

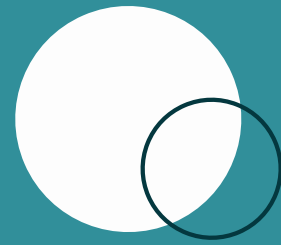


THE BLACK COMMUNITY RESOURCE CENTRE AND THE
PROVINCIAL EMPLOYMENT ROUNDTABLE PRESENT:

The Education to Employability Webinar

Presented by John Davids, Xiaoyan Fang, and Morgan Gagnon





Land Acknowledgement

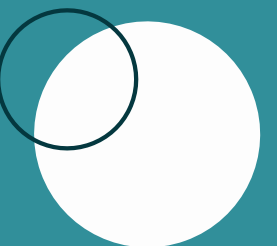
WE WOULD LIKE TO BEGIN BY ACKNOWLEDGING THAT THIS EVENT TAKES PLACE ON UNCEDED INDIGENOUS LANDS.

THE KANIEN'KEHÁ:KA NATION IS RECOGNIZED AS THE CUSTODIANS OF THE LANDS AND WATERS ON WHICH WE GATHER TODAY.

TIOHTIÀ:KE/MONTRÉAL IS HISTORICALLY KNOWN AS A GATHERING PLACE FOR MANY FIRST NATIONS.

TODAY, IT IS HOME TO A DIVERSE POPULATION OF INDIGENOUS AND OTHER PEOPLES. WE RESPECT THE CONTINUED CONNECTIONS WITH THE PAST, PRESENT AND FUTURE IN OUR ONGOING RELATIONSHIPS WITH INDIGENOUS AND OTHER PEOPLES WITHIN THE MONTREAL COMMUNITY.

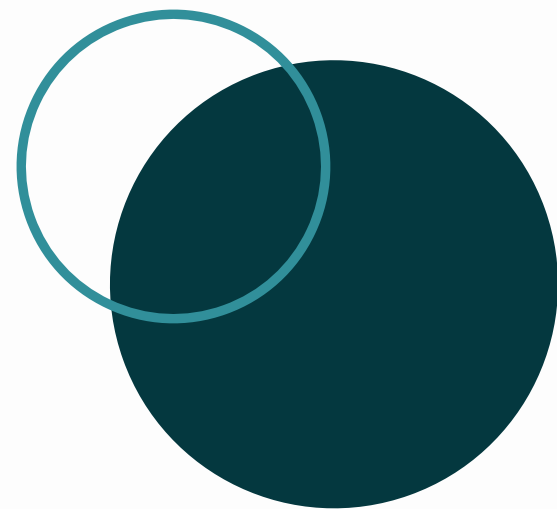
AS AN ORGANIZATION THAT IS DEDICATED TO SOCIAL JUSTICE, WE BELIEVE THAT IT IS NECESSARY TO HONOR THE ORIGINAL HABITANTS OF THE LAND, AND BRING TO LIGHT THE CONSEQUENCES OF COLONIALISM, AND WE ENCOURAGE OTHERS TO LEARN ABOUT THIS HISTORY AS IT HAS AN ONGOING EFFECT ON THE PRESENT.



OUTLINE

POINTS TO DISCUSS

Key note presentation
Background of the E2E Study
Why E2E?
Methodology
Findings
Limitations and Challenges
Key Takeaways
Dissemination Plan
Q&A



Keynote Speaker



Dr. Marie Mc Andrew

INEQUALITIES IN THE EDUCATIONAL PATHWAYS OF QUEBEC YOUTH OF IMMIGRANT ORIGIN: ASSESSING THE ROLE OF SOCIO-DEMOGRAPHIC VS. SYSTEMIC FACTORS

**Marie Mc Andrew, Professor emeritus
Faculty of Education
University of Montreal
March 10th 2022**

OVERVIEW OF THE PRESENTATION

- The characteristics and school trajectories of immigrant-origin students in Quebec French language schools
- The impact and explanatory power of socio-demographic factors
- Exploring the role of social, systemic and school dynamics

THE CHARACTERISTICS AND SCHOOL TRAJECTORY OF IMMIGRANT-ORIGIN STUDENTS IN QUEBEC FRENCH LANGUAGE SCHOOLS*

* Based on Mc Andrew, M., Ledent, J. & Murdoch, J. (coll. R. Aït-Said) (2010). *La réussite scolaire des jeunes Québécois de l'immigration au secondaire*. Rapport de recherche. Montreal: MELS (Cohorts of students who entered the high school system between 1998 and 2000).

