

**TRAMPO Recommendations - Third version** – After the meeting held on May 18, 2023

**Step 6. Six revised recommendations for going further together**

## I. Personal level

### No. 1 Engagement of the people making the post-secondary transition<sup>1</sup>

**Recommendation no. 1:** Develop a variety of approaches to help those making the post-secondary transition know themselves better and be able to identify their own needs.

- Encourage autonomy and raise self-esteem.
- Build confidence and hope for the future.
- Help each person find meaning in their academic and life path, both from an individual and collective viewpoint.
- Foster peer-to-peer discussions and support, as well as the development of action tools by young people and adults who are in the post-secondary transition.

**Who is the target of recommendation no. 1?** People in the post-secondary transition: young people aged 14 and up and adults who are pursuing or wish to pursue a program of study (secondary school—including vocational training and adult general education—college or university), people who are in the work force, are entrepreneurs or are pursuing other projects.

**Who is concerned by the implementation of recommendation no. 1?** The youth groups and organizations offering psychosocial support services to young people and adults making the post-secondary transition, teachers and all professionals in the educational, health and social sectors.

**\*TRAMPO project underway:** Component 2 – TRAMPO – Young People and Adults in the Post-Secondary Transition (tools and workshops), initiated by Dimension sportive et culturelle (DSC) and Aire ouverte, with the collaboration of the CJE (since summer 2022)

<sup>1</sup>For us, the post-secondary transition includes the transition to adulthood.

## II. Relationship level

### No. 2 Training on post-secondary transition issues for professionals

**Recommendation no. 2:** Provide mandatory training on post-secondary transition issues to professionals, to services managers and school administrators in Outaouais. Offer it as ongoing training as well as initial training.

- Share information on the training paths offered and the services available in the region.
- Add content on the post-secondary transition to existing training programs.
- Encourage peer-to-peer discussions.

**Topics to cover:** One's own post-secondary transition; language and wording to use with people making the transition; transition skills to develop; overall health; approaches that foster autonomy; less typical paths; social norms.

**Who is the target of recommendation no. 2?** Professionals in the Outaouais region who directly or indirectly support people in the post-secondary transition or prepare them for the transition (secondary school, return to school, newcomers to the province/country).

**Who is concerned by the implementation of recommendation no. 2?** School administrations, the management of services supporting the transition, educational advisors, adult educators, etc.

#### TRAMPO projects underway:

- Participatory Action Research on Atypical Paths and on Social Norms, conducted in collaboration with the University of Ottawa and CÉGEP de l'Outaouais (since fall 2022)
- Diversity/Integration Project, CÉGEP de l'Outaouais (since fall 2023)

### No. 3 Parent and family participation

**Recommendation no. 3:** Involve parents and families more, as partners in facilitating the post-secondary transition at all levels and in all sectors, including through peer-to-peer discussions.

**Who is the target of recommendation no. 3?** Parents or family members who are supporting a person making the post-secondary transition, regardless of their age or situation.

**Who is concerned by the implementation of recommendation no. 3?** Professionals, the administrations of all schools and the management of all community and health organizations in the Outaouais region, and parents themselves as parent peers.

**\*TRAMPO project underway:** Parent Peers for the Post-Secondary Transition, initiated by the CJEO and the CJEP (since spring 2023)

### III. Systemic level

#### No. 4 Regional office for the post-secondary transition

**Recommendation no. 4:** Strengthen joint actions for the post-secondary transition by promoting existing services (greater visibility) and developing complementary services within a centralized regional office: helpline, information desk, on-site services, referrals to relevant expertise in the network.

- Be innovative in finding solutions to special situations.
- Facilitate administrative procedures through more centralized case management.
- Be sure to address the entire population, but also specifically parents and families.

**Values to uphold:** Listening, doing the impossible, providing guidance without giving the solution, promoting overall health, going beyond institutional affiliations (neutral relationship), providing mobile services for the population.

#### No. 5 Space to reflect on the post-secondary transition

**Recommendation no. 5:** Create a permanent space for reflecting, together, on ways to ensure a smoother post-secondary transition in Outaouais.

- Integrate all partners involved in the transition, including the individuals making the transition and managers.
- Always adjust to changing realities (in a context of diversity) in the educational and other sectors.

**\*TRAMPO project underway:** Model of the TRAMPO Project's Reflection Component (started in spring 2022); Table Éducation Outaouais' ages 16+ post-secondary transition advisory group

#### No. 6. Collaboration between the educational and other service sectors

**Recommendation no. 6:** Engage and maintain collaborations between educational establishments and other service sectors for the post-secondary transition in Outaouais, including health and social services.

