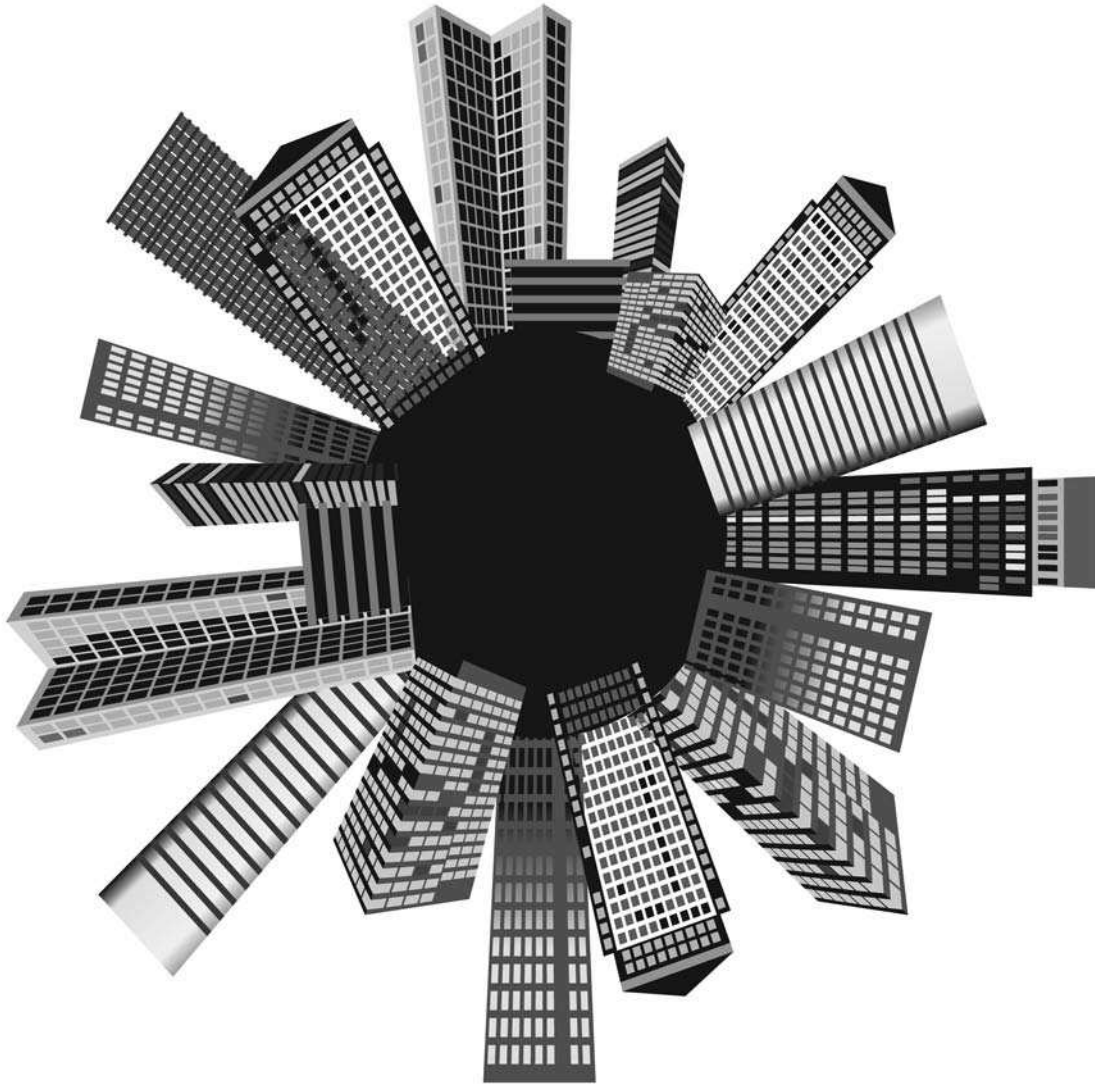


Stepping into the future

L'avenir entre nos mains



Community-based planning to facilitate the socio-professional integration of youth between the ages of 16 and 30 in Notre-Dame-de-Grâce, Côte-Saint-Luc, Hampstead and Montreal West

A project by the **Carrefour jeunesse-emploi NDG**
and the **Table de concertation jeunesse NDG**,
in collaboration with Service Canada



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2008

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CSSS Cavendish

École secondaire St-Luc

Elizabeth House

Head and Hands - À deux mains

Loyola Center

NDG Black Community Association

Pavillon Foster

Prévention NDG

Québec Board of Black educators

Scouts Canada

Service des sports, loisirs et développement social,

Ville de Montréal

Station de Police 11 NDG

Walkley United Families Association

Westhaven-Elmhurst Community Association

YMCA NDG

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In the course of the community-based planning project youth expressed the need to be supported and heard so as to be able to find their place.

The goal of this community-based planning process and its partners is to better respond to the needs of youths by identifying possible actions that support youths in their path towards socioprofessional integration.

We wish that the youth and our community may proudly state: The future is in our hands!

« Lorsque ni ton prof, ni ton directeur, ni tes parents, n'ont le temps de t'écouter... un moment donné, tu "give up". »

A youth worker in Notre-Dame-de-Grâce

Question : *« Qu'est-ce que vous aimeriez retrouver dans un centre communautaire? »*

Jeunes : *« De l'aide... de l'aide psychologique. » ; « De l'aide pour savoir quoi faire dans le futur. »
« Apprendre de nouvelles choses. » ; « Des fois il n'y a personne qui écoute..., il faut qu'il y ait quelqu'un qui écoute » ; « It kept me out of the street, instead of doing stupid things. » « Green blue, with open arms. That's what a community center should be. No matter my defaults or my fuckups. Welcoming. Open arms. That's what a community center should be. »*

Group discussion with youth from the community (February 21th, 2008)



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A big thanks to the members of the advisory committee: Deborah Forde of the Loyola Center, Valérie Lapensée of the CJE-NDG, Marie-José Mastromonaco school commissioner at the CSDM, Nadia Mohammed of the Sports, Recreation and Social Development Service of the City of Montreal, Linda Piano from Batshaw Youth and Family Centres and Simeon Pompey of the Comité Jeunesse NDG. Your work was remarkably fruitful.

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We would like to thank the Carrefour jeunesse-emploi CDN and the SACCAS for helping us build a comprehensive statistical portrait of youth as well as setting up an index of helpful resources. We especially thank Mr Jean Isseri for his wise counsel and for his collaboration over the course of the development of the community planning project. We equally thank the external collaborators of the CJE-CDN : Mr Patrick Gérard, Mr Kosal Khun and Mr Djaffar Benarbane. We also thank the NDG Community Council and Ms Halah Al-Ubaidi for their support in setting up the index of helpful resources.

Thank you to the team at the Carrefour jeunesse-emploi NDG and in particular Ms Darine Charlot, Ms Valérie Lapensée and Ms Jade Lavallée-Labossière for their efficient work and their amazing support throughout the different stages of the planning process. A very special thanks to M. Hans Heisinger for having initiated this project.

Finally, we would like to thank Service Canada and Ms. Ianik Vertolli, community relations officer for their support in this community-based planning process.



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INTRODUCTION

Organizations involved with neighbourhood youth do a remarkable job facilitating the integration of youth in professional and social life. Despite these efforts, many young people face great socio-professional difficulties including school drop out, unemployment or social exclusion.

Since October 2007, Le Carrefour jeunesse-emploi N.D.G. and la Table de concertation jeunesse NDG, have worked together with the collaboration of Service Canada on a community-based planning project in order to establish the needs of local youth in terms of socio-professional integration. This planning strategy has brought together the principle players implicated in the socio-professional integration of youth in order to share expertise, to bridge existing services and to identify courses of action for the future.

The target territory for this project includes the borough of NDG as well as the towns of Montreal West, Hampstead and Côte-Saint-Luc. The targeted age bracket is young people between the ages of 16-30 years old.

The community-based planning project includes:

- A NEEDS ASSESSMENT STUDY for the social and professional integration of youth
- A STATISTICAL PORTRAIT of youth
- AN INDEX of the helpful resources for the socio-professional integration of local youth
- A FORUM allowing those working in the field to better share their points of view on the issues and possible courses of action
- A COLLECTIVE ACTION PLAN



METHODOLOGY

The **youth needs assessment study** was carried out thanks to the collaboration of the members of la Table de Concertation Jeunesse NDG and includes the following activities:

- 1) the collection of qualitative data from **over a hundred people**
 - a. **57 professionals in the field** were met in the framework of semi-directed interviews, counting 40 community and institutional agents, 9 school professionals and 8 employers. Furthermore, **15 police officers** were consulted in a focus group
 - b. **30 youth** were met in three discussion groups organized among youth aged between 16-22 years old, 22-30 years old and young parents
- 2) the organization of **5 meetings with an advisory committee**
- 3) **9 meetings with the Table de Concertation Jeunesse NDG** in order to ensure the follow-up of the project amongst its partners
- 4) an overview of the main documentation on social and professional integration and on the issues at stake between territory and work market

The data collection allowed for the identification of 13 obstacles in the socio-professional integration of youth and of the challenges regarding the services offered to youth. The territory of Notre-Dame-de-Grâce was the primary focus of this study. According to the youth workers that were interviewed problems regarding youth were more acute in Notre-Dame-de-Grâce than in the cities of Hampstead, Montreal-West and Cote-Saint-Luc. Furthermore, close to 70% of the youth population in the territory targeted is located in the area of Notre-Dame-de-Grâce.

A statistical portrait of youth was developed thanks to the SACCAS (Stratégie d'accès communautaire aux statistiques sociales) and the Carrefour jeunesse-emploi of Côte-des-Neiges. The data are derived from the Statistics Canada 2001 and 2006 census, and focus on youth between the ages of 16 and 35. For each variable, the statistical data is focused specifically on the following territories: the neighbourhood of Notre-Dame-de-Grâce, the City of Hampstead, the Town of Montreal-West and the City of Cote-Saint-Luc. A statistical portrait of youth is available on the Internet at the following address:

http://sacass.infogeocom.net/public/index.php?option=com_content&task=view&id=29&Itemid=107.

A summary of the statistical portrait *A quick glance at the statistics* is available on page 84 (Appendix B).

The socio-professional integration resource and service index was completed thanks to the collaboration of the NDG Community Council and the Carrefour jeunesse-emploi of Côte-des-Neiges. The resources and services were categorized and mapped in order to facilitate the information search. The catalogued data, which will be updated as needed, are available on the Internet at the following address:

<http://sacass.infogeocom.net/public/RessourcesNDGI.htm>

The Stepping into the Future Forum, held June 11th, 2008, which brought together some 150 people, was organized thanks to the members of the Table de Concertation Jeunesse NDG. Various meetings were held as of February 2008, in order to plan and organize the content of the forum. The goal of this day of exchange was to present the results from the needs assessment study and to gather information from the community on the actions needed to better integrate the youth socio-professionally. Please refer to the summary of the forum on page 64 for more information.

The collective action plan was based and elaborated on the needs assessment study and on the discussions that occurred over the course of the *Stepping into the Future forum*. The members of the Table de Concertation have met 10 times following the forum, in order to collectively develop a plan of action. More information on the document which we have titled 'Issues facing youth and possible actions' can be found on page 70 (Appendix A).



INTERVIEWEES IN THE FRAMEWORK OF THE NEEDS ASSESMENT STUDY

Community and institutional players

- ❖ Monique Laverdure, Batshaw Youth and Familyly Centres
- ❖ Diane Cleland, Batshaw Youth and Family Centres
- ❖ Marlo Ritchie, Head and Hands
- ❖ Anita Schoepp, Head and Hands
- ❖ Jean-Paul Belmont, Jeunesse 2000
- ❖ Deborah Forde, Loyola Centre
- ❖ Joanne Tucker, Loyola Centre
- ❖ Simeon Pompey, Comité Jeunesse
- ❖ Agnes Por, Comité Jeunesse
- ❖ Jill Preceski, Media project (CJE-NDG et St. Raymond's Resident's Association)
- ❖ Amy Fleischer, YMCA NDG
- ❖ Joseph Lambert, Prévention NDG
- ❖ Kerby Pierre-René, Prévention NDG
- ❖ Jim Olwell, CSSS Cavendish
- ❖ Peter Mandelos, Station 11 NDG
- ❖ Ann-Nathalie Côté, Station 11 NDG
- ❖ Yvonne Lo, Foster Pavillon
- ❖ Tiffany Callender, Black community association
- ❖ Halah Al-Ubaidi, NDG Community Council
- ❖ Sandra Sjollema, Food Depot
- ❖ Brent Laughren, Food Depot
- ❖ June McGibbon, Walkley United Families Association
- ❖ Ambrose Hamilton, WUFA
- ❖ Davis Kendullip, WUFA
- ❖ Jean-Marc Pitchen, Scouts
- ❖ Jonathan McLelland, CDEC CDN-NDG
- ❖ Claude Lauzon, CDEC CDN-NDG
- ❖ Diane Brunelle, Centre de Recherche d'Emploi
- ❖ Isabelle Belair, Centre local d'emploi NDG
- ❖ Mélanie Taillefer, Centre local d'emploi CDN
- ❖ Sylvain Lévesque, Centre local d'emploi CDN
- ❖ Courtney Sewell, Black Community Resource Center
- ❖ Rebecca Levy, Service à la famille juive de l'institut Baron de Hirsch
- ❖ Cynthia Telio, Service à la famille juive de l'institut Baron de Hirsch
- ❖ Tricia McKenzie, Centre communautaire de Montréal-Ouest
- ❖ Irene Lahaie, Centre communautaire Irving I. Adesky, Hampstead
- ❖ Tina Palotta, Maison Transitionnelle 03
- ❖ Valérie Lapensée, CJE-NDG
- ❖ Laurence Krause, CJE-NDG
- ❖ Jason Prince, ARUC
- ❖ and 15 police officers of the Station 11 NDG

Schools professionals

- ❖ Marie-José Mastromonaco, CSDM
- ❖ Carole Amédée, École secondaire Saint-Luc
- ❖ Sylvie Tardif, École secondaire Saint-Luc
- ❖ Jan Mateus, Académie Royal West
- ❖ Janet Dwoskin, École secondaire Bialik
- ❖ Sandra Costanzo, Marymount adult center
- ❖ Ursulene Theresa, College Prep International
- ❖ Daniel Olivenstein, Mountainview School
- ❖ Dr. Jeffrey Levitt, Concordia

Employers

- ❖ Theodoros Axiotis, McDonald
- ❖ Catherine Riopelle et Chantale Gilbert, Réno-Dépôt
- ❖ Marie-Josée Thibault, Renaissance
- ❖ Maria Oliveira, CSSS Cavendish
- ❖ Émilie Dalcourt, HEC
- ❖ Mathieu Boivin, Nordduynn Norseman
- ❖ Marc-André Audet, Éditions Les malins
- ❖ ainsi que les directeurs de centres communautaires du territoire

Youth

- ❖ Emil Akhoundov
- ❖ Max Perez
- ❖ Alphys Carbuccia
- ❖ Darlina Opara
- ❖ Chadi Ayoubi
- ❖ Simon Randy
- ❖ Carmen Ungureau
- ❖ Nigel Johnson
- ❖ Cody Short
- ❖ Darren Jambon
- ❖ Xavier Blais
- ❖ Mathieu Smith
- ❖ Vincenzo Roda
- ❖ Djenaba Dayle
- ❖ Jeszelle
- ❖ Omar
- ❖ Katiana Gabriel
- ❖ Shelley-Anne Davis
- ❖ Tamara White
- ❖ Solitta Barnais
- ❖ Tiffany Thompson
- ❖ Melika Desmond
- ❖ Karen Mejia
- ❖ Patricia Coomb
- ❖ Betty Flint
- ❖ Kellyann Belgrave
- ❖ et 4 autres jeunes



CHAPTER 1: OBSTACLES TO SOCIAL AND PROFESSIONAL INTEGRATION

Economic, Social, Physical and Personal Difficulties

1. **Poverty**
2. **Lack of appropriate parental support**
3. **Obstacles linked to single parenthood and young parents**
4. **Lack of self-confidence and need for support**
5. **Participation in negative activities**
6. **Health**
7. **Lack of goals, of motivation or of self-knowledge**
8. **Cultural barriers**

Systematic Obstacles: Integration Exclusion

9. **Integration of immigrants**
10. **Discrimination and exclusion**

Main Barriers to Employment

11. **Drop out**
12. **Lack of French-language skills**
13. **Lack of preparation for the workforce**



ECONOMIC, SOCIAL, PHYSICAL AND PERSONAL DIFFICULTIES

Certain neighbourhood youth have a difficult time integrating into society and the professional world at large because they face a variety of economic, social, physical or personal difficulties. If these problems are not identified and taken into account, they might become serious issues in the socio-professional lives of these youth.

« Certains jeunes sont très pockés. Ils ont été abusés, certains ont vécu la guerre, se sont fait violés, maltraités. Certaines jeunes filles ont 20 ans et elles ont déjà 3 enfants. Ces jeunes-là vivent beaucoup! »

- 1. Poverty**
- 2. Lack of appropriate parental support**
- 3. Obstacles linked to single parenthood and young parents**
- 4. Lack of self-confidence and need for support**
- 5. Participation in negative activities**
- 6. Health**
- 7. Lack of goals, of motivation or of self-knowledge**
- 8. Cultural barriers**



1. POVERTY

When the study participants described obstacles met by youth in their social and professional integration, poverty was often cited as a determining factor. In 2001, according to the study “Les chiffres clef de la pauvreté”¹ carried out by the CRÉ (Conférence régionale des élus) of Montreal with data from Statistic Canada Census, a quarter (24,1 % or 3985 families) of the families of Notre-Dame-de-Grâce were living beneath the poverty line. (4,9 % in Hampstead, 17 % in Côte-Saint-Luc, 4,7 % Montreal West). Though NDG is often perceived as being a comfortable neighbourhood, in reality, the socio-economic profile of its residents is extremely varied. Families on the two extremes of the income scale can live alongside one another in the same area.

Causes and Consequences

Living in an impoverished situation can be a constraining experience for youth. Poverty is multi-faceted and attempting to identify its causes isn't simple. The participants of the study remind us that poverty is not only a lack of money. Poverty implies social isolation or social exclusion. Those who live in poverty may, at times internalize this social exclusion, that is to say that they perceive their situation as insurmountable. The amalgamation of these factors may render a youth's and of their family's life something quite complex.

Those we interviewed insisted on the fact that when one is struggling for survival, it becomes difficult to concentrate on one's studies or to build a career. Meeting one's needs becomes a priority and youth must make certain socio-professional choices in line with this constraint. For instance, they may accept a minimum-wage salary, may ask for social assistance, and might have a higher risk of involving themselves in illegal activities such as selling drugs. They may also quit school in order to work. According to the youth and professionals we met with, this latter situation -- where youth leave school in order to help their families make ends meet -- is a prominent factor for many NDG youth. Despite whatever government help could be granted in terms of loans and bursaries, school remains an expensive activity. When one is lacking financial resources, earning enough money to survive is the priority and scholastic pursuits unfortunately fall by the wayside.

« Il y a des familles, surtout dans les milieux multiculturels, où les jeunes garçons doivent aider la famille à subvenir financièrement à ses besoins. Ils commencent à travailler en secondaire 4, un peu à temps partiel, puis à temps plein pendant l'été. À un moment donné, ça devient épuisant et ils ne peuvent plus le faire, alors ils décrochent pour pouvoir continuer à travailler... Mais ce sont des emplois pas si bien rémunérés; ils font des "jobs" sous-payés. »

« Quel parent va dire « non » à son enfant, s'il vit en situation de pauvreté et que son enfant lui dit qu'il va arrêter d'aller à l'école pour travailler? ...ou si l'enfant lui donne 300\$ dont la provenance est louche? Le jeune va lui répondre : regarde on mange! »

When financial resources are limited, participation in leisure activities is not something that comes easily. However, leisure activities are essential to the social development and integration of youth in society. Yet according to the participants of the study, even the smallest registration fees can prove to be an insurmountable obstacle.

