

Nearly 7 in 10 Montreal students are from immigrant backgrounds

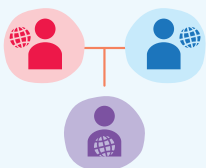


**This represents
143,961 youths¹**

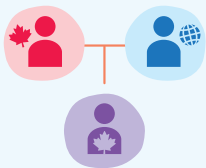
While the picture is positive for most, some face risk factors likely to complicate their adaptation, success in school, and life journey.



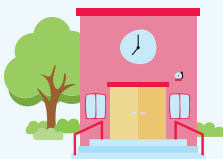
+ 50%
of students from immigrant backgrounds
in Quebec live in Montreal²



28.5%
1st generation³



40.7%
2nd generation



60.1%
are in preschool
or elementary⁴



39.9%
are in high school



Mother tongue:
29%
French⁵

12.3%
English

58.6%
Other

A FEW DEFINITIONS

→ **First generation**

A person born outside of Canada

→ **Second generation**

A person born in Canada with at least one parent who was born outside of Canada

→ **Third generation and over**

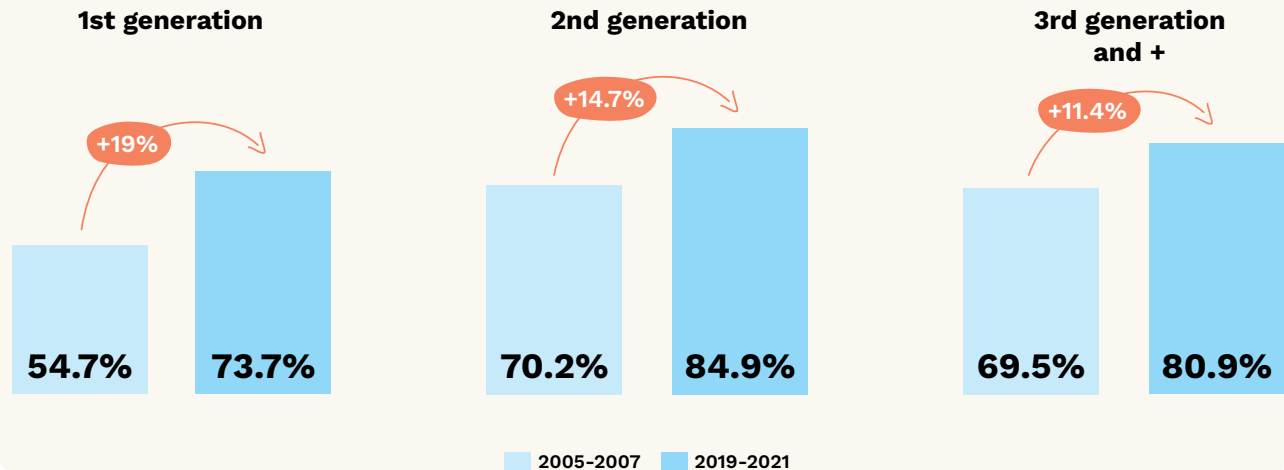
A person born in Canada and whose parents were both born in Canada

Students from immigrant backgrounds generally do well at school—and are doing better and better



In Quebec, the high-school graduation rate has increased markedly over the past 20 years for all students, and especially for first-generation immigrants.

IMPROVED GRADUATION RATES⁶



CALCULATING GRADUATION RATE AFTER 7 YEARS

While completing high school generally takes 5 years, calculating the graduation rate after 7 years considers factors that may lengthen the educational journeys of students from immigrant backgrounds (e.g., repeating a level, late arrival, time spent in welcome class). However, the Ministère de l'Éducation calculation excludes students who enter the Quebec school system after secondary 1.

An accumulation of risk factors can undermine the educational journey of some students from immigrant backgrounds

Risk factors

→ Refugee and asylum-seeking students

- Interrupted or fragmented educational journey
- Precarious living conditions upon arrival
- Basic needs sometimes not met

→ Students significantly behind at school

- Behind 3 or more years upon arrival
- Often refugee and asylum-seeking students
- May have difficulty maintaining motivation and concentration
- May have underdeveloped learning strategies
- May have undiagnosed learning difficulties or handicaps

→ Students arriving during high school

- Less time to learn French
- Less time to adapt to the new school environment
- Lower scores on ministerial exams
- Lower graduation rate after 7 years

→ Allophone toddlers

- More frequently vulnerable in at least one developmental domain
- More likely to experience developmental vulnerability when born outside of Canada

Problems are often temporary.

→ 1st-generation students

- Generally lower graduation rate*
- Higher risk among:
 - Boys
 - Special-needs students
 - Students who repeat
 - Students arriving in high school
 - Students educated in disadvantaged environments

*Note: In the consulted study,⁷ the calculation method for these rates does not account for students who leave the province, which may introduce a bias in the analysis for these students.

→ Students originating from certain regions

- Lower graduation rates for students originating in:
 - Central America
 - South America
 - Antilles
 - Sub-Saharan Africa
 - South Asia

Note that these are generally populations more likely to experience discrimination.

Several factors play a protective role in these students' journeys

Protective factors

Though they have positive effects for all students, regardless of background or circumstances, studies focusing specifically on students from immigrant backgrounds have identified certain factors.



Parental and family support



Teachers' attitudes and inclusive practices



Support from peers and the cultural community



Sense of belonging at school



High cultural capital of parents



French as a mother tongue or language of daily use

The inclusion of students from immigrant backgrounds also relies on close collaboration between **school**, **family**, and **community**



- Enables expertise to be combined
- Facilitates welcoming of students
- Fosters a better understanding of families' experiences
- Helps to better meet students' educational and personal needs
- Contributes to meeting basic needs
- Enables the adaptation of educational practices
- Strengthens students' support network
- Promotes a sense of belonging
- Reduces absenteeism
- Diminishes behavioural problems
- Promotes a positive attitude toward school
- Helps reduce student dropout rates



LONG-TERM SUPPORT THAT ADAPTS TO NEEDS

The inclusion of students from immigrant backgrounds must be a long-term commitment, extending beyond the first years after arrival and providing adapted support at every stage of their journey.

Learn more:

www.reseautreussitemontreal.ca/dossiers-thematiques/jeunes-issus-immigration

(You will also find the complete sources used to develop this infographic, further courses of action, resources, etc.)

An infographic by



Financial partner

