



LEARNING'S GREAT WHEN I CAN **RELATE!**

IMPLEMENTATION
GUIDE

PROGRAM TO PROMOTE THE RETURN TO SCHOOL OF PEOPLE BETWEEN THE AGES OF 16 AND 24



This program stems from the Action Plan for Adult Education and Continuing Education and Training, coordinated by the Ministère de l'Éducation.

**IMPLEMENTATION
GUIDE**

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In accordance with the orientations of the *Government Policy on Adult Education and Continuing Education and Training* and the measures set out in the action plan, the Ministère de l'Éducation (MEQ) must, in collaboration with its partners, implement measures to facilitate the return to school of young adults who have little education or have dropped out of school. The goal is to offer these young people a chance to complete their basic education and to begin the process of social and employment integration.

The *Program to Promote the Return to School of People Between the Ages of 16 and 24* reflects the government's intention to significantly increase the level of basic education in Québec. The *Action Plan for Adult Education and Continuing Education and Training* proposes measures to achieve this objective. In particular, it recommends, as a means of taking into account the needs and characteristics of adults, that all adult education and continuing education and training partners involved in basic education adapt a wider variety of types of training and places where this training is provided to the needs of the target groups, thereby favouring their participation in educational activities.

The Program will be implemented in partnership with school boards, local employment centres, external resources with specific mandates in the education of young adults, and other partners, such as youth centres, CLSCs and Carrefours jeunesse-emploi.

School boards and their partners in the community are encouraged to develop learning and support services adapted to the situation and needs of 16- to 24-year-olds who have little education or who have dropped out of school, using a model based on the one used by Solidarité Jeunesse.

These learning and support services will differ depending on the needs and characteristics of the various groups of 16- to 24-year-olds who do not have a secondary school diploma (SSD or DVS) and who, because of their characteristics, academic history or personal, family, social or employment situation, are not currently enrolled in general education or vocational training. These include parents, homeless people, and people with or without jobs, who may or may not be receiving income security benefits.



Failure to earn a secondary school diploma (SSD or DVS) can be an obstacle to a young adult's social and employment integration,¹ as well as to his or her continuing education and may, for some, contribute to economic dependency, social exclusion and poverty. In 2001, almost 249 000 people between the ages of 16 and 24, i.e. 29 per cent, did not have a secondary school diploma. Sixty-four per cent of these young people benefited from services in general education in the youth or adult sector, or in vocational training.

The employment, family and economic situation of 16- to 24-year-olds without a diploma varies considerably. In 2001, almost 50 000 people in that age group, or 20 per cent, were working full-time. About 37 000, or 15 per cent, were working part-time, and 24 000, or 10 per cent, were unemployed. Finally, 20 000 young people, or 8 per cent, had one, two or three children. Almost 56 per cent of young adults without a diploma who have children live below the low income cutoff.

2.1 YOUNG PEOPLE WHO DROP OUT OF SCHOOL WITHOUT A DIPLOMA

In 2001, almost 154 000 young people² between the ages of 16 and 24 did not have a secondary school diploma and had dropped out of the youth sector in the public system. Almost two thirds of these were young men. The dropout rate³ for people between the ages of 16 and 24 increases with age: it is 9.8 per cent among 17-year-olds, 17.2 per cent among 18-year-olds and 19.9 per cent among 20-year-olds. Also, more young men than women drop out of school, regardless of age.⁴ In 2001, 21.2 per cent of 18-year-old men had dropped out of school, compared with 13 per cent of young women of the same age.⁵

Since 1989, the overall dropout rate has been falling. For 17-year-olds, the rate fell from 18.5 per cent in 1989 to 9.8 per cent in 2001; for 19-year-olds, it dropped from 27.1 per cent to 18.8 per cent during the same period.

1. Since 1990, the employment situation has been more favourable for those with a postsecondary diploma or university degree. In 2000, although there were 451 000 more jobs than in 1990, those without a secondary school diploma and graduates who did not pursue a postsecondary education suffered job losses (-31.7 per cent and -4 per cent, respectively), while those with at least some postsecondary education (13 per cent), those with a postsecondary diploma (50 per cent) and those with a university degree (66 per cent) made gains. Ministère de l'Éducation du Québec, *Education Indicators: 2000 Edition* (Québec: MEQ, 2000), section 6.1.
2. This number is determined by subtracting the number of people between the ages of 16 and 24 without a secondary school diploma who were enrolled in general education in the youth sector in the public system from the total number of people in that age group without a diploma (Statistics Canada, 2001).
3. This rate represents the proportion of the age group in question who, at a given point in time, have not obtained a diploma and are not going to school.
4. Ministère de l'Éducation du Québec, Direction des statistiques et des études quantitatives, unpublished data, 2003.
5. Ministère de l'Éducation du Québec, *Education Indicators: 2003 Edition* (Québec: MEQ, 2000), section 2.6.