« Social economical status is a big important factor. I'm not blaming the parents, it's no ones fault. It can be because of a sickness in the family, because of a job loss... Still, if you struggle with money, it's going to be hard to have time for activities... you are too busy trying to support yourself or others. »

« A lot of youth never went out of Montreal, never been in the woods or by a lake. »

¹ CRÉ de Montréal, Chiffres clés sur la pauvreté à Montréal, 2001: Caractéristiques des familles à faible revenu, mars 2008, <http://www.crdim.org/>



« Sometimes, we do outings with the teen group. Some kids, never went out of their neighbourhood. Even for me, it's cool. I've discovered so many places in Montreal. » (Youth worker in NDG)

When one has to calculate whether their budget will allow enough money for transportation to an interview, or else to go to a community organisation, it becomes clear that even transportation fees can become an obstacle to social integration.

A study performed by the CSSS Cavendish on the perception of priorities in terms of health and social services needs in 'high risk groups' in NDG and Montreal West, entitled "The Hidden Face of NDG", sheds light on the causes, consequences and needs of those facing poverty. For instance:

*"Respondents talked about poverty affecting youth who live with their families and teenage dropouts who are living on their own. It is difficult for young people to find meaningful and decently paying jobs."*²

*"Respondents noted a vacuum where local programs and organizations serving the poor have recently closed, such as programs of the NDG Anti-Poverty Group and the community restaurant Chez mes amis. Many said they would support an effort to reopen Chez mes amis or something like it. Others called for the creation of appropriately staffed drop-in centres and activities for low-income NDG residents. Still others suggested the creation of "lieux d'appartenance" to bring together all segments of the population in NDG and break the stereotyping and exclusion of the poor."*³

Needs

The lack of services for people living in a poverty situation was evoked by many youth workers. The round table meeting at the NDG Community Council on January the 23rd 2008 has also permitted to underline certain needs.

- **Defend the rights of the people living in poverty:** There is a lack of organizations working to uphold and defend the rights of the people living in a poverty situation. According to some, there is also a need for mobilizing and organizing those people.
- **Social housing:** There is a lack of social housing with community support on the territory.
- **Used furniture:** Some have expressed the need for a location to salvage used furniture.
- **Affordable activities:** According to many it is important to promote access to free or very affordable leisure activities.
- **Food security:** The study points to the need to reinforce food security services in NDG, especially for youth after primary school

« Plusieurs enfants ne mangent pas 3 fois par jour à NDG. C'est difficile d'étudier le ventre vide. Ils ont besoins de nourriture et de vêtements. »

In the framework of this present study, we have repeatedly underlined the good work of the NDG Food Depot but also that the organization is overworked and the unsufficiency of its opening hours (for those who work days, the access is difficult). Many youth workers also spoke of the closing of two organizations that worked with people with reduced means: *Chez mes amis* and the *Anti-Poverty Group*. The development of the organization MUCS (Montreal Urban Community Sustainment) and it's

² Nahmiash, Daphne et Judith Shapiro, The Hidden Face of Notre-Dame-de-Grâce/Montreal-West: Perceptions of Priority Health and Social Service Needs of "High Risk" Groups in NDG/Montreal West, CSSS Cavendish, 2006, p.22

³ Ibid. p.23



collective kitchen represent, according to many, a means to meet this need. There is also the the upcoming opening of the community restaurant “Au pois chic”.

« Food depot c’est bien, mais c’est seulement une organisation et c’est un immense problème. »

- **Employability:** A couple of youth workers underlined that it is important to reinforce the employability of individuals, particularly youth, in order to reduce poverty.

« À NDG, il y a vraiment de la pauvreté. C’est pour ça que je suis d’accord avec tous les programmes qui contribuent à l’employabilité. Ça peut faire un gros changement ici à Notre-Dame-de-Grâce. »



2. LACK OF APPROPRIATE PARENTAL SUPPORT

Many of those we consulted with over the course of this study brought up the stark family reality in which many youth of the neighbourhood must evolve. This difficult reality includes verbal or physical violence, absent parents, rejection, etc. Youth coming from such backgrounds often have significant difficulties with integration, while youth who grow up in a loving and supportive family have more chances of integrating on a socio-professional level. The attention, support, and encouragement of parents can make a real difference in a young person's socio-professional development.

Causes and Consequences

Factors that may explain parental negligence are diverse in nature, and might be rooted in a panoply of personal problems. Many youth workers have sought to explain the situation by placing it in its current societal context:

« On est forcé de vivre très proche en ville. Par exemple, sur la rue Walkley, il y a 1800 habitations, et aucun espace vert, aucun espace extérieur pour les résidents. Tu es séparé par un mur à la maison, tu es séparé par un mur au travail, il n'y a pas de sorti ! Ça créer un stress, de la pression. Un parent stressé va être plus violent, moins patient. Les jeunes apprennent à communiquer à travers leurs parents. Si le parent crie, le jeune va apprendre la même chose. »

« We have to think about their parents. Sometimes night shifts impact on their ability to take care of the family. »

« Les parents n'ont pas de temps dans notre système. Quand ils rentrent à la maison, ils ne veulent pas parler, mais les jeunes cherchent de l'attention ; ils ont besoins d'être écoutés. Il viennent ici (au drop in) tous les jours. »

The family environment is central in a young person's development, to the extent that in certain cases, the interviewees even went so far as to say that it is sometimes preferable to remove a young person from a negligent family environment.

« Parents are a problem, they are not mentally stable. » (a youth)

« Certaines familles peuvent être toxiques pour un jeune... »

Batshaw Youth and Family Centres take many such children under their wing and offer them foster housing, of which there are four in NDG. Batshaw professionals do the best they can to structure a child until they turn 18 years old. After that age, their services stop. Many of the interviewees underlined the lack of support offered to these youth in transition after they reach their 18th birthdays. As a youth worker working with this organization pointed out:

« These youth are often just pushed out of the system, not given to much preparation... and then many of them ending up on social assistance, many of them ending up having different problems, and feel a deep sense of shame, of failure. And this is not their fault, they weren't given the tools, they weren't given the skills. »

On another level, family may represent another barrier for a youth's socio-professional integration if the family is one that does not value their academic progress. In certain families, the achievement of a diploma is not valued. The youth that is not encouraged by his or her family in the pursuit of their studies will have a tendency to drop out more easily. And indeed, this problem is prevalent in NDG.

On the opposite end of the spectrum, both youth and youth workers alike have testified that certain families place far too strong pressure on their children's achievements. They are asked to succeed in every aspect of school, and any type failure is unacceptable. This type of situation can be extremely stressful for a young person.



« Some students have difficulties keeping up. They have pressure to succeed, that creates anxiety, stress, depression, eating disorder, drugs.... In consequence, they can't perform. »

« Ce qu'un parent veut, le jeune ne peut y arriver. Alors, il décroche. Il a trop peur de le dire aux parents. Par exemple : des parents voulaient que leur fille devienne médecin et elle, c'était l'esthétique. Heureusement, ils ont compris. »

« Un exemple de ce que je vois parfois : mes parents ont quitté la Chine parce qu'ils veulent que je devienne quelqu'un et moi, je suis dans la moyenne. C'est peut-être pour ça que certains décrochent parce que c'est trop de stress. »

A different problem, one that is mostly seen in cases with more financially secure families, concerns parents who have a tendency to do everything for their children. The children who grow up in such environments are often termed “*enfants-rois*”, child kings. Parents who overprotect their children to the extent to which their children never learn the skills necessary for their socio-professional integration such as a sense of responsibility, motivation, leadership, or, quite simply, the ability to be responsible of oneself.

« Parents here, do everything for their kid. Once, I ask one of my employee why he was late for work, he told me: “My mother didn't wake me up”! » (Community worker in Montreal-West)

Finally, in order to moderate some of those comments, let us remember that:

« La famille ce n'est pas tout. Il y a des jeunes qui se rebelles dans les bonnes et moins bonnes familles. »

« In general, teens are like that. Sometimes, they just need to grow up. »

Needs:

- **Programs for parents:** Offer services for families in order to strengthen parental framework.
- **Supervised apartments:** Multiply the offer of supervised apartments.

« There is a housing need, because some youth are stuck in a bad family. »
- **Transition of youth from the Batshaw youth and family centres:** Offer follow-up of Batshaw youth after they turn 18 years old.
- **Awareness of the diversity of professions:** Professional sensitize parents to the different job opportunities possible for their children.

« Il faudrait donner une formation aux enseignants et aux parents. Ces derniers veulent que leurs enfants obtiennent un bac ou un doctorat. Il faut les remettre dans la réalité. Il y a cent vingt métiers intéressants à cibler. Il faut rééduquer les parents, car on a une clientèle d'immigrants qui ne connaît pas notre système. »



3. OBSTACLES LINKED TO SINGLE PARENTHOOD AND YOUNG PARENTS

A young adult who decides to have a child is faced with particular complications in his socio-professional integration. The arrival of a child disrupts life. Many projects must be put on hold: graduation, finding satisfying work, participating in leisure activities and community life, etc. All priorities focus on the child.

The proportion of young parents and single parents is high in Notre-Dame-de-Grâce. As noted in the Côte-des-Neiges – Notre-Dame-de-Grâce borough Family Action Plan in 2001, 34 % of families with children were single parent families (35 % in Montreal).

Causes and Consequences

Over the course of the interviews, certain youth workers attempted to explain the factors that could push certain young adults to start a family. Among identified factors some which were mentioned included: the need to give oneself an identity, the desire to keep a lover, the need to develop a different family model than that which one had experienced, as well as a certain impulsivity. Another reason was that having a child could allow someone to justify his or her lack of ambition or professional motivation. One youth worker said:

« Having a baby is an obstacle for life goals of middle class youth, but in the low income class, some youth don't see their future, so the baby is not an obstacle for anything. »

Once the decision has been made to bring a pregnancy to term, there is no turning back. Young parents must live up to their role as mother or father, even if they still feel the need to live out their youth.

« Les jeunes parents se trouvent souvent coincé entre leur rôle de parent et leur envie de vivre leur jeunesse. »

Coming to terms with the opposing notions of youth and parental responsibility isn't always easy. Especially when we take into account the fact that mothers are often left alone to bear the parental burden. The young parents we met during a focus group shared their experiences on the obstacles that complicate their socio-professional integration. Young mothers spoke at length of the difficulties linked to day-care. Finding an accessible, quality day-care is a real challenge. Young parents need to give a routine to their children and day-care is a good option for such structure. Moreover, day-care allows young parents to concentrate more on their own needs, especially with regards to their socio-professional integration. Yet the waiting lists for day cares are often excessively long and mothers are not comfortable handing their children over to any educator. Many expressed the fears they faced when confronting the possibility of leaving their child in a family-run day-care where they cannot be certain how their child will be treated.

« Accessible, affordable child-care is a major problem. Concerning youth at risk and immigrant in particular. »

The necessity for convenient day-care services for young parents is indeed an important obstacle to the pursuit of higher education. For instance, one young mother had to leave her collegial program for their lack of flexibility on the part of the school as well as on behalf of the day-care.

« Day-cares do not open early enough. I had to drop my college program because the day-care opened only at 7:30 am, but I had to be at school at 8 o'clock. I couldn't arrive late! There was no flexibility from the school program or from the day-care. »

Young parents explained the obstacles they encounter in the pursuit of their studies. First, they explained that school doesn't bring in money and that they still have to support their families. Moreover, certain mothers put forward that they weren't ready to go back to school (either that it was too stressful, or that they felt uneasy about going back to school with people younger than them, or else that they were afraid



of exams, or afraid of leaving their children, etc.). Moreover, many young parents expressed the need to be motivated and guided in order to be able to commit themselves once more in an academic program. As well, some of the mothers we interviewed had a difficult time completing all that needs to be done in a day (day-care, school, bus, homework, etc.). Certain young mothers admitted that they liked to stay at home, but many of them expressed the need to feel useful and accomplished.

Needs:

- **Daycares:** To provide more day-cares and shorten waiting lists

« A day-care in school so I can see my kid between classes. »

« Day-care accepts kids only a year old or even 18 months. »

« Il faudrait des garderies ouvertes 24 heures sur 24. Elles ferment souvent à 17 h, alors que les parents ont parfois des “shifts” de soir. »

- **Programs for young parents:** We must underline that this has been done in NDG for several years, notably with Head and Hands – Young Parents Program, Elizabeth House, Maison transitionnelle 03, Black Community Association (Strengthening Family Program), Women on the Rise, Mosaik, etc.

« Parenting programs can work! »



4. LACK OF SELF CONFIDENCE AND NEED FOR SUPPORT

All the youth workers who participated in the study underlined that a lack of self-esteem is a critical obstacle to the neighbourhood youth's social and professional integration.

« Looking for a job is extremely difficult. You have to have confidence to go to an interview. Youth have to be in a solid place. They have to have confidence that they are the best person for the job and that they can do it... »

« Motivation and self-esteem are the real problem. »

« Certains jeunes des minorités visibles sont défaitistes : je suis noir, donc c'est plus difficile pour moi. Ils manquent de confiance en eux. »

Causes and Consequences

The roots of this lack of self-esteem are manifold. Both youth workers and young adults confirm that a lack of listening and support are one of the most important causes of low self-esteem. Indeed, the lack of attention and/or positive reinforcement contribute immensely to a sense of insecurity in a developing young adult. A young person needs empathy to believe in their potential. Without this, as the youth workers confirmed, youth may become discouraged and might conclude they can't do anything better, that they are condemned to remain where they are.

« Lorsque ni ton prof, ni ton directeur, ni tes parents, n'ont le temps de l'écouter... un moment donné, tu give up. »

« À force de dire à un jeune qu'il ne peut pas réussir, il ne voudra pas réussir et penser qu'il est impossible de le faire. »

« Here, in this neighbourhood, kids are unemployed, they didn't finish school and they are surrounded by people who don't really help them. »

Youth who come from difficult family environments are particularly subject to significant self-esteem deficiency. The youth workers who spoke of the situation of the youth of Batshaw Youth and Family Centres spoke of this:

"They view life negatively, they have poor eating habits, they don't have proper hygiene, or structure bed-times."

"It's a consequence of difficult life circumstances that is repeated from generation to generation. Some of those youth have parents in prison. Some just don't feel right anywhere they go. They're depressed. They need support."

NEEDS

Youth have differing needs when it comes to regaining their self-confidence. The participants of the study expressed their points of view on the question.

- **The need for attention and support:** The need to be guided and heard is what came out first and foremost. Youth need to talk to someone who won't let him or her down.

"Youth need help from somebody who cares about them. They are confused; they drop out because they didn't like school... They feel depressed and they seek help."

« Il faut comprendre leur histoire pour pouvoir les analyser, faire des liens. Ils doivent prendre conscience de leurs compétences, ils doivent croire en eux. »



Many youth workers specified that certain youth lacking in self-esteem need to be guided so that they can accomplish their tasks. Indeed, certain youth don't have the courage to go to a job interview or even to go into the Carrefour Jeunesse-emploi. They need someone accompany them there.

« Les jeunes en foyer d'accueil ont vraiment besoins d'être pris par la main. Si tu les amènes à un service, ils vont y aller... »

Moreover, the youth workers in community organizations must be sensitized to this phenomenon, for youth with difficult backgrounds often don't have the self-esteem to ask for help.

"They need to access the service right away, or they are not going to come back."

- **Need for follow-through:** The following needs were expressed by the youth that attended the focus groups. They want support to assist them in overcoming obstacles, but that is not all. They also expressed the need for follow-up on the following requests. Young people need individuals that can support them in attaining their goals that they set for themselves. One young person expressed the following:

« Le suivi est important, des fois j'ai besoin que quelqu'un vérifie que j'ai atteint mon but. »

- **Programs:** According to the youth workers, youth need programs that assist in reinforcing their self-esteem. Group programs are needed in order to learn from others. Others spoke about the need for individual support to work more deeply with the individual. The important thing is monitoring and tutoring by someone on who the youth can rely.

« Youth need programs with people on who they can rely. If there is no people you can rely on in school, at home, at metro,... it is not going to work. »

« Il faut des centres pour les jeunes où il y a des services de santé mentale, des services en emploi, où ils peuvent apprendre à faire un budget, où ils peuvent apprendre le guide alimentaire, il faut qu'ils voient des success-stories, des témoignages de gens qui l'ont eu "rough", il faut les aider à découvrir des passions. »

« L'accompagnement est capital. Accompagnement tant au niveau d'un plan de carrière professionnel que d'un soutien psychosocial. Si le jeune décroche de l'école, qu'on puisse intervenir, travailler avec lui, ne pas l'abandonner. »

- **Stages:** Through participating in professional experiences, youth can gain confidence in themselves. Professional internships can equally assist in achieving this.

« Des jeunes qui avaient des problèmes d'estime avant se disent maintenant, après le stage : wow, je suis bon, je suis capable de réussir. »

- **Positive Models:** According to many youth workers the youth have a strong need for positive role models with whom they can identify.

« Ça prend plus de "role model" positifs. Les médias décident ce qui est cool. Les jeunes ont oublié qu'ils avaient le pouvoir de choisir ce qui est cool. »



5. PARTICIPATION IN NEGATIVE ACTIVITIES

Negative activities observed are: street gang membership, negative friends and participation in illegal activities (stealing or selling drugs). Youth and youth workers interviewed have often mentioned these factors as obstacles to positive social and professional integration.

Causes and consequences:

When the individuals interviewed were asked to explain the reasons as to why youth become involved in negative activities they stated various factors: the need for a sense of belonging, the need to identify with a certain style, the need to make money, the lack of participation in extra curricular activities, intimidation in schools and the trivialization of illegal activities, such as violence or selling of drugs.

« Il y a un gros problème d'intimidation dans les écoles. Les jeunes sont intimidés, mais on ne leur offre aucun support dans leur détresse, aucune écoute. Dans certaines écoles, c'est même cool d'être "bad". Plus tu es fort, moins tu demandes d'aide, plus tu es "cool"! »

« On a été désensibilisé, on banalise la violence. On la voit à la télé tous les jours la violence. Le plus qu'on la voit, moins c'est pire. »

« Au primaire, on ne leur a rien offert d'intéressant et les jeunes en vieillissant ont besoin d'un sentiment d'appartenance, alors ils s'allient à des gangs, à des "leaders" négatifs. »

... or as a youth stated:

« There is no point to go to school if you can get a job paying the same as if you went to school. Making quick money, like selling drugs pays more than a job that you would get after getting a degree. »

Many youth workers stated that youth who engage in negative activities are often stuck in a vicious cycle: the less they are listened to, the less they feel appreciated; and the less they are appreciated, the less they feel listened to, and the more likely they will look for a group that they can identify with... Unfortunately, the groups they join will not always have a positive influence on them.

When we asked the youth why some of them decided to belong to a group of friends who were negative, they replied:

« It's a need for power. »

« Gangs can be powerfull. »

« To get street credit, to be welcomed, accepted. »

« People involve themselves because they can't fight on their own; they need a group to feel powerful. »

The subject of street gangs was often addressed by the people interviewed. Street gangs are very present in certain areas of Montreal, according to the youth workers however, the area in which this study was conducted does not seem to be affected by this phenomenon.

The participants of the investigation stated that there were no criminal or organized street gangs in Notre-Dame-de-Grace (and even less in Hampstead, Montreal-West and Cote-Saint-Luc). However, the youth are influenced by these movements. For example, certain youth wear specific colors so that they will not be associated with a street gang.



« Dans la carte de la police, on dit que NDG appartient à un territoire bleu... ou rouge, je ne sais plus. Il y a des jeunes qui portent les deux couleurs toujours sur eux, pour éviter les problèmes. Il y a même des parents qui amènent leur enfant à la garderie et qui leur mettent une couleur. »

« C'est normal qu'un jeune qui arrive ici se regroupe avec les siens. Mais ce n'est pas une gang. Pourquoi lorsqu'on voit un groupe, on pense que c'est une gang? Pourquoi? À cause de médias. Montréal, ce n'est pas une ville violente! Il y a 50 meurtres par années. Il y a des villes qui ont ça par jour. »

« On a des membres de gang de rue qui vivent à NDG, mais on n'a pas de vrais gangs actifs criminels qui disent que NDG appartient à leur territoire. »

Although street gangs seem to not be a very important issue in NDG, at times there are fights that occur between different areas of the neighbourhood. According to the participants, these fights are rare but scuffle and violence can occur between groups of youth. Mentioned several times were that gunshots have also been exchanged.

