

SHARING PRACTICES ON POST-SECONDARY TRANSITIONS IN MONTRÉGIE BACK TO SCHOOL

2

POST-SECONDARY TRANSITIONS: PIVOTAL MOMENTS IN THE LIVES OF YOUNG ADULTS

Transitions are pivotal moments in the lives of young individuals, often carrying the highest risk of dropout. Empowering youths to navigate these critical junctures with confidence requires proactive and comprehensive support from both schools and community organizations. These requirements need to span the periods before, during and after these transitions. Adopting a proactive, continuous, and collaborative approach is paramount in effectively preparing young individuals for the various transitions that mark their educational journey.

As part of the project titled *Les transitions scolaires et professionnelles en Montérégie : la collaboration interordres*, two meetings were organized to exchange best practices. These meetings were conducted with the support of the Instance régionale de concertation en persévérance scolaire et réussite éducative de la Montérégie (IRCM).



OBJECTIVE:

Facilitate exchanges and the sharing of best practices among professionals, stakeholders, and executives in the region.



TARGET AUDIENCE:

Youth from 15 to 35 years old.



TRANSITION:

Back to school.



THEME 1:

Supporting Young Adults
with Non-Traditional Routes

THEME 2:

Facilitating the Return
to School Transition
for Immigrants



We thank everyone who participated in these meetings.

DID YOU KNOW...

A study about **guidance for adults without diplomas from a lifelong learning perspective** found that:

60%

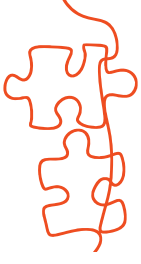
of adults without a diploma, whether they are employed or not, have envisioned going back to school

50%

would like to use counselling services

85%

do not know which organizations can help them and answer their questions regarding career counselling



ISSUES AND CHALLENGES

MEETING 2: FACILITATING THE RETURN TO SCHOOL TRANSITION FOR IMMIGRANTS

20

PARTICIPANTS

School Service Centres,
Community Organizations,
CEGEP, Universities,
Quebec Public Service

WELCOME AND FOLLOW-UP STRUCTURE

- Need for a structure to counter the isolation experienced by people with a migrant background;
- Lack of support during different phases of culture shock and migratory grief;
- Insufficient availability of psychosocial services in migrants' native languages;
- Necessity to identify and strengthen connections with local resources for a coordinated approach.

ADAPTATION AND INTERCULTURAL INTEGRATION

- Adaptation to study tactics, methodologies and technology tools;
- Challenges related to interpretation and intercultural relations in the classroom;
- Performance stress related to learning the French language;
- Barriers arising from myths about mental health.

NEWCOMER'S MENTAL LOAD

- Before returning to school, prioritize self-care and family needs:
 - Navigating the healthcare, school, and transportation systems;
 - Finding employment, housing, and registering children for school and daycare;
 - Learning French;
 - Etc.

SCHOOL SYSTEM AND RESOURCE AWARENESS

- Misconceptions and myths surrounding vocational studies (VS), general adult education (GAE) and CEGEP (AEC, DEC);
- Limited knowledge of available support services, particularly for individuals who are blind, deaf or hard of hearing (different sign language).

WORK-STUDY BALANCE

- Limited access to childcare services;
- Challenges accessing public transportation in rural areas;
- Financial constraints, particularly for single-parent households;
- Work schedule constraints.

CHALLENGES IN RECRUITMENT

- Struggles with passing the general development test (GDT), necessary for admission to a Diploma of Vocational Studies (DVS);
- Difficulties in mastering the French language, especially in writing;
- Limited financial assistance available for full-time francization (only for certain immigration statuses);
- Lack of recognition for prior learning and skills (RAC), diplomas and work experience outside Quebec;
- Insufficient support for newcomers in completing their academic records.





