants feel a general sense of uneasiness that may be reflected in:

- a feeling of being uprooted or out of one’s element
- homesickness when they think about their country of origin (they may miss relatives or friends who still live there)
- a feeling of isolation, of loss of social status and social identity
- problems understanding the behaviour, mores and customs of Quebecers, which may lead them to avoid taking advantage of opportunities for entering into contact with them
- hindrances, frustration, irritability, disappointment, depression, a loss of self-esteem
- a feeling of being misunderstood, especially if they are not proficient in the language of the host country and are unable to express their desires and feelings
- an awareness that their personal values, which were deemed acceptable in their country of origin, are not acceptable in their host country

Phase 3: Acceptance

Immigrants may come to idealize the country they left and the life they lived there. This may, in turn, cause them to question their decision to immigrate and make them feel as if they want to drop everything and return to their country of origin. Gradually, however, their culture shock fades as they become familiar with their new environment and create new reference points. If,

1. Metropolitan Immigrant Settlement Association (MISA), *The Heart that Breaks is Reborn: Culture Shock*, Halifax, <http://integration-net.ca:81/infocentre./1998/004.htm> (April 6, 2010).

upon their arrival, they did not speak the host country's main language, the fact that they have since become more proficient in that language makes it possible for them to better express themselves and to make themselves understood. This helps to reduce their sense of unease. They can then more readily accept their new life environment in a more realistic manner.

Phase 4: Adaptation and integration

During this phase, which occurs after months or years, immigrants become more involved in their host society and are more equipped to do so.

It is important to remind immigrants that their experience is not linear but can involve reversals and setbacks. It also varies from person to person.

Problems observed among certain groups during their immigration experience

A range of problems have been observed among various groups in the cultural communities.

- **YOUNG PEOPLE** – Adolescence is not a universally recognized phase of human development, although it is considered very important in North America. Some immigrants to North America, including young people between the ages of 14 and 18 and their parents, are surprised by it, even though the phenomenon may have existed in their country of origin. The result is often the same: through osmosis, immigrant youth quickly identify with other young people who are going through an identity crisis and make common cause with them. This crisis can be paired with another one involving young immigrants' cultural identity and can turn into an ideological and cultural conflict with their parents, since immigrant youth are caught between the traditional values handed down to them by their parents and the new values transmitted by the host society.
- **WOMEN** – Often, women account for the largest segment of the immigrant population enrolled in francization courses. Paradoxically, they are also often isolated at home, where they shoulder all the parenting responsibilities without the benefit of any resources or possibilities for learning to communicate in French. For example, they tend to prefer staying at home over taking full-time courses. In such cases, the distance between children and parents continues to grow. But the mother nonetheless plays the pivotal role in the family. Women can also end up being the only ones looking after all family responsibilities. Finally, it is essential, during the reception process, to ensure that these women, who often have very young children to take care of, can stabilize the conditions governing their family life (daycare, health care services, transportation, etc.).
- **VISIBLE MINORITIES²** – Although it is often used to describe certain groups of immigrants, the concept of visible minority is not universally accepted. Visible minorities are defined by

2. Statistics Canada (Last viewed on July 31, 2013). Statistics Canada Web Site [Online] <http://www.statcan.gc.ca/concepts/definitions/minority-minorite1-eng.htm>

their physical features, particularly by their skin colour.³ It is true, nonetheless, that, because of such features, members of visible minorities can find themselves victims of prejudice and racism more frequently than members of other communities. Because of their ethnic characteristics, they sometimes meet with refusals when they try to rent an apartment or apply for a job.

1.2 An overview of immigrant communities in Québec and elsewhere in Canada

Québec has been marked by significant demographic changes in the last decades and immigration has played no small part in this development. The growing diversity in the successive waves of immigration has become a major trend in the demographic evolution of the society.

The population of Canada as a whole

More than 200 different ethnic origins were reported in the 2006 Canadian Census. This list includes Canada's Aboriginal peoples as well as groups who have come from elsewhere to settle here.⁴ Some of these ethnic groups have been in Canada for generations; and some are among the approximately 45 000 immigrants that Québec has taken in during recent years.

Before the 1960s, immigrants to Canada came mainly from the United Kingdom, Italy, Germany and other European countries.⁵ Those admitted to Canada in the last decade have come primarily from countries such as China, India, the Philippines and from Africa.

The population of Québec as a whole

As in the rest of Canada, immigrants admitted to Québec come less frequently from the traditional area of Western Europe and more often from Arab-speaking countries in the Middle East, North and West Africa, Southeast Asian countries, the Caribbean, and South and Central America.⁶

3. Section 3 of the *Employment Equity Act* of 1995 stipulates that "members of visible minorities" means persons, other than aboriginal peoples, who are non-Caucasian in race or non-white in colour."

4. Statistics Canada. *Canada's Ethnocultural Mosaic*, 2006 Census, Statistics Canada, catalogue no. 97-562-XIE2006001, p. 5.

5. Kelly Tan, Stan Kustec and Tina Chui, "Becoming Canadian: Intent, Process and Outcome," *Canadian Social Trends*, Statistics Canada, Spring 2005, p. 14.

6. Québec, Ministère de l'Immigration et des Communautés culturelles *Population immigrée recensée au Québec et dans les régions en 2006: Caractéristiques générales*, 2006 Census.

1.3 Immigrant status

With regard to citizenship and immigration policy, all Québec residents including those deemed to be immigrants fall under one of the following four status categories:⁷

- Canadian citizen
- Permanent resident
- Temporary resident
- Awaiting permanent residence

1.3.1 Categories of immigration

The categories of immigration⁸ must not be confused with the different types of immigrant status.⁹ The categories of immigration are:

- Economic immigration (65.2 % of the entire population of immigrants between 2006 and 2010)
- Family reunification. Anyone wishing to immigrate to Canada under this category must have a close relative in the country who is either a Canadian citizen or a permanent resident and who is willing to sponsor the candidate. This was the situation of 21.7% of all immigrants admitted between 2006 and 2010.
- Asylum granted to a person usually designated as a refugee (11.0% of all immigrants admitted between 2006 and 2010).

