



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

FACT SHEETS

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**Learning and Support Services Adapted to the Needs
of People Between the Ages of 16 and 24 With Little Education**

LEARNING'S GREAT

WHEN I CAN RELATE!

Research and development:
Sylvain Bourdon and Sylvie Roy

With the collaboration of Rachel Bélisle
Équipe de recherche sur les transitions et l'apprentissage

English version: Direction de la production en langue anglaise,
Services à la communauté anglophone, Ministère de l'Éducation

Program coordinator: Lino Mastriani, Ministère de l'Éducation
Contribution, program management: Hélène Tremblay

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Ministère de l'Éducation, 2004-04-00349

ISBN 2-550-42935-4

Legal deposit-Bibliothèque nationale du Québec, 2004

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FOREWORD

According to the *Government Policy on Adult Education and Continuing Education and Training* and the action plan that accompanies it, the Ministère de l'Éducation (MEQ) is responsible, in collaboration with its main partners, for implementing concrete 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.

This action will be carried out 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. Partners are encouraged to offer learning and support services mainly to those young people who are beyond the reach of school boards and to those who have dropped out or are at risk of dropping out of school.

To ensure that the program is implemented under the best conditions possible, researchers in the field met with the partners in order to identify the factors that must be taken into account in adapting services and to determine ways of providing support for school boards and their partners.

Subsequently, the Université de Sherbrooke was given the mandate to describe existing learning and support services adapted to the target groups.

This support document is intended to help the partners implement learning and support services adapted to young people between the ages of 16 and 24. It contains 11 fact sheets providing concrete examples of educational environments adapted to the target groups.

INTRODUCTION

One of the goals of the *Action Plan for Adult Education and Continuing Education and Training*, published in the spring of 2002, is to increase the number of young people who complete their basic education and obtain a first diploma.

In order to support the implementation of learning services adapted to 16- to 24-year-olds, the Université de Sherbrooke team produced an andragogical framework¹ intended to inspire the implementation of new educational environments likely to help young people, who for the most part have experienced difficulties in school, to pursue their education. These fact sheets were developed in order to provide adult education centre administrators and basic education teachers with concrete examples of educational environments adapted to the target groups.

An initial survey conducted by the MEQ in the winter of 2003 identified numerous services that administrators and teachers might find inspiring. Our team selected 11 initiatives that presented the greatest variety of clientele/target groups, objectives and learning frameworks. Only services aimed specifically (but not exclusively) at 16- to 24-year-olds without a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS) and who have been out of school for about a year were considered. In order to document real situations whose impact can be evaluated, we selected only services that have been in existence for at least one year.

The information contained in the fact sheets was gathered in April and May 2003 in telephone surveys among the staff members most familiar with the services. A first draft of each sheet was sent to the organization in question for validation in the fall of 2003.

We would like to extend our warmest thanks to all respondents for their availability, openness and generosity. Their commitment has made it possible to produce not only these brief descriptions, but also a variety of actions intended to better meet the educational needs and expectations of young people who have dropped out of school.

1. S. Bourdon and S. Roy, *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* (Québec : Ministère de l'Éducation du Québec, 2004).



Person in charge	<p><i>JEAN DUPONT</i> Assistant Director</p> <p>Centre de ressources éducatives et pédagogiques Commission scolaire de Montréal 3000, rue Beaubien Est, Montréal Tel.: (514) 596-4552 E-mail: dupontj@csdm.qc.ca</p>
Objective	To help street kids begin a process of social integration by returning to school
Learning content	<ul style="list-style-type: none"> ■ Social integration services ■ French ■ Math (presecondary and secondary)
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 30 years old ■ Must have at least presecondary-level competencies
Average number of enrollments per year	40
Team members	<p>On staff at the Centre de ressources éducatives et pédagogiques:</p> <ul style="list-style-type: none"> ■ 2 full-time teachers ■ 1 counsellor in academic training (as needed) <p>Full-time staff at Le Bon Dieu dans la rue:</p> <ul style="list-style-type: none"> ■ 1 counsellor in vocational training ■ 1 street worker ■ 1 psychologist ■ 1 chaplain ■ 1 social worker ■ several resource people
Organizations	Centre de ressources éducatives et pédagogiques, Commission scolaire de Montréal (general education, adult sector), and Le Bon Dieu dans la rue
Active partners	Centre de ressources éducatives et pédagogiques, Commission scolaire de Montréal; Le Bon Dieu dans la rue and Concordia University (<i>Art Design</i> , pairing of street kids with university students to learn how to use a computer)
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Cooperative approach ■ Group instruction ■ Project approach (e.g. Concordia University project)
Guidance	Full-time personalized guidance provided by staff at Le Bon Dieu dans la rue

SHEET 1	LE BON DIEU DANS LA RUE
Sources of funding	Commission scolaire de Montréal, general education, adult sector Various sources of private and public funding distributed by Le Bon Dieu dans la rue
Types of support	<ul style="list-style-type: none"> ■ Employment Assistance benefits ■ Free educational materials ■ Free breakfast and lunch on site
Other services or activities	Cafeteria, music room, secondhand clothing store, employment training sites (kitchen, food bank, bus), art therapy room, computer room, various reception and referral services offered by the Centre de ressources éducatives et pédagogiques
Date of inception	September 1997
Duration	Variable
Registration	Continuous intake and exit
Schedule	September to June, 20 hours a week, Monday to Thursday
For more information	www.danslarue.com www.csdm.qc.ca/crep

L'École de la rue was set up to meet the needs of street kids who frequent the Chez Pops day centre in downtown Montréal. It is one of the many services offered by Le Bon Dieu dans la rue, a nonprofit organization; it is the result of close collaboration between Dans la rue and the Centre de ressources éducatives et pédagogiques (CREP) of the Commission scolaire de Montréal. Its main goal is to help those who want to begin the process of social integration by returning to school. Some of them will acquire the necessary prerequisites for a first Secondary School Diploma or Diploma of Vocational Studies. Others will be able to get a job and find a place to live, in short, to integrate more harmoniously into society while maintaining their values and identity.

Participants already frequent the day centre. Students are recruited through partner organizations and day centre staff, but especially through word of mouth among street kids, which shows that the service is appreciated. The day centre staff preselect the participants, assessing their level of interest and commitment, in order to avoid inevitable and potentially devastating failures. Upon entering the program, students write a placement test to evaluate their level of schooling; then, during an adaptation period in the classroom lasting several weeks, their commitment is assessed on a daily basis. Only then is a

learning plan established by the counsellor in academic training in conjunction with the student. The learning plan contains academic objectives as well as broader objectives related to problems frequently encountered by street kids (e.g. alcoholism, violence, prostitution). The plan is reviewed and adapted on a daily basis and in bimonthly meetings between teachers and day centre staff.

The students are street kids, both men and women; some have apartments, while others are homeless. Many work part-time, often in illegal occupations (e.g. as squeegee kids, prostitutes). Some have young children; many have pets to whom they are very attached. These youth have great creative potential, expressing their dissatisfaction with society through drawings, poems, graffiti and sculptures. One of the challenges they face is giving up marginality without losing their identity.

L'École de la rue is an integral part of the day centre's services. About forty young people enroll every year. They are expected to attend class on a regular basis: five hours a day, Monday to Thursday. Given the street kids' precarious living conditions, staff members are satisfied with the rate of participation. According to the person in charge, this is partly because participants don't really see themselves as being in school, and partly because teachers, who have been on staff since 1998, are deeply committed and available.

The challenge facing teachers is coming into contact with suffering and misery on a daily basis, while providing moral support and maintaining balance in their own lives. They must also constantly maintain an adequate and authentic framework that promotes academic learning, despite all of their students' problems. The stability of the team is also an important factor. The students receive constant support: the teachers help them with their learning problems, while the full-time day centre staff is available to discuss all aspects of daily survival (e.g. physical and mental health, prostitution, drug abuse, nutrition, housing).

The quality of the partnership between Le Bon Dieu dans la rue and the CREP also appears to contribute to the success of L'École de la rue. All operational aspects are discussed and enshrined in an agreement; teachers participate in the day centre team's meetings.

In short, according to the assistant director of the CREP, the school's success appears to be due mainly to the credibility of Le Bon Dieu dans la rue; the harmonious integration of L'École de la rue into a supportive environment that meets street kids' other needs; the human and professional qualities of the teachers and the day centre staff; the quality of the partnership and the mutual respect of the partners.