CHARACTERISTICS OF IMMIGRANT-ORIGIN STUDENTS

→ 6 students out of 10 were born abroad

→ 5 students out of 10 have French as their mother tongue or their language of use at home

Compared to 3rd generation plus students, immigrant-origin students:

- Have a similar proportion of boys and girls
- Live more often in Montreal (7 students out of 10)
- Are more often from socio-economically “challenged” families (4 students out of 10)
- Enter more often into the school system after primary school (1 student out of 4)

- Have more often delay when they enter high school:
 - 1 year (1 student out of 3)
 - 2 years and more (1 student out of 10)
- Need linguistic support in high school more often (1 student out of 5)
- Are identified as “at-risk” students in a similar proportion (1 student out of 5)
- Tend to change less often school (1 student out of 2)
- Choose more often a private school (1 student out of 4) but when they attend a public school, do so more often in a “socio-economically challenged” school (4 students out of 10)
- Are schooled more often in a high ethnic concentration school (50% plus) (1 student out of 2)

- If one limits oneself to 12 risk factors recognized in the literature, the profile of immigrant-origin students is:
 - more negative in 8 instances
 - similar in 2 instances (gender and identification as an “at-risk” student)
 - more positive in 2 instances (attendance of private school and low level of school change)
- With few exceptions, the profile of 1st generation students is more negative regarding all these characteristics, while that of the 2nd generation is similar to that of 3rd generation plus

- Inter-group differences are important. In comparison with the mean of the target group

South Asia	1	11	-
Central and South America	1	9	4
Caribbean and Sub-Saharan Africa	1	7	4
South East Asia	3	5	4
Eastern Europe	4	5	3
East Asia	4	4	4
North Africa and Middle East	7	4	1

SCHOOL PERFORMANCE

Compare to the 3rd generation plus students, immigrant-origin students:

- Accumulated the same additional delay 2 years after entry into high school (1 student out of 5)
- Obtained less often a secondary school diploma 5 years after entry (11 points of percentage)
- Still presented a significant deficit 7 years after entry (8.5 points of percentage)
- Had the same net dropout rate 9 years after entry (1 student out of 5)
- Obtained their high school diploma in a similar proportion between the youth sector (9 students out of 10) and adult education, but were less likely to choose professional training
- If they made it to Secondary 5, had similar results at the ministerial exams (slightly more positive in Maths than in French)
- Chose more often the more selective Maths course (6.5 points of percentage)

- With two exceptions (choosing a more selective course in Maths and the results in this subject), the profile of the 1st generation students is more negative than that of the 2nd generation who actually over-perform systematically compared with their peers of 3rd generation plus
- Inter-group differences are also important and show a rather systematic pecking-order on the six indicators. In comparison with the mean of the target group

Region of origin	Positive	Negative	In the mean
Central and South America	-	5	1
Caribbean and Sub-Saharan Africa	-	5	1
South Asia	-	4	2
South East Asia	4	2	-
Eastern Europe	4	-	2
North Africa and Middle East	4	-	2
East Asia	6	-	-

THE IMPACT AND EXPLANATORY POWER OF SOCIO-DEMOGRAPHIC FACTORS

RESULTS OF REGRESSION ANALYSIS

- When their rather negative initial characteristics are taken into account through statistical analysis:
 - Immigrant-origin students succeed better than their 3rd generation plus peers
 - The profile of 1st generation students becomes significantly positive in comparison with the 2 other groups
 - The differences between regions of origin are significantly reduced, but still persist (in some instances the pecking-order between groups is somehow modified)

- Seven socio-demographic and schooling process variables have a clear negative impact on high school graduation
 - Having accumulated additional delay two years after entering high school
 - Entering high school with some delay
 - Originating from the Caribbean or Central and South America
 - Being a boy
 - Belonging to a family with a low socio-economic status
 - Changing often school
 - Attending a public school

- In addition to the persistence of inter-ethnic inequalities two results of the statistical analysis justified the need for a qualitative exploration of the impact of systemic factors
 - Overall, the factors considered explain only 50% of the total variation in school graduation among immigrant origin students
 - At 20%, the variance between schools with a similar composition of student-body is quite high
 -

EXPLORING THE ROLE OF SOCIAL, SYSTEMIC AND SCHOOL DYNAMICS

* Based on Mc Andrew, M. et al. (2015). *La réussite scolaire des élèves issus de l'immigration: dix ans de recherche et d'intervention*. Chapter 3. Montreal: PUM.

