

Supporting the transitions of Montréal students to adult general education and vocational training programs

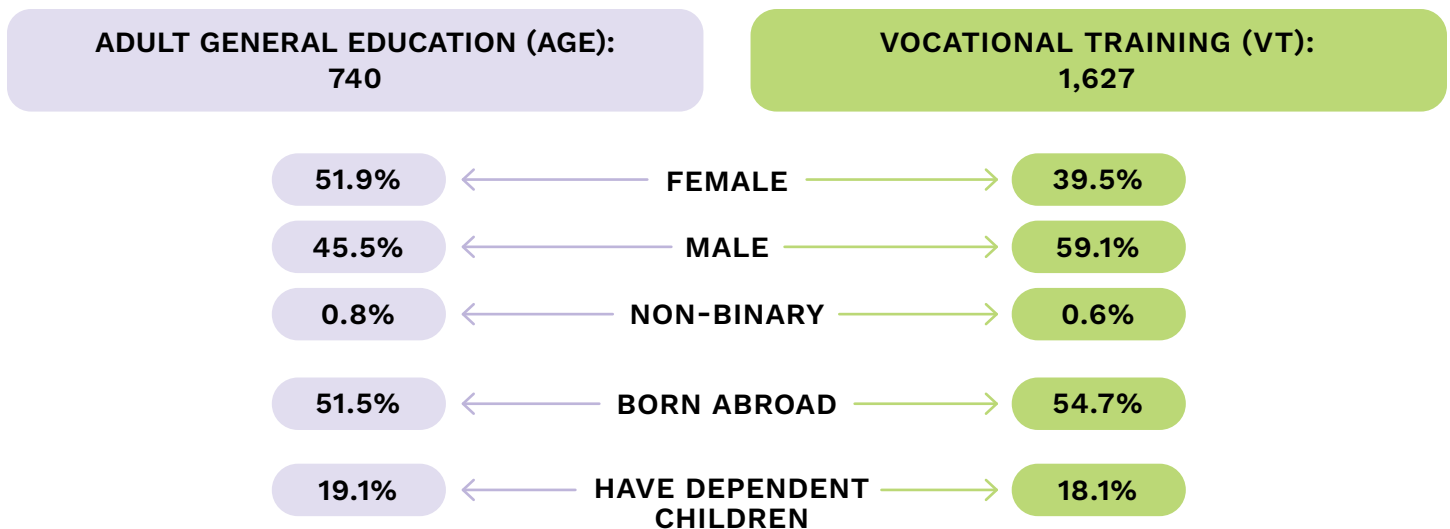
SHEET 1

TEN NEEDS CATEGORIES AND FIVE PROFILES FOR ADAPTING SUPPORT TO INDIVIDUAL STUDENTS



Content based on ***Mieux accompagner les transitions scolaires sur le territoire montréalais : besoins des élèves en formation générale des adultes et en formation professionnelle***, a report from Université du Québec à Trois-Rivières.¹

→ The report presents the results of a survey of 2,367 Montréal students:



¹ Baril, D., Rousseau, N., Duranleau, C., & Courcy, J. (2026). *Mieux accompagner les transitions scolaires sur le territoire montréalais : besoins des élèves en formation générale des adultes et en formation professionnelle*. Report submitted to Réseau réussite Montréal (RRM). Université du Québec à Trois-Rivières.



SCHOOL TRANSITIONS: CRITICAL STAGES FOR EDUCATIONAL SUCCESS

School transitions are pivotal moments in the educational journey, when students must adapt to new environments, requirements, and standards. How students experience these transitions has an important influence on their subsequent success in school.

→ These periods are especially critical for students in vulnerable circumstances (either personal, academic, or social).

→ The needs that arise during transitions, and the intensity of those needs, vary according to each student's individual circumstances and require students to adapt.

→ Providing support that accounts for those needs is vital for promoting a smooth transition and the successful completion of the study program.

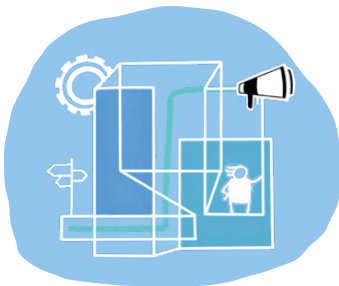
The needs of Montréal students when transitioning to adult general education and vocational training

This summary lists only the two most important needs under each category. The data in bold indicate the priority need in each education sector. The order in which the categories are listed does not imply a ranking.



Better self-awareness to better shape one's future

- Explore one's career interests **48.5%** **54.4%**
- Gain better self-awareness (personality, values, interests, aptitudes) **44.7%** **41.5%**



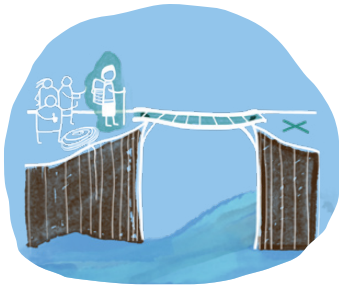
Demystifying and understanding the new educational setting

- Better understanding one's program requirements **48.1%** **40.6%**
- Better knowledge of the centre and its services **45%** **38.5%**



Learning about the study programs and careers

- Learning about more trades and training programs **46.2%** **36.9%**
- Knowing about alternate education pathways **29.9%** **19.2%**
- Knowing the career prospects of one's program **24.7%** **37.6%**