Finally, the program's success also depends on the street kids' ability to pursue their education. The transition to other institutions may be difficult for them and result in their dropping out. As a preventive measure, CREP staff is forging agreements with other Commission scolaire de Montréal centres in order to facilitate the reception and integration of street kids who would like to finish secondary school and obtain a diploma.

L'École de la rue is only one of two educational services offered by the CREP in collaboration with Le Bon Dieu dans la rue. The CREP also offers street kids first-line sociovocational integration services to help them rejoin the work force. The program involves the supervision and evaluation of about 20 young people in various occupations within the organization (warehouse clerk, building maintenance attendant, driver's assistant, kitchen helper, art room assistant, music workshop attendant and computer workshop assistant). After consulting with staff members, students may switch to the other educational service, depending on their needs or abilities.

Person in charge	<p><i>NADINE SCHMITT</i> Social worker in charge of the program Centre Le Parcours, Commission scolaire du Pays-des-Bleuets Tel.: (418) 276-3445, ext. 226 E-mail: schmittn@cspaysbleuets.qc.ca</p>
Objective	To offer young mothers accessible and customized learning services
Learning content	French, math and parenting skills (these are closed-group courses; for the other courses, the young mothers join the other students at Centre Le Parcours)
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 25 years old ■ Must be receiving Employment Assistance or Employment Insurance benefits or have no income ■ Must be pregnant or a mother
Average number of enrollments per year	15 to 20
Team members	<ul style="list-style-type: none"> ■ 2 part-time teachers ■ 1 social worker, 10 hours a week
Organization	Commission scolaire du Pays-des-Bleuets, general education, adult sector
Active partners	Local employment centre, CLSC and Carrefour jeunesse-emploi, which sit on a joint follow-up committee with the school board
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Thematic approach (especially in parenting skills workshops)
Guidance	Guidance provided by the social worker, who is always on site and available to meet the young women's needs
Sources of funding	<ul style="list-style-type: none"> ■ School board, adult sector ■ Emploi-Québec, Ma place au soleil program ■ Fonds Jeunesse
Types of support	<ul style="list-style-type: none"> ■ Direct allowances for those receiving Employment Assistance ■ Reimbursement of travel and childcare expenses ■ Carpool system



SHEET 2	RACCROCHE-MAMAN
Other services or activities	Centre Le Parcours: library, cultural activities, sports, academic and vocational guidance Special services for young mothers: shared kitchen, psychosocial follow-up, etc.
Date of inception	January 2002
Duration	Variable
Registration	Continuous intake, mostly in September and January
Schedule	September to June, 27.5 hours a week, Monday to Friday, 8:30 a.m. to 3:45 p.m.

Raccroche-Maman was set up in January 2002 to offer learning services adapted to young mothers and pregnant women, in order to help them obtain a Secondary School Diploma. Participants receive Employment Assistance or Employment Insurance benefits, or have no income. Generally speaking, they are between 18 and 25 years old, in accordance with the guidelines for the Ma place au soleil program set up by the Ministère de l'Emploi, de la Solidarité sociale et de la Famille. Occasionally, young women under the age of 18, who are more likely to succeed in adult education than in a regular secondary school, are also admitted.

Students are recruited mainly through staff at the local employment centre, the CLSC and the Carrefour jeunesse-emploi, which are partners in the project and sit on the follow-up committee with the school board. Meetings are also held with other community organizations in order to promote the service. Community television, local newspapers, a promotional leaflet and word of mouth are also used for recruitment purposes.

Upon a young woman's registration, the guidance counsellor helps her establish a record of learning and a learning plan, which is revised as needed. There is no written agreement between the parties; the young women help set the rules: active participation in the courses, habits conducive to learning (e.g. no drugs or alcohol), mutual support and observance of confidentiality.

On average, participants are 20 years old. Some are pregnant, while others have between one and three children. According to the person in charge, most of them are from dysfunctional families and have had difficulty in school since the elementary level. They often have a number of problems (e.g. financial,

domestic, violence); they are usually fragile personally and in their interpersonal relationships, and lack self-esteem. On the other hand, they are determined to get past their problems.

Courses are given at Le Parcours adult education centre, where the young women have access to library services, a canteen and cultural activities. In addition—and this appears to be an important factor in the program’s success—the young women have their own classroom for math and French, and parenting skills workshops five hours a week. The room, which is decorated with pictures of their children, helps them develop a sense of belonging to the group. The young mothers also often take cooking courses given in collaboration with a food safety organization.

The young women’s participation in the program varies. Some are more independent and organized and are rarely absent. Others have difficulty attending on a regular basis mainly because of the precariousness of their living conditions and a less developed sense of responsibility.

The team that works with the young women is made up of three women, which seems to be very important. There are two part-time teachers (for math and French) and a resource person responsible for psychosocial follow-up, recruitment and coordination. Although, in principle, this person has only 10 hours a week to devote to the project, the fact that she works full-time at the centre and that her office is located across the hall from the young women’s classroom allows her to adapt her schedule to a variety of needs and situations. The young women receive support in a number of areas (e.g. nutrition, housing, financial resources), but emphasis is placed on their personal lives (intimate relationships, relationships with their children, emotional problems), for which they seem to have a greater need. In addition, the staff maintains contact with “graduates” by inviting them to year-end dinners or encouraging them to drop in. This contact provides the young women with the support they need.

The team must be very flexible and maintain a positive attitude toward the young women’s numerous problems. It also takes a fair amount of imagination to spark their interest and keep them motivated to continue their studies. In addition, the person in charge actively tries to refer the young women to the appropriate resources in order to help them build a support network in the community.

The Raccroche-Maman follow-up committee, which meets every two months, appears to contribute to the program’s success: the eight committee members represent the four partner organizations. The fact that the adult education centre director is on the committee helps ensure the development and continuity of the service. Together, the partners make decisions concerning referral and recruitment, follow-up and the operation and overall evaluation of the service.

In short, the service appears to satisfy a need in the community, but recruiting young women and encouraging them to persevere are major challenges. The closed group and the special classroom appear to have a positive impact on perseverance by allowing for the development of a support network and a friendly learning context. The commitment of the partners also seems to be an asset in ensuring the survival of the service.

However, there are a number of obstacles to motivating those young women with the least amount of schooling to return to school. According to the person in charge, learning services need to be adapted to take into account both the acquisition of academic knowledge and personal and social development. Practical conditions are also very important in ensuring the participation of young mothers, such as access to childcare or transportation services, which is not always a given. Eventually, the partners would like to set up conditions more favourable to the young women's participation.

Person in charge	<i>MONIQUE DELISLE</i> Education consultant in charge of the program Centre La Croisée, Commission scolaire de Portneuf 312, rue de l'Église, Donnacona Tel.: (418) 285-5018 E-mail: <moniqued@csportneuf.qc.ca>
Objective	To allow those who are out of the work force to acquire some work experience and, gradually, to develop the desire to return to school
Learning content	<ul style="list-style-type: none"> ■ Sociovocational integration services ■ Secondary Cycle One and Secondary Cycle Two ■ French ■ Math ■ ESL ■ Two- to five-day employment training periods
Admission criterion	Must be 16 or over on June 30
Average number of enrollments per year	20
Team members	<ul style="list-style-type: none"> ■ 2 teachers: 1 full-time on the employment training sites and 1 part-time for sociovocational integration day at the centre ■ 1 part-time education consultant in charge of the program
Organization	Commission scolaire de Portneuf, general education, adult sector
Active partners	<ul style="list-style-type: none"> ■ Local employment centre (transportation agreement) ■ Municipalities and nonprofit organizations for employment training and practicums
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Thematic and project approach
Guidance	Full-time personalized guidance provided by the full-time teacher on the employment training sites
Source of funding	School board, adult sector
Types of support	Travel and childcare expenses paid for by Emploi-Québec
Other services or activities	Secondary school: library, cafeteria, cultural activities, sports, student newspaper
Date of inception	September 2001
Duration	Variable (2 terms on average)
Registration	Continuous intake (mostly in September and January)
Schedule	Full- or part-time, work-study approach

The aim of this program is to reduce the dropout rate by helping young people acquire work experience and set occupational goals by experimenting with a variety of semiskilled trades in order to motivate them to return to school. The only admission criterion is that participants be 16 or over on June 30. Almost 80 per cent of participants are under 21.