« Il y a des fois, c'est rare, de la bagarre, de la violence pour des territoires. Quand il y a un événement comme ça, la police pense que c'est relié aux gangs de rue... Est-ce que c'est vraiment ça ? ... »

« Ce n'est pas des gangs de rue. Je sais que ce que tu me décris c'est des gangs de rue, mais ce n'est pas des gangs de rue. C'est juste qu'ils protègent... Ils essayent de trouver quelque chose qu'ils vont aller faire, sortir un peu. Mais ce n'est pas comme, OK, on est une gang et on va se battre contre une autre gang. Par contre, il peut y avoir une tension avec les jeunes d'un autre secteur, et ils vont protéger leur territoire. »

In the other areas of the territory studied, the City of Montreal-West, Cote-Saint-Luc and Hampstead, the only identified negative activity reported was the selling and consumption of drugs. The community workers stated that youth sell and consume drugs in the park. Several business owners stated that some employees come to work after consuming marijuana.

« Drugs is a big problem, but nobody deals with it. It's completely ignored. Parent are ignoring the problem. » (Community worker from Montréal-West)

« The problem is that they don't know the consequences of taking drugs. Some of my employees were smoking pot before coming to work with children. It is not OK! They were not realizing that it is like drinking before working... I had to fire them. » (Community worker from Montréal-Ouest)

« We have some drug issues. Youths are selling drugs in the park. » (Sports and leisure officer in Hampstead)

Needs :

- **Extra Curricular Activities:** Everyone interviewed seemed to conclude that participation in negative activities stemmed from the fact that youth were not filling their time with more positive activities.

“They need programs to stimulate them and keep them out of the streets.”

« We were just reading a report on gangs, by Conseil Jeunesse de Montreal. With activities like arts and sports, the crime rate plummeted. »

« Nos jeunes manquent d'activités. Comment se fait-il qu'ils font du grabuge dans le métro? Il faut attirer ces jeunes. Pourquoi ne pas avoir un café graffiti? Du théâtre, des spectacles, c'est bon aussi. Ici, dans le quartier, l'école doit faire quelque chose. »



The youth we met with confirmed it: they need leisure activities.

Interviewer — How do you stay out of trouble?

Youth 1- Sports

Youth 2- I go to Community Centers

Youth 1- We find a place where we can chill

Youth 3- We need free facilities. I got enrolled into a community center and only after I paid the 5\$ entrance fee, I learned that the activities are extra.

- **Outreach and programs for youth involved in negative activities:**

It was also mentioned that there should be programs for youth involved in negative activities. Outreach programs were strongly recommended.

« Youth need to be approached. The brotherhood in the gangs are not constructive, not healthy. We need outreach for those who are in a gang or have been in a gang.»

« Youth involved in gangs are unmotivated. They need to think about “Where do you see yourself”, “What profession do you want to do.” »

« Un ex-criminel est venu leur parler. Une jeune comme eux... Ils pensent qu'ils peuvent faire ce qu'ils veulent. »



6. HEALTH: MENTAL HEALTH, HANDICAPS, LEARNING DISABILITIES AND ADDICTION

Health problems can become serious obstacles to social and professional integration. If the problem isn't diagnosed early enough or goes untreated, the situation can become aggravated and there can be grave consequences to the life of the young person.

Causes and Consequences

Mental Health

A number of youth workers mentioned concerns about mental health problems, more specifically of depression. Youth who are victims of depression and whose depression goes untreated suffer from isolation and from lack of self-esteem and may have great difficulty in academically and professionally. Many youth workers mentioned the lack of mental health services in the neighbourhood. Youth who are psychologically distressed often do not have access to needed resources. According to many, the CLSC is often overloaded and private health care is much too costly to consider.

Handicaps

A handicap can also be seen as a problem to one's social and professional integration. Physical limitations diminish employment options. Some youth workers mentioned that some community organizations are not easily accessible to the disabled.

Learning Disabilities

Learning disabilities were repeatedly mentioned as an impediment to a young person's success. If learning disabilities are not diagnosed and treated early, youth are at risk of finding themselves with serious socio-professional integration difficulties.

« Les jeunes qui souffrent de troubles d'apprentissage tels que la dyslexie ou l'hyperactivité maîtrise moins bien la langue et quittent souvent l'école plus tôt. Ce n'est pas évident. Ils ont des besoins particuliers. Y a-t-il des programmes pour eux? Pas vraiment. »

"In many cases, the learning disabilities are undiagnosed. Many schools don't test the kids."

Problems of Addiction

Addictions are also obstacles to social and professional integration for a great deal of NDG youth. According to social workers (including those from Foster pavillon), people who find themselves trapped in the vicious cycle of addiction invest all their energy in drinking or drug use and neglect to prepare for their future. Even if and when these young people are able to break free of their addictions, they find themselves with a particular set of challenges such as a lack of self-esteem or a work and school history that have gaps that may be difficult to explain (periods of time linked to their addiction).

Needs

- **Accessible services:** Youth workers demanded more accessible services for youth.

« Il faut plus de services psychologiques gratuits et de longues durées. Les jeunes n'ont pas l'argent pour se faire suivre. »

« Au CLSC ça prend 3 mois avant d'avoir un rendez-vous, c'est trop long. »

« Et dire que le CLSC est là, ça ne marche pas. Le CLSC c'est sur une base volontaire et il faut mettre le jeune sur une liste d'attente. Entre-temps, on a perdu le jeune. »



Many say that learning disabilities must be uncovered earlier and that children should be tested in elementary school.

« We need early discovery of any learning disabilities. Kids do better when they are diagnosed. »

We must also make these services better known and available to the community.

« Many respondents stated that people do not know about existing health and community resources. Local organizations and agencies do not always know the range of services their counterparts provide. The CLSC and local organizations should collaborate in a campaign to better disseminate this information. »⁴

⁴ Nahmiash, Daphne et Judith Shapiro, The Hidden Face of Notre-Dame-de-Grâce/Montreal-West: Perceptions of Priority Health and Social Service Needs of “High Risk” Groups in NDG/Montreal West, CSSS Cavendish, 2006, p.66.



7. LACK OF GOALS, OF MOTIVATION OR SELF-KNOWLEDGE

This obstacle is not unique to NDG youth. It is nonetheless important to mention, as mentioned in the focus groups, it is often this element that differentiates youth who are successful at overcoming these challenges and those who are unable to do so.

Youth often have poor self-knowledge. They do not know their strengths or weaknesses and they do not know what they want to do. For certain young people, the problem is a lack of motivation and ambition, and for others the problem is the fact that they become overwhelmed with the multitude of choices available to them. As some youth expressed:

« The main reason for which people don't know what job they want and where to look for it is that they do not know what they want to do, and how much money they need to live the life they want. »

« Certains jeunes ne savent pas ce qu'ils veulent faire dans la vie. Il y a trop de débats sur ce qu'ils peuvent faire. »

Causes and Consequences

Lack of motivation and goals can be linked to a variety of difficulties. If family life is difficult and youth are not stimulated or encouraged, a young person may often have modest ambitions. According to many youth workers, these young people have a hard time planning for the future, to have dreams and to believe in their achievements. Obviously, a lack of motivation is closely linked to a lack of self-esteem.

« S'en sortent moins bien, ceux qui pensent que c'est tout ce qu'ils peuvent faire, qui ont l'esprit fermé ou qui ne connaissent pas les autres options. »

« Si le jeune vit trop de difficultés, il n'aura pas de motivation. »

« S'il vient d'un milieu non motivant... »

Without motivation, meeting academic goals or finding work can prove to be exceedingly difficult. Motivation is a principle quality that employers look for in an interview.

« Ce qui va me pousser à embaucher un jeune c'est son intérêt, sa motivation, s'il montre qu'il veut travailler chez nous! Dans les entrevues, c'est 80 % l'Attitude qui compte et 20 % les aptitudes et compétences. Les connaissances c'est juste un plus. Ce qui me fera hésiter à embaucher c'est s'il ne semble pas motivé, s'il ne se tient pas bien ou encore son attitude. À moins que ce soit une période forte et que j'ai vraiment besoin de main d'œuvre.»

Youth workers often noted that young people do not know what they want to do. They are faced with a panoply of choices and are uncertain how to make a decision. They are confused, they are lost and they do not know how to go about finding work.

"You don't need to know exactly what you want to do, but... there's clearly a lack of preparedness."

It was often mentioned that many young university students experience this particular problem. They move forward in their studies because society values a university education, but many do not make concrete career choices.

« They don't have a clear knowledge of their goal »

« They come to the university to get "my degree" and then... ok what am I going to do? I say to them, ok why don't you think more about what excites you! I tell them, ok you want to get here, what do you need to do to get there. And sometimes, they will have to change their major. Some don't think like that and only realise it after their university. »



“Getting a diploma is valorised everywhere: in the media, movies, every where! “Have your university degree and then you can move to greater things!” It’s not bad, but... A piece of paper doesn’t guaranty you a job! How we are structure, you are constantly going threw the motion: kindergarten, primary, secondary school, Cegep, university... 20 years ago, not every body went to university. Just some people and it was a much more concrete decision. Now, you don’t stop till you have your university degree. What happens is: university is just another stage that they HAVE to do, instead of CHOOSING. They go but in a passive way. I just have to do it. So people lack motivation. They don’t reflect on why they are here. University is not for every body... it’s not a problem. But being passive is not going to help you advance. »

« Beaucoup de jeunes s’inscrivent à l’école parce que ça ouvre des portes, mais ils ne savent pas ce qu’ils veulent faire. »

Needs

- **Action plan:** Many youth workers brought forward the notion that young people need to plan a course of action. They need to be guided in order to better understand themselves and make decisions for themselves. Many require academic and or career counselling.
- **Experiences:** Exploring one’s competencies and one’s interests over the course of work experience was a need often expressed by youth workers and youth. Whether by occupying various jobs or by participating in internships, youth can learn more about themselves and may help them to make choices based on this self-knowledge.

« They need to do volunteer work to discover their interests. They need outside experience. For example: they can work in a bank. They can realize: I don’t like dealing with numbers or standing there and helping people. They will be able to narrow down their choices. They can discover more about themselves and about what they don’t like. »

Observation internships also allow one to explore different professional possibilities. It can suffice to visit a business for an afternoon to determine whether or not the youth is interested in this type of occupation.

Internships abroad can also be worthwhile, according to the experience of some.

And leisure activities also develop one’s self-knowledge:

«Les activités c’est bon, car ça développe les intérêts et c’est bien pour la connaissance de soi. »



8. CULTURAL BARRIERS

Certain youth workers mentioned that cultural values could sometimes represent obstacles to the socio-professional integration of youth. This does not mean that cultural differences are problems in and of themselves, but rather that they can cause particular restrictions for youth. Neighbourhood organisations must therefore better understand the cultural diversity of the territory in order to better serve youth.

Causes and Consequences

For example, some participants mentioned that in certain cultures, school was not valued, which could harm the scholastic progress of some individuals.

« Le rôle de l'école est très différent ici par rapport aux caraïbes. »

In some cultural communities, it is not rare to see parents encouraging children to stay home rather than participate in social activities.

« Parfois, la culture peut être un obstacle. Certains individus ne sortent pas de leur famille. »

"Sometimes, culture can be an obstacle if the family [doesn't] want the child to integrate. The child wants to be respectful towards his culture and his parents."

"It can be difficult for the first generation; people may have fear of socializing, if it wasn't like that in their country."

Two examples demonstrate how it might be more difficult to promote the participation of children from certain cultural groups in a socio-professional project.

« Les parents de cette petite fille là ont dit, vu que le projet passe par l'école, on va lui donner une chance. Ce n'est pas dans leur mentalité musulmane de pousser la petite fille. Elle n'aurait pas eu le droit d'aller travailler dans cette entreprise, si ça n'avait pas été encadré par notre programme. »

« J'ai trouvé que certaines familles pakistanaïses sont refermées sur elle-même. Par exemple, la famille d'une de nos participantes vient vérifier si leur enfant travaille vraiment. Cette fille manque beaucoup d'estime d'elle-même et son réseau social est très peu élaboré. »

Many youth workers have mentioned the difficulty they have working within certain cultural communities.

« Parfois c'est difficile de percer certains groupes, car ils règlent leurs problèmes entre eux. Comment peut-on intervenir pour que ça marche? »

« On ne connaît pas les associations culturelles et c'est problématique si l'on sent qu'un jeune a besoin de sa communauté. »

Another cultural aspect that can be a contributing factor to the difficulty of socio-professional integration has to do with values linked to consumerism. An interesting exchange took place on this subject with the youth of the focus group:

« Nowadays what is most difficult is not to find a job, but to keep it. People get bored easily and look for something else but by doing so they are not acquiring experience. »

« A lot of people take jobs that pay more even if they don't like them. »

« Les jeunes cherchent de l'argent, plus que ce qu'ils aiment. »

« Aujourd'hui, les jeunes savent acheter et consommer. C'est comme ça l'humain aujourd'hui. »



« People today do not know how to cook. Young people need to learn how to cook. This is a social problem. »

« Dans mon pays (Amérique du sud) on apprend ces choses-là en famille. Il faut apprendre aux gens comment survivre. »

« People have to learn that life is not just about buying and consuming, there are other things!! »

Youth workers confirmed that many youth are driven, primarily, to make money and they do not consider their long term life plan.

« Ils veulent faire de l'argent vite. La vie d'adulte est idéalisée »

« Une fois que le jeune goûte à l'argent et qu'il commence à travailler, il s'éloigne de l'école. »

Needs

- **To Better Reach Culturally Diverse Communities:** Those we interviewed often mentioned that they had to learn how to improve their capacity to reach out to cultural communities.

« Il faut aller voir des rabbins, des prêtres, des curés, chaque organisation pourrait le faire. »

Certain people suggested that we better our knowledge of cultural communities in order to know how to best offer services. For example, it was suggested that we study the best ways to connect with immigrant populations.

- **Adapting Services:** Others spoke of the importance of adapting services to immigrant needs.

« Il faut adapter les interventions à la culture des individus dans le besoin. Notre façon de faire n'est pas toujours la bonne. »

« Il faut qu'il y ai représentativité des communautés culturelles chez les employés, pour que les clients aient confiance. Ils ont besoins de voir un membre de leur groupe qui les représente et qui est intégré. »



SYSTEMATIC OBSTACLES: INTEGRATION AND EXCLUSION

Aside from economic, social, physical and personal difficulties, youth can feel the weigh of obstacles linked to the system in place. Those constraints can affect the participation of some groups of youth and their success of integration into the work force.

9. Integration of immigrants

10. Discrimination and exclusion



9. INTEGRATION OF IMMIGRANTS

Those we met within the framework of this study often mentioned how difficult it is for young immigrants of this neighbourhood to integrate. Evidently, these problems are not unique to this territory but exist throughout Canada. However, this integration problem needs to be taken into account as immigrants made up 35,2% of the 16 to 35 year old population in 2006 (17,4 % in Hampstead, 42,3 % in Côte-Saint-Luc, 7,9 % in Montreal-West). Do we welcome immigrants adequately enough? Does this welcome allow them to integrate into the community and the professional spheres? Most of the participants voiced their doubts on this matter. And, indeed, the question raised several debates as to the government's responsibility to welcome and help integrate immigrants; concerning services offered by community organisations; how to reach out to cultural communities; the fears certain employers have when faced with hiring an immigrant and also the famous question of reasonable accommodation.

Many brought up the obstacles met by immigrants and the frustrations that are invariably linked to these difficulties. Many asked why we seek to invite immigrants to this country when we do not provide adequate means to support their integration into the community.

Here is the testimony that sums the struggle that all immigrants go through when they arrive to Quebec:

« Moi je suis immigrante, et j'ai un problème : je n'ai pas d'emploi. Je suis diplômée en comptabilité. Quand je suis arrivée, on m'a d'abord dit : « Tu ne parle pas le français »; J'ai donc appris le français. Ensuite, on m'a dit : « Tu n'as pas d'expérience canadienne »; alors je me suis inscrite dans un programme de stage. Puis, on m'a dit : « Tu ne connais pas la comptabilité d'ici !»... il y a toujours autre chose! Vous savez, je suis prête à accepter un petit salaire, si seulement je peux avoir un emploi dans mon domaine. »

The barriers against which they face are multi-fold. A quick scan over the principle steps of integration may help to articulate this challenge.

Before Immigration

Poorly informed immigrants may live through very frustrating moments when they arrive in this country. Certain youth workers said that the information given to immigrants before their arrival to Canada was not adequate. We sell Canada, they said, without speaking of the difficulties that immigrants may meet over the course of their integration. According to many, we must better prepare the groundwork for immigrants for their arrival in Quebec in the areas of providing French language instruction, work preparation, the process of diploma recognition, etc.

Welcome

Many mentioned the lack of written welcome material for immigrants. Those we met with confirmed that the services currently in place are insufficient. For example, the information on community services is written on forms and overseen with an agent of the MICC without any further follow-up to remind the immigrant that there are community organizations that can help them.

«When you arrive, the government gives you a bunch of stuff... But what happens with it? There is too much information at first, and then, there is no follow-up. »

Learning French and/or English

Clearly, being unable to speak French or English represents a huge obstacle to the socio-professional integration of new Canadians. However, what can be done to facilitate this learning? Many of those interviewed complained about a lack of resources to learn French. Others expressed their frustration when faced with employers who had too high expectations with regards to their mastery of the French language. Many thought that immigrants could learn French better if they could practice it at work.



Recognition of Diplomas

Once here, immigrants begin to look for work. Many realize at that moment that they must have their diplomas recognized, or equivalencies found by the government in order to qualify for certain jobs. Many learn that their diplomas are worthless in North America. Immigrants faced with this situation must decide whether they are ready to go back to school or if they would rather accept work that requires lesser qualifications.

Canadian Work Experience

When immigrants are looking for work, they are often faced with the fact that the prospective employer requires them to have prior Canadian work experience. Under the pretext that they do not understand the Canadian market, they are not offered work.

« C'est difficile d'évaluer l'expérience de la personne, On ne peut pas appeler la compagnie en Chine pour demander des références. »

The Close-Mindedness of Employers:

Even if the immigrant has learned French, even their diploma is recognized, even if they have had some Canadian working experience, they may still have lengthy periods of unemployment. Many wonder if employers are not close-minded to the idea of hiring someone born elsewhere.

« Les employeurs ont peur ou encore c'est de l'ignorance. Ils trouvent cela complexe de s'adapter, ou d'accorder des permissions particulières. »

« Même pour trouver une stage non-rémunéré pour les participants du projet BIL, c'est difficile. »

Consequences:

With all these obstacles compounded, and waiting lengthy periods of time to find work, a vicious cycle of discouragement and depression can set in.

« This is a very difficult thing. Someone who just finished his studies will need one year, one year and a half to find a job. Immigrants will need 7 years minimum to find their way to a good job. Not any job, but a good paid job. That is the difference between a young person who is Canadian, and a young person whose name is Mohammed: The time of placement. »

What do employers have to say?

With the regular arrival of more and more immigrants, employers must open their doors to diversity. Certain employers with whom we met in the framework of the study favoured hiring immigrants, whereas others sometimes hesitate to give a chance to someone having recently immigrated to Canada.

Employers who Favour hiring immigrants

While public institutions must comply with policies providing access to employment for immigrants, the commercial retailers of the territory generally wish to have customer service personnel that reflect the local population. However, the employers with whom we met were not particularly concerned about having personnel that reflect the local population. The only criteria they stated to require was fluency in French or English as well as a diploma. Otherwise, these same criteria apply regardless of the cultural background of the youth in question.

