

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

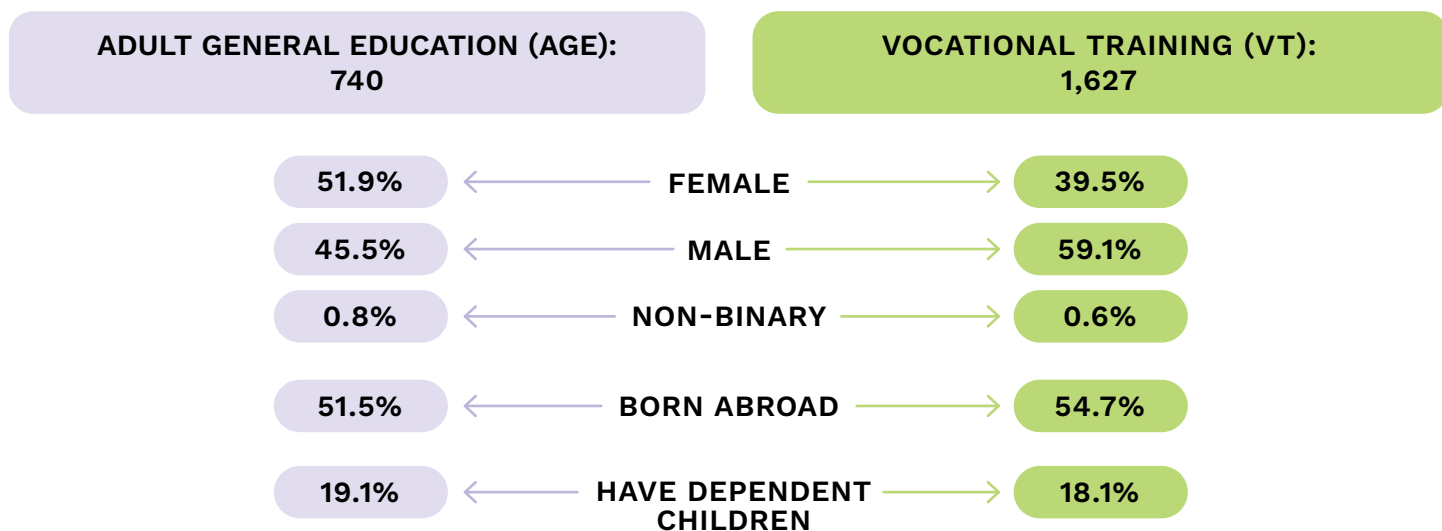
SHEET 2

PRACTICES VALUED AND DESIRED BY 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.

Courses of action: measures and practices valued or desired by students in transition

The actions recommended by Montréal AGE and VT students reflect widely shared expectations and can be grouped into 10 needs categories. **Students who benefit from these practices emphasize their positive impact, while those without access express a desire for them.**



ABOVE ALL: PERSONALIZED AND COMPASSIONATE SUPPORT

Among the practices valued by students, the relationship with adults and peers at the education centre, along with a personalized approach, are especially important.

Legend:



Practice especially beneficial for students with immigrant backgrounds



Practice especially beneficial for students with dependent children



Better self-awareness to better shape one's future

→ AGE

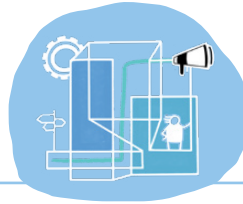
Maximize opportunities for personal growth

- Personal development and emotion-management activities
- Workshops on various topics, including career guidance
- Opportunities for personal reflection and practical experiences that help students better understand themselves and their goals
- Discussions with professionals
- Networking with peers

→ VT

Strengthen personalized support

- Interactions with people working in the trade
- Networking with peers
- Access to tools/workshops for exploring interests and career choices
- One-on-one support for personal and career exploration



Demystifying and understanding the new educational setting

→ AGE

Maximize personal guidance

- Explanation of how things work (centre, classes, resources available)
- Peer-to-peer mentoring
- Attentive support from teachers
- Diverse extra-curricular activities
- Support for adapting to school and daily life for students with immigrant backgrounds