The program was initially offered by the local employment centre but, in 2001, it was taken over by the school board. It is offered mainly through sociovocational integration services. For the school board, the program is not an end in itself: it is intended as a springboard to participants' eventual return to general education or vocational training.

Participants are referred by local employment centres, Carrefours jeunesse-emploi and teachers in the youth and adult sectors. The education consultant helps students establish a learning profile and assess their career goals and possible interest in returning to general education. Participants sign a contract specifying the rules to be followed (e.g. observance of schedule, attendance, respect for others).

The learning content focuses on employment (e.g. looking for a job, career choices, attitudes and behaviours on the job), although a few French, English and math courses are also offered. The program includes practicums in the workplace and a series of employment training periods varying from two to five days in a variety of semiskilled trades. For example, participants may choose to do practicums or employment training periods in fields that interest them. They spend one day a week at the adult education centre, and the rest of the time in the workplace. Since the aim is to favour employment integration, participants can attend full- or part-time or opt for a work-study approach.

Participants are mostly unemployed young men and women with little education (Secondary Cycle One) and who have experienced difficulties in school. Most still live with their parents. Although they are impatient and have interpersonal problems (e.g. communicating, working in teams), they are very persistent when it comes to their education. According to the person in charge, their participation is due mainly to the constant support of the teacher in charge of practicums and employment training.

The team is made up of a full-time teacher on the employment training sites, a part-time teacher in charge of sociovocational integration day at the adult education centre and the education consultant in charge of the program. Each year, the challenge is to recruit enough participants to ensure the survival of the program. In addition, the team must provide the young people with support and guidance in their practicums and employment training. Finally, it must locate municipalities and nonprofit organizations that offer employment training sites where students can learn specific skills.

Guidance is provided by the teacher in charge of employment training. She deals with a variety of problems and needs that relate for the most part to economic survival and family tensions. Participants who are eligible for Emploi-Québec measures receive benefits and have access to a carpool system and childcare services. On average, participants spend a year in the program; they are then referred to general education, vocational training or the work force. If they decide to pursue their studies, the education consultant oversees the transition.

In short, this service satisfies the needs of young people with little education and helps them to gradually develop confidence in their employment and academic abilities. The main conditions for the success of such a program are a stable team, collaboration among team members, the professional and personal qualities of the teacher providing guidance, the support of the administration and the quality of the partnerships with local employment centres and Centres jeunesse-emploi.

One of the challenges the team faces is to ensure the appropriate conditions for sustained participation; right now, transportation is an obstacle. Another challenge is the students' successful transition to general education or vocational training, which generally provides less guidance than students may be used to.



Person in charge	<p><i>SYLVAIN GOUDREAU</i> Education consultant in charge of the program Commission scolaire des Draveurs 15, boul. Gréber, bureau 102, Gatineau Tel.: (819) 243-1595, ext. 61510 E-mail: <sylvaingoudreau@csdraveurs.qc.ca></p>
Objective	<p>To reduce the dropout rate among 16- to 24-year-olds by implementing a pragmatic, proactive and effective service to help them return to school. The service is offered prior to enrollment in an adult education program. It is a transitional measure in which young people receive help making decisions and establishing conditions conducive to academic success.</p>
Learning content	<p>General education or vocational training services offered in the school board or in the region</p>
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 24 years old (sometimes older) ■ Must have dropped out or be on the verge of dropping out of school ■ Must not have obtained a first Secondary School Diploma
Average number of enrollments per year	<p>Since February 2001, more than 600 young people have returned to school</p>
Team members	<ul style="list-style-type: none"> ■ 1 full-time education consultant ■ 1 full-time guidance counsellor ■ 1 secretary ■ 1 recruitment officer ■ interns (university or college students)
Organization	<p>Commission scolaire des Draveurs, general education, adult sector</p>
Active partners	<p>Several agreements with a variety of community organizations and the local employment centre for recruitment and support</p>
Guidance	<p>Guidance provided by the full-time education consultant in charge of the program, by appointment or by telephone; waiting times are very short</p>
Sources of funding	<p>Commission scolaire des Draveurs and other sources: Microcell (Web site), Emploi-Québec (mentoring project)</p>
Types of support	<p>According to agreements with community organizations</p>

SHEET 4	RELANCE SCOLAIRE
Date of inception	February 2001
Duration	Variable
Registration	Continuous intake and exit
Schedule	Variable, depending on the young people's needs, work-study approach
For more information	<ul style="list-style-type: none"> ■ www.larelancescolaire.com (under construction) ■ Fact sheet available on request

Created in February 2001, Relance scolaire is a reception, guidance and referral service for dropouts between the ages of 16 and 24. Given the high dropout rate among young adults in both the youth and the adult sector, the school board has set up a special service for 16- to 24-year-olds in order to reach and guide them more effectively through their education and integration into the community.

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The aim of the program is to reach every young adult in the school board's territory who has not obtained a diploma (Secondary School Diploma [SSD], Attestation of Vocational Education [AVE] or Diploma of Vocational Studies [DVS]) and who is no longer in school, or is on the verge of dropping out of secondary school. To this end, a computerized system was set up to systematically list all the young adults in this situation. A variety of information is provided for each individual (e.g. best grades, academic record, extracurricular activities, sports and artistic interests, employment situation, date he or she left school, parental status), making it possible to communicate with them in a personalized manner, with proposals corresponding to their particular situation (e.g. offering a service geared exclusively to young mothers).

During an initial telephone conversation, if the young person is interested, an appointment is set up to evaluate the situation and provide assistance. He or she must then consent in writing to receiving the services and authorize the collection of personal information. The first appointment may last up to two hours and is also used to update the computer file. Depending on the young people's needs or specific situation, they are referred to a general education or vocational training centre, or to one or more organizations that will provide assistance with employment, housing, recreational activities and so on. These first contacts will not necessarily result in an immediate return to school, but they will make it possible to create a meaningful relationship with the young people and to monitor or review their situation in the coming months. The program provides those who decide to return to school with the support they need to ensure their transition to the centre in which they are enrolled.

The computerized system contains approximately 1 500 files and is updated quarterly. Of the young people in the system, about 60 per cent are men, 42 per cent are unemployed and 75 per cent still live with their parents. According to the interviews conducted since the program's inception, these youth suffer from low self-esteem because of their academic failures. They have difficulty accepting the constraints inherent in the school system, are involved in family conflicts and are strongly attracted to the job market. On the other hand, they often have considerable manual or artistic skills, and appear to learn better by doing.

The team is made up of four full-time staff members: an education consultant in charge of the program, a guidance counsellor, a recruitment officer and a secretary. The team also comprises university and college interns. Its offices are located in one of the school board's adult education centres, near the reception and referral offices; according to the person in charge, this is important, given their complementary tasks. The team's challenge is to carry out its mandate without duplicating services offered elsewhere in the centres and to build bridges between educational services and all the other services offered in the community.

Forming partnerships with community organizations is an important aspect of the team's work. On the one hand, it organizes information meetings on adult education services and, on the other, it helps implement services that could help young people stay in school. Each agreement is different, depending on the organization's mission. For example, the team collaborated with Les Grands Frères et Grandes Sœurs de l'Outaouais on a new service encouraging graduates to mentor young people without a diploma. With Mon chez-nous, it helped implement a low-cost housing project involving nine apartments for young dropouts. Similarly, it collaborated with organizations that help street kids, the local employment centre, the Carrefour jeunesse-emploi and a multimedia company.

The challenge is to ensure the continuity and funding of the service and to consolidate the expertise acquired by the team in its first few years of existence. The program's success is attributed to the quality and diversity of partnerships, the effectiveness of the methods used (most importantly the computerized system) and its proactive approach, focusing on ecosystemic empowerment and competencies.

Relance scolaire is preparing to launch an interactive Web site as part of its services. In the longer term, the team would also like to diversify its services (e.g. art-study, sports-study or part-time programs) in order to reach a greater number of young people.