« Tant qu'ils sont motivés et qu'ils ont un permis de travail... »

« L'employeur n'a pas le choix d'être plus ouvert. Le contexte de mondialisation est là. »

Even if the businesses surveyed comprised mostly of stores or jobs in the public sector, many affirmed that there would always be employers in the neighbourhood who could benefit with sensitization to the question of diversity.

Employers Who Hesitate to Hire Immigrants



Some employers met with in this study have confessed that they sometimes hesitated to hire immigrants. The principal reasons mentioned were:

- The time required to train and supervise an immigrant employee

« Ils n'ont pas eu la même formation. Par exemple, j'ai embauché un comptable d'Algérie l'année dernière et il ne travaillait pas comme mes autres comptables de la compagnie. Il a fallu refaire son travail. Ça demande de l'encadrement et c'est plus compliqué. »

« I heard from an employer that it was easier to hire a new graduate than taking an immigrant. She said: "I don't have to talk to them, I don't have to prepare them. »

- Adaptation related to the immigrant's culture:

« Il peut y avoir une peur de la diversité. Ce n'est pas nécessairement facile. On peut facilement heurter quelqu'un sans le savoir. Par exemple, à notre souper de Noël, un de nos employés d'origine africaine n'a rien mangé, rien bu. On a finalement compris qu'on était en plein Ramadan ! Si on avait su, on aurait changé la date. »

« Tu vas être obligé de changer tes politiques de ressources humaines, pour permettre à tes employés de prendre des congés personnels, pour des fêtes religieuses par exemple. »

« J'ai embauché un gars du Maroc, il est vraiment très travaillant, mais il ne se mêle pas au reste de l'équipe, il n'a pas le même humour. Je vais y penser la prochaine fois... C'est important l'esprit d'équipe! »

Needs

Participants in the study spoke of what should be done to improve this situation:

- **Train employers** : Sensitize employers to the integration of immigrants

« Le Ministère de l'Immigration devrait payer pour la formation des employeurs pour diminuer les barrières, ajuster les valeurs. »

« Il faut former les employeurs sur l'ouverture aux employés qui viennent d'ailleurs. »

- **Salary subsidies** : Encourage the utilisation of grants for immigrants (PRIIME : Programme d'aide à l'intégration des immigrants et des minorités visibles en emploi)

- **Internships**: Promote internship offers for immigrants

« Il faut offrir des stages aux immigrants pour les faire connaître aux employeurs. Des stages dans pleins de domaine, pas juste au Provigo. »

- **Studies**: Improve our knowledge of immigrant communities in order to better serve them

« Il faut améliorer nos connaissances des nouveaux immigrants. Il faudrait faire une étude pour mieux savoir comment les rejoindre. Par exemple, aller dans les églises pour mieux faire des liens avec eux. »

- **Integration programs**: Reinforce the amount of integration programs

« Au centre St-Paul, l'annexe St-Raymond ils offrent la francisation en haut puis la formation d'aide aux bénéficiaires en bas. Ce qu'on fait, c'est que rendu au cinquième niveau de français, ils peuvent rentrer en aide aux bénéficiaires. Quand ils terminent le sixième niveau de formation, ils sortent avec une formation d'aide aux bénéficiaires. »



10. DISCRIMINATION AND EXCLUSION

According to many participants of the study, too often, youth are discriminated because of the colour of their skin, their accent, their name, their background, and their sexual orientation or simply because of their young age. Whether it is on the part of an employer or police officers or passers-by or store employees, discrimination, even when it is well hidden, is very real.

Causes and Consequences

According to those questioned on the matter, the territory's population is open to differences. Indeed, as noticed in the *Profil socio-économique des jeunes de 16 à 35 ans du CJE de Notre-Dame-de-Grâce, de ses sous-secteurs et de Montréal* produced in the framework of this study, the territory's residents themselves stem from a variety of backgrounds. For example, 36 % of youth between 16 and 35 years old of Notre-Dame-de-Grâce were declared as visible minorities in 2006 (14, 5 % in Hampstead, 20 % in Côte-Saint-Luc, 10 % in Montréal-Ouest). All the same, youth and youth workers spoke of the fact that certain groups were victims of prejudice. For example, certain youth workers recalled the particular way that individuals of Arabic origin were discriminated against after the attacks of September 11th, 2001 (% of Arabic population). Offensive gestures and the ensuing ostracisation were sometimes acted out in the streets and stores of Montreal.

There are consequences when youth begin to feel rejected in their own surroundings: lack of self-esteem, rage, mistrust, apathy, anxiety, depression, etc.

“Social integration includes how the social structure wants to engage you. If you are marginalised from a very young age, how much do you want to give back when you grow older? When you go threw life and you don't have stable home, don't have a stable income, you experience racism from a very young age, for example with the police, or at school ...how much do you want to give back you know.”

« People feel like out of the place. They feel they are not belonging”

Exclusion... on Behalf of Employers

Within the framework of the interviews, those interviewed often spoke of discrimination from certain employers.

« La plupart des fois, les blancs embauchent les blancs... Les gens sont plus confortables à engager des gens semblables. Des personnes de l'étranger peuvent être perçu comme menaçantes »

« Les jeunes de race noire avec qui je travaille me disent qu'ils ressentent du racisme lorsqu'ils se cherchent un emploi. »

“If you are a Canadian born with a French or English name, you get an internship, you get an experience, and four months later, you get hired. A person who is an immigrant, named Mohammed, with a strong accent, even if he or she is clever, even if he had an internship, it will not be considered as an adequate Canadian experience.”

A youth we met with confided what he felt:

« J'ai fait une application dans une entreprise de la rue St-Jacques et je ne sais pas pourquoi, mais j'ai tout de suite eu l'impression que je n'allais pas avoir la job. Quand je suis rentré, la femme m'a regardé vraiment bizarrement. »

Statistics show that youth whose skin colour is different from that of the majority have a more difficult time finding work.



« Le taux de chômage des jeunes nés à l'extérieur du Canada (17,3 %) est pratiquement le double de celui des jeunes nés au Canada (9,7 %). (...) Quant aux jeunes issus des minorités visibles, ils présentent un taux de chômage encore plus élevé (18,4 %)... »⁵

Exclusion... by the Police

Many people we met with in the framework of the study spoke of the relationship between youth and the NDG police. According to many, youth are often targeted in police interventions.

“Youth are labelled as visible minorities. You are black, Asian, Latino American and you are targeted by the police... They are waiting for the bus and they are being asked to move along. The police tells them they are loitering. They say no, we are just waiting for the bus. And then, they get a ticket ... It happens very often, and it's very damaging.”

“A girl from a group home received five tickets in one day. [Three on her way out], two on her way back. She said to me: who do I call, Stephen Harper? She is a first nation, and one of her ticket was given to her because she was talking to her friend in her language.”

“Depuis 5 ans, la police a une discrétion énorme pour donner des contraventions pour des incivilités: Jay walking, spitting, yelling,... These things add up. Lots of youth will just ignore the tickets.”

Young people witness:

« Je marchais dans la rue et un policier est venu me voir. Il m'a dit que je ressemblais à un gars avec un manteau vert qui avait fait un vol. J'avais un manteau gris! Il m'a menotté ! Quand il a vu qu'il faisait erreur, il m'a libéré et il m'a dit : « On est chill?! Ok?! » J'étais vraiment pas bien. »

« On attendait l'autobus au métro Villa-Marie. Des policiers sont venus nous dire de circuler, ils voulaient qu'on s'en aille. On a dit qu'on attendait l'autobus. L'autobus n'était pas passé encore! »

« They give tickets for anything! Spitting, putting a foot on the street, playing basket ball. The other time (in winter) I just went to start my car before living the center. The police gave me a ticket.”

« Ils nous jugent sur la manière dont on est habillé, sur notre style. C'est frustrant!!! »

Over the course of the interviews, many youth workers spoke of racial profiling. One thing is certain; the police often target members of the visible minorities in their interventions. Others think that police generally harass youth. Numerous participants identified a tense climate between the police and the youth in Notre-Dame-de-Grâce.

Young victims of this type of harassment suffer its consequences: they fear the police, they feel a sense of exclusion, and they feel that they are criminals, etc.

« At 8am you're going to school and the police stops you because you are black. And then at 3pm, you get stopped at the metro because you are black... After many years, you accumulate tickets, you get criminal record, your family don't have the money to pay or you don't want to tell them... or they are not going to believe that you have done nothing wrong. If someone is constantly telling you that you are a criminal, over years and years, why not believe it. Why not say ok ? »

According to the police officers we met with over the course of the study, it is not always easy to approach youth.

⁵ Lalonde, Daniel, *Sommaire du portrait des jeunes à Montréal*. Emploi-Québec, mai 2008, p.1, <http://emploi.quebec.net/francais/regions/montreal/publications.asp>



« Parfois les parents entretiennent les enfants dans la crainte de la police : « non ne parle pas à la police ! »

« Certains jeunes sont beaucoup trop sur la défensive. S'ils avaient une attitude plus conciliante, ... Vous savez, il faut faire notre travail. »

Exclusion... at School

First and foremost, the people we met with explained that diversity is common and comfortably experienced in the schools covered on the territory of the study. However, it does happen that youth fall victim to discrimination and prejudices.

Certain youth testified to the experiences they endured in schools that were not necessarily located within the covered territory.

« I went in a trade school for dentistry. It was weird because the class was divided: the white girls were on one side and the others on the other side. The teacher was so disrespectful. She told the asian students that they didn't know about birth control because their countries are over populated and that Black people do not know about dentistry because in their country they don't go to the dentist... I stopped the program. Racial profiling happens a lot in trade schools. »

« The teacher talked down to the ethnic groups, as if they have messed up their lives. »

Some youth workers also spoke of the particular situation of youth in the black Anglophone community, of whom the number is much larger in the CPF (Cheminement Particulier de Formation) programs.

« Young blacks are disproportionately represented in the special needs classes. And once they are in those classes, they are screwed. They are not graduating. We don't call it drop out, we call it push out. It's a major systemic problem. »

« Dans les CPF, 1/3 des jeunes sont de la communauté noire. Qu'est-ce que l'école fait par rapport à cette situation? »

Two youth workers also brought up problems about professional orientation. When identifying various training options to students, one must be careful not to discriminate in the process of portraying options based on the ethno-cultural community of the participants.

"Youth receive comments by professor, or counsellor... like low expectation[s]: they talk about professional training instead of encouraging them to continue. We can't make choice[s] for youth. We can't judge the success of people based on secondary results, when they are seventeen and full of hormones. It's very condescending and judgemental. High school doesn't determine what is going to happen for the rest of your life."

« On peut promouvoir d'autres options pour les jeunes, mais pour tous les jeunes, pas seulement dans les classes en difficultés. Il y a des jeunes qui sont sélectionnés, à cause de leur profil. »

"We have to repeat that people have the CHOICE. Dropping those words is so valuable! Believing in someone is so valuable."

This situation of exclusion and discrimination can encourage youth to drop out of school and to no longer believe in their abilities. A point underlined by a youth worker was that marginalized youth risk not wanting to invest themselves in the society that rejected them.

"If you are being ostracised from secondary school, are you going to be willing to give back... no, no way."



and Exclusion... even in Community Organizations

Many people who participated in the study spoke of the lack of representation of visible minorities in certain organizations on the territory. In order to feel welcome, youth need to recognize themselves in their community organizations. Moreover, it was mentioned that some organizations seem to be less accessible to certain youth. According to some participants in the study, the most marginalized people do not necessarily feel at ease in all organizations.

« There should be more black representative in organisations. »

« Les jeunes noires anglophones viennent très peu ici. Je crois que certains ne se sentent pas à l'aise ici. »

« Il y a des organismes à NDG qui rejettent les jeunes plus difficiles et ne recrutent que ceux qui sont plus faciles. Tous les jeunes qui participent dans les différents programmes sont les mêmes jeunes. Ils vont bénéficier de l'aide des différents programmes, alors que les autres sont mis de côté. »

« The sports and leisure programs in NDG are very specific to specific people and let's say more at risk youth get blocked access to those services... »

According to some participants in the study, the exclusion lived by young people of the neighbourhood have its roots in a feeling of fear.

« Music shows are very valuable in terms of skills building and empowerment. But no, in NDG, because of the fear of violence and etc etc. it's not happening. What is the feeling then for the kids wanting to participate in NDG. »

« Because of the fear, the Walkley center can't even get a basket ball net in an abandon parking lot for their community centre because the city fears there's going to be a gang war on that territory. For what we know of gangs in NDG, that is not going to happen. But because of fear, there is just no services that are happening. »

Needs

In order to include youth so that they may avoid falling victim to discrimination, it is necessary to sensitize community professionals.

- **Sensitizing School Administrators:** Intervention workers ask that school administrators be honest and recognize its problems.

« It's been almost 2 years that the Comité des partenaires is working, but there is still resistance from the administration. We need more openness. »

- **Sensitizing the police:** Many spoke of the need to better sensitize the police. The intervention workers admit that the police have work to do and must endeavour to reinforce the feeling of security, or that the police and the community must at least admit that there is a problem of discrimination that affects youth.

« Little by little it is being recognise. But there is still people locally not recognizing that problem, and still believing that the problem does not exist. It's very frustrating. »

« There should be more training with the police. And police should come dressed in civil clothes to talk to youth. »

« La police doit écouter les jeunes et ce qui se fait dans la communauté... »

« They have to stop targeting everybody. Each time they see a group of young people, they seem to feel threatened. »



- **Sensitizing the Community:** The community should assure that services are accessible to all youth and in particular those who are more isolated, who may be in greater need of such services. For example, one youth worker proposed that we should not stop the organisation of Hip Hop shows out of a fear of violence. We should organise these types of popular events and ensure that there is competent personnel available to resolve conflict that may arise.

« Having an event, a fight breaking up and then shutting it down completely, No no no, we have to work through that conflict. As a community we have to work through that conflict. And we have to try again. Have another event where, that violence does not happen. And if it happens, have people skilled with conflict management to deal with this, not every body has to pay. »

- **Developing Projects to Support Youth:** Many believe that we should be listening to youth with regards to discrimination. We must be able, at the very minimum, to support them in their struggles.

« On doit émotionnellement supporter les jeunes qui passent à travers cela. »

« Anti-racist project, like YEP in Little Burgundy (Youth empowerment project) helped out many black youth by giving them empowerment, there was a salary, many workshops, partnerships with institutions, professional schools. It gives a break to youth who are living difficulties and need a break. It's guidance. »

« We need visibility of blacks who are doing well to create a domino effect. »

« Some activities on black history, so they can become proud. »



MAIN BARRIERS TO EMPLOYMENT

All of the obstacles cited above are barriers to social and professional integration of youth. When we targeted more precisely constraints linked to hiring, that is to say, particular characteristics that render professional integration of youth more difficult, three elements stood out.

11. Drop out

12. Lack of french language skills

13. Lack of preparation for the workforce



11. DROP OUT

Having a diploma is one of the most important elements to the professional integration of youth. Without a diploma, finding a job can be very difficult – on this point all those we met with over the course of the study agreed unanimously. NDG youth workers are very conscious of this problem as the drop out rate is very high in some high school of the territory. (École Saint-Luc, 37,9 %*; Marymount Academy, 37,7 %*)⁶

« A lot of youth that come here can't read or write »

« Il y a quelque chose qui ne marche pas, il faut être honnête. Le pourcentage de décrochage est de 40%. (C'est à-dire 40 % qui n'obtiennent pas leur diplôme d'étude secondaire en 5 ans). C'est sûr que c'est trop!»

« Cette situation difficile dans l'éducation de nos enfants peut être explosive! »

Causes

When the participants of the study were asked to identify the possible triggers that would cause someone to drop out of school, the social, economic, physical and cultural barriers listed above were all cited. In a focus group, a youth said:

« Some youth are dropping out of school because they want money, which can lead them to gangs and they think it's more important than going to school. Another reason is because their parents give them all they want, like money whenever they ask and so they don't need to go to school. They may also work with their parents, and so they have a job and do not want to continue their education.»

« Drugs are a reason also. »

« There is no point to go to school if you can get a job paying the same as if you went to school. Making quick money, like selling drugs pays more than a job that you would get after getting a degree. »

« You can lack motivation. »

« School doesn't pay, you need a job to support your family" (young mother).

« I don't want too much in life, I just want to live a low profile. »

« Personal problems may lead to drop out. »

« Another reason is poverty: you have to work to support your family, and you can't think when you are hungry. »

The youth workers and youth we interviewed also brought up that the structure and lack of financing in the school systems could be central to the academic difficulties of youth. The participants said that there weren't enough services in the schools, that the classes were overflowing with students, that the teachers were overworked and that the learning techniques did not always correspond to the needs of youth. Consequently, teachers are quickly extenuated and do not always keep their positions over a long period of time. The youth drop-out we met with said, in their words, what they thought of the school system:

"Teachers are too impersonal and schools have way too many students!"

"I was bored, I didn't liked the school system and the teachers teaching methods."

* Proportion of students that are leaving high school without a high school diploma or qualification and that do not register in any other educational institution the next year. This rate also includes deceased students or those who have left Quebec. This measure is used by all drop out experts in Quebec.

⁶ Source: Ministère de l'Éducation, du Loisir et du Sport. Données extraites en mai 2008 à la demande du Journal de Montréal. « Décrochage scolaire : Palmarès – écoles secondaires publiques », Journal de Montréal, 26/05/2008, <http://www.canoe.com/archives/infos/general/2008/05/20080524-173455.html>



“There was no tolerance for students for the wrong reasons. For example, I skipped too much school, and therefore the Principal did not allow me to do my exam, even though I had the higher mark in the class. I had to be an exemplarily to the rest of the school. After that, I had to go to a school full of “bobo” (stupid kids).”

“There was some prejudice against certain students, like myself. Often teachers don’t like their jobs and take their frustrations out on the students.”

« Les professeurs ne sont pas sympathiques. Ils ne savent pas comment rendre la classe intéressante, amusante. »

These comments are no doubt related to the difficulties that teenagers generally have when conforming to authority. Despite this, we must admit that certain youth don’t thrive in school the way that it is currently structured and drop out as a result. However, the young people we interviewed were largely conscious that they needed their degrees in order to find good work. They all agreed that they needed at least a grade eleven diploma.

Youth who cannot finish high school before they turn 18 years old have the option of going to high school for adults. According to some of them, this system caters to the needs of those for whom high schools cannot fulfill such as: part-time curriculum, distance learning, independence, autonomy, the option of working and studying at the same simultaneously, etc. Several people we interviewed believe, on the contrary, that certain youth need a lot more support and structure than is currently offered in the adult education system.

« Ils ont besoin d’encadrement pour réussir et dans les écoles pour adultes, ils n’ont pas l’encadrement comme dans les écoles secondaires. C’est un des facteurs de décrochage de beaucoup de jeunes. »

« Certains jeunes se disent : on va aller aux adultes. Pourtant, le taux de décrochage à l’école pour adultes est de 8 sur 10. Ce n’est pas dit ces statistiques là. »

When we asked young drop-outs to identify some of the barriers keeping them from going back to school, certain admitted that they were scared – scared of meeting new people, scared of being influenced by a bad group of kids, scared of exams... A structure therefore seems an important quality in regards to this need.

« The challenge is intimidating and I am not used to the structure of the school system any more.”

Youth in the Black Anglophone Community

Many of the youth workers we met with brought up the academic difficulties that particularly affect youth of the black Anglophone community. Those who didn’t obtain their secondary five diplomas were alarming in number. There exists a committee (le comité des partenaires de l’École Saint-Luc) that is working in order to recognize this problem and to encourage the school to take action. Moreover, research is presently being conducted on this matter and will allow us to learn more on the causes of this phenomenon.⁷

⁷ To know more about this subject, you can also consult the study « La réussite scolaire des jeunes des communautés noires au secondaire » réalisée par Marie McAndrew, Jacques Ledent et Rachid Ait-Said en 2005 at the following adress : http://im.metropolis.net/research-policy/research_content/doc/RapportJeunesNoirsFinal_nov05.pdf You can also consult the article by the same authors: « L’école québécoise assure-t-elle l’égalité des chances ? Le cheminement scolaire des jeunes noirs au secondaire », publié dans les Cahiers québécois de démographie, Volume 35, numéro 1, printemps 2006, p. 123–148.