**POSITIVE FEATURES AND DYNAMICS
EXPLAINING THE OVERALL FAVOURABLE
SCHOOLING PROFILE OF IMMIGRANT-
ORIGIN STUDENTS**

- The context of reception and the dynamic of ethnic relations
 - The selective nature of the Quebec Immigration Policy, which induces a high degree of cultural capital among many immigrant families
 - Its permanent settlement objective, which contributes to the stability of families and to the legitimacy of the presence of immigrants
 - A generally positive vision of students and parents regarding their chance of promotion within Quebec society
 -

- Educational structures, policies and programs

- The extent of common schooling among the full student population during most of high school
- The adaptability of the Quebec school system to various needs, as well as the student-centered nature of the curriculum
- An expertise developed over more than 30 years in the well-coming of newcomers and the support for the learning of French, as well as the extent of services available in this regard
- The presence since 1998 of an official statement stressing and orienting institutional adaptation to diversity at different levels of the school system
-

- Processes, practices and interaction within the school milieu
 - The actualization by many teachers and schools of the qualities and characteristics identified in the literature (and by immigrant students) as favouring school success
 - The strong appreciation by immigrant-origin students of the multicultural nature of their school and of the quality of inter-ethnic relations prevailing there
 - The integration within the formal curriculum of various elements linked to the history and culture of diverse communities, as well as the experimentation, although still limited, of various initiatives valorizing plurilingualism
 - A generally positive representation of immigrant-origin students by teachers and other school personnel
 -
 -

**NEGATIVE DYNAMICS THAT CAN BE
LINKED TO SOME OF THE INEQUALITIES
BETWEEN SUB-GROUPS IDENTIFIED IN THE
QUANTITATIVE DATA**

- The context of reception and the dynamic of ethnic relations
 - The vulnerability and the precarity of families entering Quebec as refugees or as refugee claimants
 - The difficult socio-economic integration of recent immigrants, as well as their downward mobility, which creates among some students a sense that there is no promotion possible for them within the new society
 - The socio-linguistic complexity and the climate of competition between languages prevailing in Quebec, and its consequences on the motivation of students from certain groups to learn French
 - A negative public and media representation of some communities, especially Black and Muslim
 -

- Educational structures, policies and programs

- The lack of adaptability of the school system to the needs of students integrating high school with an important educational delay
- An institutional adaptation to diversity still marked by some limits, such as the reluctance to address racism and systemic bias, the controversies raised by religious adaptation in public schools, as well as the relatively weak presence of immigrant-origin teachers
- A training of future teachers to the taking into account of diversity, lacking institutional status and marked by important disparities depending on the program, as well as the university they are registered to
-

- Processes, practices and interactions within the school milieu
 - A negative perception of the attitudes and expectations of their teachers, as well as of the school climate, by immigrant-origin students experiencing difficulties
 - Limits and bias in the evaluation and placement of new arrivals who do not speak French, of students identified as having language problems, as well as of students sent to the adult sector at the age of 16
 - The resistance in some milieus toward the languages of origin of students and their expression in the public school space, especially when it is English and to the diversification of host-language teaching formula
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- The perception by students from marginalized communities that the treatment of their history, their culture or their religion in the curriculum is insufficient or marked by bias
- The tendency of many school teachers to analyze the problems experienced by immigrant-origin students through the lens of deficit, while neglecting the role of social and systemic dynamics in this regard
-
-

CONCLUSION

- The need for multidimensional and empirical studies
- The pivotal role of systemic factors in explaining educational inequalities
- A trend that can be extended to most immigration societies, regardless of significant contextual differences
- A specific reluctance to address it in Québec
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The Education to Employability Project (E2E)

COLLABORATION

BCRC

resource-based organization that strengthens community capacity by providing professional support to organizations and individuals in need.

PERT

aims to support the English-speaking community through research activities, community network development, and support for community-oriented research.