Person in charge	<i>ROGER BRAULT</i> Centre l'Accore, Châteauguay Commission scolaire des Grandes-Seigneuries Tel.: (450) 698-5080
Objective	To offer learning services that provide more support and supervision and that are better adapted to the characteristics of 16- to 18-year-olds
Learning content	<ul style="list-style-type: none"> ■ French, math and ESL ■ 5 hours a week of vocational guidance and work force preparation activities (a combination of social integration services and Option 2)
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 18 years old ■ Must have at least presecondary-level competencies ■ For admission to Option 2, must have successfully completed Secondary II French, math and English ■ Must be motivated and have a good attitude
Average number of enrollments per year	50
Team members	4 full-time teachers, including one responsible for practicums and activities outside the centre
Organization	Commission scolaire des Grandes-Seigneuries, general education, adult sector
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Cooperative approach ■ Group workshops ■ Thematic and project approach (for vocational guidance activities)
Guidance	Full-time personalized guidance provided by the four full-time teachers (each one acts as a tutor or provides daily follow-up depending on the young person's needs)
Source of funding	Commission scolaire des Grandes-Seigneuries, adult sector
Types of support	<ul style="list-style-type: none"> ■ Free transportation provided by the school board ■ Teachers available throughout the day
Other services or activities	Centre l'Accore: library and gym (volleyball) On site: dining room (meals taken with teachers), ping pong table, pool table, soccer table, student radio
Date of inception	September 1998
Duration	Variable
Registration	Continuous intake and exit
Schedule	September to June, 25 hours a week, Monday to Friday

This specialized service was created in 1998 to meet the specific needs of 16- to 18-year-olds who were dropping out of school after several failures and who required more support and supervision than were available in adult education. To be eligible, participants must have at least presecondary-level competencies. To be admitted to Option 2 in the adult sector, they must have successfully completed Secondary II French, English and math. In addition, they must be motivated and have an attitude conducive to learning. They are recruited through word of mouth, a promotional leaflet and meetings with students at the secondary school.

Although a placement test was initially used, it was abandoned because it was demotivating; it has been replaced by a period of upgrading, which allows the students to quickly obtain recognition for their secondary-level learning. After this period, in which the learning plan is established, team members meet with each participant individually and explain how the centre works and what the rules are (e.g. regular attendance, satisfactory academic performance, motivation). Then, as the students progress, the teachers help them validate and modify their learning profile. After identifying the students' interests and defining their personal objectives, it may be determined that some of them need to write a Secondary Studies Equivalence Test (SSET) or a Global Development Test (GDT) in order to qualify for vocational training or the job market.

Participants are almost all young men who are still living with their parents. While about one third of the students work part-time, the teachers strongly recommend that they not work more than 20 hours a week, so that they have enough time to devote to their studies. According to the organization, half of the young adults enrolled present a variety of behavioural problems; the other half has not been able to function in the school system because of learning and family difficulties. Most of them subscribe to a form of magical thinking, which leads them to believe in quick and effortless success. They do, however, demonstrate considerable courage in the face of their difficulties.

The program focuses on employment integration through a combination of Option 2 programs and Social Integration Services. In addition to the basic subjects (French, English and math), there are five hours a week of communications and vocational orientation activities: knowledge of the job market, practicums, meetings with people in their field, visits to the workplace or vocational training centres, "Jeopardy"-type activities, chess and so on. The program also includes a cooking activity in the morning and an opportunity to participate in special projects (e.g. a two-week international cooperation trip to Nicaragua). Every month, students are recognized for their regular attendance and participation.

Services are provided in a building owned by the school board, adjoining L'Accore adult education centre. The building is reserved exclusively for students of the 16 d'Abbotsford program. There is a dining room where students and teachers share meals, a room with a pool table, a ping pong table and a soccer table, and a student radio station. The library and gym are located in the adult education centre; the young people play volleyball twice a week.

With the exception of those enrolled in Option 2 work-study programs, all students attend full-time, since it would take too long for them to complete their studies on a part-time basis. According to the respondent, participation is excellent and is attributed to the enthusiasm, thoroughness and constant availability of the teachers, as well as to the number of recreational and sports activities offered.

The team is made up of four full-time teachers, one of whom is responsible for practicums, activities and special projects. A guidance counsellor is assigned to the program three hours a week. The challenge is to constantly adapt the service to the young people's situation and problems. The team must also find a happy medium between openness and strictness since, according to the person in charge, these young people need support and supervision. Thus, students may be absent a maximum of five hours per month and may be suspended if they are absent too often or break too many rules.

Given the students' age, the service maintains few partnerships with community organizations. However, the staff works closely with parents. Each teacher acts as tutor to a group of students; individual meetings are scheduled according to the students' or teachers' needs. The student-tutor relationship is crucial in establishing the learning plan, discussing interpersonal relationships, helping the young people deal with conflict, and so on. Also, the school board offers the students bus transportation, which appears to be very important in ensuring their participation.

In short, the program's success is attributable to the enthusiasm of the teachers, the diversity of activities and learning content and the size of the centre, which promotes a sense of belonging. The challenge is to help students leave the program without difficulty and to successfully complete the transition to adult education centres where they will be more self-reliant.



Person in charge	<p><i>JACQUES BIANKI</i> Director, Centre 16-18 ans Commission scolaire Marie-Victorin 274, rue Hubert, Greenfield Park Tel.: (450) 671-4463, ext. 273</p>
Objective	To offer young people a learning environment different from those in the youth and adult sectors
Learning content	<ul style="list-style-type: none"> ■ Sociovocational integration services ■ Secondary Cycle One and Secondary Cycle Two ■ Presecondary education services ■ French, math, ESL ■ Physical sciences and biology ■ History ■ Project option (for activities outside the regular framework)
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 18 years old (sometimes up to 20) ■ Must have at least Secondary I-level competencies ■ Must be able to attend full-time
Average number of enrollments per year	About 225 during the day and 125 in the evening
Team members	<ul style="list-style-type: none"> ■ 14 teachers: 6 full-time and 8 part-time (whose workload is almost equivalent to full-time) ■ 1 recreational technician (60 per cent of full time) ■ 1 addiction counsellor (80 per cent of full time) ■ 1 library technician (80 per cent of full-time) ■ 1 remedial teacher (40 per cent of full-time) ■ 1 full-time guidance counsellor ■ 1 CLSC nurse one day a week ■ 1 CLSC social worker one day a week ■ 1 Bureau de consultation jeunesse staff member one day a week
Organization	Commission scolaire Marie-Victorin, general education, adult sector
Active partners	CLSC, police, Boîte à lettres de Longueuil, Longueuil Carrefour jeunesse-emploi
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Cooperative approach ■ Lectures ■ Project approach

Guidance	All staff at the centre are trained in helping relations Each group of 30 students is supervised by a teacher-tutor The drug abuse resource person also intervenes in crisis situations
Sources of funding	Commission scolaire Marie-Victorin, adult sector; Fonds pour la réussite éducative; Fonds Jeunesse
Other services or activities	Cafeteria, library, multimedia room, hockey at the arena, student café, semiannual awards day, graduation ball, free cultural activities (museums, plays, trips)
Date of inception	1995
Duration	Variable
Registration	Intake in September and January
Schedule	September to June, full-time: days, Monday to Friday, 21 hours a week; evenings, Monday to Thursday, 18.5 hours a week
For more information	http://educ.csmv.qc.ca/centre_1618

Centre 16-18 ans was founded in 1995 to offer people between the ages of 16 and 18 a unique learning environment, different from those available in the youth and adult sectors. Applicants must be at least 16 years old on June 30, have at least Secondary I-level competencies and be willing to attend full-time. The program takes into account students' need for support and supervision and the fact that part-time studies do not appear to be motivating for those with little education. It also takes into account other services offered in the territory in order to avoid duplication. Students with poor reading and writing skills are referred to the Boîte à lettres de Longueuil and a work-study program is available in another centre.

Young people are referred to the centre by secondary school administrations or recruited through school board advertisements. With the exception of special education students and students who did not complete Secondary I (who must write a placement test), students are deemed to have acquired the learning corresponding to the last year of secondary school they successfully completed. At registration, the students are made aware of four rules: regular attendance and satisfactory performance, no physical or verbal violence, no cell phones, no drugs or alcohol. Upon infringement of any of these rules, the young person must sign a contract. If his or her behaviour does not improve, he or she may be expelled.