→ VT

Improve sharing mechanisms

- Clarification of administrative and assessment requirements
- Increased guidance in learning experiences
- Targeted support related to immigration (status-related procedures, study permits, etc.)
- Informal and social activities from the outset to encourage sharing of information



Learning about the study programs and careers

→ AGE

Maximize personal guidance

- Direct interactions with guidance counsellors
- Hands-on field experience (school visits, one-day internships, etc.)
- Better understanding of the Quebec education system
- Better knowledge of training programs leading directly to employment

→ VT

Enhance professional interactions

- Interactions with mentors in the workplace
- Increased access to guidance counsellors
- Interactions with former students
- Personalized support – human and technical
- Improved support for managing motivation, anxiety, and the complexity of administrative/migration processes



Preparing to become a responsible adult




→ AGE

Fully adult, but still learning

- Practical workshops on financial autonomy and managing daily life (budgeting, cooking, job seeking, CV writing)
- Mentorship and discussion groups to break isolation
- Balance between academic support and organizational skills

→ VT

A greater challenge for international students

-  Logistic and moral support
-  Reducing isolation in an unfamiliar environment
-  Personalized support mechanism



Learning to manage uncertainty, anxiety, and stress





→ AGE

Create an ecosystem of well-being

- Increased access to psychosocial intervention services
- Access to quiet spaces to rest
- Access to physical activities to improve quality of life
- A supportive school environment to alleviate the stress of having multiple responsibilities

→ VT

Put structured guidance in place

-  Steady and ongoing guidance
-  Clear information about services available at the centre
-   Information about available community resources



Having the financial resources to focus on studies

→ AGE

Vital support for seeking financial assistance

- Help dealing with financial hardship and complex administrative systems
- Relaxation of certain rules
- Fundraising
- Better distribution of job offers

→ VT

Personalized guidance in applying for financial assistance

- Increased access to bursary programs
- Special attention to tuition fees
- Food assistance and help finding affordable housing
- Budget planning workshops
- Internship locations near where students live to limit expenses



Building meaningful connections and a sense of belonging

→ AGE

Living spaces centred around human interaction

- Welcoming and attentive staff
- Extra-curricular activities
- Lively common spaces
- More stimulating classroom environment
- Mentorship and recognition of personal commitment
- Fostering engagement with an approach centred around collaboration and belonging

→ VT

Approach focusing on the quality of human relationships

- Personalized welcome and mentoring by more experienced peers
- Creation of common areas for relaxation
- Virtual groups and occasional in-person meetings to break isolation among remote students
- Equality of treatment and mutual support among peers



Learning how to be a student

→ AGE

Understanding how things work

- Support for the challenges of module-based learning
- Frequent pedagogical supervision and follow-up
- Intuitive digital tools
- Games, content summaries, organization of class materials
- Personal assistance for developing efficient study methods

→ VT

Understanding how things work

- Support for understanding the unique aspects of VT
- Clarification of expectations regarding mastery of skills
- More information about procedures for re-taking exams



Balancing school, work, and family

→ AGE

Juggling academic, professional, and family responsibilities

- Institutional flexibility: adapted schedules, options for hybrid learning, accommodating unexpected parental circumstances
- Networking space for parents
- Mentorship on mental health (stress of balancing school, work, and home life)

→ VT

Juggling academic, professional, and family responsibilities

- Flexible schedules, hybrid learning options
- Better access to daycare
- Psychological support
- Collaboration between the vocational training centre and employers to create more adaptable environments
- Empathy for students' complex situations



Academic support and accommodation measures

→ AGE

Support and encouragement


- Adding teaching assistants
- Smaller classes
- Proactive support from teachers
- Quality of student-teacher relationship
- Longer breaks
- Support for attending CÉGEP for some students

→ VT

Support, encouragement, and patience

- Availability and proactive support of teachers
- Balance and alternation of theory and hands-on activities
- Personalized instruction
- More frequent feedback to correct errors

Illustrations of needs categories: François Cliche

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

An infographic by:



In collaboration with:



Financial partner of
Réseau réussite Montréal:

