

Rapport de recherche

PROGRAMME ACTIONS CONCERTÉES

Comprendre l'efficacité des services d'éducation des adultes actuels pour les
jeunes réfugiés syriens et leur dimension du genre au Québec

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Université McGill

Numéro du projet de recherche

2019-OPZR-264895

Titre de l'Action concertée

Programme de recherche sur la persévérance et la réussite scolaires

Partenaires de l'Action concertée

Le ministère de l'Éducation (MEQ)
et le Fonds de recherche du Québec – Société et culture (FRQSC)

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1. Context of the research

a. Problem

I. Refugees and mandatory education in Québec

Since 2016, 73,000 Syrian refugees have arrived in Canada (Kalata 2021), with the second largest population settling in Québec (Perkins 2021). Refugees who arrived through the resettlement program immediately obtain permanent residence which entitles them to the same rights as Canadians, including the right to work, education and healthcare.¹ With 50% of the Syrian refugee population in Canada arriving under the age of 18, of primary concern was the integration of school-age children into schools (Ratković et al., 2017). School boards in Québec ensured these children were properly placed in schools with the appropriate resources. However, there was no public or policy attention towards those students who arrived above the mandatory school-age of 16 but who still had not completed their HS diploma. Why would there be? Within the logic of the Québécois education system, once 16, students are entitled to choose to remain in school or dropout. Students above the age of 16 who have not completed the HS diploma are seen as 'drop outs'. Québec has the lowest rate of HS graduation in Canada (Institut du Québec 2018), with the highest rate of dropout in Montreal (Reseau Reussite Montreal, 2021). FGA becomes the path through which students above 16 get a second chance to obtain their HS diploma if they so choose.

ii. FGA system in Québec: for autonomous students

FGA in Québec was originally designed for displaced workers, the unemployed, and the illiterate. However, there is a general perception that FGA caters to "dropouts" (Potvin et al. 2014). Due to changes in immigration policy, the student population started to get younger in the 1990s (DEAAC 2009), and according to practitioners, 'the face of FGA has changed'. Research shows that students at-risk and immigrant students are pushed towards FGA

¹ With the exception of the right to vote.

from FGJ (Potvin et al. 2014), similar to other Canadian provinces (Maynard 2020) and international contexts (Morrice et al. 2020; McWilliams & Bonet 2016). Although there is no obligation to enter FGA, for RYA above 16 FGA it is the only route to complete their HS diploma. Since they aged out, they are “non-dropouts” (Potvin et al. 2014).

FGA in Québec has been designed for autonomous independent learners (DEAAC 2009). The assumption is that students can work independently at their own pace and seek assistance when they require it. This appears to be a positive pedagogical approach because it is student-centred and promotes motivation, agency and autonomy; an approach much appreciated by Québécois students (Villate & Marcotte, 2013). Recent literature focused on language learning of new immigrants and refugees points similarly to the importance of placing the individual learner at the centre of learning to participate in what is learnt, how it is learnt, and who is learning (Severinsen, Kennedy & Mohamud 2018). Indeed, the goal ‘of teaching and learning is to allow learners to take control of, and responsibility for, their learning in the classroom as a prerequisite for more effective learning and independent functioning in life.’ (Carson, 2009). Therefore, a student-centred approach to learning is positive because of the variety of backgrounds, experiences and cultures of refugee students. A one size fits all approach would not do justice to RYA needs and strengths. Other studies funded by the FRQSC have pointed out the difficulties students face in FGA. Potvin et al (2014) have found that the FGA system for immigrants is challenging because there is insufficient francisation support in relation to academics, amongst other things. More recently, the independent learning approach has been critiqued by Voyer et al (2021) who drew attention to the insufficiency of training for teachers to be able to be facilitators and successfully teach with such an approach. This concurs with broader literature which highlights that not all students have the requisite skills and knowledge to succeed with an independent learning approach (Britton, Schweisfurth &

Slade 2018). To succeed in such environments, it is necessary to have appropriate support services in place to enable students to progress and thrive.

iii. Support services for refugee and other immigrant students in FGA settings

We carried out a scoping review of 21 documents and identified five primary methods being utilised in FGA contexts to support refugees and immigrants through their educational journey. This includes: 1) Programmatic approaches such as including students learning another language in academic level classes (with support), so that students can progress through academic content whilst learning the language (Al Hariri 2018; Booth 2009; Spruck Wrigley 2008). 2) Additional support in the classroom such as providing tutors, resource hubs, mentoring programs, study groups, bilingual assistants and so on (Atkinson 2018; Watkins, Razee & Richters 2012). 3) A holistic, transformational approach is proposed to provide a nurturing school environment, by valuing diversity, inclusion and recognizing multiple intelligences (Lukes 2011; Magro 2009). 4) The importance of professional development for staff working with refugee students such as diversity and trauma training (Gamboa 2018; Kerka 2002). 5) Finally, literature underscored the importance of the development and maintenance of partnerships between schools, the community and relevant agencies (Lee 2014; Prins et al 2018).

iv. Complementary Educational Services in Québec

An MoE document focused on Complementary Educational Services (CES) issued in 2009 for FGA acknowledged that FGA students have diverse needs and require individualised attention and support to ensure their progress through, retention in and advancement out of the sector. The report refers to a gamut of different services that should be made available in FGA including special education and resource teachers, psycho-educators, psychologists, social workers, social intervention specialists, amongst others (DEAAC 2009). Despite the intention to include CES within FGA, budgetary constraints prevent services from being available consistently in each centre. Those services that do exist pale

in comparison to the diverse needs of a diverse student body, such as that found in FGA in the greater Montreal region. For example, one school board mentioned the need for a psychologist but was only able to provide one to cover multiple FGA centres with hundreds of students. In other centres, practitioners lamented the absence of ortho-pedagogues for proper student support, evaluation of learning needs and ensuring proper placement.

2. Main research questions and / or hypotheses

Our research sought to answer the following questions: 1) What understanding can we gain of how mental health and psychological well-being dimensions and needs of Syrian RYAs facilitate or hinder their participation in FGA? 2) How are programs at FGA and Francization centres ensuring that students who are at-risk (unable to fully take advantage of what is available) attain the minimum skills required a) for employment, and b) as full citizens?