All students undergo a very important four-month integration period, in which they upgrade their French and math skills, are introduced to methodological competencies and teamwork, and develop attitudes conducive to academic success. This is also when the young adults establish their learning plan with the guidance counsellor, basing their decisions on visits to vocational training centres.

Most of the students still live with their parents and have personal and social problems. According to a survey of students, 60 per cent use drugs four or more times per week, 30 per cent have contemplated suicide and almost half consider that they lead a stressful life. Also, many of them are obliged to pursue their education if they wish to remain in the family home. Despite their young age and often painful life experiences, they are determined to succeed and are very tolerant of one another, while many of them suffered rejection in secondary school.

Almost 85 per cent of the students at Centre 16-18 ans go there directly from the youth sector; those who dropped out are less likely to enroll. Many students work part-time, which is a problem, since there are no work-study agreements with businesses in the community.

The centre offers most of the courses leading to a Secondary School Diploma (SSD) or Diploma of Vocational Studies (DVS) and to CEGEP, as well as courses to prepare students for postsecondary studies (in options other than pure and applied sciences). It also offers an eight-week temporary life skills program intended to help those with more serious behavioural problems. Approximately 80 per cent of students are working toward a DVS.

The centre is located in a building devoted exclusively to students between the ages of 16 and 18. There is a library, a multimedia room and a cafeteria. Students participate in a mural contest and in annual cleaning and salvage activities inside the building and on the grounds. They can sit on the student council or manage the student café or radio station. There are also sports activities (hockey, basketball) every week and a \$10 000 annual budget is earmarked for various cultural and scientific events related to course objectives (e.g. visits to museums, the theatre, an organic farm; visits with writers and cartoonists). Every term, each student in the school receives official recognition for his or her qualities. Finally, there is a graduation ball for all those leaving the centre to pursue their studies or join the work force.

The team is made up of 14 teachers: six are permanent full-time, the remaining eight carry almost a full-time workload. There is also a full-time guidance counsellor, a recreational technician (80 per cent of full-time) and an addiction counsellor (60 per cent of full-time). One teacher devotes 40 per cent of his time to providing remedial teaching services and a library technician (80 per cent of full-time) provides essential support in the use of the project approach. In addition, a partnership with the CLSC provides the centre with the on-site services

of a nurse and a social worker one day a week. Challenges include helping young people with difficulties persevere to succeed in school, maintaining a united team and working with groups that are too large (i.e. 30 students instead of 25) because of a lack of resources and funds. Nevertheless, participation is good, which the administration attributes to the many services available on site thanks to a subsidy from Fonds Jeunesse.

Each group of 30 students is supervised by a teacher-tutor, who devotes one hour a week to individual follow-up. When the students' needs exceed moral support or go beyond education-related problems, the addiction counsellor steps in. This counsellor is responsible for all student services in the school and for ties with the community. The teachers also attend monthly two-and-a-half-hour meetings to share information about the students.

In short, the centre attributes its success to a variety of instructional approaches (e.g. cooperative, thematic, project), which differ from the individualized instruction favoured in adult education. It also stems from the availability of student services (health, drug abuse, social work, recreation); the integration session for new students and the team's profound belief in the students' ability to succeed.

The centre collaborates with community organizations, including the CLSC, the police, the Boîte à lettres de Longueuil and the Longueuil Carrefour jeunesse-emploi. In the fall of 2003, in collaboration with the latter, the centre set up a new off-site learning service adapted to the needs of street kids.



<p>Person in charge</p>	<p><i>ANDRÉE ASSELIN</i> Education Consultant Commission scolaire de Laval 3730, boul. Lévesque Ouest Tel.: (450) 662-7000, ext. 3111 E-mail: aasselin@cslaval.qc.ca</p>
<p>Objective</p>	<p>To help young mothers overcome their isolation and poverty by helping them return to secondary school</p>
<p>Learning content</p>	<p>Secondary Cycle One and Secondary Cycle Two:</p> <ul style="list-style-type: none"> ■ French, math, ESL ■ biology, physical sciences, chemistry, physics ■ computer science ■ early literacy and parent-child relationships (50 hours) ■ open workshops (budget, contraception, relationships, health, etc.)
<p>Admission criteria</p>	<ul style="list-style-type: none"> ■ Must be 16 to 25 years old ■ Must be a mother (priority goes to single mothers) ■ Must be receiving Employment Assistance benefits
<p>Average number of enrollments per year</p>	<p>25 to 30 young mothers</p>
<p>Team members</p>	<ul style="list-style-type: none"> ■ 2 half-time teachers ■ 1 full-time resource person (personal and academic guidance) ■ 1 guidance counsellor (as needed) ■ 1 social development technician from the Direction générale de la Sécurité du revenu responsible for guidance and support ■ 1 employment counsellor from Emploi-Québec responsible for project follow-up
<p>Organization</p>	<p>Commission scolaire de Laval in collaboration with the Ministère de l'Emploi, de la Solidarité sociale et de la Famille</p>
<p>Active partners</p>	<ul style="list-style-type: none"> ■ Local employment centres (Direction générale de la Sécurité du revenu and Emploi-Québec for referrals) ■ Childcare and daycare centres (some places reserved) ■ Bureau de consultation jeunesse (weekly dinner meetings for young mothers and activities at Les Berges adult education centre) ■ CLSCs (four in the territory: referrals and activities at the centre) ■ Carrefour jeunesse-emploi (development of career plan as needed)

Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction for academic subjects ■ Parenting skills workshops
Guidance	Full-time personalized guidance provided by the education consultant
Sources of funding	<ul style="list-style-type: none"> ■ Commission scolaire de Laval, adult sector ■ Ministère de l'Emploi, de la Solidarité sociale et de la Famille (Emploi-Québec)
Types of support	<ul style="list-style-type: none"> ■ Employment Assistance benefits from Emploi-Québec ■ Educational materials and school fees paid by Emploi-Québec ■ Reimbursement of childcare expenses ■ Reimbursement of travel expenses
Other services or activities	For all adults at Les Berges: small cafeteria, gym, cultural activities, discussions and conferences, outings and festivities Exclusive to Ma place au soleil: workshops, activities and outings with the children
Date of inception	October 2000
Duration	Variable (a year and a half on average)
Registration	Continuous intake depending on the number of spaces available
Schedule	August to June, 25 hours a week, Monday to Friday

Three years ago, in collaboration with the Ministère de l'Emploi, de la Solidarité sociale et de la Famille, the Commission scolaire de Laval set up Ma place au soleil, with the aim of helping young mothers overcome their isolation and dependency by helping them return to school. The approach is designed to prevent the transmission of poverty from generation to generation by promoting a first diploma as a lever for permanent sociovocational integration and, to this end, combines active intervention with the young mothers with preventive action with the children. The young women admitted to the program must be between the ages of 16 and 25 and receive Employment Insurance or Employment Assistance benefits. They are for the most part referred by local employment centres and CLSC social workers, or recruited through school board advertising.

The adult education centre recognizes the academic learning of the young women who come from a regular secondary school. The young women can consult the counsellor in academic training in order to modify their learning objectives. The students' objectives usually lead to a Diploma of Vocational Studies (DVS), a Secondary School Diploma (SSD), or an Attestation of College Studies (ACS), which is in line with the aims of Emploi-Québec. At the school board, they can choose other options leading, for example, to a Diploma of College Studies (DCS).

On average, the young mothers enrolled in the program are about 22 years old and have been out of school for some time. They have two or more children: in the group enrolled in April 2002, 27 young mothers had 36 children between the ages of one and nine. Most of them have some Secondary Cycle Two education. They face a number of difficulties: health problems (their own or their children's), problems with their spouse or ex-spouse, lack of financial resources. According to the person in charge, they are very insecure and emotionally dependent and subscribe to a form of magical thinking with respect to problem-solving. Although it is difficult to reconcile their personal, family and school life, most of the young mothers are determined to succeed.

They have access to all courses leading to the SSD and to prerequisites for the DVS. Ma place au soleil also offers 50 hours of credited parenting skills workshops including parent-child relationships and early literacy. Finally, during school hours, the mothers have access to open workshops on a variety of topics such as budgeting, health, intimate relationships, contraception and self-esteem, most of which are led by subject specialists.