People who apply under these categories may be granted the status of permanent or temporary resident, either of which enables them to remain legally in Canada and Québec. However, only permanent residents have free access to all public services. Economic immigrants, those applying under the banner of family reunification, and refugees have universal access to these services but may have to pay fees in some cases.

Temporary residents do not have free access to public services, except when they have a work permit that enables them to take free francization courses in the school boards, the principle being to improve their employability. Moreover, under section 29 (2)¹⁰ of the *Immigration and Refugee Protection Act*, these immigrants “must leave Canada by the end of the period authorized for their stay and may re-enter Canada only if their authorization provides for re-

7. Québec, Ministère des Relations avec les citoyens et de l'immigration, *L'immigration au Québec: Partage des responsabilités Québec-Canada. Statuts des personnes se trouvant au Québec*, Québec, 2003, 5.

8. Québec, Ministère de l'Immigration et des Communautés culturelles, *Portrait statistiques 2006-2010: L'immigration permanente au Québec selon les catégories d'immigration et quelques composantes*, 2012, 7.

9. **A refugee:** A person who has fled his/her country to avoid persecution.

A refugee in Canada: To meet the Canadian criteria for refugee status, a person must have left his/her country of origin and have a well-founded fear of being persecuted there for reasons related to race, religion, nationality, membership in a specific social class, or political opinion.

An applicant or claimant for refugee status: A person who has requested asylum.

10. Canada, *Immigration and Refugee Protection Act*. S.C. 2001, ch. 27, section 29 (2). Updated March 4, 2013.

entry.” Section 30 (2) of the same Act stipulates that “every minor child in Canada, other than a child of a temporary resident not authorized to work or study, is authorized to study at the pre-school, primary or secondary level.”

- Non-status immigrants, i.e. persons who have not been granted any of the abovementioned types of status

A refugee claimant is a person who has fled his/her country and requested protection in another country. It is impossible to say whether or not a person is a refugee before a decision has been rendered in his/her case.

A refugee claimant who is awaiting a decision, or a person who has either entered the country illegally or remained in the country following the expiration of his/her status as a temporary resident, are examples of non-status persons. Refugee claimants have access only to the full-time francization program offered by the school boards since, by law, the Ministère de l'Immigration et des Communautés culturelles (MICC) can offer only part-time services.

It is important for SARCA staff to know that the Interim Federal Health Program (IFHP) provides temporary medical insurance coverage for members of certain uninsured populations. This program is intended to reduce risks to public health and to ensure that these people receive care and assistance so that they can integrate well into Canadian society. IFHP coverage applies to persons in the following groups who lack the financial resources required to pay for health care services: asylum claimants, Convention refugees who have resettled in Canada, people who have been detained under the *Immigration and Refugee Protection Act*, and victims of human trafficking.

1.4 Immigrant populations on school board territories

It is important that SARCA staff have access to up-to-date information on the problems experienced by immigrants at the local and regional levels. Various sources of specialized information, such as certain demographic, socioeconomic and cultural data, could prove useful. Staff members can, for example, visit the Web site of the MICC¹¹ to obtain regional profiles and to learn more about the characteristics of immigrants who have settled in Québec and its various regions. The Web site has the following types of data:

Demographic data

- Number of immigrants
- Ethnicities represented and countries of origin
- The distribution of the immigrant population (dispersion, concentration and grouping by ethnicity, etc.)
- The stability or mobility of the immigrant population
- Number of single-parent families
- Average number of children per family
- Average level of schooling
- Literacy levels
- People with little schooling
- Highly educated people
- Level of proficiency in French

Economic data

- Main sources of family income
- Average income
- Job situation
- Unemployment rate
- Types of jobs held
- Businesses that employ immigrants
- Jobs available in these businesses

The Ministère de l'Emploi et de la Solidarité sociale¹² and the Ministère de la Santé et des Services sociaux¹³ also have interesting data on their respective Web sites.

11. Ministère de l'Immigration et des Communautés culturelles (Accessed on April 4, 2013). Site of the Ministère de l'Immigration et des Communautés culturelles, [online] <http://www.micc.gouv.qc.ca/fr/index.html>

12. Ministère de l'Emploi et de la Solidarité sociale (Accessed on 4 avril 2012). Site of the Ministère de l'Emploi et de la Solidarité sociale [online], <http://www.mess.gouv.qc.ca/>

CHAPTER 2: Reception of Immigrants

2.1 The importance of reception services for immigrants

Reception is a key moment for all immigrants who visit a training centre or a SARCA centre. This is an important point in the hierarchy of needs because staff members and clients are in a questioning mode. The process of questioning the client is generally complex and touches on numerous aspects. From the very outset, reception must be perceived as the beginning of a long process and as a decisive beginning.

From this point on, a sequence of actions by administrators and other staff members unfolds through both levels of reception. The trust that immigrants gradually develop in various resource people begins at reception. And this subsequently becomes true for the entire education system.

The reception process provides an ideal opportunity to obtain information about:

- their history, including their academic and professional background, and, if conditions warrant it, their family background.
- their personal immigration experience, the problems they have encountered, their present and future needs, their plans and aspirations

Reception staff should be able to offer immigrants services adapted to the needs they have expressed, which, in itself, represents the full extent of the service challenge.

Questions pertaining to a realistic training program

At the first and second levels of reception, the two most important things staff can do are enable immigrants to explain why are visiting a SARCA centre, and work out the most precise possible description of their educational project so that this body of information can be used to offer them services appropriate to their needs.

After having determined the immigrants' goals and expectations with respect to their educational or occupational needs (guidance counselling, speech therapy, resource teaching, psychological support, etc.), reception staff refer them to a counsellor who can answer more specific questions and, as far as possible, accompany them in the process. The goal of the exercise is to provide them with the best possible guidance in their search for resources, in order to establish, along with them, a project that can be carried out using existing school board services or, if not, by drawing on services outside the school board or even the education system. (See the example of an immigrant interview report at the second level of reception in Appendix 3.)

13. Ministère de la Santé et des Services sociaux (Accessed on April 4, 2012). Site of the Ministère de la Santé et des Services sociaux [online], <http://www.msss.gouv.qc.ca/>

Interpretation and translation

Some immigrants have difficulty expressing themselves in French, while others may have no knowledge of the language. In such cases, interpretation services must be made available. It is advisable to ask clients about their preferences in this regard. Some may want a family member to perform the task while others may feel more at ease with a complete stranger. However the case may be, it is important to limit the interpreter's work to translation and to avoid all personal considerations. Neutrality is a must.