3. Objectives pursued

The overall objective of the study was to provide evidence-based research that can guide the strengthening of systems, processes and practices within FGA to ensure the necessary support of at-risk students such as Syrian RYAs. The specific objectives were: 1) To synthesize relevant literature through a scoping review on RYA students' integration experiences and practices to facilitate their successful retention in school and wellbeing. 2) To systematically create a portrait of the positive and negative experiences, support needs, psychological well-being and frustrations of RYAs enrolled in FGA from the perspective of both students themselves and key stakeholders using quantitative and qualitative methods. 3) To identify a series of strategies to improve well-being and retention of RYA students, informed by the literature review, student and stakeholder inputs. 4) To implement and evaluate five key strategies in the format of real-world trials, seeking informal feedback and perceptions regarding the usefulness of these strategies from students and pertinent stakeholders. We were unable to meet the final two objectives and instead made recommendations based on our data. For details, please review Annex 1.

2. SOLUTIONS AND IMPLICATIONS

1. What types of audiences is your work addressing? Decision makers in the MoE, MIFI, Ministry of Employment as well as practitioners and administrators in FGA centres who receive RYAs, and refugee and new immigrant students from diverse backgrounds.

2. What might your conclusions mean for different stakeholders? The conclusions of our research are clear. From the moment RYAs arrive in Québec and through their time at FGA focus needs to be on their educational aspirations. Greater emphasis needs to be put on ensuring access and entry into education equal to Québec's outstanding services for newcomers, such as francisation and help finding employment. We encourage decision makers in the MoE and MIFI to track the education and age levels of refugees on arrival to be able to better explain to them the options available to establish their lives in Québec. Practically, this could be provided by a revamped SARCA which should reach out to potential students to provide this guidance.

Our study reveals the paramount importance of a deeper knowledge of students' backgrounds, their previous level of education, the style of learning that they are used to, the struggles and trauma they may have faced in the past and the extent of disrupted education they may have confronted. By doing this, students will feel more supported and have recourse to amend their placement if they deem it to be arbitrary.

Independent learning is a learnt skill not all students have as they start FGA. Therefore, closer attention to how to teach students to learn in an independent learning environment is essential, especially if there is little room to amend the pedagogical approach. Practitioners are attempting to do this in varying ways within their classrooms and within their schools. But as Voyer et al (2021) posit, not all FGA teachers feel competent teaching in an individualised context because they lack training for such pedagogy. This is reportedly felt by RYA students and, we would suggest, other students.

Students are hesitant to initially approach services within the FGA setting as reflected by the fact that 57% of students only accessed one service, tutoring. Despite the support services that should be available in FGA centres, there is a need to more actively approach students as in a scaffolding approach to services more commonly found in FGJ. This better reflects the distinct cultural and personal attributes of many students arriving from refugee backgrounds who are not accustomed to an independent culture that necessitates approaching teachers or other practitioners for support. One school we visited has a dedicated support worker for specific refugee classes. Increased funding to have more practitioners available to students would be one way to be more proactive.

FGA should pursue the integration of a trauma-informed approach to service provision whereby the culture and practice of FGA systems and procedures is amended to better reflect the diverse experiences and exposure to traumatic events that students may have faced. This is a systemic rather than individual change requiring a long-term commitment of all staff and FGA policy makers to ensure that its success is felt by students.

3. What are the immediate or anticipated benefits of your research?

This research has reinvigorated interest in the important role that FGA plays and the demographic change in its student population in recent years. This study identifies two important areas for immediate action: (1) Resources (financial and professional); (2) Attention to teaching method as well as structural program changes (e.g. in francization course content; schedules, etc.). These changes would benefit the students as well as prevent wastage of funds in this sector, and ultimately would result in smoother integration of newcomers into Quebec society. How FGA welcomes, supports, and guides new members of our society for their future is fundamental to their successful integration into Québec society. To ensure the continuing important role that FGA plays in society there is a need for greater financial commitment to the sector. Currently, practitioners and students feel as if they are the ugly duckling; never chosen, never wanted. This is an oversight considering

the increasing numbers of students who are attending FGA, whether Québécois or new refugees and immigrants. Our research offers the MoE and FGA the opportunity to take stock and consider how better they can serve their diverse student body.

Our research has pointed to the essential role practitioners play in supporting RYAs and other immigrant students' success through the FGA sector. Practitioners need extra support within the system to best perform their duties. We propose a professional development fund for the relevant training of practitioners to meet students' diverse needs.

4. What are the limits or what is the level of generalization of your results?

Our research is based on a sample of 29 Syrian students between the ages 18-24 years old. We did not undertake interviews with other refugees or immigrant groups nor any Québécois students. Despite our specific focus on Syrians, we believe that the struggles these students are facing in FGA are generalizable to other refugee and immigrant groups who may arrive in Québec without having completed their HS education, who may need to learn one or two new languages and have not been exposed to independent learning: a point reiterated to us by practitioners. The findings would benefit all RYAs coming to Canada or globally. We identified common areas of concern between the students and practitioners by speaking with 12 practitioners within the FGA system across three school boards. This reinforced the concerns of students and exposed the limitations of practitioners to address structural issues. More interviews with practitioners would gain a deeper understanding of their working conditions and how this impacts service to students.

5. What would be the key messages to communicate?

For FGA practitioners: 1) Know your students, their learning styles, education level and experiences of disruption to their education, the country they are coming from, their aspirations and hopes. It must be recognized that there is not one model for all learners; one model doesn't fit all students with different needs. 2) Acknowledge student aspirations, cultural expectations and the reality of the education system in Québec without

discouraging the student or dismissing student motivation. 3) Be attentive to how students have learnt and what they need to learn to be able to learn independently. What skills can be taught; what attributes fostered to enable their success in FGA?

For the MoE: 1) RYA students cannot be forgotten: mandatory age of schooling should not prevent education authorities from following up with RYAs to inquire about their education and employment aspirations and guide them to the appropriate track for each individual.

2) RYA students are ready to succeed. Increased attention to their specific needs is necessary to ensure this will happen.

For the MIFI: 1) Share demographic information about RYAs with MoE to enable better planning in FGA centres. 2) Communicate with the MoE regarding the Francisation needs of young allophone adult newcomers who aspire to continue their education in FGA centers and therefore need preparation for academic French in the integration programs provided.

6. What would be the main avenues of solution depending on the type of audience?

FGA is a marginalised sector of the education system in Québec and receives significantly less funding than other sectors. Despite this, FGA caters to an increasingly diverse student body of young adults, whether HS dropouts or newly arrived immigrants. Practitioners insist that the face of FGA in Québec is changing. Consequently, the sector itself must change to meet the burgeoning needs of its diverse student body. In relation to RYAs and immigrant students, there are a number of avenues that can be pursued to resolve the challenges that they face within FGA.