The program is housed at Les Berges adult education centre in the Commission scolaire de Laval, which can accommodate about 400 adult students. The centre has a gym and a small cafeteria and sometimes offers cultural activities, conferences and workshops led by a social work technician, as well as outings and festivities. The basic subjects (French and math), the various workshops and the parenting skills courses are given in closed groups, while for the other courses the young women are integrated into the centre's regular groups. The closed group helps create a sense of belonging; the young mothers learn to work in a team and to develop a support network. Since the group is small, teachers can devote more time to each participant, not only in terms of academic learning, but on the personal level as well; participants feel recognized, accepted and valued.

Most of the young mothers enrolled are very motivated and conscious of their objectives and the means of attaining them. Since they are experiencing difficulties (e.g. single parenthood; financial, health, housing, childcare problems), regular attendance is a weak point because of appointments with doctors (for themselves and their children), lawyers, social workers and psychologists; court dates; visits to the local housing authority, and so on.

At Les Berges, the Ma place au soleil team is made up of two half-time teachers (French and math in closed groups) and a full-time counsellor responsible for personal and academic guidance, follow-up and absence management. The service also benefits from the occasional services of a counsellor in academic training. The social development technician at the Greater Montréal-Laval regional office of the Sécurité du revenu rounds out the team, providing the young mothers with guidance and support. An Emploi-Québec employment counsellor oversees the project.

The team must constantly work on its ability to provide moral support in order to gain the young women's trust and avoid judging them. The daily presence of a counsellor able to quickly meet their needs is an essential factor in the program's success. Graduates often call the counsellor or return to see her to discuss their problems.

Ma place au soleil in Laval is the result of a partnership agreement between the Commission scolaire de Laval and the Ministère de l'Emploi, de la Solidarité sociale et de la Famille (MESSF), which funds the project and part of the salary of the on-site resource person. The program also benefits from the services of staff at the Bureau de consultation jeunesse, who act as resource people for the workshops and hold weekly dinner meetings for the mothers. In addition, the MESSF makes subsidized daycare centres aware of the childcare needs of the young mothers and some reserve spaces for the children. The Carrefour jeunesse-emploi also collaborates by helping the young women establish career objectives. Program-related daycare and travel expenses are covered by Emploi-Québec.

In short, the challenges are to encourage regular attendance and to ensure student retention, especially in the first months. The program's success is attributed to the availability of a resource person, the trust placed in the young women and the financial assistance they receive for transportation and childcare.

Person in charge	<p><i>NATHALIE PAIEMENT</i> Assistant Director</p> <p>Centre de formation continue des Patriotes Commission scolaire de la Seigneurie-des-Mille-Îles 140, rue Saint-Eustache, Saint-Eustache Tel.: (450) 491-4488, ext. 105 E-mail: <nathalie.paiement@cssmi.qc.ca></p>
Objective	To offer people between the ages of 16 and 18 a unique educational project by providing the necessary support and supervision and creating a sense of belonging
Learning content	<p>Presecondary, Secondary Cycle One and Secondary Cycle Two:</p> <ul style="list-style-type: none"> ■ French, math, English ■ physical sciences ■ optional courses 3 hours a week (astronomy, cooking, computer science, keeping fit)
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 18 years old ■ Must be motivated
Average number of enrollments per year	125 (no more than 5 groups of 25)
Team members	<ul style="list-style-type: none"> ■ 10 teachers: 8 full-time and 2 part-time ■ 1 half-time counsellor in academic training ■ 1 full-time specialized educator ■ 1 secretary
Organization	Commission scolaire de la Seigneurie-des-Mille-Îles, general education, adult sector
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Lectures in history and physical sciences ■ Group instruction ■ Thematic approach (in optional courses)
Guidance	Full-time personalized guidance provided by the specialized educator; each group of 25 students is stable and is assigned a teacher-tutor
Sources of funding	Commission scolaire de la Seigneurie-des-Mille-Îles, adult sector; Fonds pour la réussite éducative; Fonds Jeunesse
Types of support	Fondation des jeunes raccrocheurs de l'Intervalle (financial assistance, partial funding of transportation costs, free outings)
Other services or activities	Library, sports outside the centre, cultural activities (plays, movies, conferences), small student café, yearbook, day or half-day practicums in the workplace, group visits to vocational training centres

SHEET 8	L'INTERVALLE
Date of inception	1992
Duration	Variable
Registration	Continuous intake (mostly in September, then at the beginning of each month)
Schedule	September to June, Monday to Friday, 30 hours a week (22 hours of courses + personal and social development activities, sports, etc.)
For more information	http://www.cssmi.qc.ca/cfc_des_patriotes/inter valle Promotional leaflet

L'Intervalle is part of the Centre de formation continue des Patriotes that was set up 10 years ago exclusively for people between the ages of 16 and 18 in order to offer them a unique educational project providing the necessary support and supervision and creating a sense of belonging.

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To be admissible, applicants must be between the ages of 16 and 19 on June 30; they must also be motivated and willing to study full-time. Young people with short learning profiles or who wish to work part-time are not admitted and are referred to another educational resource. Since the centre wishes to remain small (at most five groups of 25 students), there is a waiting list. Most young adults are recruited by word of mouth or referred by the youth sector; the centre has also produced a promotional leaflet to inform the public of its services.

With the exception of special education students and students who did not finish their last year of schooling (and who must write a placement test), students are deemed to have acquired the learning corresponding to the last year of secondary school they successfully completed. Upon their arrival, i.e. at the beginning of every month, the young people, accompanied if possible by their parents, meet with the specialized educator, the counsellor in academic training and the tutor in order to establish an initial learning plan. The plan is then reviewed on a regular basis in order to validate the students' choices and encourage them to think about why they are in school. At registration, the young person, a parent and the tutor sign a contract in which the student agrees to follow the rules (no drugs or alcohol, respect for people and property) and authorizes the staff to contact his or her parents in the event of a problem.

Most of the participants live with their parents; many of them work part-time, and sometimes full-time, which can hinder their success in school. According to the person in charge, the students are endearing and manifest a legitimate need for love and recognition. Their motivation is fragile; they must cope with a number of problems outside of school (e.g. family breakups, drug problems, abortion) and have had difficulty in school in the past.

L'Intervalle offers regular secondary and presecondary courses. Although it is flexible and open to the young people's choices, the staff's main goal is to qualify the students for vocational or technical education at the secondary or college level. In addition to the basic courses (math, French, English and science), the students choose a 30-hour optional course each term (e.g. computer science, sports and health, astronomy, cooking). They can also do day or half-day practicums in the workplace or a vocational training centre, depending on their learning plan. Group visits to vocational training centres are organized every February. The students also publish a yearbook, play sports on a regular basis outside the school and enjoy a student café.

Since L'Intervalle is located in the Centre de formation continue des Patriotes, which accommodates some 500 students, students benefit from library and cafeteria services. Unfortunately, however, the centre does not have a gym. According to the respondent, students' participation is good to very good; they are attached to the school as well as to their teachers, although the absenteeism rate is too high.

The team is made up of ten teachers, eight of whom work full-time, a half-time counsellor in academic training, a full-time specialized educator and a full-time secretary. The centre's assistant director supervises the program. Challenges include accepting the young people as they are, setting aside prejudices, being available and taking the students' pace and sometimes boundless energy into account.

L'Intervalle works in partnership with a few community organizations, including the CLSC, where participants with mental or physical health problems are referred. It also collaborates with the Carrefour jeunesse-emploi on one-day practicums, and with a crisis centre and a drug rehabilitation centre.

Each group of 25 young people is supervised by a teacher-tutor, who deals mainly with questions related to the students' learning plans. The groups remain together at all times: the teachers change depending on the subject being taught. The specialized educator helps students deal with their psychosocial problems. According to the administration, participants present many of the same needs.

In short, the program's success is attributed to stable groups, the reception process, the fact that the teachers act as tutors and the size of the school, which helps the young people develop a sense of belonging.