BEST PRACTICES AND ACTION PLAN

MEETING 2: FACILITATING THE RETURN TO SCHOOL TRANSITION FOR IMMIGRANTS

ESTABLISHING A SCHOOL RESOURCE OR INFORMATION DESK

- Foster close collaboration between teams;
- Provide ongoing follow-up and act as a resource person for students;
- Identify and promote local community organizations offering welcoming and integration services;
- Encourage early identification of students with special needs.

ESTABLISHING A SERVICE OFFERING BEFORE, DURING, AND AFTER THE TRANSITION

- Forge partnerships with regional immigration counselors and integration support agents from the Ministry of Immigration, Francization, and Integration (MIFI) to support young individuals in settling, integrating, and learning French in Quebec;
- Train peer helpers to counter social isolation;
- Distribute newsletters for targeted workshops;
- Provide services tailored for allophones;
- Launch a communication campaign to promote different educational pathways (DEP, AEP, AEC, ASP, DEC), the recognition of acquired skills (RAC) pathways and associated professions.

DEVELOPING AND MAINTAINING LOCAL AND REGIONAL PARTNERSHIPS

- Formalize your support system and create an intercultural intervention round table:
 - Compile references on measures and resources available to people from immigration backgrounds;
 - Foster collaboration between educational institutions and community organizations;
 - Stay informed about funding sources and government support programs.

DEVELOPING TOOLS FOR SCHOOL STAFF

- Expand knowledge on cultural shock and migratory grief;
- Provide support and training on intercultural communication;
- Create an educational guide for teaching staff;
- Have a yearly informational meeting to highlight the resources.

FACILITATING THE RECOGNITION OF ACADEMIC AND PROFESSIONAL SKILLS

- Enhance the in-company training service offer to address the challenges of the RAC:
 - Develop customized training courses;
- Offer paid practical internships within companies :
 - Create an onboarding kit for companies targeting allophones and raise awareness among employers about work-study balance.

PROVIDING SOCIALIZING OPPORTUNITIES TO COMBAT ISOLATION

- Implement a monthly program with various activities;
- Develop workshops and webinars by and for young people with a migrant background;
- Offer intercultural pairing between former and new students.





SHARED RESOURCES AND TOOLS

FACILITATING THE RETURN TO SCHOOL TRANSITION FOR IMMIGRANTS

ACTIVITÉS DE JUMELAGE ET ATELIERS POUR LES ÉTUDIANTS INTERNATIONAUX

BOTTIN DES RESSOURCES POUR LES FAMILLES IMMIGRANTES

BUREAU DES ÉTUDIANT(E)S DE PREMIÈRE ANNÉE (BEPA)

CAAF-ALLOPHONES

GUIDE DES INTERVENTIONS PÉDAGOGIQUES AUPRÈS DES ÉTUDIANTS INTERNATIONAUX

GUIDE DES INTERVENTIONS PÉDAGOGIQUES AUPRÈS DES ÉTUDIANTS INTERNATIONAUX - VIDÉO

INSTITUT DE RECHERCHE SUR L'IMMIGRATION ET SUR LES PRATIQUES INTERCULTURELLES ET INCLUSIVES (IRIPII)

LA BOUSSOLE INTERCULTURELLE COLLÉGIALE

LE FRANÇAIS POUR LES TRAVAILLEURS ALLOPHONES

CERTIFICATION FOR PEOPLE EDUCATED OUTSIDE QUEBEC

INTEGRATION SUPPORT SERVICES IN MONTRÉGIE

PROJET VIGIE - AIDE À LA RÉUSSITE

RECONNAISSANCE DES COMPÉTENCES DES PERSONNES IMMIGRANTES

TROUSSE D'ACCUEIL ET BÉNÉFICES DE LA FRANCISATION EN MILIEU DE TRAVAIL



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For more information, visit the *Transitions postsecondaires* section of the IRCM website.

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IRCM

INSTANCE RÉGIONALE DE CONCERTATION
EN PERSÉVÉRANCE SCOLAIRE 
RÉUSSITE ÉDUCATIVE DE LA MONTRÉGIE