In a study conducted among young people who left secondary school without a diploma,⁶ 41.7 per cent of respondents (43.6 per cent of men and 41.7 per cent of women) cited school-related reasons for their decision. The next most common reason cited was work-related (27.3 per cent; 33.7 per cent of men and 16.6 per cent of women). Finally, 16.9 per cent of respondents cited personal or family reasons (9.4 per cent of men and 29.1 per cent of women).

It appears that young men and women have different reasons for dropping out of school. Young men are more likely to cite full-time employment and money as their main reasons for leaving secondary school without a diploma. Young women are more likely to cite personal or family reasons, family responsibilities and pregnancy as the main reason why they feel they need to leave school before obtaining a diploma.⁷

A study⁸ conducted by the Direction de la recherche of the MEQ among 1705 people one year after they left general education or vocational training without a diploma reveals a variety of sociovocational situations. The authors observe that 68 per cent of these young people were either in the work force (42 per cent) or in school (25 per cent), while 21 per cent were looking for a job and 11 per cent were out of the work force.

6. Human Resources Development Canada, *Canadian Longitudinal Youth in Transition Survey* (Hull: HRDC, 2003).

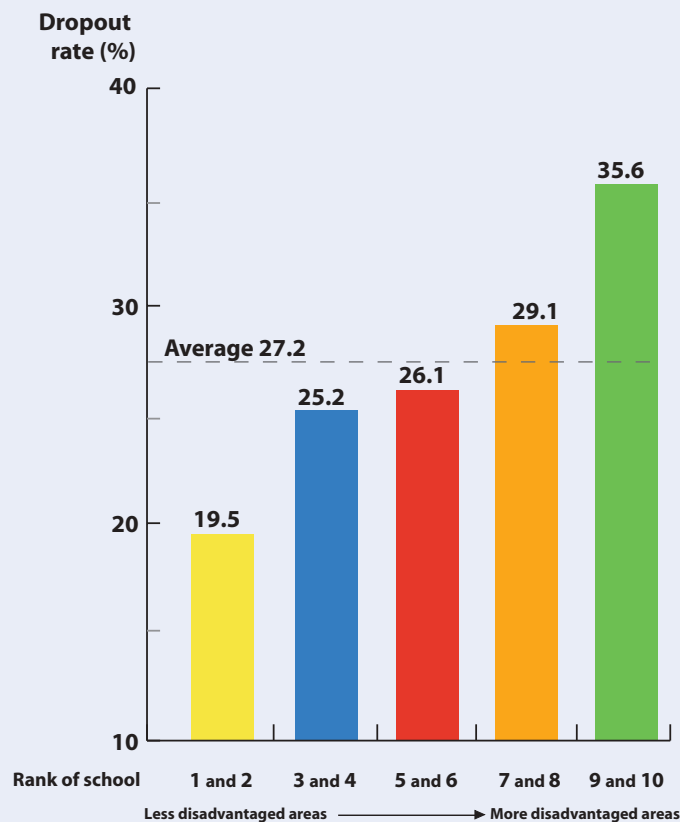
7. Human Resources Development Canada, *Canadian Longitudinal Youth in Transition Survey* (Hull: HRDC, 2001).

8. Diane Charest, *La situation des jeunes diplômés de l'école secondaire, septembre 1997* (Québec: MEQ, 1997) <<http://www.meq.gouv.qc.ca/drech/situat97.pdf>>.

2.2 HIGHER RISK IN DISADVANTAGED COMMUNITIES

Although young people from every community leave school without a diploma, most of them are from disadvantaged socioeconomic backgrounds. In 2000-2001, 27.2 per cent⁹ of school leavers in general education in the youth sector, all school boards combined, dropped out. The highest percentage (36.6 per cent), however, was observed in disadvantaged communities.

FIGURE 1 Dropout rate according to socioeconomic background (2000-2001)



Source: MEQ, Direction des statistiques et études quantitatives

9. This percentage corresponds to the proportion of all school leavers in general education in the youth sector in 2000-2001 who dropped out. Those who dropped out include those who did not obtain a diploma during the school year and who were not enrolled the following year. All those who left general education in the youth sector include both graduates and early leavers in a given year.

2.3 INNOVATIONS IN ADULT EDUCATION

The services offered by school boards in general education in the adult sector and in vocational training¹⁰ are capable of meeting the needs of a large number of young people without a diploma.