Person in charge	<p><i>GARY TARDIF</i> Educator</p> <p>OVNI, Centre Laure-Conan, Chicoutimi Commission scolaire des Rives-du-Saguenay Tel.: (418) 698-5165 E-mail: <ecolederue_ovni@hotmail.com></p>
Objective	To offer young dropouts an alternative in order to help them overcome their isolation and foster a desire to learn and to establish a life plan
Learning content	<ul style="list-style-type: none"> ■ French and math ■ Social aspect: art therapy, outdoor activities and special activities
Admission criteria	<ul style="list-style-type: none"> ■ Must be 15 to 25 years old ■ Must have been out of school for at least one year (except for 15- and 16-year-olds)
Average number of enrollments per year	30
Team members	<ul style="list-style-type: none"> ■ 1 full-time teacher, 1 part-time teacher ■ 1 teacher to oversee students' individual progress
Organization	Commission scolaire des Rives-du-Saguenay, general education, adult sector
Active partners	Carrefour jeunesse-emploi, local employment centre, CLSC, halfway house and reception centre
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Cooperative approach ■ Group instruction ■ Thematic and project approach
Guidance	Full-time personalized guidance (pager service in the evening and on weekends)
Sources of funding	Commission scolaire des Rives-du-Saguenay, adult sector, and self-financing
Types of support	<ul style="list-style-type: none"> ■ Direct allowances for those receiving Employment Assistance ■ Free transportation, outings and educational materials
Other services or activities	Canteen, art room, computer room, indoor hockey, several outdoor activities
Date of inception	1995

SHEET 9		OVNI	
Duration	Variable (2 to 3 years on average)		
Registration	Continuous intake		
Schedule	September to June, full-time, 25 hours a week, 9:30 a.m. to 3:00 p.m., Monday to Friday		
For more information	Gary Tardif and Mireille Boutin, eds., Portes ouvertes sur nos âmes Chicoutimi: Groupe OVNI, 2001. This publication is available from: Centre Laure-Conan 847, avenue Georges-Vanier Chicoutimi (Québec) G7H 4M1 Tel.: 418-698-5170 Fax: 418-698-5235		

In 1995, the school board set up a learning service called OVNI (Ouverture vers notre indépendance) to offer young dropouts between the ages of 15 and 25 a means of overcoming their isolation and to foster a desire to learn and to establish a life plan. In the team's opinion, the academic aspect of the program is secondary; it is a means of helping dropouts overcome their problems and develop a desire to learn and develop. Consequently, the objective is not to help the young people obtain a diploma, but rather to develop the necessary prerequisites: generic competencies; the ability to communicate, express themselves and work in a team; and autonomy.

To be admitted to the program, the young people must be between 15 and 25 years old and have been out of school for at least a year, except in the case of 15- and 16-year-olds, who are admitted immediately upon agreement with their secondary school. Students are recruited through word of mouth, but also directly by OVNI teachers, who talk to young people in parks, arcades and bus stations. Participation must be entirely voluntary.

OVNI does not administer placement tests or, for that matter, exams; the students must go to the adult education centre to write those. Upon entering the program, new students meet with team members to discuss their most recent transcript and their plans, and to establish a learning profile containing both academic and personal objectives (e.g. concerning behaviour, use of drugs or alcohol). They are informed of the rules they must follow, that is, demonstrate a desire to progress in their learning, attend regularly, arrive on time, and abstain from using or selling drugs and alcohol. "Respect" is the key word. Those with more serious problems are shown more tolerance at first with respect to academic performance so that they can acquire more self-confidence and adapt to their new situation. Failure to obey the rules may result in the cancellation of certain outdoor activities, but students are rarely expelled.

Students are on average 19 years old and include both men and women. Most of them are unemployed and have no income, although several of them no longer live with their parents. Many of them are familiar with reception centres and foster homes, and have experienced difficulty in school. They are described as victims of their emotions, which they never learned to express or manage. They can demonstrate intelligence and motivation, however, if they are treated nonjudgmentally and with trust.

OVNI is located in part of a former vocational training centre. The students are responsible for decorating and, with the teachers' help, cleaning up, since there is no janitorial service. In addition to classrooms, there is a canteen, an art therapy room and a computer room.

Individualized instruction is used in the two academic subjects offered (French and math). The students discuss local, national and international news in class, and receive regular visits from resource people. They also visit the town library twice a month, play indoor hockey in the adult education centre gym, and do a number of outdoor activities (climbing, hiking). Although the program follows a full-time schedule, the teachers are very flexible if a young person requests permission to study part-time because of his or her work schedule or because he or she must take care of a child.

According to the organization, participation is exceptional, better than usual in an adult education centre. According to staff members, OVNI is a meaningful and important place for the students, where they can be at peace and take a step back from their everyday problems. Their sense of belonging to the centre is such that they are actually disappointed when they have a day off.

The team is made up of two full-time teachers, one of whom is responsible for the program. There is also a part-time teacher, a street worker who comes in for lunch once a week and a CLSC nurse and psychologist who also come in one day a week. Finally, volunteers take charge of the art therapy courses and outdoor activities.

Challenges faced by the team include overcoming prejudices and keeping themselves and the students motivated despite the many problems encountered. The young people sometimes have a greater need to share their problems than to study French and math. The team has been stable for three years, while the teacher in charge has been involved since the program's inception.

The students receive a variety of support services: in addition to constant support and supervision at OVNI, they can always reach the teacher in charge on his pager in the event of an emergency. Students can discuss any of their problems: family or couple crises, drug use, abortion, employment issues, etc. The relationships forged with the young people continue beyond the duration of the program. The team stays in touch with those who pursue their studies in the school board and many “graduates” drop in to visit the teacher in charge.

OVNI works in partnership with many community organizations, including the CLSC (resource person), a reception centre and halfway house (referrals and placement as needed), the local employment centre and the Carrefour jeunesse-emploi (referrals).

In short, according to the teacher in charge, the program’s success is attributable to the fact that it is offered in a place that has meaning for the young people, the credibility and availability of the team members, and flexibility with respect to performance and schedules.



Persons in charge	<p>JEAN-PIERRE ARTEAU Counsellor in academic training in charge of the program</p> <p>Centre Louis-Jolliet Commission scolaire de la Capitale 1201, rue de la Pointe-aux-Lièvres Tel.: (418) 525-8230 E-mail: <clj@cscapitale.qc.ca></p> <p>CAROLE DION École de la Rue Coordinator</p> <p>Maison Dauphine Tel.: (418) 694-9616, ext. 115 E-mail: <caroledion@maisondauphine.org></p>
Objective	To offer an educational environment adapted to the needs of street kids and in line with their values and Maison Dauphine's framework for action
Learning content	<p>Presecondary, Secondary Cycle One and Secondary Cycle Two:</p> <ul style="list-style-type: none"> ■ French, math, ESL ■ science, social studies (e.g. history), computer science
Admission criteria	<ul style="list-style-type: none"> ■ Must be 16 to 21 years old ■ Must have dropped out of school ■ Must participate in Maison Dauphine activities ■ Must be in good physical and mental health ■ Must be motivated and adapt to the framework of studies
Average number of enrollments per year	50 students enrolled in order to make up a group of at most 30 young people
Team members	<p>École de la Rue, full-time:</p> <ul style="list-style-type: none"> ■ 3 teachers (from Centre Louis-Jolliet) ■ 1 guidance counsellor ■ 1 supervisor-educator ■ 1 coordinator <p>Several staff members from Maison Dauphine, as needed</p>
Organizations	Partnership with Centre Louis-Jolliet (Commission scolaire de la Capitale) and Maison Dauphine, community organization serving street youth
Active partners	Local employment centres, Fonds Distal, Loews Le Concorde hotel and others
Instructional or andragogical approaches	<ul style="list-style-type: none"> ■ Individualized instruction ■ Group instruction (ESL) ■ Team teaching ■ Competency-based approach
Guidance	Full-time personalized guidance provided by Maison Dauphine staff; the teachers also act as tutors

Sources of funding	MEQ (special envelope); Commission scolaire de la Capitale, adult sector; public and private donations to Maison Dauphine
Types of support	<ul style="list-style-type: none"> ■ Direct allowances and free educational materials and registration fees (through training measures in local employment centres) ■ Clothing bank ■ Free breakfast and lunch on site ■ Assistance finding an apartment, negotiating a lease, moving ■ Health and legal aid services
Other services or activities	Cafeteria, secondhand clothing store, library, art room, computer room, sports (indoor hockey, swimming, downhill skiing, skating), cultural activities (plays, museums), clinic
Date of inception	September 1999
Duration	Variable
Registration	Continuous intake
Schedule	September to June, 21 hours a week, 9:45 a.m. to 4:00 p.m., Monday to Thursday
For more information	Claire Pimparé and Micheline Viens, <i>L'École de la Rue</i> (video), 2001. Madeleine Greffard, <i>Porte ouverte à l'École de la Rue</i> (Montréal: Boréal, 2001).