Consequences

When a youth hasn't graduated high school, their choices narrow considerably. Employers and employability specialists alike confirmed that this is one of the primary conditions for finding work at minimum wage, but this isn't what youth are looking for.

« Il y a beaucoup d'emploi à 8 \$ de l'heure, mais ce n'est pas suffisant pour gagner sa vie. Même si le jeune a la volonté, sans bagage, sans formation académique, sans spécialisation...il n'arrivera pas à trouver un emploi mieux payé. »

Various Needs

- **Support:** In order to persevere in their studies or else to go back to school, youth need to be supported and encouraged. Many suggested that we reinforce support programs for the 16-22 year-old crowd. Youth have certainly expressed a need to go in this direction. They say they need encouragement in their studies.

"I need a push"

"I need someone to guide me and provide motivation"

- **Extra-Curricular Activities:** Many individuals that were interviewed spoke about the need for extra curricular activities to be offered to young students, in order to motivate them to stay in school. Many studies have confirmed the positive impact that these extra-curricular activities can have on the youth and remaining in school. For example a study by the Minister of Education showed that:

« Près des deux tiers des élèves considèrent que les activités parascolaires ont des effets favorables sur leurs études. (...) Les activités parascolaires apportent aux élèves de la distraction, un bien-être physique et de la fierté. »⁸

- **Making Professional Training Known:** Among the needs identified by the participants of the study, the importance of being informed on educational alternatives to university was emphasized. Many also mentioned the importance of sensitizing parents to this subject.

"University is not for everybody and it's not a problem."

« En général, les gens ne réalisent pas à quel point il y a des opportunités dans la formation professionnelle. Ça va de la bijouterie au monde de l'aérospatiale. Il y a beaucoup, beaucoup de choses novatrices que les gens malheureusement ne connaissent pas. »

« Now, there is a return to trade schools. I like that about this in this province. There were some articles in the Gazette about people coming out of trade schools and making a lot of money. It's becoming more fashionable and it's very healthy! It's a good thing. »

« Le gouvernement a fait beaucoup de travail récemment pour valoriser les DEP et les métiers semi professionnels. D'autant plus qu'il y a une pénurie dans plusieurs secteurs techniques. Il faut poursuivre ce travail. »

« Kids need professional programs, but they don't know about them. »

Certain interviewees spoke of the benefits of the POP program (Personal Orientation Project):

« Avec le PPO, je peux devenir autre chose que ce que mes parents veulent... Il y a plein de métiers pour moi. »

⁸ Charest, Diane et Danielle Pageau, Et si la participation faisait la différence... Les activités parascolaires des élèves du secondaire et la réussite éducative, Ministère de l'Éducation du Québec, 2005, www.meq.gouv.qc.ca/publications/menu-rapports.htm



- **Support Certain Changes in the Education System:** Some of the youth workers we interviewed stated that the education system is maybe too focused on women's values. It might be important for educational institutions to implement more technology courses, more courses that might interest young men. At Mountain View High school (a place for youth who have experienced severe difficulties with the educational system and have been kicked out of all other schools), the teaching personnel realized that youth were much less turbulent in the wood workshop than in classrooms. So they decided to teach other subjects in this workshop. According to the director, this initiative works quite well.

« The teacher speaks French or speaks English in the wood shops and kids learn math through measuring. »

Some people said they would like to see a system that allows youth to finish their studies as they work, as soon as grade nine.

« Pour garder les jeunes à l'école, il faut trouver ce qui les intéresse. Il faudrait offrir une possibilité de travail-école. L'école le matin et le travail l'après-midi. Il faut trouver une façon qu'ils aient leur diplôme, parce qu'avec un secondaire 3, ils ne trouveront rien ! »

« School do not allow student to go at their own pace, either you follow along, even though you may already know the subject matter or you are kicked out. »

Young people shared their thoughts on the subject:

« We should give people the opportunity to work while they are in high school. Maybe work 2h a day as a way to get them started. »

« We could have like 3 school days and 2 work days, and then young people can choose whether they want to stay in school or go to work. »

Many youth workers spoke of reinforcing offers of bursaries for post-secondary studies.

« We need post secondary bursaries. »

Youth also put forward certain ideas that might allow scholastic perseverance. For example, more interactions in class, more peer monitoring initiatives (the oldest might help younger students with problems) and better communicating information for students, relative to activities concerning youth.



12. LACK OF FRENCH-LANGUAGE SKILLS

According to the interviewees, finding a job when one does not speak French is an almost impossible task. Yet, according to the 2006 census of Statistic Canada, 18,4% of youth in NDG were not able to communicate in French (13,9 % in Hampstead ; 12,6 % in Côte-Saint-Luc ; 3,4 % in Montreal-West). For those who are unilingual francophone, it is much less problematic as only 6,3 % of NDG youth could only speak English (1,6 % in Hampstead ; 3,3 % in Côte-Saint-Luc ; 0,4 % in Montreal-West).

« Le français, en partant, est le principal obstacle à l'intégration des jeunes au travail. »

« They won't get a job. 100% sure they won't get a job. »

Causes

Why don't some of young people on the surveyed territory speak French? The question was asked to the participants and their answers illustrated that there are two groups in the community that have an especially difficult time with French.

Immigrants

Immigrants coming from a country where French is not spoken currently can certainly have a difficult time finding work in Quebec. Certain find themselves greatly frustrated upon their arrival, upon the realization they've chosen the only part of North America where English is not the majority language. Some begin to learn French immediately by taking courses, then by integrating into local life. Others might attempt to get by communicating in English or else they might migrate to an English-language region of Canada.

An additional difficulty for immigrants is the question of orders and professional licences. In many professional domains, immigrants must pass a French exam.

« If you want to stay in the province and become a professional, you have to pass a license, for example, to work as an acupuncturer, accountant, psychologist, doctor. To succeed you have to demonstrate your language skills in front of the Office de la langue française. If you have graduated from high school after 85, you don't need to pass an exam, but all the others yes. A lot of people don't know that, especially immigrants! »

Young Canadian Anglophones or Allophones

A strong proportion of youth aged 16-30 who don't speak French were born in the country, and their parents studied in English-language schools in Canada. It's in part for this particular proportion of children that we must target the Anglophone school system. Despite the fact that French is taught in English-language schools, many young people can't speak French, as they don't have the chance to practise.

« Dans mon centre, 90 % des jeunes ne parlent pas français. »

« Ici, à NDG, il y a des gens qui, par principe, envoient leurs enfants dans des écoles anglophones. Pour eux, apprendre le français, c'est perdre un petit peu d'eux même, un petit peu de leur culture. »

« Les jeunes noirs d'origines caribéennes ont particulièrement de la difficulté avec le français. »

« There is a certain resistance to french. » « They don't like us, so why learn french. »

Other youths have been educated in the francophone system but have grown up without ever mingling with francophones. Their family and friends are either Anglophone or allophone so they have gone through their entire childhood in a language other than French. At the Saint-Luc high school, they are aware of this issue. Teachers are trying to impose French not only in the classroom but also in the halls.



« Selon les statistiques de l’an passé, il y a 103 langues à l’École Saint-Luc. Ça parle beaucoup le mandarin dans l’école. Il y en a qui apprennent à parler français facilement, mais on doit constamment répéter : « le français ». Ce sont les asiatiques qui ont le plus de difficulté, car entre eux, ils parlent leur langue. »

It is important to mention that the pressure to learn French is badly perceived by certain youth:

« French exaggerate with the importance of their language. They should relax on the French. I would want to learn but at my own pace, slowly. »

« Il y a beaucoup de pression pour que l’enfant parle le français à l’école... c’est stressant et certains enfants se mettent à haïr le français. »

Consequences

According to the interviewees, a great number of these young people don’t understand the importance of speaking French. They don’t necessarily perceive that it’s a significant barrier for their future professional integration.

« La conséquence de cette non-francisation est qu’ils n’auront pas de job, ... C’est triste, parce que ça ne serait pas si compliqué que ça. On pourrait les aider ces jeunes-là, mais c’est un problème de société et de communauté. À un moment donné, c’est par entêtement qu’on n’apprend pas le français. Ça n’aide pas nos jeunes. Plus tard, quand ils sont rendus au moment d’entrer sur le marché du travail, ils n’ont pas de travail. »

« Il faut insister sur l’importance et sur les opportunités qui existent lorsqu’on parle le français. »

According to one young interviewee:

“We have to understand that language is important and that it will give individual more options in the future.”

The employers we met with confirmed that it is necessary to speak French. Even those who offered minimum-wage positions confirmed it was a prerequisite.

« Même pour les emplois auxiliaire, un bon niveau de français est exigé. »

« On donne des services. L’employé doit comprendre et pouvoir répondre. Il doit au moins avoir la base. Même pour celui qui nettoie le plancher, il doit comprendre si le client se plaint. »

« Le français est primordiale pour tous les employés, à part les employés de nuit. »

Needs

- **Offering Diverse Learning Options:** The participants first spoke of the need to reinforce French course offerings in the community. According to many, it would be important to offer a diversity of learning possibilities. For example, classes given on a part-time basis, offered days, nights, in other contexts than the classroom -- such as at work -- and free classes too. It would be equally important to offer a repertory of available French classes. In the past the CDEC kept one up to date.

« We need free French classes. Not 20 hours a week or 40 hours a week. There are some provincial programs, but it is so intense, people just can’t do it. Especially if you are working. »

« I know so many people who want to learn French, but they don’t have the time or the money. The structure is not convenient. »

« Le monde ne s’imagine pas qu’un CJE, qu’une salle du personnel chez Provigo, peut devenir une salle de classe. Mais pourtant ça peut l’être et ça va être beaucoup plus rattaché pour certains jeunes. C’est dans ces milieux où ils peuvent se sentir bien. Les services sont peu connus et les gens ont peur de prendre des risques, ou de passer à l’extérieur des boîtes. »



- **Applying Initiatives to Learning French for Immigrants:** With regards to the immigrant situation, many spoke of the need to reinforce the system of integration and French learning of the Ministry of Immigration and cultural communities. Investment in this domain should be pursued and the learning of French for immigrants should be facilitated.
- **Creating Opportunities for French Immersion:** Many people insisted on the need to create opportunities for French immersion: encouraging activities taking place in French, organizing group activities in French, etc. This is what the young people had to say on the subject:

“I need someone to practice my French with.”

“The only way to learn a language is to be submersed in it.”

“I would learn French if I was paid”

“If my surrounding spoke only French, I would learn it.”

On the other hand, youth workers explained that it was difficult to maintain French as a language of interaction with youth. According to some, as soon as young people find themselves among friends, they speak only in English.



13. LACK OF PREPARATION FOR THE WORKFORCE

According to those we interviewed, young people with a difficult time integrating professionally are often lacking certain preparedness for the workforce. Most do not have sufficient work experience to prove their competences, some have unrealistic ideals with regards to the jobs they'd like to have, while others still don't know how to land a job.

Causes and Consequences

Lack of Experience

If certain young people are lacking in preparedness for the workforce, it is that they often have very little professional experience. Many youth workers and employers insisted on the fact that young people who have worked part-time over the course of their studies have a head start on other young candidates: they've already learned the ropes of the workforce and they are able to prove it.

The lack of experience is also an issue for many university graduates. They have succeeded in academics, have obtained their degree but many have no concrete work experience.

« People want to get their paper and get out and work, but with just a diploma, you will have difficulties to get a job. You have to show evidence that you have different skills, different experiences: language and computer skills, references also. Many don't think about that, they just think about school. »

Without experience, looking for work can be discouraging. Of course, minimum-wage jobs are easier to land without any prior experience, but employers will ask for references in order to be certain of the trustworthiness of the young person they are considering hiring.

Here is what some young people had to say on the subject:

“ Its discouraging, when you have been rejected in the past.”

“Employers ask for experience but how are you suppose to get experience if you are not given the opportunity to work to gain experience.”

Unrealistic Expectations

Many employers we interviewed expressed their surprise when faced with the attitude of certain young people. According to employers, young people have completely unrealistic expectations with regards to the workforce. Certain hoped for salaries much higher than a company could pay a new employee. Others immediately hoped for large responsibilities. Young people must be more modest and accept to start at the bottom of the ladder.

« They need to be humble. Sometimes, they lack humility. They don't want to work at Mcdo, they don't want to go back to school... actually they make more money selling drugs. »

“Some tell me: when I graduate I want to make 100 000 \$. Cool, great, but there are two ways you can do that. Either develop your own business, your own product or you are going to work for somebody. And if they are paying you 100 000 \$, it's because you make them 200 000 \$. It's a reality slap for them. They have unrealistic goals. They think there going to make 100 000 \$.”

When young people expressed themselves on the matter, their opinions were diverse. Some thought they were simply not ready to work for minimum wage whereas others, slightly older (late twenties) were more realistic and understood you had to begin at the bottom.



Comments from the 16-22 year olds:

Interviewer- Would you work for minimum wage?

All- No, it's not worth it.

Interviewer- What about if that job gave you experience?

Youth 1- Well I would do it for the experience, if it was something I liked.

Youth 2- As long as it is not permanent, just for the experience.

Comments from the 22-30 year olds:

Interviewer- Would you work for minimum wage?

Youth 1- If I really need money, I would do anything.

Youth 2- If the job is in a good company and related to my field I would accept it even at a low salary.

Youth 3- Je le ferais si c'est pour gagner de l'expérience, si la job m'intéresse vraiment.

Youth 4- Il faut toujours commencer en bas.

Youth 5- Ce n'est pas un problème si ta place est plus basse pour commencer.

Youth 6- Moi je ne ferai plus jamais ça, je l'ai déjà fait.

Another aspect is that youth who are not well prepared for the workforce may be surprised by their first jobs. There is a large gap between school and the workforce and the transition may be a difficult one. The school system may not have properly prepared its graduates for the demands of the workforce.

Not Knowing How to Apply for a Job

In order to find employment, young people must know how to apply for work. They must first have a c.v. written according to the norms of the day. Then, they must know how to behave in an interview. Presentation is very important according to those we met with: young adults must demonstrate their motivation, use appropriate language, hold themselves well and wear appropriate clothes. Employers are able to size fairly easily those who are presenting themselves for an interview.

« Les jeunes ne savent pas comment chercher un emploi : où, comment,... »

“In interviews, employers are judging you in 45 seconds. You have to pass your message very quickly. It's like a commercial during the superbowl, you pay 4 million dollars for 45 second. An interview is very commercially driven: it is your « superbowl » commercial.”

“There is a lack of networking; they have to work on that.”

According to employers, youth who have more facility landing a job know how to sell themselves. They know their strengths and their weaknesses and they are able to give themselves examples to demonstrate what they've learned. They aren't afraid and they remain polite when faced with their interviewer. This 'savoir faire' is one of the primary conditions to hiring. Employers are notably looking for communication skills, trustworthiness, flexibility, punctuality and especially motivation.

Some youth shared their point of view on the dress code for the job market:

« Le style vestimentaire peut être un obstacle. Moi je ne veux pas changer ma façon de m'habiller. Les employeurs devraient être plus ouverts. Je veux m'habiller comme je veux. »

« Moi aussi les gens me jugent selon mon habillement. Ça me déconcentre, ça me dérange que les gens me dévisagent. Des fois je me dis que je ne devrais peut-être plus m'habiller comme ça. Peut-être un jour je vais changer. »

« I think you have to dress for success. »

Lack of Computer Experience

Young people and social workers alike confirmed that some people had a real need to be trained on how to use a computer. It is a more and more important criterion for a variety of jobs. Young people know how



to use the Internet, they know how to use Messenger, but according to some social workers, they have not mastered Word; they cannot even write their own c.v.'s.

Difficulty Keeping a Job

Certain people we met with underlined that getting hired wasn't everything; one must also be able to keep one's job, which is not something all youth are able to do.

« They don't understand what is needed to keep a job. It comes with maturity. »

« A lot of people jump from job to job and in that way there are too many transitions and no stability. »

Needs:

A slew of suggestions were brought forward to favour preparedness for work for the young people of the neighbourhood.

- **Training:** Participants of the study first insisted on the need to train young people so that they know how to apply for a job. Many were disappointed that this was not a skill taught more systematically in schools. Young people need to learn to write a c.v. and how to succeed in an interview setting. They must also have the option to meet with an employment counsellor.

Many youth workers also spoke of the POP (Personnel Orientation Project) that can also help direct youth to a suitable career choice. The POP is an individual orientation process structured and focused on concrete experimentation, through which the proactive student can particularly develop his identity and learn how to create an academic and professional project.

“POP (Personnal orientation project) should be in all schools!”

Certain people also brought attention to the need to sensitize youth to entrepreneurship, as some young people fit the profile of entrepreneurs and should be encouraged in this respect. Sensitization to technological entrepreneurship was among the ideas brought forward as a promising path since aeronautics, health sciences, information technologies and biotechnologies are very much in demand in Montreal.

« Au lieu de te chercher une job, tu te créer ta job. »

As one young person expressed:

“We have to teach people how to be entrepreneurs, if we taught people how to do business and how to think like businessmen things would work better”

- **Internships:** In order to acquire work experience, internships are strongly recommended. An internship allows a young person to step into a business and to make themselves known to an employer. It also allows the youth to gain self-confidence and helps them to discover their strengths and interests. Volunteer work can be seen as experience, but according to many, not all youth are able to work for free.

« Les stages d'explorations permettent de confirmer ce que la personne veut faire. »

The youth workers we met expressed, in great number, the need for young people to get acquainted with local businesses. On this subject, many youth workers insisted on the fact that it is important to create links with Montreal businesses as well as the public and community spheres in order to offer internships to neighbourhood youth. The youth workers who worked to find internships know, however, what a challenge this can be.



« Avec le projet BIL, on a cherché des stages pour nos participants. Ils étaient tous diplômés, ils avaient de l'expérience dans leur domaine et ils parlaient français, mais on a eu beaucoup de difficulté à trouver des stages pour chacun. Et pourtant, c'était non-rémunéré! »

Structure and supervision was already cited as an important element in an internship, but the participants of the study were well aware of the time and resources required for that. Companionship and mentoring were two of the pivotal concepts brought forward. Here are some comments on the subject:

« On a offert des stages pour des jeunes provenant de milieux défavorisés. Si ça se passait bien pendant le stage, le jeune avait de grandes chances d'être embauché par la suite. Quelques uns sont restés. En plus, c'était satisfaisant pour le mentor, car il se sentait valorisé d'apprendre son métier à un jeune, il avait une certaine fierté... malheureusement, ça demandait trop de ressources, alors on n'a pas renouvelé l'expérience. »

« Le Jewish Employment Montreal offre un programme : le SEP - Supportive employment Program (Programme de support à l'emploi). Ce programme permet un accompagnement du jeune ou de l'adulte, étape par étape, dans un milieu de stage. La personne du centre d'emploi va sur le lieu de stage pour rencontrer l'employeur et appuyer le jeune ou l'adulte. Ce type de stage est très efficace, mais il nécessite du temps et des ressources humaines. »

« Il faudrait sensibiliser les entreprises à être des lieux d'accueil de stages. »

- **Pre-Employability Projects:** Again and again, youth workers brought up the need for projects for pre-employability for youths aged between 16 and 30 years old. By grouping a small number of young people together for a period of a few months, we can offer structure and training in order to help them, as individuals, integrate into the workforce.

« Ce qui fonctionne bien, ce sont des programmes de pré-employabilité comme ceux financés par Service Canada. »

“Some youth don't only need help for CV preparation and job search. Some have been abused, physically, sexually, and they need help for their life. They don't know how to make a budget, don't know how to maintain an apartment, they are lacking soft skills.”