A significant percentage of young people aged 16 to 24 without a secondary school diploma take part in educational activities in either general education in the adult sector or in vocational training. In 2001, of the 154 000 youth aged 16 to 24 who did not have a secondary school diploma and who were no longer enrolled in the youth sector, almost 64 000 (42 per cent) used services offered in general education in the adult sector (50 000), or in vocational training (14 000).

Also, adult education and vocational training centres offer a variety of services adapted to the needs of many young adults. A survey carried out by the MEQ designed to inventory special services offered by adult education centres to young people who left school without a diploma indicated that 17.2 per cent of school boards offer such services to people between the ages of 16 and 18, and 48.4 per cent, to people between the ages of 16 and 20.

In addition, statistical data confirm that adult general education services in school boards contribute significantly to increasing the number of adults who obtain a secondary school diploma. In 1997-1998, 66.2 per cent of young Quebecers obtained a secondary school diploma (MEQ, 1999). A more in-depth study, however, reveals that, if adult education students are included, the rate rises to 81.2 per cent (MEQ, 1999). Between 1976 and 1998, the contribution of adult education to the graduation rate more than tripled, from 4.1 per cent to 15 per cent (MEQ, 1999).¹¹

2.4 THE NEED TO INTENSIFY EFFORTS TO REACH CERTAIN GROUPS

Despite the services offered and the significant contribution of adult general education and vocational training to the number of young people who obtain a diploma, many people between the ages of 16 and 24 do not enroll in adult general education and vocational training services offered by school boards or, if they do enroll, they soon drop out again.

10. Québec's 72 school boards provide elementary- and secondary-level education and vocational training in three types of educational institutions:

- **schools**, which offer elementary- and secondary-level general education other than that provided in vocational training programs
- **adult education centres**, which provide educational services for people enrolled in adult education
- **vocational training centres**, which provide secondary-level vocational training

11. S. Bourdon, « Les jeunes de l'école à l'emploi: l'hyperactivité comme adaptation à la précarité au Québec, » in *Les jeunes et l'emploi dans les villes d'Europe et d'Amérique du Nord*, ed. L. Rouleau-Berger and M. Gauthier (Paris: Éditions de l'Aube, 2001), 73-85.

In 2001, an estimated 90 000, or 36 per cent, of people between the ages of 16 and 24 without a secondary school diploma were not using services offered in general education in the youth or adult sector, or in vocational training.¹² This percentage varies considerably from one school board to the next (anywhere from 8 per cent to 70 per cent).

The situation of those not currently using services offered by school boards varies. Some are limited in their options because of full-time jobs or family responsibilities, or because of financial difficulties. Others had trouble in school and may be afraid of encountering the same difficulties, have little confidence in their academic abilities, lack motivation or need a learning plan. Some have to cope with personal problems such as drug abuse, delinquency and family breakups, which makes attending school difficult. Finally, many of them need extra courses to qualify for a job or to improve their employment situation.¹³ These situations are sometimes compounded by factors such as geographical location, lack of mobility and difficulty finding transportation, as well as limited access to jobs, especially in rural areas.

This Program aims at offering a variety of learning and support services for young adults without a diploma who are not currently using educational services offered by a school board, while taking into account the diversity of life situations and plans. These learning and support services rely on the innovativeness and creativity of the various communities and the participation of all the players concerned.

12. This number is determined by subtracting the number of people between the ages of 16 and 24 without a secondary school diploma who used services in general education in the youth or adult sector or in vocational training in the public sector from the total number of people in that age group without a diploma (Statistics Canada, 2001).

13. C. Dubar, *L'autre jeunesse. Jeunes stagiaires sans diplôme* (Lille : Presses universitaires de Lille, 1987).

Learning and support services adapted to the needs of young people not currently using educational services offered by a school board

3.1 A COMMON GOAL

The goal of this Program is to help the target groups obtain a secondary school diploma (SSD or DVS), thereby allowing them to pursue their education or begin the process of social and vocational integration.

3.2 TARGET GROUPS AND DESIRED PARTNERS

Since individuals and organizations can influence the success of the target groups and desired partners in each school board's territory, the action plan should include objectives and actions for each of them (i.e. young people, the educational environment and the community).

3.2.1 Young people

- These include 16- to 24-year-olds who do not have a secondary school diploma and who, because of their characteristics, academic history or personal, family, social or employment situation, are not currently enrolled in adult general education or vocational training in a school board. They include parents, homeless people, and people with or without jobs, who may or may not be receiving income security benefits.
- Also included are 16- to 24-year-olds who do not have a secondary school diploma, who enrolled in adult general education or vocational training and who dropped out during the school year without obtaining a diploma.