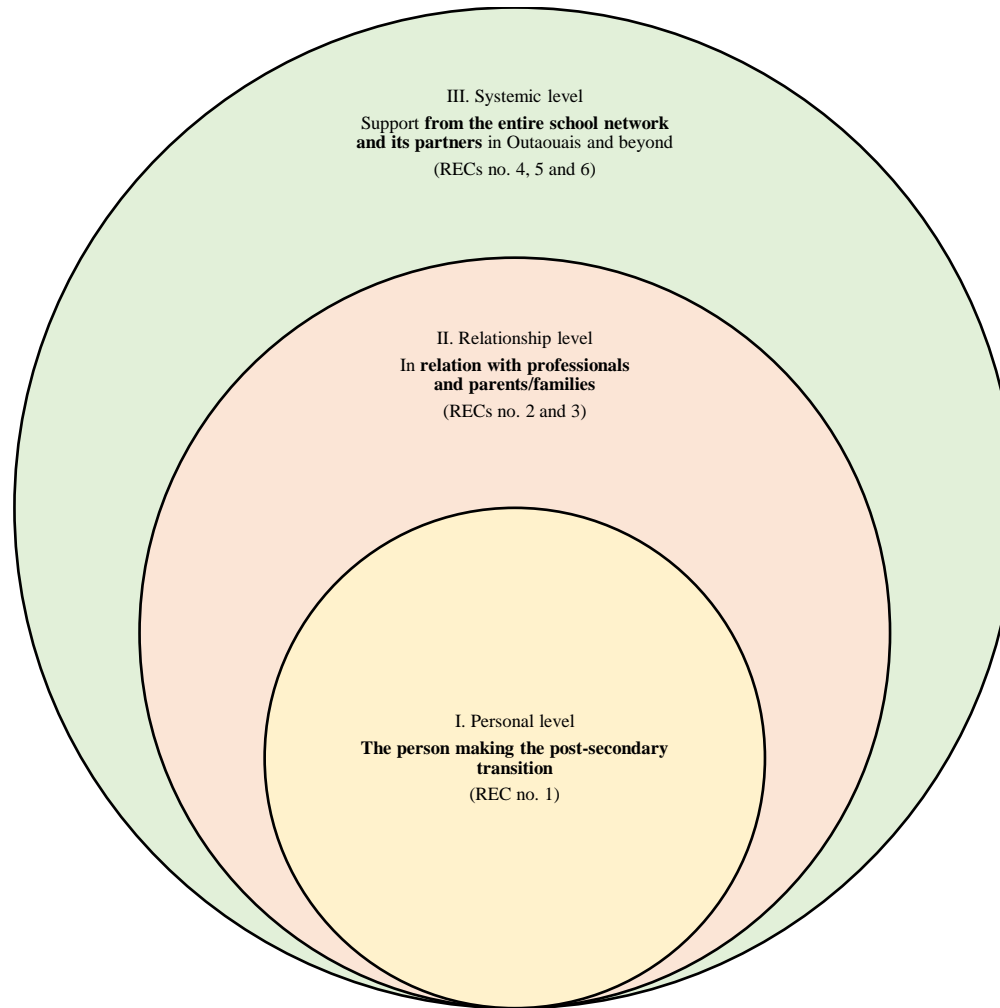
Develop more extra-curricular and before/after-class projects, as well as projects carried out in summer, in the evenings and on weekends.

**Who are the targets of recommendations nos. 4 to 6?** All partners helping with the post-secondary transition in Outaouais, in the broadest sense.

**Who is concerned by the implementation of recommendations nos. 4 to 6?** All the services, organizations and establishments in Outaouais, and beyond, that are committed to supporting the post-secondary transition with meaningful and quality work.

**\*Notes for the TRAMPO projects**

The relevant information can be found on the Pôle en enseignement supérieur de l'Outaouais website, <https://peso-outaouais.ca/trampo>



## Lexicon

- **Post-secondary transition:** Change in level of education or program of study, or transition unrelated to school (employment, travel, parenthood, unpaid activity, social assistance, etc.), following the period of mandatory secondary education. (Definition used for TRAMPO research)
- **Transition to adult life:** In uncertain contemporary contexts, this transition tends to be longer, more diverse and no longer correspond as much to the traditional markers (leaving the parental home, forming a couple, becoming a parent, entering the labour market). (definition used for TRAMPO research)
- **Autonomy:** Ability to act on one's own, setting one's own code of conduct and not depending too much on others.
- **Self-esteem:** How a person sees themselves, their self-worth or importance.
- **Meaning of life, or path:** What motivates a person to engage in life, such as a life mission, that gives them a sense of satisfaction.
- **Overall health:** A holistic approach to health (body, heart, mental/cognitive functions, the meaning of life, or spiritual or religious orientation). A comprehensive approach to health generally involves adopting healthy habits, including study habits and one's relationship to work.
- **Atypical or less typical educational path:** Defined as any non-linear course of study. A linear course of study is the academic trajectories that lead (after mandatory secondary education) to obtaining a diploma in the initially chosen program of study, within the program's set time frame (without any interruption, extension or change of program). (definition used for TRAMPO research)
- **Social norms and the post-secondary transition:** The concept of social norms is polysemous (has multiple meanings). In general, it refers to a set of informal rules that govern behaviour in a given group or society. From a functionalist perspective (Parsons), social norms are associated with social roles or positions, and are a part of the motivations learned during socialization. They are thought to be relatively stable and to lead individuals to follow the norms precisely because of their desire to comply. From a more interactionist perspective (Garfinkle, Goffman), social norm processes are more complex because they are tied to identities that are

constantly being built and rebuilt. From this viewpoint, norms are individual perceptions mobilized to validate an identity. The subjects therefore take up the norms, reworking them to explain or justify their own story. Bourdon et al. (2016) stress the importance of looking at the very definition of the norm from the subject's point of view to better understand how it affects the choices that are made and their involvement in the integration pathways. (definition used for TRAMPO research)