This being clearly established, an interpreter may be:

- a member of the immigrant's family or a friend
- a francization student at an adult education or vocational training centre
- an allophone with the same mother tongue who would like to be of service
- a partner of a community organization (see bibliography) who may or may not work on the same territory as that covered by the SARCA centre

If several members of a group show up at the same time and neither is particularly proficient in French, one person from the group who understands it sufficiently well can speak on their behalf, and always with the goal of translating the content of the discussions as accurately as possible.

The mindset of the SARCA team: Attitudes and behaviour

Which attitudes and behaviour by SARCA staff can encourage immigrants to confidently express their needs and aspirations?

The following suggestions may facilitate the work of staff during reception interviews, which are based on two fundamental principles:

- 1) Always act in a natural manner.
- 2) Make sure that you are understood:
 - Give out information one item at a time.
 - Take as many breaks as necessary.
 - If necessary, repeat or reword questions patiently.
 - Speak loudly and slowly enough and make sure to enunciate clearly.
 - Explain, in simple words, the vocabulary associated with the different training and accompaniment services offered by SARCA, or with outside aid agencies, as well as various legal expressions such as *de facto spouse* and *immigrant status*.
 - Write down, on a memo pad, certain information that immigrants should keep in mind: the day and time of a meeting, an address, a telephone number, etc.

- As much as possible, give explanations in English or another language to immigrants who do not understand French, when it is not possible to find an interpreter.

Reception staff should ensure that they thoroughly understand the answers immigrants give them, taking account of the fact, however, that not initially understanding a person who has a strong accent is entirely normal.

- Ask immigrants to repeat what they say, if necessary.
- Have them write down words or numbers that may be confusing in conversation and that, if improperly transcribed, run the risk of having a negative impact: a family name with a rarely found consonant, or erroneous data made up of a long series of numbers or other symbols entered in the Charlemagne system, for example.
- Use explicit gestures or concrete and meaningful objects: for example, show a printout of a school schedule to explain the difference between full time and part time.

The importance of exhibiting good attitudes and appropriate behaviours during reception goes well beyond the questions to be asked. Despite staff members' best efforts, immigrants may sometimes find it difficult to express themselves, to open up, to talk about their dreams and aspirations, or to reveal certain details of their lives, since it takes time to build trust. Such reticence may be due to limited proficiency in French, to a cultural trait common to the ethnic group to which the person belongs, or to nervousness, anxiety, mistrust, etc. In such instances, immigrants require special attention or simply more time to allow trust to develop so that they can engage in meaningful dialogue.

In the case of immigrants who communicate with SARCA staff by telephone, fax or computer, it is important to set a meeting time as quickly as possible and to identify their needs on site in order to avoid making mistakes.

Empathy

Reception, referral, counselling and support services emphasize a personalized approach, and things cannot be otherwise with immigrants. This is why reception staff can more easily create a climate of trust by showing themselves to be empathetic and active listeners.

Empathy is an attitude characterized by an objective and rational attempt to understand the feelings and emotions of others. It involves trying to understand these feelings and emotions while maintaining a certain distance, in other words, without going so far as to imagine oneself experiencing what the others feel.

- Reception staff should continually keep in mind the difficulties that immigrants experience.

- Reception staff should help immigrants to clearly formulate and express their requests, i.e. the reasons that have led them to seek training.
- Staff must also be aware of the importance of taking into account the ambitions, dreams, plans and even the dissatisfactions of immigrants by helping them to define their learning plan.

Understanding non-verbal communication

SARCA staff must be able to “perceive a state or situation behind words and actions.”¹⁴ In other words, they must be sensitive to the importance of adults’ non-verbal behaviour, which may be even more imperative when speaking with immigrants. For instance, some ethnic groups tend not to let their emotions, feelings, unease, etc. show. In other situations or contexts, it is important that reception staff try to “read between the lines,” that they be attentive and observant enough to detect unasked questions, unformulated answers, and so on.

Non-verbal communication takes place wordlessly and makes it possible for people to understand one another across the barrier of language. It makes use of facial expressions, body posture, actions and various sounds. A person’s actions may express a desire to communicate. Some signs are easier to perceive and decipher than others: for example, nods, frowns, shrugs, winks, rolled eyes, etc. One must be careful, however, about trying to interpret such signs, and not jump to hasty conclusions. This is not about trying at all costs to find a meaning to the slightest action or reaction.

In short, appropriate attitudes, procedures and behaviours help to make immigrants feel at ease, give them confidence and lay the groundwork for a successful outcome. The reciprocal effects of non-verbal communication have to be taken into account.

14. Québec, Ministère de l’Éducation du Loisir et du Sport. *Cadre général des services d’accueil, de référence, de conseil et d’accompagnement*, Québec, 2006, p. 20. [Free translation]

2.2 Organizational chart of the immigrant reception process

The organizational chart of the immigrant reception process illustrates the context in which the first and second levels of reception take place. It is designed to show specific types of interventions by reception staff.