There is a need to address how French is taught for RYAs in order to better use the generous resources the Québec government allots to the integration of newcomers. Given that our study focuses on young adults, many of whom have missed years of education, attempting to learn a new language in hopes of academic success to meet professional ambitions in higher education means that only learning socio-functional French through the

Francisation course offered by MIFI does not meet their goals/needs for school. This needs to be remedied. Furthermore, students who arrive under the age of 16 and transition from class d'accueil to FGA struggle to meet the requirements of academic French in FGA. To address this, we propose a restructuring of how French is taught to RYAs who have an interest in completing their HS diploma; to learn French and academic content in a setting tailored for their learning objectives. This is akin to the already established specialised francisation courses that MIFI offers to professionals such as engineers and nurses. Such a course could be accompanied by the inclusion of RYAs' first language to enable their greater comprehension of French. Research has found that the use of one's mother tongue paralleled with learning French can increase the newcomer/learners' use and comprehension of French (Dault & Collins 2017; Lightbown and Spada 2020; Piccardo 2019). For example, one FGA school in our study used multiple language abilities of their staff to better support students from those language groups which fostered greater understanding and a sense of inclusion.

Because Québec invests considerable resources into the integration of refugees and other immigrants we suggest the collaboration of MIFI, MoE and Ministry of Employment (all of which are linked to our targeted population) to establish a committee that reviews how their work intersects in relation to these subgroups. Implicating these three ministries in one committee to work to ameliorate the institutional challenges that refugees, and other immigrants face is paramount considering the expected continual arrival of RYAs into FGA given ongoing global instability (arrival of Afghan refugees 2021 for example) and the desire to effectively integrate immigrants into Québécois society so that they become positive contributing members. Such a concerted and collective effort would serve to accompany refugees and at-risk young adults in, through and out of FGA into Québec society, and is an important avenue for solutions with which those working closely with the students, the practitioners, concur.

3. METHODOLOGY

1. Description and justification of the methodological approach: We designed a mixed method approach to get data. Since narratives provide a rich framework to investigate human experience (Webster and Mertova 2007, 1) we used Narrative Inquiry for most of the data collection.

2. Description and justification of the methods for recruiting participants

We faced a variety of challenges and pursued multiple methods to recruit participants (Annex 1 for details). After ethics approval from McGill University, we secured ethics approval from three school boards in the Montreal Metropolitan area in 2019. Practitioners were contacted through a recruitment flyer and voluntarily contacted the research staff to participate. The most successful mode of recruitment of students was through the initial connections of the research team and snowball sampling.

3. Sample: We conducted interviews with 23 students and held 3 discussions with two students in each. There were 15 men and 14 women. Given a choice, most students spoke in English, a minority in French, and a minority in Arabic. Interviews and discussions were audio recorded. The French and Arabic data was translated, transcribed into English and added to the data. Students were asked to participate in a survey which consisted of demographic questions and standardised wellbeing measures (MHC-SF and K10). 21 students completed the survey. We conducted 12 interviews with FGA practitioners. Practitioner interviews were predominately in French. Interviews were audio recorded, translated, transcribed into English and used as data.

4. Analysis strategies and techniques: The data was largely qualitative. Three researchers independently developed initial codes and jointly identified common themes through team meetings. The data was analyzed thematically. Survey data were analyzed descriptively (distribution, tendency, variability). Due to the limited sample inferential analysis was not possible.

4. RESULTS

1. What are the main results obtained?

Intrinsic motivation to learn and burgeoning confidence

Students expressed their desire to benefit from the opportunity offered by being in Canada to make up for lost time and move on to the next stages of their lives, primarily pursuing higher education. Motivated to complete their HS diploma as fast as possible, students faced both pressure and support from their parents. Practitioners reiterated the intensity of parental pressure on students and how this impacts their capacity to learn. Nonetheless, students were motivated to advance when they compared themselves to friends near and far who had already managed to progress educationally. Tareq, for example, mentioned "I just want to be with them." Students' motivation was challenged in FGA due to a lack of guidance and appropriate support. Some students retreated into themselves, others sought support. Gradually students learnt that they must rely on themselves to ensure their advancement and not wait for any help: they must demand it. Hana put it like this: "(FGA is) difficult for students like me...we really have to adapt to new language and culture...it's really my capacity to go right to my goals without stopping that really helped me the most." Hana drew upon her intrinsic motivation to propel her through FGA but was equally cognizant that it was not easy for all students 'like me' and by this she meant refugee students who were above the mandatory age of education.

Insufficient information for students 'aged out' of mandatory education

Before entering FGA, many students were unaware of how to continue their education, seeking information from friends and family, and occasionally school boards. Parents received letters of how to enrol their children under 16 in local schools, but not those above 16. This lack of information about FGA for 16+ students delays their entry into education on arrival. Students relied predominantly on themselves to identify how they could continue their education. Even those students who started in class d'accueil in FGJ

reported that the transition to FGA was not properly explained to them. The lack of information and care associated with transitioning these students into FGA, an independent learning environment, with much less educational support than the FGJ, is troublesome as they may already be struggling with learning the language. The lack of support and information sets them up for potential failure and resentment of their experience.

Negative impact of linguistic assessment on students

Students arrive with varying levels of education, varying degrees of disrupted education, and different capacities in French and English. Despite this diversity many students were placed in the lowest grades as they entered FGA in both the English and the French system. Students responded differently to their low placement. Some students, like Hadi, acknowledged that without sufficient language abilities they required placement in low levels: "my English wasn't that good at that time. So they put me in secondary one." Others protested, like Hasan: "What I did was that I changed school because I wanted to do another placement test in another school....So I did my placement test and they put me sec 4 [laughter]." Others, like Naima, patiently waited to discover that they should have complained from the very beginning: "now no one is going to help me, because the time that I had to take action I didn't because I didn't know what to do." Naima dropped out of FGA for a year, out of frustration and disillusionment.

Independent learning and culture

Students have expectations about how school should function, how teachers should teach and thereby how they as students should learn. FGA largely defied their expectations because their experience in FGA contrasted with their previous approaches to learning whether in a HS setting in Canada, Syria or elsewhere. They expected greater attention and guidance to ensure that they would thrive. Most students found it difficult to reconcile being their own teachers and struggled with this, especially in the beginning. Practitioners agree that the arrival into FGA can be 'brutal' (Practitioner 6).