The Maison Dauphine's École de la Rue is a learning service created in 1998 as a pilot project. It became a full-fledged program in 1999, in cooperation with Centre Louis-Jolliet of the Commission scolaire de la Capitale, offering services adapted to the needs of street kids and in line with their characteristics and values.

Students are referred by the staff at Maison Dauphine. The team is therefore already familiar with them and capable of evaluating their motivation, needs and characteristics. Students must be between the ages of 16 and 21, in good health and motivated to return to school. Upon registration, students meet with the guidance counsellor in order to evaluate whether their needs can be satisfied by returning to school; if so, they are referred to the École de la Rue admissions committee, where their learning profile is established on the basis of their school record. The counsellor in academic training at the adult education centre establishes a record of learning and, in collaboration with the school coordinator, sets a course schedule. Follow-up of the learning profile is

the responsibility of the teachers and the École de la Rue coordinator. Students must follow three strict rules: no violence against people or property, no sex and no drugs. A full-time supervisor-educator is responsible for keeping students motivated and reminding them of the rules.

Students at École de la Rue are on average 18 or 19 years old and include men as well as women. They have creative needs and considerable talent. Many have experienced failure in their lives (academic, family, social) and their motivation is fragile. They suffer from a number of health problems. Considering the harsh conditions of life in the street, their participation is considered very good.

The main goals at École de la Rue are social integration through education and employability development. Subjects taught include French, English, math, science, social studies and computer science. Students may sit on a student council and participate in any of the cultural and sports activities offered at Maison Dauphine (e.g. museums, plays, exhibitions, downhill skiing, swimming, indoor hockey). As part of local employment centre measures to promote education, most students receive additional benefits, free educational materials and free registration.

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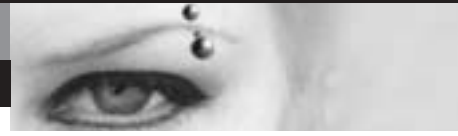
École de la Rue is located on the second floor of Maison Dauphine; in addition to classrooms, there is a library. The first floor is open to all street kids and includes a cafeteria, where the young people can enjoy free breakfast and lunch, a clinic with a full-time nurse, an art room and a computer room. There is also a clothing bank (which also has some furniture) and a service to help students find an apartment and move.

The team is made up of three full-time teachers from Centre Louis-Joliet, who each teach more than one subject. There is also a supervisor-educator, a guidance counsellor and a coordinator, all from Maison Dauphine. The team meets every week. Team members must be innovative and remain motivated despite the problems they face: ensuring that the service is adapted to the characteristics and needs of the target group, negotiating regular attendance, imparting learning, providing support, supervision and guidance. The team must also remain united, despite the fact that it is made up of staff members from two organizations that differ in their approach toward the educational and social needs of street kids.

The students benefit from two types of support: the three teachers act as tutors in order to provide learning support; the supervisor-educator, guidance counsellor and coordinator also provide support, motivation and supervision. The other staff members at Maison Dauphine deal mostly with the students' health and personal problems. The team discusses the students in its weekly meetings.

The agreement between the two partners specifies the tasks of each in order to ensure the organizational and instructional development of École de la Rue. Maison Dauphine is responsible for selecting and admitting candidates, ensuring attendance, approving the selection of teachers and coordinating École de la Rue activities. Centre Louis-Jolliet is responsible for analyzing and evaluating school records, establishing learning profiles, administering examinations, certifying learning and providing the teachers with instructional support and professional development. In addition, Centre Louis-Jolliet offers its services to École de la Rue, including the evaluation of functional prerequisites and the administration of the Secondary Studies Equivalence Test (SSET).

In short, the program's success is attributed to the credibility of Maison Dauphine and a partnership that is based on communication and cooperation. At the instructional level, the main conditions for success are support and supervision; organizational support in terms of nutrition, health and housing; the low student-teacher ratio (three teachers for about 30 students), which helps create a sense of belonging; and the human and professional qualities of the team members.



Person in charge	<p><i>PIERRE GAUDET</i> School life animator and coordinator of practicums in the workplace and special projects</p> <p>Centre de formation l'Envol Commission scolaire du Lac-Témiscamingue 451, chemin Kipawa, C. P. 952, Témiscaming E-mail: <Pierre.gaudet@cslactem.qc.ca></p>
Objective	To introduce demotivated young people to concrete work situations in order to help them make career choices and become involved in the community
Learning content	<p>The usual general education courses + 75-hour practicums in the workplace (credited) + special projects at the centre (credited) (homework assistance, management, building maintenance, reception services, documentation centre, organic gardening, graphic arts)</p>
Admission criteria	<ul style="list-style-type: none"> ■ Must be a student at L'Envol ■ Must be interested in doing a practicum ■ No age limit, but most students are young adults
Average number of enrollments per year	5 to 20 (practicums and special projects)
Team members	<p>At L'Envol:</p> <ul style="list-style-type: none"> ■ 2 full-time teachers ■ 1 school life animator responsible for practicums in the workplace and special projects ■ 1 guidance counsellor (1 day every 2 weeks) ■ 1 CLSC social worker and 1 CLSC nurse (as needed)
Organization	Commission scolaire du Lac-Témiscamingue, general education, adult sector
Active partners	Businesses and community organizations offering practicum positions
Instructional or andragogical approaches	Individualized instruction
Guidance	The teachers act as tutors and intervene as needed
Sources of funding	Decentralized school board budget (MEQ) managed by L'Envol according to local priorities

Other services or activities	At L'Envol: reception room and convenience store managed by the students, basketball, agreement with the community centre for swimming and squash, speakers, career and open house days, philanthropic activities and educational trips
Date of inception	September 1998
Duration	Variable (L'Envol)
Registration	Continuous intake (L'Envol)
Schedule	Full- or part-time, depending on the young people's needs

This program was set up in 1997 to help aimless young adults with little motivation enrolled in adult education to gain a better understanding of the workplace, perform job-related tasks and eventually make more enlightened career choices. These practicums, which last a total of 75 hours, earn the students three Secondary V credits. In addition to the practicums, a series of special projects focusing on community involvement are also offered under the supervision of the adult education centre. These one-time projects include creating a documentation centre, helping elementary school students with their homework, taking on janitorial tasks at the centre, and participating in Opération Nez Rouge. These special projects help the students develop self-confidence, a sense of purpose and self-worth, and integrate into the community. The students also earn credits toward their diploma.

All students attending L'Envol are eligible for practicums or special projects, which are offered in addition to their general education courses. Most participants are young adults who are unemployed, live with their parents and wish to learn more about the job market. According to the person in charge, most of them have little self-confidence and a number of academic and social problems. Their participation in the practicums or special projects shows their perseverance and motivation. The program allows them to alternate theory (in the classroom) and practice (in the workplace or the community), which is very motivating and prevents them from dropping out of adult education.

Students who wish to do a practicum meet with the guidance counsellor, who attempts to identify their interests; often, the practicum itself helps them determine what they want to do in life. Then, the person in charge of practicums establishes the necessary contacts with a business or organization likely to meet the student's needs and interests. The students agree to respect the rules in the business, as well as the established schedule and tasks. The practicum must not

take up more than 15 hours a week so that the students can pursue their studies. Generally speaking, participation in practicums is relatively good; the younger students, however, require more support and supervision.

The full-time team at L'Envol is made up of two teachers and a school life animator responsible for practicums and special projects, as well as a guidance counsellor (one day every two weeks) and a CLSC nurse and social worker, as needed. The centre accommodates about a hundred students a year, twenty or so of whom participate in practicums or special projects. The challenge is to find interesting practicum positions while continuing to provide guidance.

The centre houses a convenience store managed by students and a reception room. An agreement with the community centre allows the students to use the pool and gyms. Occasionally, there are lunchtime conferences.

According to the school life animator, the environment promotes self-worth and is respected in the community; the students' successes are posted. The practicums and special projects are made possible by the unity and stability of the team and the support of partners that accept trainees. The young adults who do practicums are more motivated to pursue their studies, which is important to the community.



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