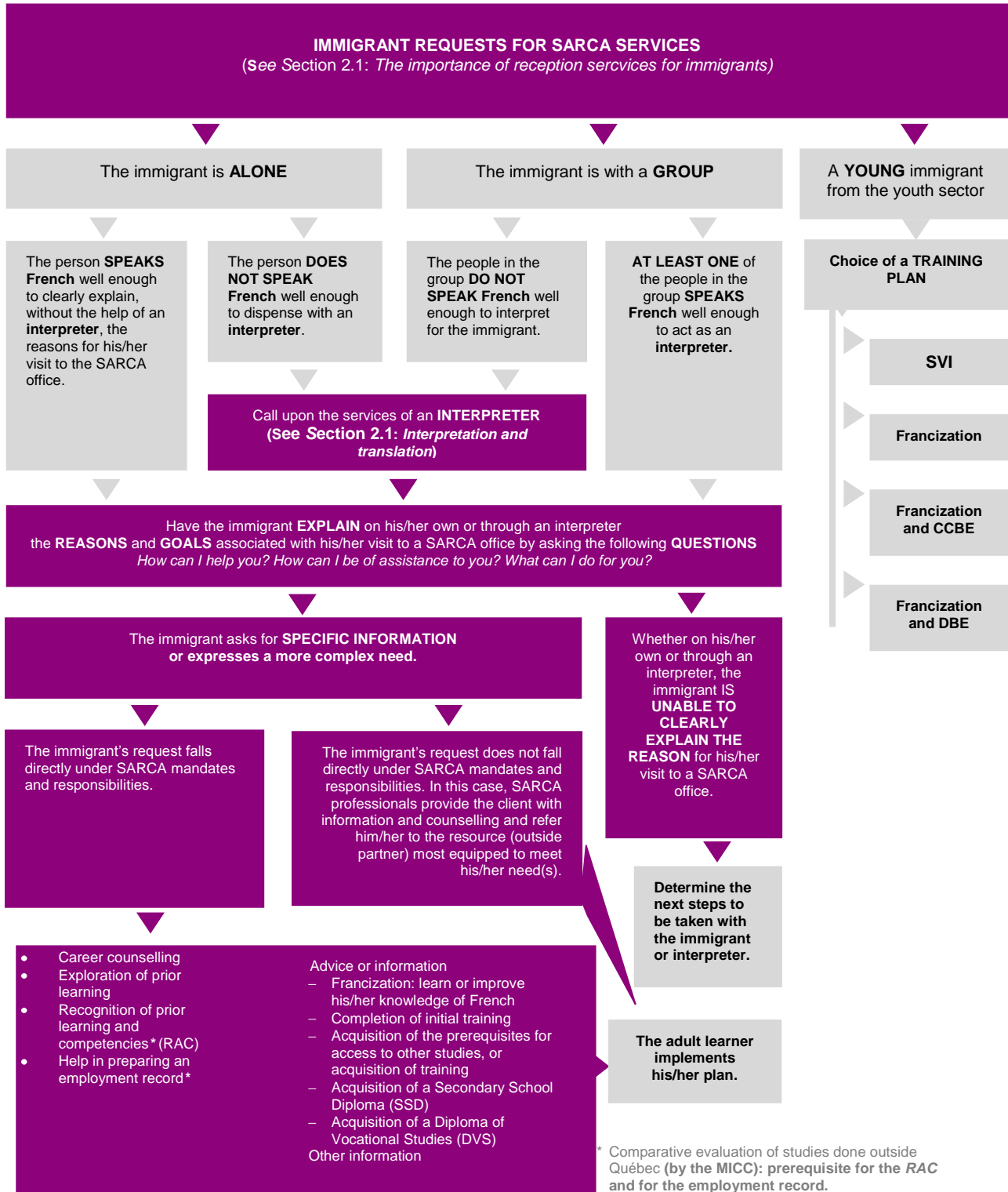
First level of reception

- Reception services begin the moment an immigrant enters a SARCA centre. The staff first determine whether the person has specific needs. To adequately carry out this task, they can go to Part 2.1 of this section: *The Importance of Reception Services for Immigrants*.
- In cases where immigrants speak French sufficiently well, the reception staff asks them to explain why they have decided to seek reception, referral, counselling and support services.
- If immigrants cannot make themselves clearly understood in French, then the services of an interpreter are called for (see the part of point 2.1 entitled *Interpretation and translation*).
- The person in charge of the initial level of reception can determine whether the client's requests fall directly under the mandate of SARCA, or whether it wouldn't be more advisable for the client to turn to another service or organization. The staff member could, if applicable, steer the person toward the resource most likely to meet his/her needs.

Second level of reception

The staff providing the initial level of reception services can refer immigrants to the second level, where the professional staff can help them to express their individual needs and to validate their education or career plan as well as the actions required to implement it. The person in charge of the second level of reception will do what is necessary to help immigrants carry out their plans.

ORGANIZATIONAL CHART OF THE IMMIGRANT RECEPTION PROCESS IN SARCA CENTRES



CHAPTER 3: Needs Commonly Expressed by Immigrants

3.1 Services offered to immigrants

In the framework of immigrant reception in SARCA centres, staff may have to deal with certain specific needs, such as:

- registration in a training course
- recognition of prior learning and competencies
- help needed to write a job résumé
- a comparative analysis of studies completed outside Québec

It is important that reception staff be well informed about these services before they begin working with immigrants.

Registration in a training program

Immigrants may have needs with regard to francization or they may ask for access to other services or study programs. At the initial level of reception staff must be able to satisfy requests for information about the various training services available before steering clients toward the second level.

In cases involving enrollment in a training program, staff should consult the document *Droits de scolarité exigés des élèves venant de l'extérieur du Québec* (published annually) to find out about the terms and procedures.

Recognition of prior learning and competencies (RAC)

Appendix 2, *Important Documents*, lists documents that are indispensable to immigrants who wish to obtain recognition for their scholastic and occupational learning (recognition of prior learning and competencies [RAC]), or to create an employment record (attesting to their work experience, aptitudes, training and competencies). These documents include *L'Évaluation comparative des études effectuées hors du Québec* (comparative evaluation of studies done outside Québec, in French only). Immigrants need to be accompanied—or at least guided—in this process by a SARCA staff member.

The recognition of prior learning and competencies in vocational and technical training is based on a procedure that enables adults to obtain official recognition (diploma or report card) for competencies they have acquired through work and other life experience, and these can count toward a program of studies.

Immigrants must apply to have their prior learning and competencies recognized.¹⁶ In preparing their application, they will need the following documents.

- their résumé (including experience as a volunteer)
 - letters or other documents attesting to their work experience
 - letters or other documents attesting to other relevant experience (volunteer work, recreation, etc.)
 - report cards, diplomas, degrees or any other proof of training they may have received

Employment record

To facilitate their job search, immigrants must create an employment record showing their experiences and aptitudes (initiative, organizational skills, ability to work as a member of a team, etc.). It is important, therefore, that they put together a comprehensive file complete with documents confirming their experiences, competencies and training.¹⁷ In this endeavour, too, assistance from a SARCA staff member is highly advisable.