Over time students came to realise that they had to be their own motivator creating a big opportunity for individual growth, experienced differently by students. By maintaining a positive attitude some students were able to access the necessary support they needed because teachers and practitioners could see that they were motivated to be the independent students that FGA expects, as Ahmad explains: "Teachers care about all of students especially the ones that they can see they want to achieve something, and they are not here to waste time." Other students took longer to understand this development and struggled silently for as much as a year until they came to the realisation. Once they did, some students made big decisions about their lives, like deciding to drop out for a time to work or learn French and later came back when they felt they were confident and autonomous enough to progress through the FGA system.² Culturally speaking, FGA expects students to be autonomous, and students report an independent culture which they struggle to adjust to. As Farrah told us blatantly: "If you stayed 20 years doing nothing (in FGA) no one will tell you anything... Whatever you do, you do it." This individualism, whether in pedagogy or culture, is different from what they know and leaves these students vulnerable to failure and dropping through the cracks of the system.

Discrepancy between integration language learnt and language needed for FGA

Most of our respondents reported that French language learning classes were a "waste of time"; they did not serve them as they progressed into the French FGA sector. Some students lamented not having gone directly into the English sector, which they perceived could have allowed them to achieve their aspiration of entering college fast. As Ibrahim explains: "I wasted two years of my life in Canada... if I chose English from the beginning it would be better for me. At least, I would be in the university right now."

² Important to note that the independent learning approach was not consistently applied across all the schools that students attended. We observed that FGA offered in French predominantly offers independent learning, while English FGA offers some instructional learning. Consequently, many of the students we spoke with transitioned from the French into the English system seeking instructional learning.

The French FGA sector, as Farah explained "... is designed for those who speak French. And if you do not speak French you may not understand everything." Some practitioners report that there is a gap between what students learnt in *accueil* or francisation and what is needed in FGA. But students do not perceive this so clearly. In one school it did not appear that student's French levels were actually assessed. Students were simply placed in language learning courses, seemingly under the assumption that the French that they acquired in *accueil* was insufficient and this caused a lot of frustration. Once students are able to progress into academic content many students face the prospect of staying at the same level for extended periods of time; another major source of frustration for students.

FGA not prioritised

FGA is not a priority according to both the practitioners and students. Students shared that through negative interactions with teachers, the inability of the administration to make changes based on their requests, and the state of the school infrastructure which lacked resources such as computers and printers, it is evident that the FGA sector is not prioritized compared to the FGJ sector. This is concerning, as FGA is meant to be "the second chance" for a diverse population. Practitioners reported significant needs such as nurses, speech therapists, psychologists, orthopedagogue to address learning difficulties, infrastructure facilities, technological equipment but budget restrictions inhibit all this. As one practitioner joked: 'Our budget is too limited for example even to buy a cake! There's not enough staff, a need for personnel and resources so we can reduce the administrative work on teachers, counsellors etc., to be more efficient' (Practitioner 8, p.11). Practitioners also spoke of the lack of resources in relation to the needs of RYAs: 'When students first arrive at the adult school, there should be services provided such as psychological diagnosis or to check for learning difficulties. But they are never diagnosed due to a [lack of] resources whereas more specialized guidance (is needed)' (Practitioner 3, p. 1-2).

Ongoing disrupted education

“Sometimes I told my parents like I wanted to come back to Syria and continue my education because I can’t continue here because like it doesn’t make any sense to repeat all the things that I did.” (Karimah)

In her worst moments during FGA, Karimah preferred to return to a war zone than continue her education in Québec. This is a damning indictment of the challenges RYAs confront as they attempt to continue their education within Québec through FGA but face disruptions to the dream of a smooth pathway. Although purportedly designed to cater to a diverse student body, students face structural barriers that restrict their choices and ability to progress in this system.

The extent of disruption students face in FGA has no apparent relation to the extent of previous disruptions students have faced in their education. This is important to note because as much literature on refugee education emphasizes the importance of acknowledging these past experiences. While Naima was able to continue her education in Lebanon where she lived for four years before coming to Canada, Aaron had to work and thus experienced significant disruption to his education. Despite Naima and Aaron having different experiences prior to their arrival in Canada, they arrived at the same conclusion. Instead of pursuing their higher education dreams, they decided to lower their expectations due to the ongoing disruption to their education faced in FGA. This clearly seems to be linked to a lack of institutional and systemic support to enable them to pursue the educational path they have chosen. This is deeply worrying given that RYAs are already the most marginalized population in terms of access to education in countries of first asylum.

2. In light of your results, what are your conclusions and possible solutions?

1. Support to navigate in, through and out of FGA

a) RYAs +16 and their parents should be contacted by SARCA and made aware of the education options available to them, and the local school board should be made aware of

these students to help them be placed appropriately. b) Collaboration between the MIFI, MoE, and Ministry of Employment would support practitioners and provide guidance to students so that it is clear what the steps are into, through and out of FGA. This could occur through a designated working group amongst the three ministries which is focused on how this population is engaged with and encouraged through different programs available for newcomers in Québec. c) The linkage between FGJ and FGA needs to be clearly established and solidified to ensure a smoother transition for students.

2. Improve French learning process for RYAs and other immigrants

a)The MoE must ameliorate the transition between learning French and entry into the academic curriculum of FGA so as not to disrupt students' education further. Could RYA students 16+ be directly transferred into FGA where they are taught French in a more focused environment with other students from their age group whilst being exposed to academic content?

3. Ameliorating the pedagogical approach

a) Students need to be taught how to learn independently. This could be offered by the orientation counsellor following the registration of students into a school that pursues independent learning. b) We propose that FGA pursue a hybrid approach to independent learning which provides more scaffolding support for students; establishing and building upon their skills that will enable them to eventually transition into independent learning courses. c)We propose for FGA to consider opening more taught classes to ensure retention of students in the French FGA sector. d) We propose that teachers have access to a professional development fund that encourages them to upgrade their training based on the needs of the FGA context. e) We propose that optional courses be made available for pre-service and in-service teachers focused on teaching refugee students.

4. Reaching out for support and community development

a) Services need to reach out to students. For example, support personnel should be encouraged to enter classrooms regularly to familiarise themselves with students. b) Practitioners require more support to be able to develop strong and long term connections with the community and other services within their area to be able to address the needs that cannot be met through existing CES services. c) FGA should pursue the integration of a trauma-informed approach to services whereby the culture and practice of FGA systems and procedures is amended to better reflect the diverse experiences and exposure to traumatic events that students may have faced.