Research Team



JOHN DAVIDS

BCRC research coordinator



MORGAN GAGNON

PERT policy researcher



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BCRC assistant researcher



RUSSELL ABRAIRA

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RESEARCH SUPERVISORS

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Director of Policy and Research at PERT

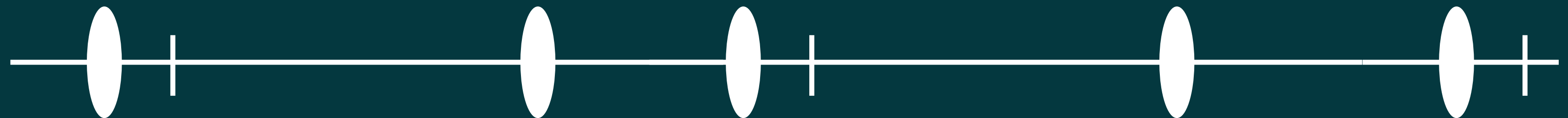
PROJECT TIMELINE

JULY 2021

Research proposal submitted

OCTOBER 2021

Focus groups launched



MAY-JUNE, 2021

Initial meetings between BCRC and PERT

SEPTEMBER 2021

Research tools created, survey launched

FEBRUARY 2022

Research collection closed

Why E2E?

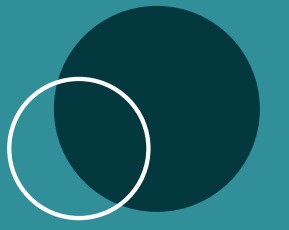
The situation facing the ESBC

 **SOCIO-ECONOMIC CHALLENGES**

 **EDUCATIONAL DISPARITIES**

 **RESEARCH GAPS**

Methodology



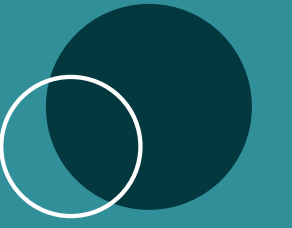
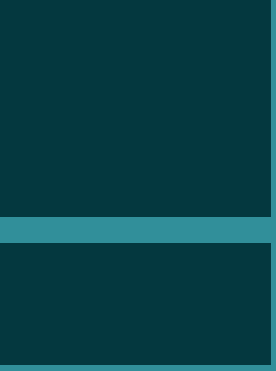
APPROACHES

- Holistic
- Mixed Methods
- Community-based Research

RESEARCH METHODS

- Collecting Background Information
- Surveying
- Focus Groups





Findings



SURVEY #1



50
participants



24 Black, 3 Other visible minorities
16 White, 4 Other



74.5% Female
23.5% Male



48% French schooling
52% English schooling



SHSMLD

“REFERS TO STUDENTS WITH HANDICAPS, SOCIAL MALADJUSTMENTS OR LEARNING DIFFICULTIES. THIS INCLUDES ALL STUDENTS WHO, FOR A GIVEN SCHOOL YEAR, HAVE BEEN ASSIGNED A CODE OR THOSE WHO HAVE NOT BEEN CODED BUT WHO HAVE AN INDIVIDUALIZED EDUCATION PLAN.”

QUEBEC MINISTRY OF EDUCATION

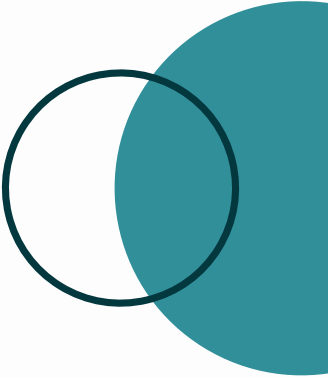




74%

indicated that students were enrolled in different levels of classes/programs based on their academic ability.

Academic Streaming refers to the practice of “separating students into classes based on their intellectual or academic ability” (Kamil, 2019).



PERCEIVED SUPPORT AT SCHOOL

1. Social and academic support from teachers and school staff
2. Expectations and belief in your academic ability
3. Sense of belonging in the school
4. Representation of your identity in curriculum
5. Communication with teachers and school staff
6. School and career guidance services

1. Soutien social et scolaire de la part des enseignants et du personnel de l'école
2. Attentes et confiance en vos capacités académiques
3. Sentiment d'appartenance à l'école
4. Représentation de votre identité dans le programme scolaire
5. Communication avec les enseignants et le personnel de l'école
6. Orientation scolaire et professionnelle

Overall mean = 3.27

Black participants = 2.92 (N=24)

White participants = 3.7 (N=16)

1 = extremely negative, 3 = neither negative nor positive, 5 = extremely positive

SCHOOL PARTICIPATION

1. I had lots of friends at school.
2. I got along with most of the students at school.
3. My friends and I participated in interesting and helpful programs and activities in the community and at school.
4. I had lots of chances to participate in class discussions, projects, and school activities.
5. I attended the majority of my classes.
6. When I missed class it was mostly for valid/non-behavioural reasons (e.g. doctor's appointment, illness).