In addition to a comparative evaluation of studies done outside Québec, which is generally a prerequisite, this file must contain the following documents:

- a résumé outlining the candidate's competencies and achievements
 - originals or certified copies of:
 - diplomas or degrees
 - transcripts of marks
 - education certificates or other proofs of formal studies
 - attestations of continuing education, practicums or upgrading
 - descriptions, including duration, of their courses and practicums
 - work permits along with other employment-related qualifications
 - attestations of work experience, job descriptions and letters of recommendation from former employers

Comparative evaluation of studies done outside Québec

This evaluation, conducted by the Ministère de l'Immigration et des Communautés culturelles (MICC), consists of an overall comparison of programs of study in two official education

16. Québec, Ministère de l'Éducation, du Loisir et du Sport, *Reconnaissance des acquis et des compétences en formation professionnelle et technique: Cadre général, cadre technique* (Québec, 2005).

17. Québec, Ministère de l'Immigration et des Communautés culturelles, Direction des affaires publiques et des communications, *Learning About Québec: Your Guide to Successful Integration* (Québec, 2008), 71.

systems: that of an immigrant's country or province of origin, and that of Québec. This comparison is set out in a document describing the studies completed by the immigrant and sanctioned by an education system officially recognized by competent authorities in the country (usually the country of origin) where the studies were carried out, or in a province of Canada other than Québec, if applicable. This evaluation also describes the academic documents (diplomas, statements of marks) subsequently issued, and matches them to equivalent or roughly equivalent documents in the Québec school system. This evaluation recognizes a certain number of years, not a diploma. One should have no illusions on this point: even if a diploma or degree may be accepted in the labour market, this is rarely the case in colleges and universities.

Complete information on this subject, along with the necessary form, can be found on the Web site of the Ministère de l'Immigration et des Communautés culturelles¹⁸ as well as at the Bureau d'Immigration du Québec.

The comparative evaluation of studies done outside Québec can be useful to immigrants who wish to:

- undertake a job search
 - apply for admission to a program of study
 - apply through certain regulatory bodies

To avoid delays, immigrants should present originals of their diplomas, degrees, transcripts and statements of marks, or copies of these that have been certified as true by the educational institution(s) they attended in their country of origin, or by government authorities responsible for the training they received.

3.2 Training services for immigrants

French-language learning in the country of origin

Those who wish to settle in Québec but who are not sufficiently proficient in French can increase their chances of being selected if they opt to learn the language or improve their knowledge of it before leaving their country of origin. For this reason, some countries offer French courses to all those who wish to take them. The Ministère de l'Immigration et des Communautés culturelles also establishes service agreements with certain Alliances

18. Québec, Ministère de l'Immigration et des Communautés culturelles (Accessed on April 4, 2013). *Obtenir une Évaluation comparative des études effectuées hors du Québec* [online].

<http://www.immigration-quebec.gouv.qc.ca/fr/education/evaluation-comparative/>

françaises¹⁹ and institutes outside Québec. In addition, it offers online French courses for foreigners.

Resources allocated to francization in Québec

The Ministère de l'Immigration et des Communautés culturelles (MICC) and the Ministère de l'Éducation, du Loisir et du Sport (MELS) offer francization services in their respective systems, following different terms and conditions. The Ministère de l'Emploi et de la Solidarité sociale (MESS) can also provide training for immigrants.

MICC

The current legal framework gives the MICC prime responsibility for the linguistic integration of adult immigrants, particularly in terms of measures instituted to ensure that immigrants quickly acquire a knowledge of French.

The MICC offers francization services to immigrants who have been in the country for less than five years in conjunction with non-profit organizations, CEGEPs, universities and, less frequently, the school boards. This offer of francization courses (given mainly in the CEGEPs in the case of full-time study) is governed by mutual agreements between the MICC and the educational institutions concerned.

The MICC grants financial assistance (for subsistence purposes and to cover daycare and transportation costs) to its francization clientele in accordance with certain eligibility criteria.

MELS

MELS has defined francization services in Section 11 of the *Basic adult general education regulation*, which reads: "Francization services are designed to develop the basic oral and written French skills of adults whose mother tongue is not French and, for some, to facilitate their integration into Québec society while allowing them to prepare their transition to further studies or the labour market."

MELS entrusts its system of school boards with the responsibility to implement this service offer, which includes francization for its own sake and for integration purposes, particularly social integration, sociovocational integration and pedagogical support. It is worth keeping in mind that, unlike the MICC, the school boards' francization services for their immigrant clients are not bound by any constraints relating to the number of years the immigrants have been in the country.

19. The Alliances françaises have three missions:

- To offer French courses in France and around the world to all types of groups
- To promote French culture and francophone cultures generally, in all their dimensions
- To foster cultural diversity by highlighting the richness of all cultures

MELS does not provide financial assistance to immigrants. The MICC, on the other hand, concludes partnership agreements with the school boards that guarantee full-time francization classes. Within the framework of these agreements, immigrants:

- receive French language instruction from the school boards
- benefit from assistance granted by the MICC

MESS

The MESS also contributes to francization efforts through its labour force training measure, which supports immigrants during training with a MICC partner or in an adult education centre administered by a school board.

Francization programs

Against the backdrop of the increases in the number of immigrants anticipated in the upcoming years in Québec, the ministries involved in the francization of immigrants are working toward a greater harmonization²⁰ of government services. The steps they are taking toward this end include measures associated with education programs. The MICC and MELS have developed a common reference framework for francization purposes. This framework is composed of a scale of competency levels in French²¹ and a framework program for adult immigrants to Québec.²² This program targets the development of the following four language competencies:

- oral comprehension
- written comprehension
- oral presentation
- written presentation

MELS has developed a francization program stemming from this common reference framework.

Both networks, that of the MICC and MELS, also offer more specialized French courses to meet certain needs of specific populations. For example, people who received little literacy training in their country of origin can attend adult education centres (AEC) and avail themselves of the services of certain MICC representatives.

20. Québec, Ministère de l'Immigration et des Communautés culturelles, Direction des affaires publiques et des communications, *Pour enrichir le Québec: Franciser plus, intégrer mieux – Mesures pour renforcer l'action du Québec en matière de francisation des immigrants* (Québec, 2008), p. 28.

21. Ministère de l'Immigration et des Communautés culturelles (Accessed on April 4, 2013) *Web Site of the Ministère de l'Immigration et des Communautés culturelles* [online], <http://www.immigration-quebec.gouv.qc.ca/publications/fr/langue-francaise/Echelle-niveaux-competences.pdf>.