Thus, the Program targets those young people who are not currently enrolled in a school board or who have dropped out yet again, by proposing learning and support services adapted to their personal, family, social and employment situation. It does not target young people currently enrolled in adult general education or vocational training.

3.2.2 School boards and educational institutions

These include school boards and adult education and vocational training centres. In collaboration with schools, these institutions are encouraged to analyze the situation in their territory, implement learning and support services adapted to the needs of the target groups and ensure the consistency of services.

3.2.3 Community organizations

These include local employment centres, external resources with specific mandates in the education of young adults, youth centres, CLSCs, Carrefours jeunesse-emploi, childcare centres and businesses. They are encouraged to join a local team, establish a territorial profile, determine how they can contribute to the academic success of the target groups and adapt and ensure the consistency of their services.

3.3 COMMON OBJECTIVES

The Program's three objectives relate to action taken on three fronts:

3.3.1 Objective 1 (young adults)

- To support the target groups in their academic progress and success in order to ensure that they participate actively, remain in school and obtain a secondary school diploma.

3.3.2 Objective 2 (school boards and educational institutions)

- To adapt adult general education and vocational training services as well as support services in order to ensure that the target groups participate actively, remain in school and obtain a secondary school diploma.

3.3.3 Objective 3 (community organizations)

- To favour involvement and partnerships among community organizations, as well as the adaptation and consistency of their services in order to ensure that the target groups participate actively, remain in school and obtain a secondary school diploma.

Factors that can influence the academic success of young adults



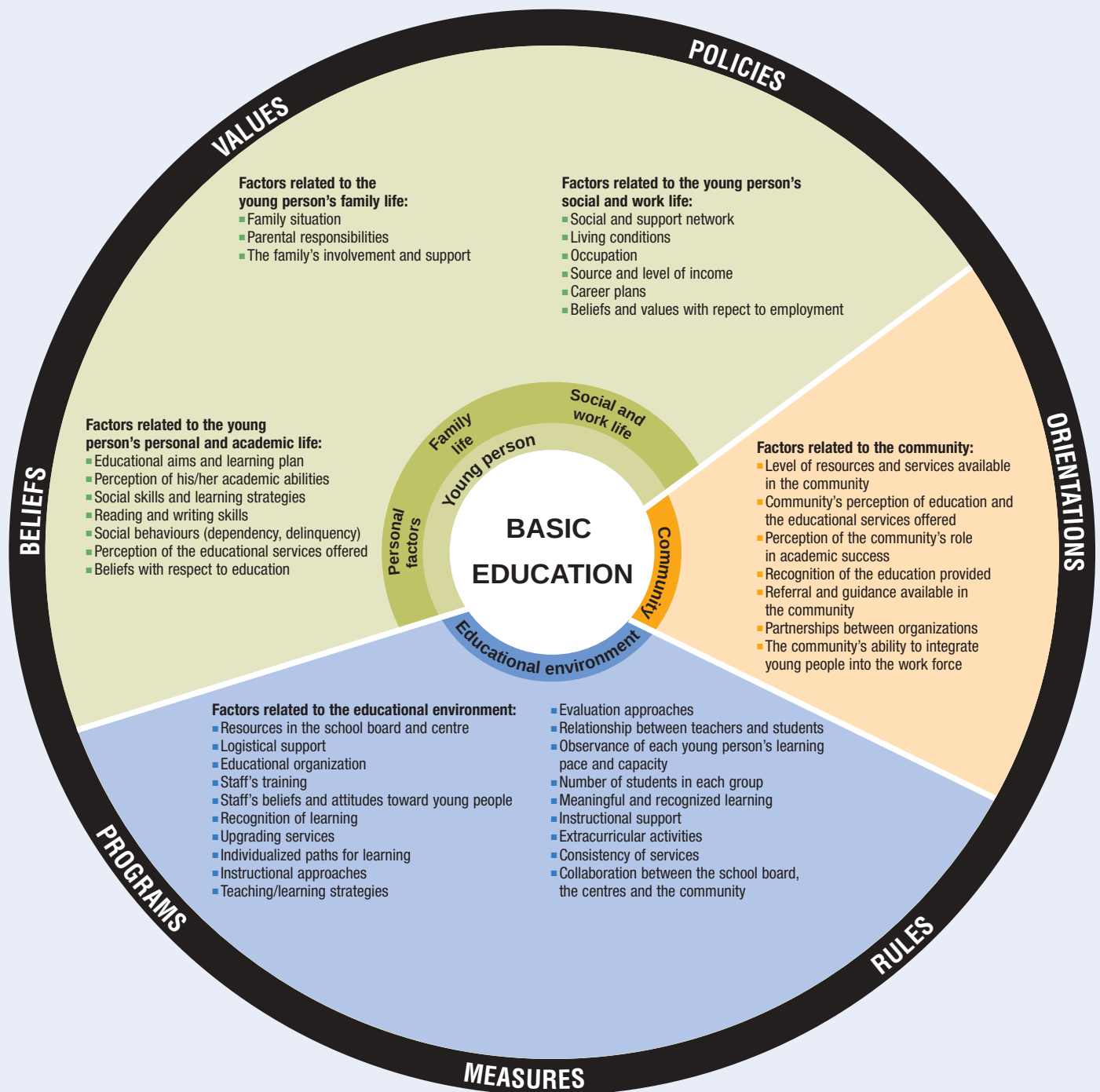
Factors related to each of the three target groups—young people, the educational environment and the community—can have a positive or negative effect on young adults' perseverance and success in their basic education, as well as on their social and vocational integration. These factors are described below.