1. J'avais beaucoup d'amis à l'école.
2. Je m'entendais avec la plupart des élèves de l'école.
3. Mes amis et moi avons participé à des programmes et activités intéressants et utiles dans la communauté et à l'école.
4. J'ai eu de nombreuses occasions de participer à des discussions en classe, à des projets et à des activités scolaires.
5. J'ai assisté à la majorité de mes cours.
6. Lorsque j'ai manqué un cours, c'était principalement pour des raisons valables et non comportementales (par exemple, rendez-vous chez le médecin, maladie, etc.).

Overall mean = 4.11

Black participants = 4.06 (N=24)

White participants = 4.19 (N=16)

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree

DISCOURAGEMENT

Overall mean = 2.58

Black participants = 2.96 (N=24)

White participants = 2.06 (N=16)

PUBLIC HUMILIATION/SHAMING

Overall mean = 2.04

Black participants = 2.21 (N=24)

White participants = 1.94 (N=16)

1 = never, 2 = rarely, 3 = sometimes, 4 = very often, 5 = always

PUNISHMENT

Overall mean = 2.40

Black participants = 2.54 (N=24)

White participants = 2.44 (N=16)

BEING "OTHERED"/MADE TO FEEL ALIENATED

Overall mean = 2.46

Black participants = 2.75 (N=24)

White participants = 2.00 (N=16)

PARENTAL INVOLVEMENT

1. My parents talked to my school principal and/or teachers about how I was doing
2. My parents always went to parent/teacher interviews
3. My parents and I regularly talked about things happening in school.
4. I brought home notes, flyers, and reports from school for my parents very frequently
5. My parents were too busy to participate in school activities (*reverse coding)
6. My parents participated in important committees with the principal and/or my teachers and/or other parents

1. Mes parents ont parlé au directeur de mon école et/ou à mes professeurs de mes résultats.
2. Mes parents sont toujours allés aux entretiens parents/professeurs.
3. Mes parents et moi parlions régulièrement de ce qui se passait à l'école.
4. Je rapportais très fréquemment à mes parents des notes, des prospectus et des rapports de l'école.
5. Mes parents étaient trop occupés pour participer aux activités scolaires
6. Mes parents ont participé à des comités importants avec le directeur et/ou mes professeurs et/ou d'autres parents

Overall mean = 3.12

Black participants = 2.92 (N=24)

White participants = 3.22 (N=16)

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree

SURVEY # 2



335
participants



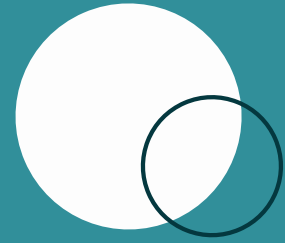
Mean = 44.8



61% Female
39% Male



99 Black
60 Asian
176 White



PERCEIVED SUPPORT AT SCHOOL

Overall mean = 2.80

Black participants = 2.82

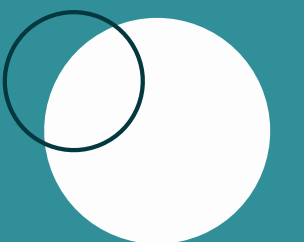
Asian participants = 2.81

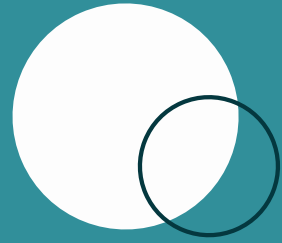
White participants = 2.79

1. I experienced social and academic support from teachers and school staff.
2. My teachers believed in my academic ability.
3. I felt a sense of belonging in the school.
4. The curriculum reflected the diversity of the society (Quebec)
5. I felt comfortable communicating with teachers and school staff.
6. My experience with career and/or academic counsellors was helpful.