22. Ministère de l'Immigration et des Communautés culturelles (Accessed on April 4, 2013) *Web Site of the Ministère de l'Immigration et des Communautés culturelles* [online], <http://www.immigration-quebec.gouv.qc.ca/publications/fr/langue-francaise/Programme-cadre-francais.pdf>.

Basic school regulations and frequency of course start-ups

The factors that affect the types of study programs offered to immigrants are:

- their language level
- their availability
- their needs

Based on these factors, individuals who have been francized in an adult education centre can, depending on the services offered, benefit from a flexible method of organization that makes it possible for them to take:

- full-time or part-time training
- day, evening or weekend courses for specific clientele
- training for businesses adapted to clients' various needs

Evaluation of competency level in French

The level of competency in French can vary considerably from one immigrant to another. The level of someone wishing to enroll in a French course is generally determined during an evaluation interview with an individual designated by the MICC, or with a team of teachers working in an adult education centre.

L'Échelle québécoise des niveaux de compétence en français des immigrants adultes provides evaluators with a common reference work they can use to evaluate a person's level in oral and written French.

Cost of courses and financial assistance

An immigrant whose registration in a francization course within the MICC system has been confirmed is not required to pay tuition fees. MELS courses are also free for the majority of adult immigrants who enroll in francization courses directly in an adult education centre under the jurisdiction of a school board.

However, apart from the fact that courses are available free of charge, immigrants must have adequate living standards (accommodations, daycare, transportation, etc.). For this they may need financial assistance. Different ministries and organizations, such as the MICC and the MESS, offer financial aid of this kind through Emploi-Québec or a Centre local d'emploi, which can steer adults in the right direction. Depending on each person's situation (immigration status, number of dependent children, full-time or part-time training, etc.), various types of financial aid can be provided. Here are some examples:

- basic education allocation (MICC, MESS)
- participation allocation (MICC)

- allocation for daycare expenses (MICC, MESS)
- allocation for transportation expenses (MICC, MESS)
- allocation for school materials (authorized books, exercise books, etc.) (MICC, MESS)

3.3 Other services and training programs

It is important to know that, in the Québec school board system:

- every **Québec resident** is entitled to receive educational services free of charge, as provided for under section 1 of the *Education Act* and under the *Basic school regulation* established by the government under section 447 of the Act
- section 2 stipulates that every Québec resident is entitled to receive, free of charge, the literacy services and other educational services provided for by the *Basic adult general education regulation* under the conditions set out in this regulation
- every Québec resident is entitled to receive, free of charge, the educational services provided for by the *Basic vocational training regulation*; this right is subject to the conditions set out in this regulation if the resident has reached the age of 18, or 21 if the person is handicapped under the *Act to Secure Handicapped Persons in the Exercise of their Rights with a View to Achieving Social, School and Workplace Integration* (RSQ, c E-20.1).

Other services and training programs associated with francization or with immigrants' status as new arrivals are offered at adult education centres or vocational training centres. New immigrants can take advantage of these programs and services while taking francization courses, or after. These services and programs are as follows:

- pedagogical support services
- literacy services
- preparatory services for secondary education
- Secondary Cycle One education services
- Secondary Cycle Two education services
- social integration services (IS);
- sociovocational integration services (SIS)
- vocational training preparation services
- vocational training programs (depending on their career choice)

CONCLUSION

The information presented in this guide deals with the first and second levels of reception of adult immigrants by SARCA staff. The guide stresses the need to develop attitudes and behaviour among staff that will make it easier for immigrants to express their demands.

Since the circumstances of immigrants vary with each individual, it is essential to understand the stages that are an inevitable part of their migration experience as well as certain specific features of their status as immigrants to Québec. It is important, therefore, that SARCA staff, and mainly reception staff, meet their various needs using the resources at their disposal.

There is no doubt that the preparation and training of reception staff begins with their assimilation of the basic principles of effective communication and a good knowledge of the characteristics of their clients. Developing links with various internal and external resources will, moreover, facilitate interaction with immigrants.

It is also essential to take account of the fact that many partners can lend their expertise and that, consequently, SARCA staff must be well acquainted with them.

APPENDIXES

Appendix 1 – Case Studies

The following characters and situations are fictional. These case studies are intended to serve as a focus for work-related discussion by SARCA staff.

Case 1

Léopold, who is 32 years old, just arrived from Sénégal. Under the family reunification program, he has come to rejoin family members who have already settled in Québec. His mother tongue is Wolof. In Senegal, he learned some French in elementary school, as well as through contact with playmates and, later, work colleagues. He worked for several years in a mechanics shop, although he was not trained as a mechanic.

Léopold visits a SARCA office. The reception staff member he meets with learns that he would like to work as a mechanic in Québec but has been unable to find a suitable job because he has no formal qualifications. Moreover, having quit school early in order to earn a living, he is not very proficient in reading (written comprehension) or writing (written production). He knows that, to work as a mechanic in Québec, you have to be able to write evaluations and reports on repairs, make bills, etc. And you have to be able to consult and read maintenance manuals and other repair guides that are, for the most part, written in French, although many are still in English.

Case 2

Jelena came to Québec in 1999 when she was 30 years old. In Serbia, her country of origin, she worked as a nursing assistant. She has done formal studies in this area and holds a degree. She speaks English in addition to Serbo-Croatian. Upon her arrival in Québec she began to take francization courses given by the MICC. During her first years in Québec, she did not work as a nursing assistant but found different unspecialized and poorly paid jobs.

She has come to a SARCA office because she would like once again to work as a nursing assistant (in Québec, a licensed practical nurse) and eventually study to become a registered nurse. She has a problem, however. Back home, she lost all her possessions in a house fire, including her diplomas, degrees, report cards, etc. For the moment, she would like to know how to contact the Ordre des infirmières et infirmiers auxiliaires du Québec.

Case 3

Farbeen is the wife of a Burmese refugee. She is 42 years old. She, her husband and their children recently came to Québec. They spent several years in refugee camps before being selected by the Québec government. In her country of origin, Farbeen was a housewife who stayed at home and took care of the children and household tasks. She has had little formal education and speaks only Burmese.