- **Factors related to the young person's personal and academic life:** the young person's objectives, learning plan, perception of his or her academic abilities, social skills, learning strategies, reading and writing skills, social behaviours (dependency, delinquency), perception of the educational services offered, beliefs with respect to education, etc.
- **Factors related to the young person's family life:** parental responsibilities, family situation, the family's involvement and support, etc.
- **Factors related to the young person's social and work life:** social and support network, living conditions, occupation, source and level of income, career plans, beliefs and values with respect to employment, etc.
- **Factors related to the educational environment:** the centre's resources and educational organization; the staff's training, beliefs and attitudes toward young people; the recognition of learning; upgrading services; individualized paths for learning; instructional approaches; the diversity of learning paths and methods; teaching/learning strategies; evaluation approaches; the observance of each young person's learning pace and capacity; instructional support; the relationship between teachers and students; the number of students in each group; meaningful and recognized learning; extracurricular activities; the consistency of services; collaboration between the school board, the centres and the community; etc.
- **Factors related to the community:** community resources and services intended for the target groups; the community's perception of education, educational institutions, educational services, their role in education and expected results; recognition of the education provided; partnerships between organizations; the community's ability to integrate young people into the work force; etc.
- **Factors related to society:** values, government policies, programs, etc.

School boards and their partners are encouraged to determine which of the above factors have a positive or negative effect on the academic success and social and vocational integration of the young people in their community and to understand the dynamics at play. They will then be able to take these factors into account in developing learning and support services for the young people targeted.

FIGURE 2

Factors that can influence academic success





It is important to consider certain approaches and conditions in the implementation of learning and support services adapted to the youths targeted. They include an ecosystemic approach, partnerships, empowerment and social capital.

5.1 ECOSYSTEMIC APPROACH

Recent studies in education agree that it is pointless to analyze the causes of academic success or failure in order to act upon certain specific determinants or a single player. Too many factors and players are involved.

The Program is based on the premise that the interrelationships between the young people, the educational environment and the community are responsible for the academic success of the target groups. It is important, on the one hand, to be familiar with the factors and players involved in the academic success or failure of the target groups and, on the other, to understand the interrelationships between these factors and players.

In addition, this approach is a means of analyzing and understanding the situation as a whole, in order to determine which factors need to be acted upon, identify actions to be taken and organize the efforts of the various partners in order to effect permanent change.

5.2 PARTNERSHIPS

If these young people are to return to school and obtain a diploma, action must be taken at various levels and by several players. For this reason, the involvement of community organizations with a stake in young adults' basic education, and of the young people themselves, is essential.

Together, community organizations can analyze the situation of the young people targeted, identify the conditions for their participation in educational activities, make necessary adjustments, make connections between their actions and services, and ensure their complementarity and consistency in order to favour the success of the target groups.

The organization of learning and support services adapted to these young people is based on local partnership agreements favouring close ties between the school board's services and educational institutions¹⁴, local employment centres and designated external resources, as well as other partners, such as youth centres, CLSCs, Centres jeunesse-emploi and businesses.

This agreement, signed by all the partners, specifies how complementary roles with respect to referral, learning and support services are to be shared.

5.3 SOCIAL CAPITAL¹⁵

Social capital refers to relationships, networks, standards and values that contribute to social unity and facilitate a collective effort toward the achievement of common interests and objectives. This approach focuses on the relationships between the players in a given community and the networks they create. In this case, it presupposes investing in the implementation of functional networks between the different players in the different educational institutions (e.g. young people, teachers, administrators, professionals, support staff) and in the different community, cultural and municipal organizations, institutions, businesses and so on. The different community players are encouraged to establish or reinforce the collaborative networks needed to favour the achievement of the Program's goals and objectives.