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree

--> There was no significant difference among three groups of participants on perceived level of support at school





NEGATIVE EXPERIENCES AT SCHOOL

Overall mean = 2.45

Black participants = 2.67

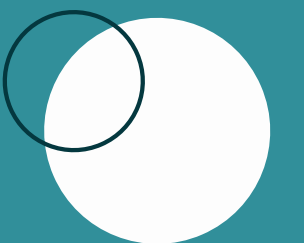
Asian participants = 2.40

White participants = 2.34

1. I experienced disciplinary actions/punishment.
2. I experienced public humiliation/shaming.
3. I sometimes felt "othered"/alienated.
4. I felt discouraged.

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree

**--> Participants who identified as Black
had the most negative experiences at
school**



I EXPERIENCED PUBLIC HUMILIATION/SHAMING

Black participants = 2.51

Asian participant = 2.08

White participants = 2.12

I EXPERIENCED DISCIPLINARY ACTIONS/PUNISHMENT

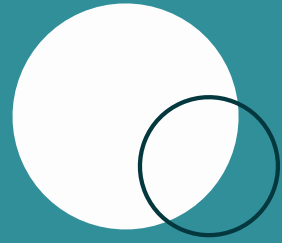
Black participants = 2.79

Asian participant = 2.36

White participants = 2.18

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree

--> Participants who identified as Black experienced significantly more public humiliation/shaming, and disciplinary actions/punishment.



PARENTAL INVOLVEMENT

Overall mean = 2.92

Black participants = 2.93

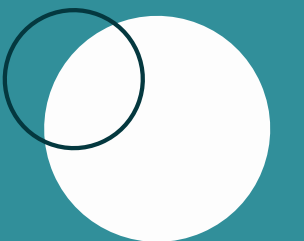
Asian participants = 2.80

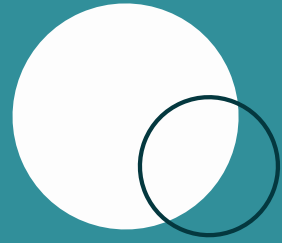
White participants = 2.96

--> There was no significant difference among three groups of participants

1. My parent(s) always went to parent/teacher interviews
2. My parent(s) and I regularly talked about things happening in school.
3. I brought home notes, flyers, and reports from school for my parent(s) frequently
4. My parent(s) participated in important committees with the principal and/or my teachers and/or other parents

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree





PARENTAL INVOLVEMENT

Overall mean = 2.92

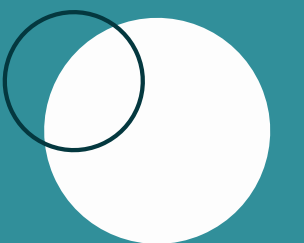
English respondents = 3.09

French respondents = 2.73

--> English respondents rated a significantly higher level of parental involvement compared to French respondents

1. My parent(s) always went to parent/teacher interviews
2. My parent(s) and I regularly talked about things happening in school.
3. I brought home notes, flyers, and reports from school for my parent(s) frequently
4. My parent(s) participated in important committees with the principal and/or my teachers and/or other parents

