

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

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## 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 necessitates proactive and comprehensive support from both schools and community organizations, spanning 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:

To 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

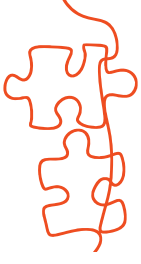
50%

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 1: SUPPORTING YOUNG ADULTS WITH NON-TRADITIONAL ROUTES IN THEIR RETURN TO SCHOOL

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### PARTICIPANTS

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

### RECRUITMENT

- Challenges in reaching out to youth to present services;
- Absence of youth from information sessions;
- Low levels of education among youth.

### PREPARATION AND INFORMATION

- **Insufficient time in educational institutions** to develop self-awareness and validate youth motivation;
- **Lack of strategy and methodology:** time and priority management, underestimated workload;
- **Perception, myths and lack of knowledge of educational pathways** such as vocational training (VT), adult general education (FGA) and CEGEP: AEP, DEC, DEP et AEC.

### RESOURCE OPTIMIZATION

- **Instability of school-family-community partnerships** due to changing contacts;
- **Poorly synchronized information** between inter-institutional contacts, particularly for youth with special needs.

### FINANCIAL CONSIDERATIONS

- **Obligations and responsibilities:** housing, food, transportation, family budget, cost of education;
- **Influence of financial constraints** on the choice of training;
- **Insufficiency of loans and bursaries;**
- **Lack of public transit** in the regions.

### FACTORS IMPACTING SCHOOL PERSEVERANCE

- **Poor class attendance;**
- **Previous academic hardship;**
- **Profile diversity** (autonomy, age and motivation);
- **Poor mastery of the French language;**
- **Multiple anxiety factors:**
  - Financial issues;
  - Adaptation to school environment;
  - Challenging study-work-life balance;
  - Low social support;
  - Lack of resources for youth with special needs (EHDA and others);
  - Lack of motivation and procrastination.

### LABOUR MARKET APPEAL

- **Today's highly accessible and well-paying job market;**
- **Difficulties in achieving a work-study balance.**





# BEST PRACTICES AND ACTION PLAN

## MEETING 1: SUPPORTING YOUNG ADULTS WITH NON-TRADITIONAL ROUTES IN THEIR RETURN TO SCHOOL

### DEVELOPING KNOWLEDGE OF ATYPICAL EDUCATIONAL PATHWAYS FROM HIGH SCHOOL

- Facilitate the understanding of equivalencies, RAC and admission requirements;
- Present the various possibilities related to educational pathways;
- Promote programs such as AMT, ATE, AEC, ASP, etc.

### DEVELOPING AND MAINTAINING SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS

- Actively participate in regional tables for school consultation and guidance, educational success and TEVA;
- Establish a dedicated back-to-school initiative to gain better insights into regional realities:
  - Involve schools, community organizations, Québec services and employers;
  - Create a comprehensive welcome and information kit to prepare youth for a successful return to school;
  - Regularly update and disseminate relevant information to guidance counselors.

### ENABLING YOUTH TO ACCESS AID SERVICES BEFORE RETURNING TO SCHOOL

- Aim to provide the youth with a pre-questionnaire and make a key person in the school's accessible for:
  - Consider their circumstances and identify their needs;
  - Develop a realistic budget and explore appropriate tax credits;
  - Raise awareness of the challenges of returning to school and juggling work and studies;
  - Set goals before registering to make the educational process more meaningful.

### PROMOTING SUSTAINABLE INTEGRATION

- Assign a resource person to the school to evaluate the circumstances of the youth and direct them to the relevant services;
- Promote resources and support services before, during and after the transition;
- Organize workshops on learning strategies;
- Establish a carpool board;
- Create video clips to support learning;
- Provide tutoring and mentoring.

### CONDUCTING A *SUCCESSFUL RETURN TO SCHOOL* WORKSHOP

- Develop a workshop focused on facilitating transition rather than recruitment;
- Provide reimbursement for participants' transportation costs.

### UPDATING THE SERVICE OFFER

- Adapt services to meet the needs of youth ( on-site, distance, content, duration, frequency);
- Develop one-day internships to explore a trade or profession.





# SHARED RESOURCES AND TOOLS

IN ORDER TO PROMOTE THE SUPPORT OF YOUNG ADULTS WITH ATYPICAL ROUTES

ASSOCIATION QUÉBÉCOISE DES INTERVENANTES  
ET DES INTERVENANTS EN FORMATION GÉNÉRALE  
DES ADULTES (AQIFGA)

ATELIER PARENTS EN CHANGEMENT !

CAPSULES SUR LE SOUTIEN À L'APPRENTISSAGE

COUNSELLING SERVICES IN MONTÉRÉGIE

FORMATION GÉNÉRALE DES ADULTES :  
CONSTATS ET PISTES PROPOSÉES

LES TABLES RÉGIONALES DE CONCERTATION

MENTORAT : MIEUX ACCOMPAGNER LES JEUNES  
À RISQUE DE DÉCROCHAGE

MENTOR(E)S AU PARCOURS ATYPIQUE

PROJET SARCA MOBILE DANS LA MRC  
DES MASKOUTAINS DU CENTRE DE SERVICES  
SCOLAIRE DE SAINT-HYACINTHE

PROJET VIGIE DU CÉGEP DE SAINT-HYACINTHE

RECOGNITION OF ACQUIRED COMPETENCIES (RAC)

STAGE D'UN JOUR - JEUNES EXPLORATEURS



Click on a title to access the  
document or website



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

A project by:

CCRF-M

Comité de concertation régionale  
en formation - Montérégie

In partnership with:

Québec 

**IRCM**  
INSTANCE RÉGIONALE DE CONCERTATION  
EN PERSÉVÉRANCE SCOLAIRE  ET  
RÉUSSITE ÉDUCATIVE DE LA MONTÉRÉGIE