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5.4 EMPOWERMENT

Empowerment refers to the possibility of gaining better control of one's life and becoming an agent of change with respect to one's own development. It is based on a systematic analysis of the environment by those involved in order to gain an understanding of the situation, and must take into account the individuals who wish to be empowered.¹⁶ This approach will help orient the development of action plans and services adapted to the various target groups.

14. Adult general education and vocational training services and the centres that offer them are directly involved in this action.

15. M. Woolcock, "The Place of Social Capital in Understanding Social and Economic Outcomes," in *The Contribution of Human and Social Capital to Sustained Economic Growth and Well-Being*, ed. J.F. Helliwell and A. Bonikowska (Ottawa: Human Resources Development Canada, 2001).

16. Y. Le Bossé, *Introduction à l'intervention centrée sur le pouvoir d'agir* (Québec: Université Laval), working document.

5.5 ASPECTS TO BE CONSIDERED

Finally, the following aspects must be taken into account in the implementation of educational environments adapted to the target groups:

- Build on young people's learning (e.g. provide access to upgrading services before administering placement tests)
- Encourage active, voluntary participation
- Offer programs with a variety of goals
- Offer a variety of flexible educational paths
- Adapt teaching strategies (e.g. by modifying the instructional approach)
- Provide sustained individualized guidance
- Form solid, stable teams
- Create an engaging living environment
- Provide logistical support
- Take families and networks into account
- Focus on meaningful, recognized learning
- Collaborate with partners to meet young people's needs

These aspects are described in detail in the document entitled *Inspiring New Educational Environments: Andragogical framework for learning and support services adapted to the needs of people between the ages of 16 and 24 who have little education or who dropped out of school*.

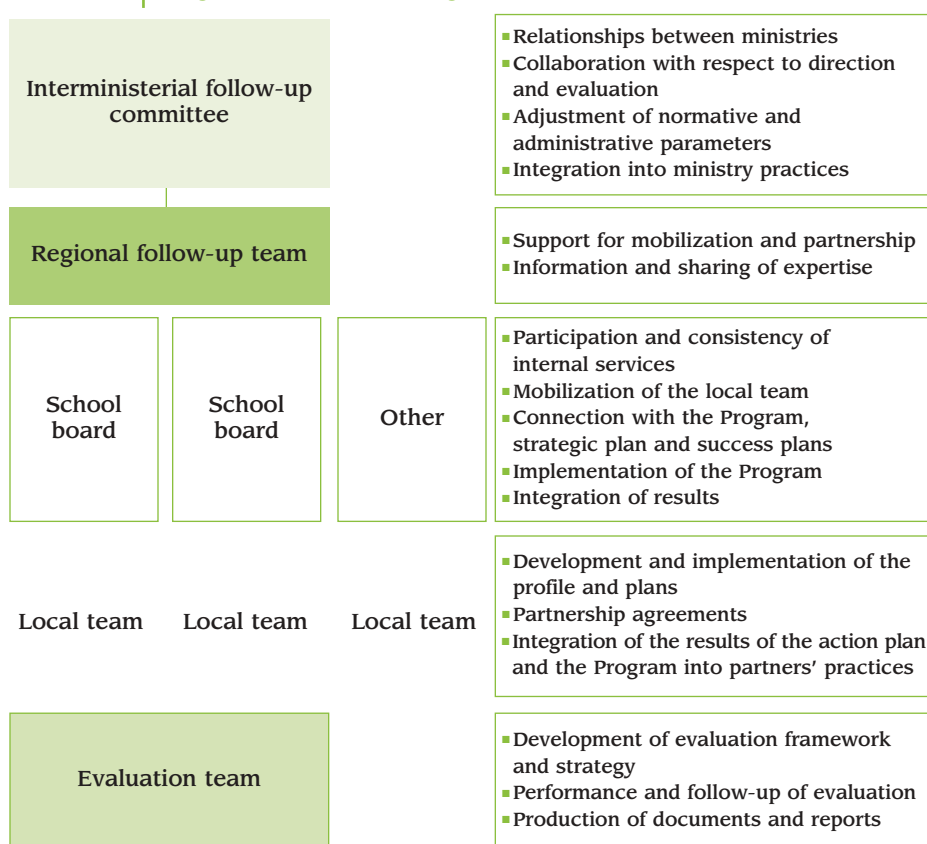
The adaptation of learning and support services should also take into account differences between the sexes.

The MEQ will provide partners with support in the implementation of these aspects.



The Program's organization takes into account the importance of ensuring its direction and evaluation and of providing the appropriate support for each environment involved in its implementation. In the longer term, it favours changes in the funding parameters for services and programs in the ministries concerned in order to ensure the continuity of the services implemented. Although the Program relies heavily on partnerships, it is the responsibility of the MEQ.