1 = strongly disagree, 3 = neither agree nor disagree, 5 = strongly agree





Focus Group Findings

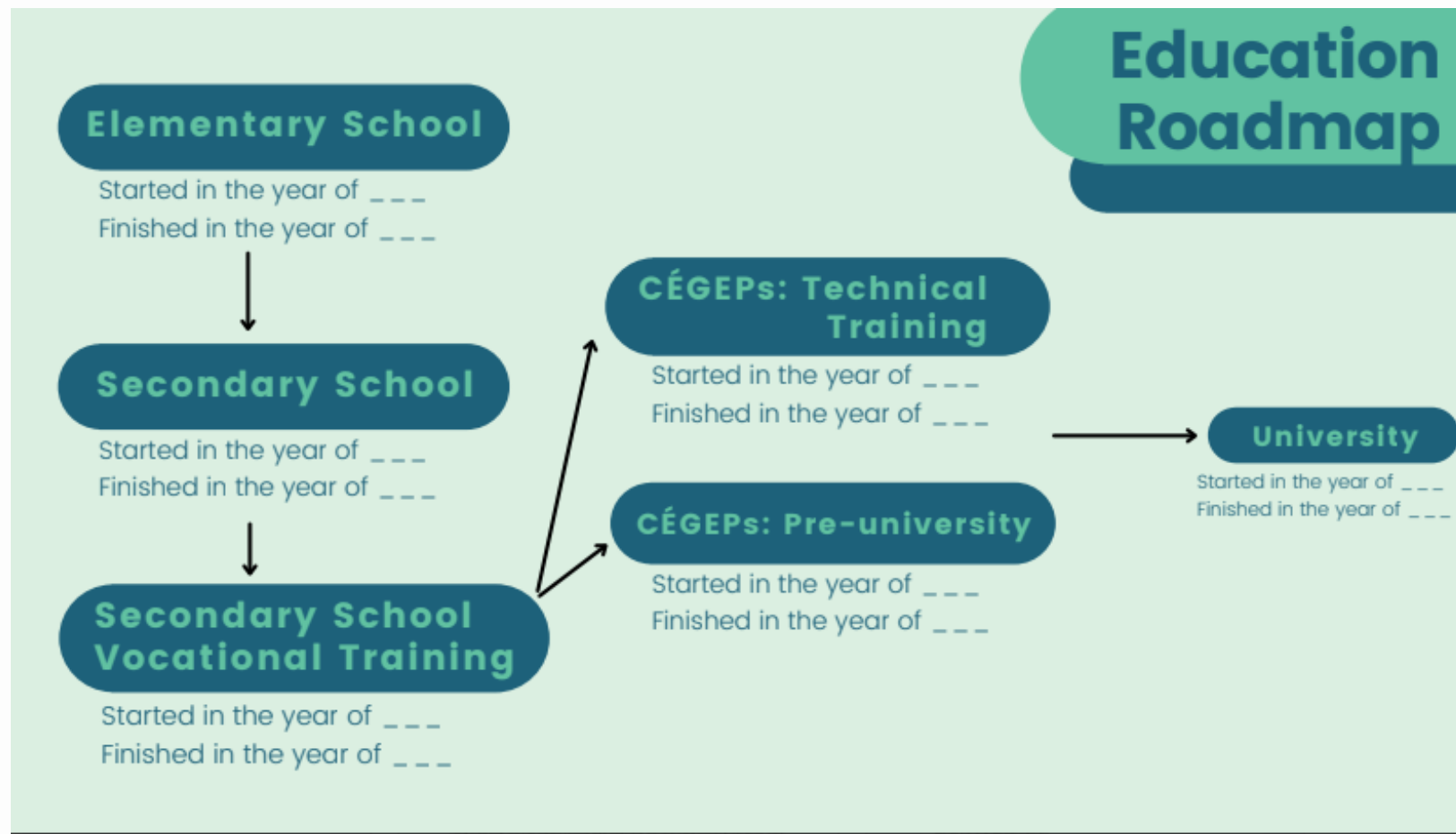


FINDINGS

FOCUS GROUP (PHASE I)

QUESTION 1

Describe your educational roadmap (Years of schooling, types of schooling, language, field of study, alternatives)



FINDINGS

- French 2, English 7, Both: 8
- 12 completed ed in quebec, 6 mixed
- Everyone had or was in the process of attaining a Bachelors degree (18), 6 had additional certificates

FINDINGS

FOCUS GROUP (PHASE I)

QUESTION 2

Can you please take some time to describe your educational experiences highlighting some of the more positive aspects which stood out and some of the more negative aspects which stood out

FOLLOW UP QUESTIONS

- Separate Courses in schooling system: 12/18
- Discipline: 7/18; 4/7 reported race-related discipline
- Sense of belonging- 4 Yes- 5 No 3-Mixed

POSITIVE

- Most Positive experiences: Teacher-related (7), Course-relevancy, ability to choose, interest (6), Connecting with or being around Black students and diverse populations (5), Extracurriculars, trips, activities (5)

NEGATIVE

- Most Negative Experiences: Experiences of Racism (from peers, teachers etc.)(7), Incidents with teachers (6), Lack of Black people and diversity (6), Lack of knowledge about Black people (6) Difficult transition (HS/CEGEP, Public/Private) & and/or lack of support (6)

FINDINGS

FOCUS GROUP (PHASE I)

QUESTION 3

Can you please describe how the following groups of people impacted your educational experience? (Teachers, Academic/Guidance Counsellors, School administration, Parents, Friends/Colleagues)

- Teachers
 - Majority positive interactions with teachers
- Academic/Guidance Counsellors
 - Majority negative interactions with academic counsellors
- School Admin
 - majority mixed interactions with school admin
- Parents
 - overwhelming positive interactions with parents
- Friends/Colleagues
 - overwhelming positive interactions with colleagues/friends

FINDINGS

FOCUS GROUP (PHASE I)

QUESTION 4

How has your educational journey impacted your employment/employability outcomes today?