She visits a SARCA office accompanied by a fellow countryman who speaks French and acts as an interpreter for her. Through him, she tells the reception staff member who meets with her that she would like to learn French so that she can, among other things, help her children who are learning French in school.

Case 4

Mihai is 45 years old and a native of Romania. He speaks only his mother tongue. He has done all his studies in that language, from elementary school through university. He has a degree in mathematics and taught the subject for a number of years back in his native country.

Mihai has come to Québec under the skilled workers program and has, through the MICC, registered in a French language course. But the course starts only several weeks from now and he has come to a SARCA office to see if he can begin the franization process earlier. Also, he would like to work again as a teacher and hopes that SARCA staff will be able to give him advice and support that will help him to carry out his plan.

Suggested questions

- What information tells a reception service staff member that the person before him/her is an immigrant?
- What motive or reason impelled the client to contact a SARCA office? What is the reason behind the visit? What request did the person make?
- Is the request sufficiently clear and the need sufficiently well defined??
- Based on the information provided by the client and his/her answers to the staff member's questions, can one conclude that he/she has a personal project in mind?
- What obstacles must the client overcome, and what steps must he/she take, in order to carry out his/her project?
- What action could reception services staff take in response to the immigrant's request and need?
- Is there good reason to refer the client to another service? What services could be offered to him?

Other questions

- Who is the professional staff member in charge of this file?
- Is there a good reason to redirect the immigrant toward an outside agency, organization or institution?

Training services that could be offered, depending on the case, and leading in the medium or long term to an SSD or a DVS

- literacy services
- common core basic education services
- diversified basic education services
- francization services
- social integration services
- sociovocational integration services
- vocational training preparation services
- preparatory services for postsecondary education
- vocational training in the client's choice of career

Other services available

- exploration of learning (SARCA)
- general educational development testing service (GEDTS)
- secondary school equivalency tests (SSETS)
- recognition of prior learning and competencies
- comparative evaluation of studies done outside Québec

Appendix 2 – Important Documents for Immigrants

Before leaving their country of origin, people wishing to settle in Québec must ensure that they have certain essential documents, including originals and certified copies of their academic and occupational qualifications. These documents will be very useful at various points in their lives in Québec, particularly when they embark on a job search or seek admission to a training program. Other occasions on which these documents are important include:

- establishing an employment record, which must attest to the candidate's work experience, aptitudes and training
- obtaining recognition of academic and occupational achievements (recognition of prior learning and competencies)
- asking for a comparative evaluation of studies done outside Québec
- registering for a program of studies, a francization program or a program in any other area
- applying for accreditation to certain regulatory bodies, such as a professional corporation

It is not always possible for immigrants to have all the documents they may need on hand. Take, for example, the case of refugees who have to flee their country to escape the ravages of a civil war or to survive a major natural catastrophe. It is highly likely that people in such circumstances will not have time enough to gather together the degrees or achievement records they will need to establish their educational or training profile. This situation calls for a comparative evaluation of studies done outside Québec.

The following is a list of the documents that are most commonly used to confirm an immigrant's identity, or that are required for most of the procedures that immigrants will have to undertake in Québec.

1. Québec Selection Certificate (QSC)
2. Permanent Resident Visa included in a passport (issued by the Canadian government)
3. Confirmation of Permanent Residence (issued by the Canadian government)
4. A valid passport and other travel documents

These four identity documents are the most important. Numbers 2 and 3 confirm the immigrant's status as a permanent resident. He/she will need them in most of the procedures that will be followed.

The following documents can also be important, depending on the immigrant's needs and circumstances:

- Various identification papers aside from those already mentioned
- A copy of the immigrant's birth certificate or act of birth and adoption documents (if applicable)
- Marriage contract, marriage certificate or civil union contract for de facto spouses
- Separation or divorce documents
- Family record book, medical and dental files, vaccination booklet
- Proof of adherence to the social security plan of the country of origin, if applicable
- Diplomas, degrees, education certificates and other certificates of school attendance
- Statements of marks
- Descriptions of courses and practicums completed, specifying the duration of each
- Attestations of professional development
- A comparative evaluation of studies done outside Québec, if applicable (issued by the MICC)
- Confirmation of employment and work experience
- Attestations of training or upgrading practicums
- Letters of recommendation from former or current employers and information on their companies' activities
- A work permit
- Competency certificates and other credentials
- A credit history, bank references, bank statements, mortgage and loan statements, bank cards
- Letters of recommendation from former property owners or managers
- A valid driver's licence or international driver's licence

These documents must be originals or true certified copies. If the original documents are in a language other than French or English, the holder must obtain official translations (from a certified translator or an official of a consulate or embassy). The translations must be authenticated by the official authorities and presented together with the original documents.

Appendix 3 – Example of a Report on an Interview Conducted with an Immigrant During the Second Level of Reception

Date of the interview:

yyyy-mm-dd

IDENTITY OF THE ADULT			
Family name:		Given name:	
Permanent code:		Age:	
Sex: <input type="checkbox"/> Male <input type="checkbox"/> Female		Mother tongue:	
Place of birth:		Language(s) spoken:	
1. INTENTION (indicate the nature and goal of your request and how they relate to the project)			
<input type="checkbox"/> Establishment of a career goal		<input type="checkbox"/> Return to school	
<input type="checkbox"/> Validation of a career goal		<input type="checkbox"/> Work force integration	
<input type="checkbox"/> Evaluation of prior learning		<input type="checkbox"/> Change in educational or career orientation	
Other: _____			
2. ADULT'S PRESENT SITUATION			
<input type="checkbox"/> Employed		<input type="checkbox"/> Receiving employment insurance	
<input type="checkbox"/> Looking for work		<input type="checkbox"/> Receiving employment assistance	
<input type="checkbox"/> No source of income		<input type="checkbox"/> In school	
<input type="checkbox"/> Other: _____			
3. REFERRING ORGANIZATION			
<input type="checkbox"/> Secondary school		<input type="checkbox"/> Emploi-Québec	
<input type="checkbox"/> Adult education centre		<input type="checkbox"/> Organizations serving immigrants	
<input type="checkbox"/> Vocational training centre		<input type="checkbox"/> Another organization:	
Specify (if applicable): _____		<input type="checkbox"/> Personal initiative	
		<input type="checkbox"/> Acquaintance or family member	
Services formerly received			
<input type="checkbox"/> Career choice education		Year	_____ Agency _____
<input type="checkbox"/> Academic and career information		Year	_____ Agency _____
<input type="checkbox"/> Record of learning in basic general education or in exploration of learning		Year	_____ Agency _____
<input type="checkbox"/> Job search assistance		Year	_____ Agency _____
<input type="checkbox"/> Evaluation of school record		Year	_____ Agency _____
Adult education: <input type="checkbox"/> Yes <input type="checkbox"/> No			