FIGURE 3 | Organization of the Program



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6.1 INTERMINISTERIAL FOLLOW-UP COMMITTEE

The interministerial follow-up committee, under the responsibility of the MEQ, comprises representatives of the Ministère de l'Emploi, de la Solidarité sociale et de la Famille and the Ministère de la Santé et des Services sociaux. Its mandate is to help the different ministries and organizations work together, contribute to the direction and evaluation of the Program, support its implementation at every level and formulate recommendations concerning the direction and evaluation of the Program and any changes to be made to normative and financial parameters, programs and so on.

6.2 REGIONAL FOLLOW-UP TEAM

The regional follow-up team is the responsibility of each MEQ regional office in collaboration with the ministries concerned. It facilitates the mobilization and partnerships needed to implement the Program at the local level; establishes mechanisms for communication, training and the sharing of expertise at the regional level; coordinates regional services if necessary; participates in the direction and evaluation of the Program and favours the integration of some or all of the results.

6.3 SCHOOL BOARD

At the local level, the school board is responsible for implementing, monitoring and evaluating the Program using the funds allocated.

It ensures cooperation between secondary schools, adult education centres and vocational training centres in providing consistent services to the young people targeted; sees to the ongoing involvement of the local team; represents institutions on the local team and provides support at every stage; analyzes, with the assistance of internal and external partners, the situation in the school board's territory; coordinates the Program, the school board's strategic plan and the centres' success plans; facilitates the establishment of partnership agreements; transmits information to the MEQ; participates in the direction and evaluation of the Program at the local level and favours the integration of some or all of the results into its practices.

6.4 LOCAL TEAM

The result of a local partnership agreement, this team is made up of representatives of the school board, local employment centres, youth centres, CLSCs, Forum jeunesse, community organizations such as Carrefours jeunesse-emploi and external labour and business resources.

The local team contributes to the establishment of the school board's territorial profile; helps prepare the action plan; participates in a local partnership agreement specifying the sharing and complementarity of roles and the contribution of each partner; implements the proposed activities and ensures the consistency of services offered; ensures and supports the integration of new practices; participates in the direction and evaluation of the Program and makes any necessary adjustments to the partnership agreement and services.



The MEQ will provide the local teams with support for each of the following actions.

7.1 KNOWLEDGE BASED ON RESEARCH AND PRACTICES IN THE FIELD

The local teams will have access to documents describing the conditions that will promote the academic success of the young people targeted, as well as approaches and practices adopted by school boards. They will also have data on the target groups and desired partners (young people, the educational environment and the community) as well as tools to analyze the situation and develop their action plan.

7.2 TERRITORIAL PROFILE

The local teams will participate actively in the establishment of the territorial profile. The profile will help them make observations about the young people currently enrolled and yet to be enrolled, learning and support services for young people, the services provided by the different organizations, the conditions for young people's participation, and the ability of each organization to act on the factors that have an impact on their academic success. Sharing the knowledge available in the territory will make it possible to identify existing needs and strengths and to establish priorities for each target group (young people, the educational environment and the community).

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7.3 ACTION PLAN AND PARTNERSHIP AGREEMENT

The action plan is based on the territorial profile, the Program's objectives and the three target groups: young people, the educational environment and the community. For each of these, the local team will establish priorities, objectives, indicators, means and a time line. These data will be transmitted to the MEQ in the school board's strategic plan and in the success plans of the institutions involved, or by another means agreed upon by the school board and the MEQ.

In addition, a partnership agreement will specify how complementary roles are to be shared among the community organizations participating in the Program, including referral and learning and support services.

7.4 ANNUAL ACTIVITY REPORT

An annual report on progress made, observable intermediate results, difficulties encountered, adjustments made, the use of funds and development prospects for the following year will be submitted.

7.5 TRANSFER OF KNOWLEDGE

In order to ensure the transfer of knowledge resulting from the implementation of the Program and action plans by the school boards and their partners, the MEQ will set up mechanisms for disseminating information about results, practices and tools that have been developed and tested.

7.6 FINAL EVALUATION REPORT

School boards and their partners, in collaboration with the evaluation team, will participate in the evaluation by reporting on achievements, adapted practices, results obtained, obstacles encountered and so on.