5. Governance and budget

a) Great leadership is reflected in the success of any organization and it is no less for FGA centers; however limited funds hinder progress. Therefore, FGA must be made a priority equal to the youth sectors. b) Asking the MoE to provide support services across the board in the AE sector is not the answer. Services in AE should be mandatory based on need, not on number of students. c) Engagement with the student body should be strengthened (student representation on school council, regular evaluation of services etc) to know what they need and allocate the resources appropriately. Student feedback should support the tailoring of services to a centre's specific student body.

3. What are the main contributions in terms of progress of knowledge?

This research project has contributed to the empirical base of knowledge (a) about the situation of RYAs who continue to experience disrupted education following their resettlement in the Global North; and b) which will encourage a shift in how FGA is viewed by other sectors of the education system as well as by the Ministries which fund them. c) Furthermore, we believe that the population of FGA is changing or has already changed: the pedagogy, the services offered and the educational culture must also change.

5. RESEARCH GUIDELINES

1. What new avenues or research questions arise from your work? First, the data collected has led us to ask: what impact does FGA have on the life chances of RYAs? The further question would be to ask whether, and how FGA has impacted students after they finished or dropped out of the sector; are they still feeling as aspirational as when we first spoke with them? If not, what needs to change within FGA to better support RYAs' entering the next phases of their lives? Second, the transitions between the different sectors of the education system should be examined to inquire into the French learning process in the FGJ through the *classe d'accueil* to the francisation offered by the MoE and that offered by the MIFI. Despite great investments by the Québec government into teaching French to new immigrants, why are students struggling in French through this system? Third, our study shows that potential students in the FGA sector were unable to pursue their education after arriving in Québec because of their household or financial responsibilities. Marginalised upon arrival into low paying jobs, this lost opportunity is significant for the RYA at the individual level as well as for Quebec society. What accommodations can be made to encourage or support such students to complete their HS diploma? A focused research project dedicated to this population would be fruitful in preventing marginalisation of undereducated refugee populations arriving in Québec. Fourth, why did many of our student participants transition from the French FGA sector to the English FGA sector? Further investigation is needed as to why students are choosing the English sector over the French sector: What could encourage these young adults to remain in the French FGA sector? Finally, we think more focused research on the experiences and needs of FGA practitioners would explain their working conditions and how this impacts their ability to serve students.

2. What would be the main solution in this regard?

One solution to answering these questions would be to fund further research on the areas.

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Annexes.**Annex 1:** Further explanation of challenges in recruiting

We approached a number of school boards outside of the Montreal area repeatedly and without success. We sought the introduction of Ministry of Education staff in early 2021, however this did not lead to other school board involvement. We posit that the demands of running an adult education centre are high, and so too is the staff turnover, and staff and practitioners are unable to prioritise participation in a research project. Once we secured the ethics approval of school boards, we contacted individual schools to request their permission to conduct interviews with their staff and students, in accordance with school policies. Despite repeated attempts with multiple schools, this did not lead to participation of all schools contacted. Two schools were actively engaged in the recruitment of students and practitioners.

To increase participation of students, one school permitted two members of the research team to present the research project to all of their francisation classes as well as adult general education classes where the research team's point of contact believed we could find participants. Despite some students indicating interest to participate on the day of the presentation no eligible students contacted the research team to organize an interview. Accordingly, this mode of recruitment did not lead to the participation of participants. We were set to present at another school when the coronavirus pandemic hit and consequently the school chose not to continue facilitating access to students, so as to allow them to better focus on supporting students' transition to online learning.

Alongside recruitment efforts through schools, we also approached 10 community organizations that had some relationship with Syrian refugees in 2019. These organizations were requested to post the research projects recruitment material to their social media pages. We also presented to an English class at one community organization where Syrian students were present. Neither of these modes of recruitment led to any participants. All

those who did contact the research staff were ineligible, having already completed high school, seeking to learn French or English or to get their Syrian qualifications recognised.

Annex 2: Background literature

Disrupted education of refugee young adults

Having been unable to complete their education prior to arriving in a resettlement context, refugee young adults are at a disadvantage precisely because they are above the mandatory age of education and thus have very little state or institutional focus on them. What happens to these young adults? How do they find their way to FGA? What are their experiences there? What challenges do they face in pursuing their education? What strengths do they draw upon to complete their education?

Refugee youth and young adults are the least likely to have been able to go to school whilst in countries of first asylum as a consequence of the pressure to work and support their families (Chopra & Adelman 2017; Dryden-Peterson 2016). Their inability to go to school and finish their high school is not a choice, but largely a forced decision. Disrupted education began in the specific case of Syrian refugee students while still in Syria as conflict spewed across different areas of the country. Education in Syria was mandatory and free pre-conflict; however, as the war progressed, enrolment in secondary school in Syria dropped from 76.06 % in 2012 to 49.31% in 2013, while out-of-school adolescents jumped from 217,251 in 2012 to 1,050,405 in 2013 (UNESCO, 2018). UNICEF stated that “[m]ore than two decades of education access expansion have been lost due to the conflict” (2015, p. 28). In 2021, 2.4 million Syrian children continue to remain out of school in Syria (UNICEF, 2021). Due to the vagaries of war and limited access to education within conflict affected settings, many students remained out of school especially those living in rebel-controlled areas with over 7,000 schools being destroyed or abandoned (UNICEF, 2018). At the height of the conflict, some schools even moved underground or into caves to safeguard learning and its continuation despite the conflict (Armstrong, 2016; Ashawi, 2017).

As Syrian refugee children and youth fled to countries of first asylum such as Jordan, Lebanon, Turkey, Iraq, and Egypt (UNICEF, 2015) disrupted education continued. Although enrollment began to improve, 40% of Syrian refugee children in neighbouring countries remain outside of school (Their World, 2018). However, these reported findings do not take into account those students who were unable to finish their education due to their displacement and who have since "aged out" of the traditional school age years.

Some of the reasons that schooling was not possible for these children and youth in neighbouring countries had to do with direct and indirect costs associated with education, such as distance from schools and thus transport fees, parents' fear of their children being bullied or discriminated, perceived lack of quality education provided to Syrians compared with nationals of the country, and the need to supplement the family income of refugees through child labour (UNICEF, 2015). This is a serious problem found in neighbouring countries amongst Syrian refugees where children were working in various industries, such as construction and agriculture (UN, 2018). Student access to schooling was further limited by government policy in neighbouring countries such as in Jordan, where Syrian parents were initially required to bring in certain documentation that many did not have in order to register their children in a school, or the policy that students who have been outside of formal schooling for more than three years were unable to re-enter. Similar barriers existed in Turkey and Lebanon (UNICEF, 2015). Lastly, access within the countries was inconsistent, with major discrepancies between urban and camp-based refugee populations. For example, in Turkey, 80% of students in camps were attending school while the number dropped to 30% for urban based students (UNICEF, 2015).