4. EVALUATION OF RECOGNIZED SCHOOLING	
Dipoma:	<input type="checkbox"/> Secondary school <input type="checkbox"/> Vocational training <input type="checkbox"/> College studies <input type="checkbox"/> University studies
Language of instruction: _____	Level: _____
Second language: _____	Level: _____
Mathematics:	Level:
Previous training	
<input type="checkbox"/> Vocational training (other):	
<input type="checkbox"/> Postsecondary studies:	
Recognition of prior learning and competencies	
<input type="checkbox"/> AESS <input type="checkbox"/> GED <input type="checkbox"/> GDT <input type="checkbox"/> Francization, level: __	
Number of competencies recognized in a program leading to a DVS:	
Comparative evaluation of studies done outside Québec:	
Other information about the adult's schooling:	
<input type="checkbox"/> No schooling recognized in Québec	
<input type="checkbox"/> To be determined	
5. ASSESSMENT OF PRIOR LEARNING RESULTING FROM EXTRACURRICULAR ACTIVITIES	
Exploration of prior learning based on the adult's life situation	
<input type="checkbox"/> Work experience	<input type="checkbox"/> Community group and volunteer experience
<input type="checkbox"/> Family and personal situation	<input type="checkbox"/> Social and cultural life
Extracurricular and experiential learning	
On-the-job training:	<input type="checkbox"/> Basic training <input type="checkbox"/> Specific training
Non-formal learning:	Specify (if applicable):
Overview of competencies developed (for example: ability to communicate orally in a second language, ability to use a word processor, ability to interact with others):	
Overview of the competencies to be developed (for example: ability to write various kinds of texts, ability to interact in an appropriate manner with his/her colleagues, ability to deal with situations using mathematics):	
Other useful information:	

6. RESOURCES FOR AND OBSTACLES TO THE IMPLEMENTATION OF THE PERSONAL PLAN
Conditions for success:
Time availability:
Obstacles:
Financial situation:
Required training:
7. OTHER INFORMATION RELATING TO THE IMMIGRANT, IF APPLICABLE
Living environment (family, social circle, work environment, means of subsistence):
Current level of proficiency in French:
Services received from a community organization that works with new immigrants (contact information, for how long?):
8. CAREER OBJECTIVE
<input type="checkbox"/> To be established <input type="checkbox"/> Established Specify:
9. REFERRAL (indicate the steps to be taken in developing or implementing his or her personal plan)
<input type="checkbox"/> Vocational guidance <input type="checkbox"/> Educational and vocational information <input type="checkbox"/> Procedure for exploration of acquired learning Enrollment: <input type="checkbox"/> General education <input type="checkbox"/> Vocational training (program): _____ <input type="checkbox"/> Recognition of prior learning and competencies (RAC) Specify: _____ <input type="checkbox"/> Referral to services in the community (MICC, CLE, CJE, CSSS, etc.) Other: _____

10. SUMMARY AND NEXT STEPS	
Signature of adviser _____	Date _____
<p>The information you have presented on this form as well as that in the file compiled on behalf of SARCA are accessible only to those responsible for the management of these services at the school board. Please note that none of this information will be shared with any other organization without your prior consent.</p> <p>Under the <i>Act respecting access to documents held by public bodies and the Protection of personal information</i>, you may view your file and have information in it corrected, if necessary.</p> <p>Declaration <i>I hereby declare that I have read and understood the above text and that the information provided herein is accurate and complete.</i></p>	
Signature of the person concerned or of his/her guardian if the person is a minor _____	Date _____

Appendix 4 - Abbreviations and Acronyms

ACS	Attestation of College Studies
AVT	Attestation of Vocational Training
RLBGE	Record of Learning in Basic General Education
CAD	Certification d'acceptation du Québec
AEC	Adult education centre
VTC	Vocational training centre
CIC	Citizenship and Immigration Canada
LEC	Local employment centre
NOC	National Occupation Classification
SB	School board
CSGA	Centre de services aux gens d'affaires (Services for businesspeople)
QSC	Québec Selection Certificate
HSSC	Health and social services centre
CSST	Commission de la santé et de la sécurité du travail (du Québec)
DCS	Diploma of College Studies
DVS	Diploma of Vocational Studies
SSD	Secondary School Diploma
EQ	Emploi-Québec
CCBE	Common core basic education
DBE	Diversified basic education
OLT	Online training
ILM	Information on the labour market
MELS	Ministère de l'Éducation, du Loisir et du Sport
MESS	Ministère de l'Emploi et de la Solidarité sociale
MFA	Ministère de la Famille
MFE	Ministère des Finances et de l'Économie
MICC	Ministère de l'Immigration et des Communautés culturelles
HRSDC	Human Resources and Skills Development Canada
MSSS	Ministère de la Santé et des Services sociaux
PAFILI	Programme d'aide financière pour l'intégration linguistique des immigrants (MICC)
PILI	Programme d'intégration linguistique pour les immigrants
PRIIIME	Programme d'aide à l'intégration des immigrants et des minorités visibles en emploi (Emploi-Québec, in conjunction with MICC and Investissement Québec)
RPLC	Recognition of prior learning and competencies
RAMQ	Régie de l'assurance maladie du Québec
SAAI	Service d'aide à l'adaptation des immigrants et immigrantes
SARCA	Reception, referral, counselling and support services
CSS	Childcare services in schools
SOIIT	Services d'orientation et d'intégration des immigrants au travail
SRACQ	Service régional d'admission au collégial de Québec
SRAM	Service régional d'admission du Montréal métropolitain
SSH	Service de sélection humanitaire
TCRI	Table de concertation des organismes au service des personnes réfugiées et immigrantes (Montréal)

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