Preparing to become a responsible adult

- Preparing for the responsibilities of adulthood
- Having support in developing one's autonomy

52.4%

48.2%

46.8%

46.4%



Learning to manage uncertainty, anxiety, and stress

- Learning to better manage stress
- Feeling less pressure to succeed at any cost

45.5%

47.6%

37%

34.2%



Having the financial resources to focus on studies

- Knowing the various funding possibilities
- Understanding funding application procedures
- Ability to focus on one's studies without spending too much time at work

41.6%

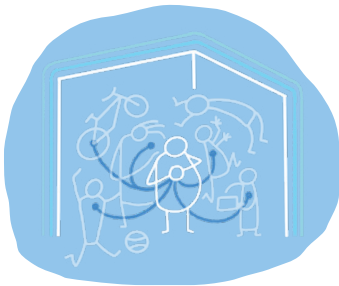
37.4%

33.4%

26.3%

30.7%

31.7%



Building meaningful connections and a sense of belonging

- Building a rapport with the staff
- Creating meaningful relationships with other students

40.3%

43.3%

32.3%

35.5%



Learning how to be a student

- Better organizing one's time and workload
- Better understanding the new learning environment's requirements

46.5%

40.5%

38.8%

35.5%



Balancing school, work, and family

- Have a flexible schedule
- Employer's willingness to adapt work schedule

28.9%

49.7%

28.9%

26.7%



Academic support and accommodation measures

- Adapt the educational journey to one's needs
- Knowing the centre's tools, resources, support services, and accommodations

46.4%

34.4%

32.3%

28.1%

Students' key needs, in brief

→ AGE

1. Prepare for the responsibilities of adulthood
2. Explore career interests
3. Better understand program requirements
4. Have support in developing autonomy
5. Better organize time and workload

→ VT

1. Explore career interests
2. Have a flexible schedule
3. Prepare for the responsibilities of adulthood
4. Learn how to better manage stress
5. Have support in developing autonomy

Factors influencing needs and their intensity

→ Age

Because of these students' (16 and over) age and experience, they want to be treated like adults. How they are treated should not depend on their observed level of autonomy, because their behaviour will vary according to their individual experiences.

→ Socioeconomic status

The overall intensity of support needs, along with the type of support expected, may be influenced by students' socioeconomic status.

→ Social and cultural background

Knowledge of the education system will vary, and gaps in that knowledge could heighten the need for guidance (in terms of assessment practices, expectations, administrative procedures, etc.), especially among students from recent immigrant backgrounds, due to differences from their previous educational system, as well as language and social challenges.

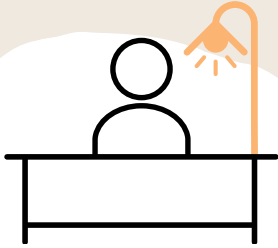
→ Responsibilities related to daily life

The demands of daily life can be numerous and complex. The constraints of students' personal lives or their balancing of school, work, and family can also influence the types of needs encountered in this transition.

Five profiles to better identify the needs of students transitioning to AGE or VT

AUTONOMOUS STUDENT

(13.6% of students)

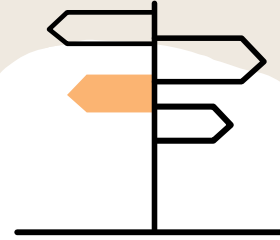


Few needs related to transition

- Demonstrate a sense of belonging to the centre
- Feel sufficiently competent
- Feel equipped and well-supported to succeed
- Have meaningful educational aspirations
- May tend to overestimate their autonomy

STUDENT IN THE PROCESS OF DEVELOPING THEIR CAREER PLAN

(24.2% of students)



Needs related to the ultimate goal of the program and creating a structured career plan

- In the process of clarifying their career aspirations
- Want to equip themselves for the responsibilities of adulthood
- Desire to gain self-awareness on both personal and professional levels (personality, values, interests, aptitudes)

STUDENT SEEKING BALANCE AND BELONGING

(32.9% of students)



Marked need for social belonging and finding balance between school requirements and other responsibilities

- Need to forge meaningful bonds
- Motivation closely tied to feeling “at home” in the centre
- Need to balance numerous responsibilities (school, work, family)
- High level of stress related to managing time and schedule
- Seek validation that the sacrifices they are making to attend school are worth it

Profile with the highest proportion of students

Profile with the most vulnerability

STUDENTS IN FINANCIAL SURVIVAL MODE

(11.3% of students)



Transition hampered by a precarious financial situation

- Have sufficient academic skills to complete the program
- Well integrated into the centre
- Face financial and material barriers
- High risk of putting studies on hold due to lack of funds
- Need clear information about available financial resources and how to access them (student loans and grants, food assistance, material assistance)
- Marked difficulty balancing school, personal obligations, and work

OVERWHELMED STUDENT

(18% of students)



Student with broadly precarious school transition

- High level of needs in all categories (except for sense of belonging)
- Significant lack of knowledge about the training centre and the available support services
- Feelings of insecurity and doubt about their abilities as a student
- Poorly defined educational and career plans, lack of self-awareness, and a need to explore programs and trades
- Constant psychological pressure due to mounting challenges, creating high stress levels
- Need for individualized, sustained, and interdisciplinary guidance

Illustrations of needs categories: François Cliche

For a full account of needs, courses of action recommended by students, and the survey's major findings, **download the full report** (French only).



An infographic by:



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