Education for Syrians in neighbouring countries was not ideal in terms of quality as Ahmadzadeh et al. (2014) confirm: "children spend only three and a half hours in overcrowded classrooms comprising sometimes up to 70 children", despite best efforts (p. 31). Second shifts at school were even adopted in order to accommodate Syrians, with

teachers often poorly trained, offering entertainment rather than education (Satev et al., 2016, p. 7).

Evidence from first asylum countries attests to the fact that youth and young adults faced the consequences of disrupted education more so than children (Mercy Corps, 2016).

Indeed, the 15-18-year age group were, and still are, characterised by very low formal education enrolment, with the youth category of 16-24 even further disadvantaged with vastly insufficient educational services available to them (Ahmadzadeh et al., 2014; Human Rights Watch, 2020). UNESCO concurred stating that funding was generally tied to basic education and there were limited funds for post-basic education (2016). To illustrate, while working in Jordan in 2016, one of our researchers met Syrian refugee youth in Azraq refugee camp attempting to complete their *Tawjihi*, the certificate indicating completion of secondary school in Jordan. Of a camp of 32,000 people at the time, only a handful of students were attempting to get this certification under extremely difficult conditions.

In line with the "No Lost Generation" strategy, UNESCO initiated a program titled "Bridging Learning Gaps for Youth" across the crisis affected areas with the aim of enrolling 50,000 young Syrians into secondary school (2016) yet little publicly accessible information about its results exists. With ongoing challenges in primary and secondary schools, not to mention the extreme pressure to work to live, one can assume that the numbers were not reached. As Chopra and Adelman highlighted, "[o]n a daily basis, many students must confront the binary of studying to achieve their goals or working to fulfill pressing daily needs" (2017, p. 7).

Despite their inability to continue with their schooling, education has consistently been deemed the most important aspiration of refugees and their families because of the belief that it provides social and economic mobility (Gandarilla Ocampo, Bennouna, Seff, Wessells, Robinson, Allaf & Stark 2020). Education is also viewed by global policy makers as a means to support the future return of refugees to their home countries

(Dryden-Peterson 2016). More recently, scholars have identified that ensuring education for refugees in countries of asylum is often a pragmatic trade off considering the protracted nature of displacement (Dryden-Peterson, Adelman, Bellino & Chopra 2019). In the context of resettlement, education is viewed as a key aspect to enable integration (Ager & Strang 2008; MacKay & Tavares 2005). Education for refugee students thus has immense benefits on the personal, familial, community, and national levels.

Educational needs of refugee young adults

Existing literature from Canada highlights that the challenge for refugee young adults to access and succeed in education is far greater than that for children as a result of their disrupted education and pressure to work (Wilkinson 2001; 2002; Boyd 2002; Gunderson 2000; MacKay and Tavares, 2005; Kanu 2008; MacNevin 2012; Hou and Bonikowska 2016) and lack of institutional focus on them. After years outside the formal schooling system, refugee young adults face the daunting prospect of being in school for long periods to get a high school diploma to continue to higher education or vocational training, largely without financial support. In the context of Québec students are ineligible for bursaries or loans while undertaking FGA because it is still considered secondary schooling. Some students are able to access Emploi Québec, although this was not common amongst the cohort we spoke with. While education is widely accepted as an important basis for successful integration, entering school at an advanced age can create a sense of anxiety and hopelessness (MacKay and Tavares 2005). Adding to the displacement experience and its administrative challenges, financial pressure, language barriers, overt and covert forms of racism, differences in approaches to teaching and learning, all contribute to refugee students feeling overwhelmed, unsupported and dropping out (Baffoe 2006; Blanchet-Cohen, Denov, Fraser and Bilotta 2017).

With almost all jobs in Québec requiring at least grade 10 education and some rudimentary knowledge of English or French, having effective support systems in FGA centres in Québec

is essential to ensure refugees' employability and successful integration, now and into the long term. The consequences of inaction are severe. As has been highlighted, refugee young adults who are unable to access education or fulfilling employment are vulnerable to social exclusion which can encourage their participation in anti-social activities such as gangs and crime (Boys and Girls Club 2017; Fast 2017; Rossiter & Rossiter, 2009; Sersli Salazar, & Lozano, 2010) and impact their psychological well-being (Hansson et al., 2012).

Annex 3: Questions to students

1. How did you first hear about adult education in Québec? What did you first learn about it?
2. What (or who) encouraged you to start studying at adult education? Why? Are you satisfied you followed that encouragement? Why?
3. What do you hope to achieve by completing adult education? What are your future expectations for after this completion?
4. What or who has been the greatest support through your time in adult education so far? Note: This could include a teacher, social worker, your parents or your partner, or your friends for example. Follow up: How have they supported you? Why was this support significant?
5. How would you describe the support you receive from within the adult education school? PRIMER: Is it positive or negative? Continuous or broken? Follow up: Do you receive informal support or have you accessed support services? Have they met your initial expectations?
6. What has been a challenge that you have had to face because of attending adult education school? For example, do you have household responsibilities such as looking after children? Or do you also have to work? If not, do you know whether your classmates face challenges while attending adult education school?
7. What has been the greatest challenge inside the classroom? For example, studying in a new language, understanding a new/different school culture or structure?
8. What do you get most frustrated about being in adult education? How were you able to manage that frustration? Were any of the support services available helpful to address this?

9. Is there anything else you would like to say about your experiences in adult education so far?
10. Would you encourage new Syrian refugees to enroll in the adult education system soon after their arrival in Canada? Why/why not?

Annex 4 Questions to practitioners

A. Support workers:

1. Could you please introduce yourself and your role and responsibilities within the school?
2. Do you have experience of working with students from refugee backgrounds?
3. What is the process for a student to access your services in the school? Would you say it is an effective process? Why?
4. What sort of support are you able to provide students? What is your level of satisfaction about it? Why?
5. What is the profile of students who usually access your services?
6. What is the profile of students who do not usually access your services?
7. Have you received trauma informed training (how to identify, how to respond, and trauma informed care)? If so, when and how was this received?
8. Do you refer students to services outside of the school environment? If so, how often does it happen? Is there a follow-up process to it?
9. In your opinion, what would help you better support students to complete school? What are the reasons for it?

