

RÉSEAU EN
IMMIGRATION
FRANCOPHONE

Centre-Sud-Ouest | Ontario



Planifier globalement... Agir localement

Panel :

The Self-esteem of Francophone Immigrant Youth in Schools

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Votre bien-être, notre raison d'être.

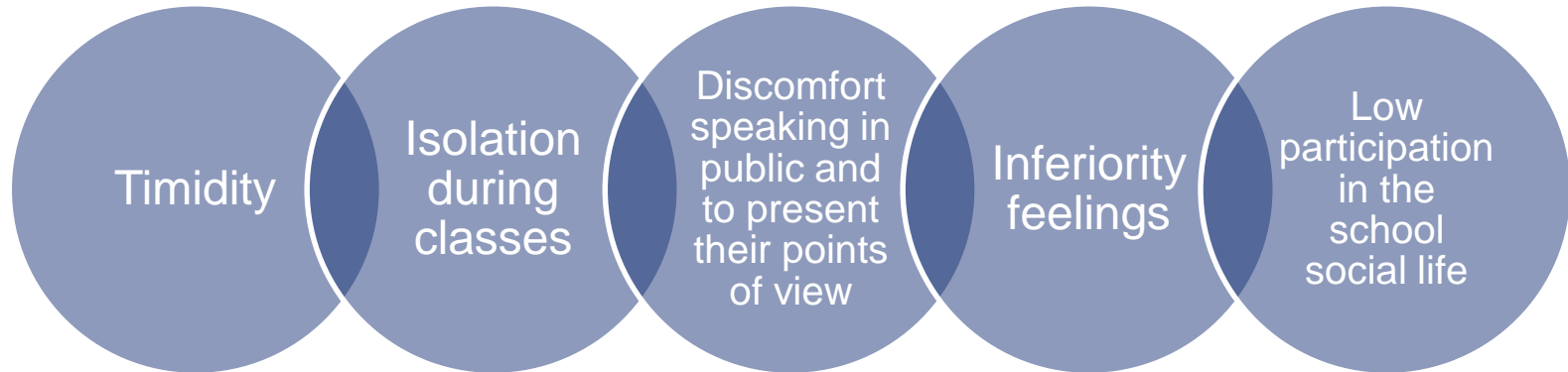
HAMILTON | NIAGARA



This is a conceptual project implemented by the Francophone Immigration Network (RIF) of the Central-South- Western with the support of **HER Consulting Services INC** and the collaboration of our partners French School Boards ‘ **Viamonde and Monavenir** ’ and their students.

I. Context and History of the Project

The striking observations came out during various activities and consultation with young immigrant students organized in 2018 in the Central South West Region Of Ontario:



II. Problematic et approach

A. Problematic

Self-esteem of Francophone immigrant students, their integration and their academic success, which link?

B. Objectives

1

- Identify the issue of self-esteem among francophone immigrant students

2

- Examine the relationship between self-esteem, academic success and integration of francophone immigrant youth

3

- Implement an awareness tool for community partners

4

- Promote the implementation of adequate resources to intervene with young students

C. Expected Outcomes

← Immediate outcomes →

→ Ultimate outcome

Collect data
and
information on
the issue

Create training
framework
that allows
immigrant
students to
develop their
self-esteem

Make School
Principals and
parents aware
of the self-
esteem issue

Help
francophone
immigrant
students to
improve their
self-esteem

III. Research strategy

The strategy is divided into three phases:

Phase 1

- Research and problem identification

Phase 2

- Measure the impact of the workshop provided to students
- Validation of the recommendations and development of projects and tools

Phase 3

- Strengthen the capacity of community partners to work with young students
- Raise schools principals and parents awareness in the region

Phase 1

A. Workshops organization

2 Interactive and training workshops in 2 schools :

- . 1 school in Windsor (CS Viamonde, Public School Board)
- . 1 school in Mississauga (CSC MonAvenir, Catholic School Board).

Participation of some 40 students, most of them have been in Canada for less than 2 years.

Outcome : Production of a report with recommendations

B. Brief overview of the workshop content

Part 1 : Understanding self-esteem

Part 2 : Interaction and exchange of ideas around key themes

Connaissance de soi

Connaître ses qualités, ses difficultés, ses intérêts, ses aptitudes, ses aspirations

Sentiment de compétence

La pression de la performance, ou la peur d'avoir de mauvaises notes, d'échouer, de perdre à la compétition, de rater son test, de ne pas être sélectionné-e

Image positive et réaliste de soi

C'est ton droit de te sentir respecté-e et d'être respectueux-euse envers les autres comme tout autre personne sans distinction aucune et de ne jamais te sentir inférieur à personne

Sentiment de confiance

C'est ton droit humain de te sentir en sécurité partout où tu es et avoir confiance en toi tous les jours et dans toutes les circonstances

Sentiment d'appartenance

C'est ton droit d'être à l'aise au milieu de ta famille, à l'école, avec les amis, dans les clubs divers



C. Some recommendations made at those meetings

- Organize professional development day related to self-esteem among immigrant youth for settlement workers, teachers and students support staff.
- Organize social integration workshops in schools to help immigrant youth understand the school's ecosystem, its structure, how it works and how to take its place in relation to its legal rights.

C. Some recommendations made at those meetings

- Organize and hold orientation days for post-secondary choices and careers in each school so that young students are exposed to professional development opportunities early on.
- Provide skills assessment workshops to enhance the positive image of youth and build skills confidence.
- Develop a toolkit to help parents understand how to improve their children's self-esteem.

Next steps and conclusion

Phase 2

- Plan a meeting in the coming months with the students who benefited from the training to assess the impact of the initiative
- Reporting results to the concerned institutions of the region
- Reinforcement / Improvement of the tool

Next steps and conclusion

Conclusion

- A practice that stands out :
 - Strategy implemented involving community partners, school boards and students
 - Co-creation workshops
- The practice **becomes more widespread** to schools in Central-south-west region of Ontario and future tools to be adopted



Thank you for your attention.

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