A number of community organizations have been said to be interested in this type of project. They have shared their advice on the principle elements that must be found in such a project. Some believed that the mix of the group is important, because mixing young drop-outs, who may be further from the workforce, with more motivated young people allows for a certain dynamic stimulation in the group. Some insisted on the fact that there must be, as well as training on the acquisition of personal abilities, physical and artistic outlets. Most suggested the integration of an internship within the workforce or at least exploration internships and business visits. All agreed that youth need to get to know themselves and their skills better in order to be encouraged to dream of their future.

Here are some additional comments:

« The program needs to be in a good set up to interest youth. And we need to offer not only workshops, but also physical activities. It needs a balance between serious and fun activities. »

« Systemic approach doesn't work! We need grass root employability projects. »

« In pre-employability projects, they need money so the youth don't have to rely on their family, which can be toxic for them. But we have to be careful during the recruitment, because some youth don't come for the good reason, only for money. »

« I was running a summer camp for 12-15 to sensitize them to some professions. The kids got paid, they had to show up and dress up, they felt important and they could see and learn things »



As for young people, they were very open to these types of experiences. Of course, they preferred when these types of experiences were remunerated.

- **Business Insertion:** Reinsertion into the workforce can also bring young people closer to the workforce. Certain youth workers appreciated having more such organizations, as there exists only one on the studied territory: the Fripe-Prix Renaissance.

« Renaissance, c'est bien aussi pour les immigrants. Ça permet de mieux connaître les règles du milieu de travail, les comportements non-verbaux, comment faire une entrevue, connaître ses qualités. La plupart ne sont pas habitués de se vendre. Les nouveaux arrivants peuvent aussi apprendre comment prendre l'autobus et où faire leur marché. »

- **Leisure Activities:** Many expressed the need for young people to participate in leisure activities in order to better know themselves as well as learn about others.



OFFERING SERVICES TO YOUTH: THE CHALLENGES

Over the course of the interviews, the participants often mentioned that youth between the ages of 16 and 30 were not sufficiently involved in the neighbourhood's leisure activities and did not really use its community services. Questions need to be raised in this regard. Are youth lacking activities and services that correspond to their interests and needs? Do the spaces they have the right to use seem accessible and welcoming to them? Is the information reaching them and does the publicity adequately address them? Should we find new ways to get them more involved?

In the framework of the study, the interviews revealed certain challenges in offering services to young people in order to better contribute to their socio-professional integration.

« If we have no place for our youth to go, than they are going to the metro and getting tickets, they go in parking lots, they get tickets. Then they're just going to go farther and farther underground. »

« We need creative leadership programs to get them involve. »

- **The question of the available resources for youth between 16-30 years old**
- **The question of financing**
- **The question of accessibility**
- **The question of youth outreach**
- **The question of information and publicity**
- **The question of collaboration and consultation**
- **The question of taking account the interests of youth**
- **The question of what the youth want**



THE QUESTION OF AVAILABLE RESOURCES FOR YOUTH BETWEEN 16-30 YEARS OLD

Many people we met with admitted that the services offered for the 16-30 year old group could be much more developed. However, we specified that the services must be affordable, accessible and keep in mind the diverse interests and needs of the young adults.

“It is hard to find activities for 18 and up.”

« C’est un arrondissement de 171 000 personnes, il peut toujours en avoir plus de services. Les temps changent et il faut que les services changent avec le temps. »

Many youth workers think, on the contrary, that there are good services being offered but that the problem is elsewhere. Those we met with have a difficult time determining exactly the reasons for which young people do not utilise the community services available to them. Some think that young people are not well met, other that the services are not sufficiently accessible, still others that the choice of activities do not correspond to the interests of young people.

« There is enough services I think,... but I don’t know if they are used. »

« Est-ce que ça dit qu’il n’y a pas assez de services? Hum, je dirais que non. C’est sûr, on peut en avoir plus, mais ça prend surtout de la planification. Est-ce que les activités sont assez cool? C’est pas tout le monde qui veut jouer au basket ball ou au soccer. En-tout-cas, les projets de Hip hop sont pleins, les maisons de jeunes aussi. Ça prend de l’énergie et de la planification pour attirer les jeunes. »

THE QUESTION OF FINANCING

Community and school organized services and leisure activities are generally financed by the state. Without this financing, organizations find themselves in a situation of dependence as they must respond to the state criteria in order to be eligible for subsidies.

The Financing of Community Organizations

Community organizations depend upon the state for the distribution of resources and this situation obliges them to measure up to program and political criteria. Here are some comments on the matter:

« The Walkley Centre has financial restriction, Head and hands, Jeunesse 2000, Westhaven as well.”

“The fundings are not recurrent, we need something more stable.”

« Community centres like Westhaven and Walkley need money for their programs and more liberty with what they can do with it. It’s very limited! The basket ball court is a great example. The community centre’s parking lot is not being used, and they are not allowed to transform it in a basket ball court.”

« Le financement va toujours selon le sujet hot de l’année. En ce moment, c’est « Gang de rue », il y a deux ans, c’était autre chose ... »

« On manque de ressources et d’expertises pour écrire des demandes de subventions. »

« Il faut des règlements en place, pour qu’on se sente protégés dans notre travail. Ça fait 7 ans, que je fais la même paye. Il n’y aucune garantie pour mon travail. C’est décourageant de voir que les vidangeurs font 35 \$ de l’heure. Je pense que ma paye est méritée, mais de se sentir tout le temps sur la sellette, s’il y a un changement politique, de maire... on est fait. Ça me fait peur un peu. »

The community centres that are always in financial distress cannot maintain quality service. Some thoughts on the consequences of providing services for the local population:



« There are some sports programs, but that is about it. I feel we could do much much more... but there is a lack of money. »

« À NDG, les équipements font dur, par exemple, la piscine. Les gymnases ne correspondent pas aux besoins des jeunes. »

« Il n’y pas de ressource pour faire un bon suivi. Il n’y a pas la capacité. »

« Youth need a safe place to go after school and in the evening. Somewhere where finance is not always in crisis. »

Young people spoke on these financial difficulties:

« The community center need to invest more money & maintenance of resources, everything is falling apart. »

« Some community centers have closed their doors in the past and now they expect youth to just come back. They reopen, but have nothing to offer. »

School Financing

The people we met with admitted that the school personnel do what they can to respond to the needs of youth but lack of financing keeps them from offering an adequate service to children.

« There is only 2 counsellors for 1 600 kids in Saint-Luc school. They do what they can. Teachers are playing many different roles, and that is burning them out. It’s a huge weight. They are dealing with their social integration skills, how they see themselves. There’s No support in terms of counselling, it’s a recipe for disaster. »

« A lot more money is needed in the schools. Something is wrong. But it is not only in our community.»

THE QUESTION OF ACCESSIBILITY

Accessibility is almost as important as the availability of resources. Whether it is the opening hours, the costs, the waiting lists, a young person cannot benefit from a resource that is inaccessible.

« There is a lack of free programming offered in NDG: after school and on the week ends. »

« Jeunesse 2000 has just a little funding to open on Saturdays... except that there is nothing in NDG. »

« Le problème des fois, c’est l’attente, ou l’indisponibilité des ressources à l’organisation où l’on veut référer le jeune»

« Selon des jeunes à qui j’ai parlé, les centres communautaires ne sont pas ouverts assez tard ou la fin de semaine. Il faudrait plus d’activités. » (Police officer)

« We need more free facilities. I got enrolled into a community centre and only after I paid the 5\$ entrance fee, I learned that the activities are extra. » (a youth)

Accessibility includes the question of welcome that is given to young people in these organizations. As mentioned earlier, certain organizations are more closed-minded to young people that are more challenging to help.

« Additionally, they (the youth) expressed a sense of not feeling welcome or feeling out of place at nearby organizations.»

« C’est sûr qu’au Centre Local d’Emploi, la limite, c’est que les employés n’ont pas tous des bacc en travail social ou en psychologie. Certains ont plus le profil administration, alors c’est sûre que c’est moins humains parfois. Mais il y a tellement d’affluence, les employés ne peuvent pas suivre chacun



des 450 dossiers. C'est limité ce que les employés peuvent faire, si le jeune veut rien savoir. C'est sûr, ils tentent de le référer à d'autres organisations, mais c'est dur de créer un climat de confiance. »

« Community organisations should be more open to youth coming from group homes. They have to know about the special needs of this clientele. It's easier for them when it's smaller, cosier and grass root. They feel intimidated otherwise. »

THE QUESTION OF YOUTH OUTREACH

The collection of data has determined that there were certain resources on the territory but that young people did not necessarily use these available resources. Often, those interviewed mentioned the need to better reach youth, notably for outreach work.

« La faiblesse du quartier, c'est qu'il faut plus de travailleurs de rue qui peuvent référer les jeunes à une organisation pour qu'ils dépensent leur énergie. S'il n'y a pas de travailleurs de rue, ça va être la police qui va intervenir. »

« Mais ça prendrait des gens qui peuvent leur dire : hé ça ne vous tente pas de venir à la maison des jeunes? Ça ne vous tente pas de faire de quoi ? Etc. Je trouve que tout ça manque présentement. »

« Si un jeune est assis dans un parc à rien faire, il va rester assis dans le parc. Il n'y a personne qui va lui tendre le bras. En tout cas, moi ce que je perçois comme manque, c'est ça. »

« There should be some door to door outreach. We should face every family. »

THE QUESTION OF INFORMATION AND PUBLICITY

The people we met with shared their ideas on what the community must do in order to better reach youth and in order to better inform them of the activities that exist for them. According to many, there is a great deal of work to be done in this regard. Certain people suggested door-to-door campaigning, or else that we go into churches and mosques and speak of our services, and others felt we could better share our information within the school system.

« Les jeunes ne connaissent pas les organismes et ça, c'est un obstacle. »

"There is not a consistence way that the youth workers mandated to educate the youth will educate them about community resources. Even there own programs."

"Youth need guidance. They need people who will let them know what exist, because a lot of them don't go out of their neighbourhood."

« Il faut aller où les jeunes sont, où les familles sont. Les médecins aussi doivent connaître les ressources. »

« Il faut faire du porte à porte chez les professionnels. Prendre des rendez-vous avec des professionnels et leur donner les brochures. Chaque organisation devrait le faire. »

« Les infirmières du CLSC rentrent dans les maisons. »

« Il faudrait prendre 15 minutes pour présenter les informations lors d'un meeting de la commission scolaire. »

« Il faut rejoindre les jeunes par Internet, par des sites de « chat ». Ils peuvent ainsi être anonymes. »

« Nous sommes allés présenter nos activités dans une journée portes ouvertes à St-Luc. Ça a bien marché, les jeunes étaient obligés de participer. »

« Il faut trouver un moyen de toucher les parents aussi. Il faut les sensibiliser à l'existence des services. »



What the Youth Suggested:

Interviewer: Where do you think these organizations should advertise?

Youth 1- Metros

Youth 2- Buses & music channels

Youth 3- Social websites like Myspace, and Facebook

Youth 4- Guidance counsellors

Youth 3- Hand outs in metros

Youth 5- Have kiosques in unexpected places like the park

Youth 6- Have competitions to attract young people with prizes

Youth 7- Pour attirer les 20-25 ans, il faut vouloir leur apprendre quelque chose, par exemple, offrir de la formation professionnelle, de l'enrichissement personnel, des ateliers sur comment faire quelque chose...

The youth workers we met with, apart from those more involved in the collective action planning, admitted that they themselves do not know all the resources available in the neighbourhood and that a better job of communicating these resources could be done.

« Il faut plus de communication dans la communauté, car ici dans l'école, on est pas au courant des projets. »

« Je suis ici depuis trois ans et je ne connais toujours pas les services du quartier. À notre école, oui. Je sais toutes les activités parascolaires qu'on y fait. À l'extérieur de l'école, si un jeune ne m'en parle pas, je n'en sais rien. Pourtant c'est très important. »

« Même nous, est-ce qu'on connaît tous les services...moi non, il y a toujours une surprise. Cette année, j'ai découvert le CSSS. Cette année, on a eu le projet d'aller rencontrer les autres travailleurs du milieu. On a rencontré les travailleurs du CSSS. »

THE QUESTION OF COLLABORATION AND CONSULTATION

Over the course of our interviews, many mentioned that working in collaboration wasn't easy. Organizations vacillate between sharing their projects and keeping their ideas from being taken from each other. Here are some comments on the lack of collaboration between community groups:

« À NDG, la force, c'est le réseau communautaire, mais il faut plus de rencontres, plus de concertation. »

« Organizations have to reach out to each other. »

« One of the weaknesses of the organisations here is that there is a lack of communication between them. »

« Il faut plus de communication entre les organisations, on est pas au courant de ce qui se fait dans la communauté. »

« On travaille tous bien individuellement, mais la faiblesse, c'est qu'on ne s'aligne pas. C'est comme une équipe de Hockey, s'il y a un joueur plus faible, est ce qu'on le met dehors ou on l'aide... »

Some comments on the competition between organizations:

« Dans un monde parfait, il faut qu'on s'entende, mais il y a une tarte d'argent, et tout le monde se bat pour en avoir une part. »

« Moi je suis très ouvert à travailler avec n'importe qui, mais je ne veux pas travailler pour eux non plus. J'essaie d'être diplomate. »



« On ne veut pas donner tous nos secrets, parce que sinon, on a peur qu'on fasse le projet sans nous. C'est déjà arrivé. »

Some of the people we met with believe there is a certain degree of overlap of services in NDG. However, some of them explained the situation by saying that the organizations served different populations in the community.

« Les jeunes du secteur Walkley ne fréquentent pas le secteur de St-Raymond, et les jeunes de Benny ne fréquentent pas les secteurs de Walkley, et etc. Tous ces jeunes, durant l'hiver, vont dans des centres qui sont dans leur secteur, contrairement à Côte des Neiges. Côte-des-Neiges c'est grand oui, mais, tout est concentré dans un secteur. Il n'y a pas autant de divisions. (...) les jeunes de NDG avec qui je travaille, ils ne sortent jamais de leur secteur. »

An approach of collaborative action seems to be a path many individuals would like to apply, but consultation tables ("Tables de concertations") for organizations working with youth and children are still new. Many seem to have faith in this course of action, however. Below are responses to the issue:

« Ça commence, mais on est encore au début. Les personnes autour de cette table amènent leur personnalité; des fois il faut la laisser de côté. Ils font des menaces, moi je n'y vais plus. Grow up, be an adult. Même moi des fois, je suis coupable. »

« Dans les réunions de concertation, ça se répète beaucoup... mais ça commence à avancer. »

« S'il y avait quelqu'un de payer pour faire la coordination de la table, ce serait plus facile. »

« Il manque un coordonnateur pour les tables de concertation. »

« Il y a eu certains conflits sur la table de concertation liés à des différences sévères entre les membres. Le nouveau protocole en élaboration devrait pouvoir aider »

« Il n'y a pas beaucoup de participation avec d'autres quartiers. »

In general, the people we met with were very open to the notion of greater collaboration. They find it important to offer complementary services and to reinforce the establishment with a continuum of services.

« Je suis prêt à participer à des meetings pour connaître les différences de chacun pour mieux travailler ensemble. »

The necessity for better collaboration with schools was often brought up. It seems that it is a real problem in NDG. However, many youth workers explained that there are a variety of obstacles to such collaboration: a lack of communication and of community presence in the schools, bad perceptions (sometimes due to appearance, such as clothes), poor knowledge of the services and individuals, etc.

"Schools and community centres must work together"

« Il faut rendre crédibles les partenaires du communautaire. Il faut un esprit d'ouverture du milieu scolaire, il faut des visites, mieux communiquer et voir comment on peut collaborer. Il existe quelques partenariats, mais on aurait besoin de travailler un peu plus ensemble. »

A youth worker from an NDG school explained the complexity of the partnerships between schools and community services:

« L'équipe école (tout le personnel de l'école, incluant la direction) a de la difficulté avec les partenariats. Il y a une peur de ce qui va se dire, de ce qui va se faire et du jugement peut-être... Peur que les personnes ne soient pas à la hauteur. Ça fonctionne par réputation. « As-tu entendu parler de telle personne, de telle chose... » On ne sait pas où sont les barrières... C'est délicat... Il faut que l'école le veuille et la personne aussi. La complexité est qu'on travaille avec des êtres humains et des



fois, quand ça touche les émotions ... Je crois que c'est de la peur et de la méconnaissance surtout le problème. »

Other youth workers specified that we must enlarge our collaborative circles in order to better respond to the needs of youth. Certain suggested going into churches, into CLSCs, others insisted on the fact that we must create more links with businesses in NDG. Still others spoke of the lack of participation of professionals in NDG who are more visibly present in Montreal.

THE QUESTION OF TAKING INTO ACCOUNT THE INTERESTS OF YOUTH

In the framework of the interviews, many participants mentioned that certain youth feel that the local community does not take their interests into account.

“Several youth expressed feelings that local organizations and public services did not care about their needs or interests.”

Two young people told anecdotes to illustrate this reality:

“I had the experience of going to a community centre and asking for me and a group of youth to go to the YMCA and play basket ball twice a month, but the people there did not take me seriously, they laughed at me. “My youth was useless” They didn't felt they needed advice from me! Because I'm a youth.”

“The city has taken away the basketball court and replaced it with a skate park. There is nobody now at the skate park!”

Many youth workers believe that leisure activities could better correspond to the interests of youth aged between 16 and 30. For example, many stated that the present offerings reside mainly in sports, but that not all youth are attracted to such activities. Moreover, according to many people surveyed, NDG is brimming with artists who could inspire youth and who could enrich their leisure activities.

WHAT YOUTH WANT!

When we asked youth why some of them were going to local community centres, the answers were diverse. Some go to community centres to spend time, particularly to avoid loitering or joining a gang. Others go there specifically to participate to leisure activities or to use facilities. For example, some mentioned that they appreciate pool tables, games console (Play Station 2), computers, sound system for mixing, etc. For the majority, community centres are places where they can feel secure and where they can have fun and grow personally.

« It kept me out of the street. »

« I go to the centre to listen to my music and it keeps me out of being involved in a gang. »

(see next page)



When surveyed on the ideal community centre, youth listed these following components:

- They like **sports** like basketball, soccer, football, baseball, hockey, boxe, tai-chi and they want to have access to infrastructures to practice them.
- Access to help such as employability services, career orientation, psychological support, understanding and follow up.
- They also talked a lot about **artistic activities**. For exemple, they would like to have access to a sound studio for mixing (with competent personnel to learn how to use the equipment), pottery, cooking class, hip hop dance classes, krumping, graphic design, DJ program, the possibility to play music and to borrow musical instrument.
- They also talked about **classes and trainings** (for example in computers).
- They like **group activities** and outdoor activities to socialize and become familiar with their environment.
- They also mentioned their interest for **games**, such as video games.
- Finally, they have insisted on the importance that community centres and social services keep their **door open during evenings and on week-ends**, because they find the business hours insufficient.

A youth from the focus group has spontaneously composed a short poem to express his idea on community centres.

« Green blue, with open arms. That's what a community center should be. No matter my defaults or my fuckups. Welcoming. Open arms. That's what a community center should be. »

The youth have been asked to comment on the services and activities of the community in general. Pertinent propositions worth underlining are:

- Many youth would like to have more opportunities to involve themselves in **activities that can teach them new skills**.
- They would like to see **more events for and by the youth** that would allow them to showcase their value and talents.
- They also simply insisted on the **need to feel more involved and more listened to in the community**.

Here are some quotes that illustrate other original ideas that youth have shared.