B. Teachers:

1. How long have you been working as a teacher in adult education?
2. What subjects do you teach?
3. Have you taught students from refugee backgrounds? Particularly those with disrupted education? If so, how is teaching/supporting these students different from other students?
4. In your experience, what are the greatest challenges that refugee students face in starting, continuing and completing adult education?

5. Are any of those challenges particular to Syrian refugee students? If so, what are they?
6. Do you have particular strategies to support those students who are struggling in the classroom? If so, how have you acquired and built those strategies?
7. Do you have particular strategies for those students who excel in understanding but struggle with language? If so, what are they?
8. Do you have particular strategies to support students who are struggling to manage work and home responsibilities with study requirements? If so, what are they?
9. When a student has been identified by you as requiring extra support, and this support should be provided outside of the classroom---- what is the next step in your school? Who do you reach out to in the staff body?
10. What are the support services available to students in your school? Would you describe these as informal or formal supports?
11. In the time you have been working in adult education, have you seen a change in the sorts of support services students can access?
12. How would you describe this change? Positive or negative? More accessible, more related to student needs?
13. In your experience, do students make use of the support services?
14. In your experience, are the support services meeting the needs of students?
15. What would you say is the level of satisfaction of refugee students with the support services accessible to them?
16. In your opinion, what kind of support service for refugee students needs to be reinforced/changed/optimized by the government? Why?

C. Principals:

1. In your experience, what are the major challenges that refugee students face in your school?
2. How many support staff do you have in your school? Do you consider this amount enough?
3. What sort of support services do you offer to students in your school?
4. Are these services regularly used by students? If so, would you say they are satisfied with the support given/offered to them?
5. What is the profile of the sort of student who would use these services? What is the profile of the student who would not use these services?
6. What strategies do you have to reach students who do not come forward themselves? Have these been successful? Why?
7. What do you perceive to be the barriers to students accessing these services? Why?
8. Do you think there are more appropriate services to address student issues in your school?
 - a. If yes, what are the reasons why such support services are not offered?
 - b. Are these support services developed within the school or a requirement of the school board or ministry?
9. Does your school refer students to support services outside of the school? ie settlement services, *Emploi Québec*, psychologists, social workers? What is the process for that referral? How often does it occur?
10. How much of the school budget can you and do you allocate to complementary educational support services? Are you satisfied with that amount?
11. If you were able to allocate funding from the Ministry, where would you increase resources at your school? Why would you make that decision?

12. What has been your experience with students from refugee backgrounds? Do they face the same or different challenges as other students? If so, what are they?

13. Have any of your staff undertaken training on how to recognise trauma, how best to respond to trauma, and how to provide trauma-informed care? If so, when and how was it provided?

Annex 5: Consent form for students

A. Interview:

Department of Integrated Studies in Education

CONSENT TO PARTICIPATE IN AN INTERVIEW

We would like to invite you to be in a study conducted by Professor Ratna Ghosh (Department of Integrated Studies in Education) and Professor Srividya Narayanan Iyer (Division of Social and Transcultural Psychiatry) of McGill University. The purpose of the study is to learn about the experiences of Syrian refugee young adults in the adult education system in Québec. We will be speaking with students as well as staff. The study is funded by the *Fonds de recherche société et culture* (FRQSC) and has received ethics approval from McGill University under REB file 228-1018

We would like to interview you for approximately one hour. During the interview, we will ask you a series of questions on your experience in adult education in Québec. You can answer in either Arabic, English or French. In case you opt to participate by answering in Arabic, a translator will be present.

To thank you for participation, you will receive a \$25 gift voucher.

The interviews will be audio recorded.

The research team (principal investigator, researcher assistants and a translator) will have access to identifiable data during the study. The data that results from your participation will be ID coded. This means that the personal information you

provide will be kept confidential, will not be connected with the answers you give nor will it be shared with other researchers.

The translator will sign a confidentiality agreement to ensure that participants' information will remain private and confidential.

Participation in the study is voluntary. You are free to withdraw from the study at any time for any reason at which point all your data will be destroyed unless you specify otherwise. The code key will be destroyed after three years. If you choose to be in the study, the research team would be pleased to share a summary of the results with you. You will also need to tell us if you are willing to be contacted for further involvement in the study in the coming years.

If you decide not to be in the research, it will not affect your relationship with McGill University, the adult education centre you attend or any other service providers.

If you have any questions, please feel free to speak with the researchers Professor Ratna Ghosh (ratna.ghosh@mcgill.ca, 514-398-4527), Professor Srividya Narayanan Iyer (srividya.iyer@mcgill.ca) or our research assistant Dominique Sherab (dominique.sherab@mcgill.ca).

If you have any ethical concerns or complaints about your participation in this study and want to speak with someone not on the research team, please contact the McGill Ethics Manager, Lynda McNeil, by telephone at: 514-398-6831 or at: lynda.mcneil@mcgill.ca.

Consent

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

I am willing to be contacted for further involvement in the research and/or similar future research projects Y or N

Participant's Name: (please print) _____

Participant's Signature: _____

Date:

REB file 228-1018

B. Focus group discussion:

Department of Integrated Studies in Education

CONSENT TO PARTICIPATE IN FOCUS GROUP

We would like to invite you to be in a study conducted by Professor Ratna Ghosh (Department of Integrated Studies in Education) and Professor Srividya Narayanan Iyer (Division of Social and Transcultural Psychiatry) of McGill University. The purpose of the study is to learn about the experiences of Syrian refugee young adults in the adult education system in Québec. We will be speaking with students as well as staff. The study is funded by the *Fonds de recherche société et culture* (FRQSC) and has received ethics approval from McGill University under REB file 228-1018.

We would like to invite you to participate in a discussion with other Syrian young adults in adult education (approx. 1.5-2 hours). During the focus group, we will ask you a series of questions on your experience in adult education in Québec. You can answer in either Arabic, English or French. In case you opt to participate by answering in Arabic, a translator will be present.

To thank you for participation, you will receive a \$25 gift voucher.

The focus group will be audio recorded.

The research team (principal investigator, researcher assistants and a translator) will have access to identifiable data during the study. The data that results from your participation will be ID coded. This means that the personal information you

provide will be kept confidential, will not be connected with the answers you give nor will it be shared with other researchers.

