

# Objectives based on key findings and protective factors

Aggregated chart used by L'ÉcoRéussite that demonstrates the process of shifting from challenges to choosing key protective factors that support healthy childhood and adolescent development and school success. Collective objectives are established to tackle these challenges.

System	Findings based on qualitative and quantitative data	Findings re: service offerings	Findings re: protective factors
<b>Child/ Student</b>	<ul style="list-style-type: none"> <li>Many students begin school without the foundation required to succeed. This presents a risk for all levels of a child's development.</li> <li>50% of fourth-grade students achieved a passing grade in French (2009).</li> </ul>	<ul style="list-style-type: none"> <li>There are few universal services for children ages 0–5 years-old, and few extra-curricular services for children ages 6–12 years-old.</li> <li>There is significant work to be done for families and youth in terms of adopting healthy living practices and behaviours.</li> </ul>	<b>Numerous organizations target this system.</b>
<b>Family</b>	<ul style="list-style-type: none"> <li>There were four meetings organized for parents at schools in the past year. 50% of parents were present at the first two meetings, while 0% at the latter two meetings.</li> <li>There is a belief that books are only to be read and consulted in school.</li> <li>Less-educated parents experience a cultural difference characterized by discomfort to the school system.</li> <li>Written communication is not the best strategy for contacting parents.</li> </ul>	<ul style="list-style-type: none"> <li>There are few services for families whether formal or informal, universal or targeted to specific areas.</li> </ul>	<b>Very few organizations target this system. Despite an increasing number of partners who are expanding work into this system, current activities are insufficient.</b>
<b>Class/ classroom</b>	<ul style="list-style-type: none"> <li>New pedagogical practices implemented are promising (2009–2010 school year).</li> <li>The project “Lire et faire lire” of the ABC des Hauts-Plateaux takes on an intergenerational and community-based approach that is well-received.</li> </ul>	<ul style="list-style-type: none"> <li>Very few community organizations lead activities within classrooms to develop students' reading and writing skills.</li> </ul>	<b>Few organizations target this system, which is currently reserved to the school system.</b>
<b>School</b>	<ul style="list-style-type: none"> <li>Students read for 30 min. per day at school.</li> <li>Some students require up to 90 min. travel time to come to school and an additional 90 min. to return home.</li> </ul>	<ul style="list-style-type: none"> <li>Families and children ages 0–4 years-old lack presence in schools.</li> </ul>	<b>After the child/student system, this is the second most popular system targeted by community organizations.</b>
<b>Community</b>	<ul style="list-style-type: none"> <li>A high percentage of residents across municipalities have not obtained their high school diploma: St-Paul (50%), Ste-Euphémie (49%), Ste-Apolline (58%), Notre-Dame-du-Rosaire (42%).</li> </ul>	<ul style="list-style-type: none"> <li>There are few extra-curricular services offered within the community, and there is a lack of infrastructure for recreational activities.</li> <li>There are few services that target multiple systems.</li> <li>The majority of community and municipal services are universal and do not target specific areas.</li> </ul>	<b>All organizations involved in the ecosystem have designated this system as an area in which they would like to improve their work. All organizations believe they work on community-based initiatives in some way or form.</b>

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