- Majority of participants are employed, and majority are employed in a field related to their course of study
- Majority of respondents indicated that their education either inspired them or equipped them with the skills to pursue their current career path
- Majority of respondents report intrinsic motivation to pursue their current career path, although this may have been ignited by external stimulus

FINDINGS

FOCUS GROUP (PHASE I)

QUESTION 5

In your opinion, what are some aspects of Quebec's educational system which should be built upon?

What are some aspects of Quebec's educational system where you would like to see change?

BONUS QUESTION

Do you have any advice to share with the next generation of community members?

- Keep: emphasis on diversity, emphasis on role of education, structure of CEGEP and vocational programming
- Build: more career prep/counseling (e.g. mentoring knowledge of diversity of jobs); representation of curriculum and consultation with teachers; education on diversity (esp black history month); improve language acquisition; more diverse teaching population; improved academic counseling; more Black leadership; structure of high school (make it more free); anglophones have more opportunities (e.g. double standard of bilingualism); more support for at-risk youth
- Advice: ask for help, discover your passion, path is not linear, keep trying, learn french

FINDINGS

FOCUS GROUP (PHASE II)

QUESTION 1

How do you define and identify with the English-speaking Black community?

- Not everyone identifies as ESBC right away, or understands the differences between FSBC
- Generational differences
- Intersection with being an immigrant (challenges or creates identities of being Black or being English etc.)
- Low levels of identification with being a Quebecker, more proximity to being a Montrealer, or another identity

FINDINGS

FOCUS GROUP (PHASE II)

QUESTION 2

- **Have you had exposure to data or information about the educational experiences of the ESBC?**

QUESTION 3

- **thoughts and reactions to the data, identification of gaps in data**

Q.2

- **Lack of data/lack of awareness of specific data on the ESBC (a few exceptions)**

Q.3

- **How do we rectify the situations that result in the data?**
- **Wants to learn more about equity**
- **Discouragement**
- **Knowing your worth in the workplace**
- **Need for more Black businesses**
- **Point that perhaps there is an overemphasis on diplomas/university degrees as measures of vitality and success (could look at trades, entrepreneurship).**
 - **Employment (i.e. being an employee) is perceived as safe but it comes with risks too - lack of advancement, lack of control over environment**
 - **Tokenism and representation**
 - **Financial literacy and intergenerational wealth**
 - **University agreement**

Limitations and Challenges

SURVEY

The preliminary survey conducted by the research team received too few responses to generate statistically-significant findings.

BIAS

The nature of the study may have attracted respondents who wanted to speak about education. All participants held an undergraduate degree and most were employed.

EMPHASIS ON EDUCATION

There are so many variables affecting one's career path that it can be difficult to draw direct connections from education to employment.

FOCUS GROUPS

We asked people to speak about the past and thus, there were areas that they may have forgotten about.

Key Takeaways

SURVEY DATA

Black adults reported receiving more negative actions than white or Asian adults. Black people had the highest ratings of specific incidents of discipline and public shaming.

SIGNIFICANCE

This data set is one of the first of its kind establishing the higher incidence of negative educational experiences of Black individuals in Québec with statistical significance.

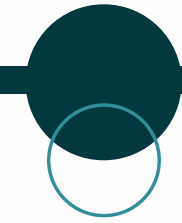
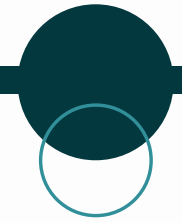
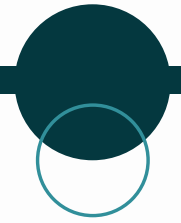
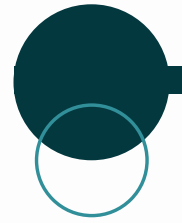
BELONGING

Participants described their sense of belonging in within Montréal or Québec in terms of the ESBC. For many participants, identification as Québécois was secondary.

EMPLOYMENT

Most participants developed their career interest and passions outside or even in spite of their educational experiences, although a number developed tools to succeed at school.

DISSEMINATION



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