FIGURE 4 | **Adaptation of services**

Knowledge	For a common recognized framework that has been tested
Territorial profile	For all partners' knowledge of territories, young people enrolled and yet to be enrolled, existing players, services offered and their consistency, partnerships and local dynamics
Action plan and partnership agreement	For consistent action in keeping with the characteristics of the environment and the needs of the young people targeted, and the formalization of partners' roles
Transfer of knowledge	For synergy between teams and the dissemination of know-how
Annual activity report	For ongoing follow-up of the implementation of the action plan, constructive evaluation and the necessary adjustments
Final evaluation report	For a sustainable adaptation of learning and support services

Information to be transmitted to the MEQ



Some data is necessary in order to monitor the progress of the Program, evaluate its implementation in order to make adjustments and, finally, determine if any changes need to be made to the ministries' financial and normative parameters. With respect to the direction and monitoring of the Program, the school board will provide the MEQ with:

- an action plan containing data for both the school board and the institutions concerned on the analysis of the situation, objectives, indicators, time line, and finally, means implemented with respect to the three fronts (young people, the educational environment and the community)
- an annual report for both the school board and the institutions concerned on the progress of the plan, intermediate results, difficulties encountered, adjustments made, the use of funds and development prospects for the coming year. These data will be transmitted to the MEQ in the school board's strategic plan and the success plans of the institutions concerned, or in a manner agreed upon by the school board and the MEQ. Consult the Direction de la formation générale des adultes (DFGA) Web site for suggested tools.
- a partnership agreement signed by the local team. Consult the DFGA Web site for a model agreement.

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Implementation of the Program



The Program will be implemented in the 17 administrative regions.

Disadvantaged communities will be given special attention. The risk of academic failure in these communities is more pronounced and will require a greater effort. Unfavourable conditions are compounded in disadvantaged communities: poverty, difficult sociovocational integration, low incomes, high dropout rates, limited reading practices, mothers with low levels of education, job insecurity, economic dependency, lack of transportation, distance from educational services, etc. The presence of several of these conditions may have an adverse effect on the integration, perseverance and academic success of the young people targeted.



10.1 FINANCIAL SUPPORT

The Program provides school boards and the institutions concerned with financial support for the implementation, in collaboration with community organizations, of adapted learning and support services. The aim of this funding is to allow the school boards to:

- maintain partnerships that facilitate the participation of all internal and external partners from the outset, their participation in the analysis of the situation and the development and implementation of an action plan with respect to the three target groups
- establish a profile of the situation, develop an action plan, provide for regular follow-up and participate in the evaluation process
- take action with respect to all the systems that influence the academic success of young people
- support the testing and integration of new practices by the organizations

By the end of the Program, the funding parameters for services and programs will probably have been modified to ensure the continuity of the services implemented.

10.2 PAYMENT OF ALLOWANCES

The first year, each school board will receive funding from the MEQ.

Subsequently, funding will be allocated upon receipt of the annual report, action plan and partnership agreement for the following year.

Any comments and information on aspects of the evaluation will be sent to the school boards and local teams.

10.3 RESOURCES

In order to support school boards and their partners in the implementation of learning and support services adapted to young adults and in the creation of the conditions for success mentioned earlier, the ministries will provide them with resources for the analysis of the situation, content and evaluation:

- Tools intended to support school boards in the analysis of the situation will be made available: survey on existing services; information about those enrolled and yet to be enrolled in each school board and about the young people's progress; etc.
- A document describing the conditions for the successful creation of educational environments adapted to young people and fact sheets describing successful projects aimed at 16- to 24-year-olds will be sent to the partners in order to help them determine what services they may offer.
- Professional development on related topics will be offered. The topics will be determined in collaboration with the partners.
- Finally, a computer support structure making it possible to distribute the documentation and a variety of tools related to the Program and to report on the progress of the Program will be set up.

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Program evaluation



In keeping with the government's intention to strengthen accountability, the MEQ must evaluate its policies, programs and measures. The evaluation of the Program should provide the information necessary so that the person in charge of the Program and all those involved can make the necessary adjustments to the services in the spirit of formative evaluation. First, it is necessary to be familiar with the issues that helped or hindered the implementation of the Program. The process should also make it possible, in the longer term, to measure whether the Program objectives have been achieved and how the implementation of adapted services has affected participants, partnerships and the consistency of services in the community. Finally, the evaluation should help decision-makers determine the appropriateness of the services implemented and the follow-up required.

One of the concerns of the MEQ is to ensure that the adaptations made to learning and support services by the partners are sustainable. The evaluation results will help determine any changes to be made to the funding parameters for the services and programs by the ministries concerned in order to ensure the continuity of the services implemented.

The mandate for evaluation has been bestowed on the evaluation services of the MEQ and the Ministère de l'Emploi, de la Solidarité sociale et de la Famille. Also, an evaluation follow-up committee made up of representatives from different environments will be mandated to support the evaluation process by stating the aspects to be evaluated in priority, commenting on the documents produced or facilitating the collection of data.





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