« Offrir des bourses pour les jeunes, pour qu'ils fassent des choses dans le quartier. Par exemple, préparer une liste d'emplois à distribuer de porte-à-porte. De l'argent pour que les jeunes fassent des projets, avec un encadrement professionnel. »

« Avoir des petits programmes de formation d'une semaine. Par exemple sur comment utiliser un ordinateur (MS Windows, Word,...) »

« Courses that teach people how to do a certain profession. »

« Organize fund raisers at events, such as DJ competitions, Ipod tunes competition (filing ipod with a bunch of music and seeing who has the best tracks) Art exhibitions. »

« Open mic night. »

« Programs for DJing, to create beats, and to record music. »

« Utiliser les building inutilisés pour un centre jeunesse. »,

« Programs for cartoon animation. »



In conclusion, we asked the youth to express themselves on the facilities and services that are missing at the local level. Many talked about the need for a place where they can socialize, like an outdoor basketball park where there wouldn't be too much supervision. They are especially looking for space with a warm and young ambiance. For example, they have proposed the idea of opening a spoken word coffee shop for youth. Here are comments youth made on their feelings about what services may be lacking on the territory:

« Les basket-balls court, c'est une faiblesse des centres communautaires, ils ne sont pas entretenus. »

« Basketball courts, the city has been taking away the basketball court and replaced it with a skate park. »

« There is no basketball or soccer courts. »

« Le terrain de basket de Benny a été détruit! »

« Ce serait bien d'avoir une brochure avec une liste d'emplois chez moi à chaque 2 semaines. »

« Something to help youth, to guide them. »

« It is good to attract people's attention with sports, especially for those that don't have money. »

« In order to keep young people away from violence it is good to find them other activities, courses etc to keep them busy. »

« Il y a déjà beaucoup de centres et ils veulent en construire un autre à Benny, je ne comprends pas. »

« Have Youth centers, cultural centers, parcs, basketball courts. »

« An arcade & a roller blade park. »

« Un cinéma. »

« Better libraries. »

« A library where you can play chess. »

Youth insisted on the fact that they appreciate when their opinion is taken into account. In the framework of the focus groups, many were surprised to be asked for advice; for some, it was the first time anyone had asked. Many of the youth who have participated in the community planning declared an interest in being involved in the project follow up. It is now the time to reflect on the way to proceed in order to allow youth from our community to express their opinion and to get involved in a more systemic way in the initiatives that concern them.



CHAPTER 2: PORTRAIT OF THE WORKFORCE

In order to better understand the context within which youth evolve today and in order to support them in their steps towards their socio-professional integration, a brief portrait of the workforce was put together. It is essentially made up of short summaries of the readings listed below.

- Emploi Québec, *Portrait et problématique du marché du travail 2007-2008 Région de Montréal*, Direction de la planification, du suivi et de l'information sur le marché du travail, Avril 2007
- Emploi Québec, IMT, *Le marché du travail dans la région de Montréal: Perspectives professionnelles 2006-2010*, 2007
- CDEC CDN-NDG, PALÉE 2005-2008: *Plan d'action local pour l'économie et l'emploi*, 2005, Montréal, 76 p.
- Lalonde, Daniel, *Portrait des jeunes à Montréal*, Emploi Québec, Février 2008
http://emploi-quebec.net/publications/pdf/06_etude_portrait-jeunes-mtl.pdf

For individuals who wish to receive more information on the current situation for each of the large sector jobs and their short and medium term job potentials, we refer you to *Portrait et problématique du marché du travail 2007-2008 Région de Montréal*, produced by the Direction of planning, follow-up and information on the job market of Emploi-Québec is available at the following address:
<http://www.emploiquebec.net/francais/regions/montreal/publications.asp?categorie=1012102>.

MONTREAL'S WORKFORCE

« Selon les perspectives sectorielles d'Emploi-Québec pour 2006-2010, le nombre de personnes occupées à Montréal devrait augmenter de 1,5 % en moyenne par année, ce qui représente un total d'environ 69 800 nouveaux emplois pour l'ensemble de la période. »

According to Emploi-Québec, certain sectors of the workforce will know a rapid growth of job availability between 2006 and 2010. The services sector, which represents almost four out of five jobs in Montreal, will be at the heart of this growth. The professional services, and the scientific and technical services will also top the list, followed by health services and social assistance programs, the information sector, the leisure and culture sectors as well as building and businesses services.

Despite the manufacturing industries' necessary adaptations to the decreasing value of the dollar, energy and prime material costs, many areas of this industry promise good job perspectives, for those making transportation materials or those in the aerospace industry, or else the creation of electric and electronic products and machinery.

For other sectors, there will be, rather, a drop in growth. Notably those industries specialized in garments, in textiles and furniture, as they are continually facing direct competition with the Asian market. Though the construction industry knew a rapid boom in recent years, the next years will prove less promising. It has been determined that the field of public administration will also wane in its hiring capacities.



DEGREES IN DEMAND

Emploi-Québec has categorized various programs as favourable work prospects for the period of 2006-2010. Below is a table summarizing these prospective jobs.

Trades and Professions with Favourable Work Opportunities for 2006-2010⁹

Favourable

Prospective:

F

Very Favourable Prospective: VF

Secondary Studies (DEP)	College studies (DEC)
Nursing Assistant / Ordely (F)	Insurance Agent (F)
Dental Assistant (F)	Chemistry Technician (F)
Machinist (F)	Medical Laboratory Technician (F)
Automobile Mechanic (F)	Computer systems analysts(F)
Aeronautic Builders (F)	Registered Nurse (VF)
Dispatchers (F)	Optician (F)
Family Help (F)	Police Officer (F)
Butcher (F)	Dental Hygienist (F)
University Studies	Management Positions
Accountant (F)	Director of Health Services (F)
Aero spatial Engineer (VF)	Information Systems Manager (F)
Lawyer (VF)	Engineering Director (F)
Civil engineer (F)	Human Resources Director (F)
Lawyer (F)	Financial Director (F)
Translator (F)	Director of Sales (F)
Mining Engineer (F)	
Psychotherapist (F)	
Pharmacist (VF)	
Social Worker (F)	
General Practitioner (VF)	

A PORTRAIT OF THE LOCAL WORKFORCE

In consultation with the *Plan d'action local pour l'Économie et l'emploi 2005* (PALÉ) of the CDEC, we are able to assess that 5% of the territory's businesses in Côte-Des-Neiges and NDG have more than fifty employees, whereas 80% of its businesses employ nine or less people. Moreover, 43% of jobs in the borough are in health services, social services and education. This lack of employment is particularly seen in the town of Hampstead, where there are no businesses. We can conclude that on the territory under study, employment possibilities in big businesses are quite limited.

⁹ Taken from the document *Le marché du travail dans la région de Montréal : Perspectives professionnelles 2006-2010* d'Emploi Québec, <http://bibnum2.banq.qc.ca/pgq/2005/3088147/2006-2010.pdf>



According to many of the employers met with on the territory over the course of the study, it seems that it is difficult to recruit employees in the retail field. Some speak of a lack of manpower in this sector. According to many employers, it can be difficult to find youth who will work at minimum wage.

Some employers also said that it is difficult to fill certain positions demanding technical knowledge, such as knowledge of electricity, or nursing assistant, to give two examples. The employment possibilities are therefore important in certain specific areas; the local manpower often does not have the requirements needed such as a diploma or knowledge of the French or English language. (Note that this problem is not unique to the target territory, but is equally present in other areas of Montreal or in Quebec (for example, all the regions of Quebec have a great need for Nurses).

Within the framework of the interviews, the Youth workers mentioned that it is important that businesses and local institutions place an importance on hiring from within their own community. This would increase the job opportunities for youth in the community. For example, the arrival of the McGill University Health Center (MUHC) could potentially be a good opportunity for local residents to become hired. To profit from the arrival of this large potential employer, and also other local businesses, the community needs to plan in order to prioritise the consolidation between local businesses and institutions in terms of man-power and those of youth regarding their socio-professional integration.

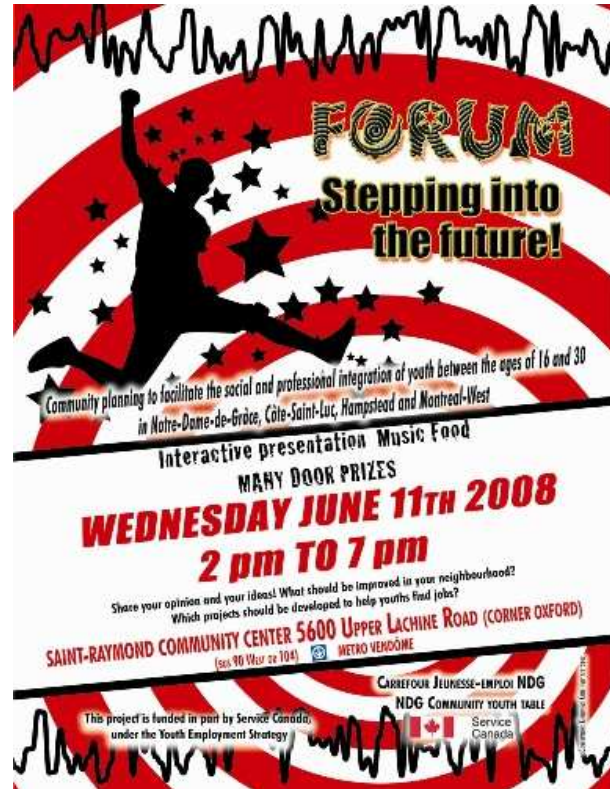


CHAPTER 3: STEPPING INTO THE FUTURE FORUM

Date: Wednesday, June 11th, 2008
Location: St. Raymond Community Centre,
5600 Upper-Lachine West
Total Number of Participants: about 150
Number of Youth Present: about 50

SUMMARY

The L'avenir entre nos mains / Stepping into the future forum was the keynote event of the Community planning project to facilitate the socio-professional integration of youth between the ages of 16 and 30 in NDG, Côte-Saint-Luc, Hampstead and Montreal West, in partnership with the Carrefour Jeunesse-Emploi NDG and la Table de concertation jeunesse NDG. There were almost 150 people present, among whom 50 were youth. Others who attended the event included youth workers, community organizations, employers, politicians, members of local institutions as well as members of the general public. This event allowed participants to consider and exchange information on the obstacles met by youth in order to identify collective intervention paths that might be put into place in order to better answer their needs. After the forum, a collective action plan has been formulated.



A PRESS CONFERENCE FOR THE PROJECT'S PARTNERS

The day began with a press conference. Jim Olwell, coordinator of the Table de concertation jeunesse NDG, Darine Charlot, Interim Director of the Carrefour jeunesse-emploi NDG and Marie-Charles Boivin, Community Planner. About fifty of the people present were community professionals, members of the Table de concertation jeunesse NDG and media representatives. Government representatives were also present, such as Mr. Michael Applebaum, MP of the borough, Warren Allman, Counsellor of the Loyola district as well as Gabriel Retta, assistant to Ms. Marlene Jennings, Liberal Federal Deputy of NDG-Lachine. Mr. Marcel Tremblay, Municipal Counsellor for the City of Montreal was not able to attend the press conference but participated in the forum itself.



INTERACTIVE PRESENTATION OF THE OBSTACLES TO SOCIO-PROFESSIONAL INTEGRATION

The day went on with the community planner's interactive presentation. Deborah Forde from the Loyola Centre as well as Joe Lambert from Prevention NDG presented the key factors on the obstacles met by youth. Three youth spoke in order to better illustrate these obstacles (Djenaba Jones, Project Media participant, Sofien Kallel, an immigrant and client at the Carrefour jeunesse-emploi and Stéphën Hennessy, of the Westhaven Community Centre, who did a spoken word performance on the feeling of belonging for youth). A game, then a question period followed this presentation.

DISCUSSION WORKSHOPS TO PROMOTE DIALOGUE

The participants then were able to discuss the challenges and courses of action to take to promote the socio-professional integration of youth. The participants proposed six themes:

- Bring youth closer to the labour market
- Prevent school drop out
- Offer quality, accessible services for youth
- Facilitate French-language learning
- How to better reach youth and better collaborate with them?
- Apply initiatives to fight poverty

When professionals in the field went to the second floor for this part of the forum, youth participants were asked to express themselves in the framework of interactive workshops that were specially reserved for them in the gym. This allowed them to feel more at ease communicating, without being intimidated by more experienced people around. They spoke on a variety of subjects, putting forth solutions and projects to imagine in the near future.

At the end of each of these workshops, participants were asked to choose three priorities among the proposed projects. This exercise was useful in order to identify the projects of utmost importance them.

FINAL GATHERING AND PRIZES FOR THE YOUTH

At the end of the day, we brought closure to the discussion workshops in the gym. The animator of each workshop presented the different possible actions deemed as priorities by each group. The day ended with a raffle for a variety of prizes for the youth who were present and participating in the forum.

The active presence and contribution of many community members made the forum a real success. Many speak of it as a major community event that allowed different community workers to gather and mobilize in a constructive way on the condition of youth in our neighbourhood.



CHAPTER 4: THE DEVELOPMENT OF A COLLECTIVE ACTION PLAN

The important contributions of the participants at the time of the forum *Stepping into the future* created an abundance of ideas and mobilized the community around the question of the socio-professional integration of youth. We hope that all the ideas that were exchanged during the forum will not be forgotten, but that they take life through the realization of concrete actions. Words may be forgotten but manuscripts remain, for this reason there were note takers present in each of the workshops at the forum to write down all of the ideas that were proposed. The reports from the workshops allowed for the 'Table de Concertation Jeunesse NDG' to elaborate on the collective action plan.

Since the forum on June 11th, 2008, the members of the Table de concertation met 10 times to work on the preparation of this proposal. It is indeed the reports from the forum, as well as the present study on the socio-professional integration of youth which led to the objectives and possible actions for the document.

The action plan (located in appendix A) represents a response to the socio-professional difficulties that the youth in our community are currently facing. This response attempts to be collaborative, realistic, concrete and adapted to the needs of youth. This action plan is public and for the community as it is a work in collaboration and consultation that allowed for its development. Everybody can use it to guide and inspire their actions towards youth.

The 'Table de Concertation jeunesse NDG' is presently involved in working on the community planning and coordination, in order to assure the development and the follow up of the actions proposed in this document. The collaboration of the organizations, employers, government, schools and silent partners will be necessary in order to assure the implementation of the action plan. The funding and development of innovative programs, more applicable and specific, depend on the mobilization and willingness of members of our community.

We believe that it is in working together, in the same direction that, we, youth, community workers, institutional workers, employers and citizens of tomorrow, will succeed to step into the future!

Join us, we are already in action!

The action plan - see Appendix A.



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APPENDIX A:

COLLECTIVE ACTION PLAN

ACTION PLAN PHASE 1:

ISSUES FACING YOUTH AND POSSIBLE ACTIONS

Outcome of the community -based planning to facilitate the socio-professional integration of youth between the ages of 16 and 30 in Notre-Dame-de-Grâce, Côte-Saint-Luc, Hampstead and Montreal-West

Community planning to facilitate the socio-professional integration of youth between the ages of 16 and 30 in Notre-Dame-de-Grâce, Côte-Saint-Luc, Hampstead and Montreal-West

A project by:
The Table de concertation jeunesse NDG and the
Carrefour jeunesse-emploi NDG

Six orientations:

- 1- Improve integration of youth to the job market
- 2- Encourage youth to stay in school and promote traditional and alternative vehicles for learning
- 3- Facilitate the French language learning
- 4- Ensure that information, resources and services reach youth
- 5- Offer accessible and quality services adapted to the needs and interests of youth
- 6- Support and encourage solidarities to develop concrete actions to help youth improve their economic and social conditions

ORIENTATION 1: IMPROVE INTEGRATION OF YOUTH TO THE JOB MARKET

Objective 1	Possible actions :
Identify, adapt and create innovative projects	<ul style="list-style-type: none"> 1.1.1 Encourage and support pre-employability and employability projects for youth between 16 and 30 1.1.2 (5.10.5) Encourage local, national and international internship possibilities 1.1.3 Support and develop cooperative projects for youth by youth (i.e. Co-op run by youth, youth organizing an event, etc.) 1.1.4 (2.1.1) Explore the feasibility of community service credits for activities such as: internship, volunteer work, black history education, community projects, interview and job training workshops 1.1.5 Become inspired from what is occurring elsewhere (i.e. Visit other “Tables” and community groups)
Objective 2	Possible actions :
Create new initiatives for employability mentorships	<ul style="list-style-type: none"> 1.2.1 Encourage relationships and mentorship between successful community members and youth 1.1.6 Sensitize local employers to the mentorship of youth from the community in their professional path (i.e. Create a position for a centralized worker to promote service and incentives to companies regarding the benefits of hiring youth for specialized career areas)
Objective 3:	Possible actions :
Reinforce youth friendly skills training approach to better prepare the youth for the job market	<ul style="list-style-type: none"> 1.3.1 Clarify the needs of youth in terms of skills training 1.3.2 Create specific skills training workshops 1.3.3 Institute access to career orientation and initiate projects aimed at orienting youth at a younger age (I.e. Summer camp program, workshops in schools, etc.) 1.3.4 Ensure that youth are receiving trainings on resume writing, interview preparation and job search 1.3.5 Collaborate with educational institutions and community organizations to better prepare youth for the job market (ex. develop a pre-employability work kit that teachers or community workers could use with youth, etc.) 1.3.6 Explore and offer diverse computer training possibilities adapted to youth needs and employers expectations ; explore any initiatives to train youth in computers (i.e. co-op programmes, stages, etc.) 1.3.7 Create a resource list of possible available trainings 1.3.8 Create a website and develop digital tools (DVD/Digital and on the web) to help promote trainings and services 1.1.7 Explore the possibilities of sensitization to entrepreneurship in general and to technological entrepreneurship
Objective 4	Possible actions :
Facilitate initiatives to better connect employers and youth	<ul style="list-style-type: none"> 1.4.1 Build relationships with employers outside NDG 1.4.2 (5.10.6) Organise day trips in Montreal Businesses (I.e. Link youth to a professional for a few hours) 1.4.3 Reinforce links and partnerships with employers and employer groups 1.4.4 Encourage employers to hirer locally (I.e. Explore employment possibilities in the future McGill University health center (MUHC)) 1.4.5 (5.10.7) Encourage initiatives to sensitize employers to cultural diversity 1.4.6 Encourage initiatives to sensitize employers to the work-school conciliation, in order to avoid school drop out 1.4.7 Support incentive measures for youth employment within local businesses 1.4.8 Support incentive measures for immigrants employment in businesses (Ex. PRIMME)

ORIENTATION 2: ENCOURAGE YOUTH TO STAY IN SCHOOL AND PROMOTE TRADITIONAL AND ALTERNATIVE VEHICLES FOR LEARNING

Objective 1:	Possible actions :
Create and support programs to help youth remain in school	<p>2.1.1 (1.1.4) Explore the feasibility of community service credits for activities such as: internship, volunteer work, black history education, community projects, interview and job training workshops</p> <p>2.1.2 Examine teacher student ratios and explore strategies to decrease student overload</p> <p>2.1.3 Encourage opportunities for physical education programming in schools</p> <p>2.1.4 Encourage the creation of culturally sensitive and inclusive programming within schools that celebrate the diversity of the community (I.e. Exploratories- taking free periods and creating arts, cultural, and social development activities that students participate in)</p> <p>2.1.5 Encourage the creation and the support of after school tutoring and specialized academic support (i.e. study hall, (not the silent kind, but rather one with a facilitator who can offer help on a specific subject)</p> <p>2.1.6 Support initiatives to ensure the presence of learning disabilities specialists in schools for early detection of disabilities without supporting an over diagnosis</p> <p>2.1.7 Support initiatives to better recognize the problematic concerning black youth who are having difficulties in school</p> <p>2.1.8 Encourage the establishment of a reward system that is inclusive and not aimed exclusively at the best</p> <p>2.1.9 Create a twining program to assist youth who have difficulty with integration issues (3.2.1)</p> <p>2.1.10 Create alternative programming for students on suspension or detention (instead of sending youth to the principals office for acting up, send them to a place where they can quickly exert energy i.e. stationary bikes, skipping ropes)</p> <p>2.1.11 Create an academic support program for parents, to help them better assist their children</p> <p>2.1.12 Support life-skills and pre-employability programs to be delivered in schools. The goal of these programs must be to help youth connect to why they study.</p> <p>2.1.13 Create trainings intended to sensitize educators, teachers, etc. to the reality of allophone and anglophone youth so that they can better support their students</p> <p>2.1.14 Encourage teacher sensitisation to alternative education programming (experiential learning approaches)</p> <p>2.1.15 Encourage the practice of “home-rooms” within the CSDM system</p> <p>2.1.16 Support initiatives to offer counselling and orientation services to youth</p>
Objective 2:	Possible actions :
Create programs for youth who wish to pursue studies or reintegrate into school	<p>2.2.1 Find ways to better inform youth and their parents about professional training possibilities</p> <p>2.2.2 Ensure that information on re-integration programs is accessible</p> <p>2.2.3 Support the creation of in-school "catch-up" programs that do not isolate youth from the student population</p> <p>2.2.4 Support programs to help youth reintegrate into school</p> <p>2.2.5 (5.1.2) Support young parents who are attending school or wishing to return to school</p>