The translator will sign a confidentiality agreement to ensure that participants' information will remain private and confidential.

Due to the nature of focus groups, confidentiality may not be fully guaranteed during the focus group because other participants in the group will be able to hear what others are saying. Knowing this, we ask you to refrain from sharing and discussing information with anyone else outside the group in order to respect the confidentiality of group members.

Participation in the study is voluntary. You are free to withdraw from the study at any time for any reason at which point all your data will be destroyed unless you specify otherwise. The code key will be destroyed after three years. If you choose to be in the study, the research team would be pleased to share a summary of the results with you. You will also need to tell us if you are willing to be contacted for further involvement in the study in the coming years.

If you decide not to be in the research, it will not affect your relationship with McGill University, the adult education centre you attend or any other service providers.

If you have any questions, please feel free to speak with the researchers Professor Ratna Ghosh (ratna.ghosh@mcgill.ca, 514-398-4527), Professor Srividya Narayanan Iyer (srividya.iyer@mcgill.ca) or our research assistant Dominique Sherab (dominique.sherab@mcgill.ca).

If you have any ethical concerns or complaints about your participation in this study and want to speak with someone not on the research team, please contact the McGill Ethics Manager, Lynda McNeil, by telephone at:514-398-6831 or at: lynda.mcneil@mcgill.ca.

Consent

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

I am willing to be contacted about future activities and possible involvement in the research.

Y or N

Participant's Name: (please print)_____

Participant's Signature:_____

Date:

REB file 228-1018

C. Student online survey consent:

Department of Integrated Studies in Education

CONSENT TO PARTICIPATE IN RESEARCH

We would like to invite you to be in a study conducted by Professor Ratna Ghosh (Department of Integrated Studies in Education) and Dr Srividya Narayanan Iyer (Psychologist) (Department of Psychiatry) of McGill University. The purpose of the study is to learn about the experiences of Syrian refugee young adults in the adult education system in Québec. We will be speaking with students as well as staff. The study is funded by the *Fonds de recherche société et culture* (FRQSC) and has received ethics approval from McGill University under REB file 228-1018.

Our survey includes questions about you (e.g., age, gender); your physical, psychological, emotional and social well-being (including the Kessler-10 and the Mental Health Continuum-Short Form); and how you feel about what is going well and what are some difficulties with being enrolled in educational activities in Québec. Surveys will take from 15 minutes and they will be administered online. You can answer in either Arabic, English or French. You will receive a \$10 e-gift voucher for your participation.

Before proceeding to the study, we will ask you three screening questions to determine your eligibility for the study. You will not be compensated for completing these questions.

The data we collect will be kept confidential, safe and secure. Your survey responses will be labelled with an ID code and only the research team will have access to the code linking your name with the survey results. All such identifying

information will be destroyed (*after 1 year*) which means the data cannot be connected with you and you will no longer be able to withdraw your data. Any public presentations of the study results will not allow for your identification.

Participation in the study is voluntary. You are free to withdraw from the study at any time for any reason at which point all your data will be destroyed unless you specify otherwise. If you choose to be in the study, the research team would be pleased to share a summary of the results with you.

If you decide not to be in the research, it will not affect your relationship with McGill University, the adult education centre you attend or any other service providers.

If you have any questions, please feel free to speak with the researchers Professor Ratna Ghosh (ratna.ghosh@mcgill.ca, 514-398-4527), Dr Srividya Narayanan Iyer (srividya.iyer@mcgill.ca) or Dominique Sherab (dominique.sherab@mcgill.ca).

If you have any ethical concerns or complaints about your participation in this study and want to speak with someone not on the research team, please contact the McGill Ethics Manager, Lynda McNeil, by telephone at: 514-398-6831 or at: lynda.mcneil@mcgill.ca.

Consent

Please agree below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities.

YES / NO

REB file 228-1018

Annex 6 Consent form for practitioner interviews

Department of Integrated Studies in Education

CONSENT TO PARTICIPATE IN AN INTERVIEW

We would like to invite you to be in a study conducted by Professor Ratna Ghosh (Department of Integrated Studies in Education) and Professor Srividya Narayanan Iyer (Division of Social and Transcultural Psychiatry) of McGill University. The purpose of the study is to learn about the experiences of Syrian refugee young adults in the adult education system in Québec. We will be speaking with students as well as staff. The study is funded by the *Fonds de recherche société et culture* (FRQSC) and has received ethics approval from McGill University under REB file 228-1018.

As an adult education practitioner, we would like to interview you about your experiences working with refugee students in the adult education sector. The interview would take approximately one hour to complete and can be conducted in English or French. To thank you for participation, we will offer you a \$25 gift voucher.

The interviews will be audio recorded.

The data we collect will be kept confidential, safe and secure. The data you give will be ID coded. This means that the personal information you provide will be kept confidential, will not be connected with the answers you give or shared with other researchers. Professor Ghosh (principal investigator), research assistants and translator will be the only individuals who have access to identifiable materials.

The translator will sign a confidentiality agreement to ensure that participants' information will remain private and confidential

Participation in the study is voluntary. You are free to withdraw from the study at any time for any reason at which point all your data will be destroyed unless you specify otherwise. The code key will be destroyed after three years. If you choose to be in the study, the research team would be pleased to share a summary of the results with you. You will also need to tell us if you are willing to be contacted for further involvement in the study in the coming years.

If you decide not to be in the research, it will not affect your relationship with McGill University, the adult education centre you teach at or any other service providers.

If you have any questions, please feel free to speak with the researchers Professor Ratna Ghosh (ratna.ghosh@mcgill.ca, 514-398-4527), Professor Srividya Narayanan Iyer (srividya.iyer@mcgill.ca) or our research assistant Dominique Sherab (dominique.sherab@mcgill.ca).

If you have any ethical concerns or complaints about your participation in this study, and want to speak with someone not on the research team, please contact Lynda McNeil, the McGill Ethics Manager, by telephone at: 514-398-6831 or at: lynda.mcneil@mcgill.ca.

Consent

Please sign below if you have read the above information and consent to participate in this study. Agreeing to participate in this study does not waive any of your rights or release the researchers from their responsibilities. A copy of this consent form will be given to you and the researcher will keep a copy.

I am willing to be contacted for further involvement in the research through follow up participation in a workshop and/or trialling of support strategies in adult education. Y or N

Participant's Name: (please print) _____

Participant's Signature: _____

Date: _____

REB File 228-1018

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