Objective 3:	Possible actions :
Support or develop non traditional vehicles for continued learning	<ul style="list-style-type: none"> 2.3.1 Support alternative educational opportunities ex: Skills link program of Service Canada 2.3.2 Support the development of entrepreneurial training 2.3.3 Create and support mentorship programming, in school, within the community and greater Montreal 2.3.4 Create and support opportunities for job-training 2.3.5 Create and support adult education opportunities and work against the stigma that is attached to it 2.3.6 Create and support opportunities for youth to share their experiences with others through arts and cultural programming 2.3.7 Create opportunities for the integration of alternative school groups (i.e. Graffiti Club)
Objective 4:	Possible actions :
Reinforce relationships between schools and community groups	<ul style="list-style-type: none"> 2.4.1 Continue to improve communication between school boards and community organizations to ensure that programming gaps are being filled and that our youth are being fully supported 2.4.2 Identify or create a liaison person within the schools who can facilitate contact between youth and the community (i.e. outreach to EMSB through Healthy Schools Coordinator, encourage contact between guidance counsellors and community workers throughout the school year, etc.) 2.4.3 (4.2.3) Organize “community awareness day” that allow youth to discover local organizations (I.e.kiosque day at Saint-Luc, open house visit like “the Amazing Race”, Portes ouvertes/découverte in Lachine) 2.4.4 Support the integration of community services and activities in schools: sports, arts, first aid, animation skills, study skills workshops, cooking classes, graffiti projects, hip hop projects, photography, etc. 2.4.5 Encourage the sensitization of school employees to the referral of students to appropriate organizations and institutions that can meet their needs 2.4.6 Ensure that information on programs and events are reaching students and teachers

ORIENTATION 3: FACILITATE FRENCH LANGUAGE LEARNING

Objective 1:	Possible actions:
Increase opportunities for traditional and alternative French language learning for Anglophone and Allophone adolescents and young adults	<ul style="list-style-type: none"> 3.1.1 Facilitate informal environments for French language learning (i.e. café-rencontre with interesting discussion topics, popular education workshop, film projection in French with discussion, encourage community organizations to offer some activities in French, etc.) 3.1.2 Encourage a diverse availability of French classes (i.e. part time, in the night, conversational groups, etc.) 3.1.3 Develop a repertory of French classes for community organizations and youth (one for community organizations and one for youth) that would be available on several web sites 3.1.4 Develop a systematic approach of referral for youth who do not speak English 3.1.5 Encourage youth worker to publicize better French immersion(s) activities(i.e. trip or internship or field placements in a francophone city in Canada or abroad) 3.1.6 Explore the possibility of offering a service of language mentor who could coach the young person to acquirer the proper language skills for a job (or encourage business to offer this service) 3.1.7 Explore the possibility of offering school credit for participating in a leisure activity conducted in French (ex. Cooking class) 3.1.8 Explore the feasibility of a refund if an immigrant family buy a computer software in French
Objective 2 :	Possible actions:
Develop strategies to offer innovative approaches for French language learning adapted to the needs and realities of immigrant youth and their families	<ul style="list-style-type: none"> 3.2.1 (5.10.5) Explore the possibility of a pilot project to twin families (newcomer with an integrated family) at École Saint-Luc (Could help with language issues, integration and understanding the school system) 3.2.2 Publicize better the service of translating French letters for immigrant parents 3.2.3 Establish a network of parents available to mediate between immigrant parent and school

ORIENTATION 4: ENSURE THAT INFORMATION, RESSOURCES AND SERVICES REACH YOUTH

Objective 1:	Possible actions :
Promote and advance ongoing communication and collaboration between community partners	<p>4.1.1 Create an on-line community for youth workers (web site, bulletin board, discussion forums, links to youth service websites, etc.)</p> <p>4.1.2 Hold or support events such as forums, with interactive workshops and training for all community organizations so they can network and share information (i.e. yearly workshop to help develop grant writing skills and abilities)</p> <p>4.1.3 Create and diffuse a catalogue of resources for youth between 12 and 30</p> <p>4.1.4 Reinforce coordination structure and protocols of the Table de concertation jeunesse NDG</p> <p>4.1.5 Sensitize the community when youth friendly documents are produced</p> <p>4.1.6 (5.6.2) Encourage the referral between local organizations and ensure that services are complementary and that there is no duplication of services</p>
Objective 2:	Possible actions:
Create youth-friendly alternative communication tools	<p>4.2.1 Use Internet as a promotion tool (i.e. Website, Facebook, Myspace, etc.)</p> <p>4.2.2 Organize competitions and events that showcase talents but also sensitize youth to available services and activities (i.e. sport competition, I-pod competition, DJ competition, open mike night, artistic event)</p> <p>4.2.3 Organize “community awareness day” that allow youth to discover local organizations (I.e.kiosque day at Saint-Luc, open house visit like “the Amazing Race”, Portes ouvertes/découverte in Lachine)</p> <p>4.2.4 Personalize connections with youth</p> <p>4.2.5 (5.11.1) Support the creation of an ombudsman to intervene on the behalf of youth with regards to youth issues</p> <p>4.1.7 Develop a confidential complaint procedure for youth (i.e. via Internet)</p>
Objective 3	Possible actions:
Ensure that youth feel welcomed in existing and new environments	<p>4.3.1 Ensure the availability of a liaison worker or resource person for youth in every organization or institution</p> <p>4.3.2 Sensitize community organization to the concept of youth-friendly environments so that youth may feel included and at ease</p> <p>4.3.3 Promote respectful and personalized approach to youth</p> <p>4.1.8 Promote the development of a social mediation program</p>
Objective 4:	Possible actions :
Ensure that street work programming/ outreach/ intervention initiatives are coordinated and are adequately supported to meet the needs in our community	<p>4.4.1 Meet with associations concerned to identify and determine problem areas and actions needed</p> <p>4.4.2 Support the local organizations to acquire resources</p> <p>4.4.3 Support initiatives to create safe zones for kids that can be easily identifiable and are certified (i.e.: block parents)</p> <p>4.4.4 Encourage the promotion of services through door-to-door canvassing</p>

Objective 5:	Possible actions :
Develop communication strategies to ensure that immigrants and cultural communities are reached, and have opportunities to get involved	<ul style="list-style-type: none">4.5.1 Collaborate and network with cultural communities4.5.2 Develop an NDG welcome package4.5.3 Create a volunteer data base that can serve to reach-out to immigrants and to organize mentorship activities4.5.4 Use local community newspapers and radio to promote services4.5.5 Carry out a study on the best ways to reach-out to immigrants4.5.6 Organize promotional and outreach activities in places that are used by immigrants (places of worship, supermarkets, cultural associations, schools, door-to-door outreach, etc.)

ORIENTATION 5: OFFER ACCESSIBLE AND QUALITY SERVICES ADAPTED TO YOUTH NEEDS AND INTERESTS

Objective 1:	Possible actions :
Support existing and future initiatives for young parents	<ul style="list-style-type: none"> 5.1.1 Link with the « Table SIPPE » (Services intégrés en périnatalité et pour la petite enfance) 5.1.2 Create and support a joint activity for parents with all relevant organizations 5.1.3 (2.2.5) Support young parents who are attending school or wishing to return to school 5.1.4 Sensitize schools to the reality of young parents 5.1.5 Support the creation and adaptation of spaces in daycares that meet the needs of young parents who are re-entering school system or workforce 5.1.6 Perform needs assessments geared towards young parents 5.1.7 (6.3.5) Support initiatives that help young parents meet their particular needs (i.e. workshops on healthy eating and food preparation, etc.)
Objective 2 :	Possible actions :
Create and support artistic and cultural venues for activities	<ul style="list-style-type: none"> 5.2.1 Create and support cultural and community events for youth 5.2.2 Create and support public venues for youth expression (ex. Graffiti board, performance space, etc.) 5.2.3 Create and support accessible and quality programs that encourage artistic and cultural expression (DJ-ing, multimedia, studio arts, dance class, music, etc.) 5.2.4 Increase the availability and accessibility of equipment and resources specifically geared towards artistic and cultural interests and needs of youth
Objective 3:	Possible actions :
Encourage the adaptation of sports and recreational programming to better serve the needs of youth	<ul style="list-style-type: none"> 5.3.1 Create outdoor basket ball court in appropriate places 5.3.2 Increase the availability and accessibility of equipment and resources specifically geared towards sports and recreational interest and needs of youth 5.3.3 Encourage, recruit and train young men to share sports oriented skills with younger youth inside local sports and recreational activities 5.3.4 Establish a relationship with local sport associations; reflect about the accessibility of all NDG youth within their programs 5.3.5 Support local sports events
Objective 4:	Possible actions :
Promote scheduling adapted to youth realities	<ul style="list-style-type: none"> 5.4.1 Develop means by which to define realities of youth schedule and availability; diffuse the findings 5.4.2 Promote the augmentation of drop in access that is flexible and not always directive

Objective 5:	Possible actions :
Alleviate financial barriers to encourage the participation of youth in activities and services	<p>5.5.1 Meet with sport and community organizations and develop a proposal for a fund that could defray cost related to youth participation in sports</p> <p>5.5.2 Develop a strategy to increase support to community organizations, sufficient so that programs are more accessible for youth (low or no cost for youth)</p> <p>5.5.3 Enter into contact with private organizations in the purpose of receiving donations</p> <p>5.5.4 Develop a network of individuals or groups willing to donate time as teachers in their field of expertise (i.e. art, sport)</p> <p>5.5.5 Develop a strategy to attract interns from universities to NDG</p>
Objective 6:	Possible actions :
Encourage a reflective process with community partners to offer an approach that is inter-disciplinary and integrated	<p>5.6.1 Explore the feasibility of an integrated service outlet for youth</p> <p>5.6.2 (4.1.6) Encourage the referral between local organizations and ensure that services are complementary and that there is no duplication of services</p> <p>5.6.3 Encourage a follow up process with the youth</p>
Objective 7:	Possible actions :
Develop strategies to better serve youth with special needs and their families	<p>5.7.1 Establish the ability to offer and make accessible services in mental health</p> <p>5.7.2 Meet with mental health organizations and explore the challenges and possible solutions through partnership</p> <p>5.7.3 Improve the structural accessibility of community organizations for physically challenged youth</p> <p>5.7.4 Offer a venue of training and support to organizations wishing to integrate those with special needs</p>
Objective 8:	Possible actions :
Promote a service continuum for those approaching the age of 18 who are close to being without services, schools and centers	<p>5.8.1 Recognize that youth between 18 and 30 years old do not have access to enough services in the community</p> <p>5.8.2 Promote a new age category in recognition of the transitional needs of youth going into adulthood</p> <p>5.8.3 Allow a better follow up of youth from the Batshaw Youth and family centre</p>
Objective 9:	Possible actions :
Encourage youth participation in decision making process	<p>5.9.1 Put a youth advisory committee in place with revolving representation at the larger Table</p> <p>5.9.2 Sensitize local organizations about the benefits of including youth as a advisory capacity</p>

Objective 10:	Possible actions :
Develop strategies to better integrate immigrant youth	<p>5.10.1 Organize a “New Montrealers group” with integration and social activities (i.e. trainings, discussion group, film, pot lock) in which the participants would have the possibility of twinning with a mentor ; create a bank of successful cultural community members willing to participate in mentorship activities (4.5.3)</p> <p>5.10.2 Ensure that training is available to sensitize community workers to cultural communities</p> <p>5.10.3 (All the actions under objective 4.5) Develop communication strategies to ensure that immigrants and cultural communities are reached, and have opportunities to get involved</p> <p>5.10.4 (3.2.1) Explore the possibility of a pilot project to twin families (new comer with an integrated family) at École Saint-Luc (Could help with language issues, integration and understanding the school system)</p> <p>5.10.5 (1.1.2) Encourage local, national and international internship possibilities;</p> <p>5.10.6 (1.4.2) Organise day visits in businesses in Montreal (ex.Link youth to a professional for a few hours)</p> <p>5.10.7 (1.4.5) Encourage initiatives to sensitize employers to cultural diversity</p>
Objective 11:	Possible actions :
Reinforce access to legal services and the promotion of the rights of marginalized youth	<p>5.11.1 (4.2.5) Support the creation of an ombudsman to intervene on the behalf of youth with regards to youth issues</p> <p>5.11.2 Support initiatives to educate youth of their rights and responsibility in order to empower them</p> <p>5.11.3 Support initiatives towards building long term relationships with the police</p> <p>5.11.4 Support initiatives for youth who have to deal with legal problems</p> <p>5.11.5 Support initiatives to facilitate the protection of the rights of the marginalized youth</p>

ORIENTATION 6: SUPPORT AND ENCOURAGE SOLIDARITIES WHICH AIM TO DEVELOP CONCRETE ACTION HELPING YOUTH IMPROVE THEIR ECONOMIC AND SOCIAL CONDITIONS

Objective 1 :	Possible actions:
Create and support opportunities for youth empowerment that address the underlying causes of poverty	<p>6.1.1 Create and support pre-employability projects and youth empowerment initiatives, including projects for youth by youth</p> <p>6.1.2 Support financial planning and fighting debt training for youth</p> <p>6.1.3 Research and use renewable funding for marginalised youth who may never join the main stream, so they can feel productive and work</p> <p>6.1.4 (Orientation 1) Improve integration of youth to the job market</p>
Objective 2 :	Possible actions:
Promote the implementation of initiatives for affordable housing for youth	<p>6.2.1 Link with the committee working on housing issue</p> <p>6.2.2 Carry out a needs assessment on housing for youth</p> <p>6.2.3 Research and develop innovative options regarding housing for youth (i.e. crisis center (temporary housing), incubator center (supervised apartments), intergenerational housing project (where seniors would be partnered with young adults), etc.)</p>
Objective 3 :	Possible actions:
Insure an acceptable standard with regards to food security and health for youth in the community	<p>6.3.1 Link with the « Table de Concertation en sécurité alimentaire »</p> <p>6.3.2 Carry out a needs assessment on food security for youth</p> <p>6.3.3 Facilitate the implementation or the reinforcement of a collective kitchen</p> <p>6.3.4 Encourage projects where youth learn to prepare nutritious meals (such as youth co-ops, pre-employability project, training on healthy meals in schools, etc.)</p> <p>6.3.5 (5.1.6) Support initiatives that help young parents meet their particular needs (i.e. workshops on healthy eating and food preparation, etc.)</p> <p>6.3.6 Create and support alternative clinics adapted to youth needs and encourage a holistic approach</p>

APPENDIX B:

A QUICK GLANCE AT THE STATISTICS

COUP D'ŒIL SUR LES STATISTIQUES DE 2006 - A QUICK GLANCE AT THE 2006 STATISTICS

Planification communautaire pour favoriser l'intégration socioprofessionnelle des jeunes de 16 à 30 ans de Notre-Dame-de-Grâce, Côte-Saint-Luc, Hampstead et Montréal-Ouest / *Community-based planning to facilitate the socio-professional integration of youth between the ages of 16 and 30 in Notre-Dame-de-Grâce, Côte-Saint-Luc, Hampstead and Montréal-West*

SUJET / SUBJECT	NDG	CJE-NDG ¹	MONTRÉAL
Population			
Population totale/Total Population	66 074	108 592	1 873 971
Population jeune/Youth Population	19 300	27 930	529 905
Proportion de jeunes/Youth Proportion	29.2%	25.7%	28.2%
Les jeunes de 16 à 35 ans forment 29,2 % de la population de NDG, soit 1 % de plus qu'à Montréal. Youth aged 16-35 make up 29.2% of the total population of NDG, 1% higher than that of Montreal.			
Langue maternelle /Mother Tongue			
Anglais/ English	39.9%	41.8%	16.7%
Français/ French	22.8%	21.4%	48.8%
Autre/ other	34%	33.4%	31.6%
39,9 % des jeunes de 16 à 35 ans de NDG ont l'anglais comme langue maternelle, soit 22,2 % de plus qu'à Montréal. 39.9% of NDG youth aged 16-35 mother tongue is English, 22.2% higher than that of Montreal.			
Connaissance des langues officielles / Knowledge of Official Languages			
Seulement anglais / English only	18.4%	16.4%	8.9%
Seulement français / French only	6.3%	5.1%	21.0%
Français et anglais/French and English	75.2%	77.7%	69.4%
Ni anglais, ni français /No French, No English	0.1%	0.8%	0.7%
18,4 % des jeunes de 16 à 35 ans de NDG parlent seulement l'anglais, soit 9,5 % de plus qu'à Montréal. 18.4% of NDG youth aged 16-35 speak English only, 9.5% higher than that of Montreal.			
Jeunes immigrants / Immigrant Youth	35.2%	34.7%	28.7%
Les jeunes immigrants forment 35,2 % de la population de 16 à 35 ans de NDG, soit 6.5% de plus qu'à Montréal. Immigrant youth make up 35.2% of the NDG youth population, 6.5% higher than that of Montreal.			
Minorités visibles /Visible Minorities	35.8%	30.3%	29.96%
Les jeunes des minorités visibles forment 35,8 % de la population de 16 à 35 ans de NDG, soit 5,84 % de plus qu'à Montréal. Youth of visible minorities make up 35.8% of the NDG population aged 16-35, 5.84% higher than that of Montreal.			
Aucun diplôme ou grade /No Secondary Diploma	20.9%	18.9%	25.7%
20,9 % des jeunes de 16 à 35 ans de NDG n'ont pas de diplôme secondaire. 20.9% of NDG youth aged 16-35 have no secondary diploma.			
Chômeurs²/Unemployed³	8.0%	7.9%	7.9%
8 % des jeunes de 16 à 35 ans de NDG sont chômeurs. 8% of NDG youth aged 16-35 are unemployed.			

Source : Profil socio-économique des jeunes de 16 à 35 ans du CJE de Notre-Dame-de-Grâce, de ses sous-secteurs et de Montréal (Recensement 2006 et 2001 de Statistique Canada) http://sacass.infogeocom.net/public/PROFIL_16-35-CJENDG-2006-2001.pdf

¹ CJE-NDG - Réfère au territoire composé du quartier de Notre-Dame-de-Grâce et des villes de Montréal-Ouest, Côte-Saint-Luc et Hampstead. CJE-NDG - Refers to the territory made up of Notre-Dame-de-Grâce, Montreal-West, Cote-Saint-Luc and Hampstead.

² Chômeurs - Réfère aux personnes de 15 ans et plus excluant les pensionnaires d'un établissement institutionnel qui, pendant la semaine (du dimanche au samedi) ayant précédé le jour du recensement (le 16 mai 2006), étaient sans emploi salarié et sans travail à leur compte, étaient prêtes à travailler et : a) avaient activement cherché un emploi salarié au cours des quatre semaines précédentes; b) avaient été mises à pied mais prévoient reprendre leur emploi; c) avaient pris des arrangements définis en vue de se présenter à un nouvel emploi dans les quatre semaines suivantes.

³ Unemployed - Refers to persons 15 years and over, excluding institutional residents, who, during the week (Sunday to Saturday) prior to Census Day (May 16, 2006), were without paid work or without self-employment work and were available for work and either: (a) had actively looked for paid work in the past four weeks; (b) were on temporary lay-off and expected to return to their job; (c) had definite arrangements to start a new job in four weeks or less.

