

# R3USSIR

Education Employment Estrie



# STRATEGIC

## PLANNING



2024/  
2028

R3USSIR.CA

“The **most powerful tool** for changing the world is education.”

*- inspired by Nelson Mandela -*

**#anchor**

# OUR SHARED VISION



“This strategic plan is a fruit borne by everyone who works with R3USSIR; we’ve all put our stamp on it! The result is a strong collective alignment that’s already established, and orientations that will see us act over the next four years in a coherent and complementary way. This will enable us to respond to what we have identified as the real needs of our region, together, throughout the process, all the while keeping in mind the need to remain flexible in order to adapt to emerging issues.”

– *Josiane Bergeron*, Director of R3USSIR



“My vision for this strategic plan is best described by the African proverb: “If you want to go fast, go alone. If you want to go far, go together”. I would add, however, that not only do we go farther, but we do it better, because together we can leverage our collective knowledge and draw on each other’s strengths. This enables us to implement strategies that are better adapted to the different needs that emerge within the complex ecosystems in which we operate. Let’s work together to develop the full potential of every individual, to support educational success and to ensure that training offers meet the needs of the job market.”

– *Lisa Rodrigue*, Director General of the *Centre de services scolaire des Sommets* and Co-President of R3USSIR



“Now that we have identified our priorities for the next four years, we can adjust our collective approaches and identify new ways to take concrete action on the education and employment issues that concern us. By ensuring a better match between training and employment, we will help to better meet the needs of our region’s businesses. This approach will enable us to combine our strengths through the concerted efforts of our partners. When we achieve synergy between all stakeholders we gain the power to multiply the scope and impact of our actions, improving the quality of life of Estriens and stimulating the socio-economic vitality of our region.”

– *Manon Labonté*, Director General of *Services Québec de l'Estrie* and Co-President of R3USSIR

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# JOINT PLANNING

Our priorities for taking action in 2024-2028 were determined by joint planning with all stakeholders in the R3USSIR ecosystem. These priorities respond to the needs and hopes of the Estrie region in terms of **educational success** and **training-employment matching**.



## THE MAIN OBJECTIVES

of the strategic planning process:

### ➤ MOBILIZE

this process provided an opportunity to anchor and raise awareness about R3USSIR's mission.

### ➤ IDENTIFY

the wishes, needs, and challenges facing education in Estrie.

This approach has enabled us to highlight efforts toward concerted action, **breaking down silos and pooling the experience and expertise of those involved**, all for the well-being of our communities.

**#together**



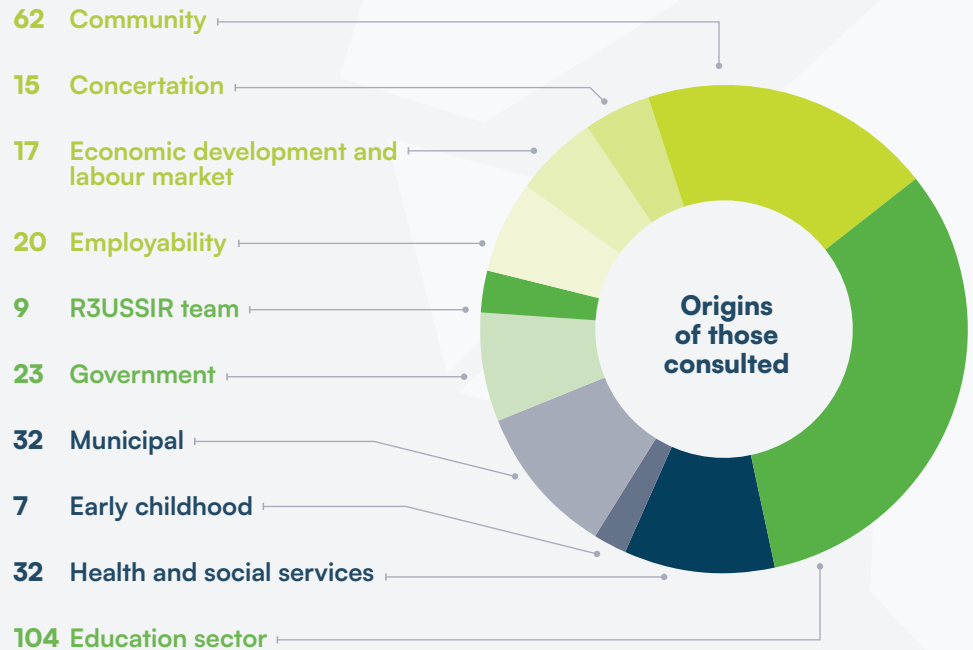
# PROCESS

In order to meet these goals, a complex and rigorous process was implemented:



## 322 people consulted

- ➔ **9 individual interviews** with the R3USSIR team
- ➔ **8 meetings** with R3USSIR bodies
- ➔ **7 discussion groups** - 1 per MRC by the former regional divisions
- ➔ **2 events** - 1 in the Brome-Missisquoi MRC and 1 in the Haute-Yamaska MRC
- ➔ **4 meetings** - regional consultations
- ➔ **1 discussion group** - socio-economic stakeholders
- ➔ **2 meetings** - with R3USSIR partners
- ➔ **10 strategic plans** analyzed





# WHAT IS R3USSIR

R3USSIR is both a team of professionals and a multitude of individuals acting together to reinforce and support education at all stages of life in Estrie.

R3USSIR's DNA is simple: contribute to **educational success** and **training-employment matching** through the mobilization and commitment of regional stakeholders from diverse backgrounds. With these people's help, R3USSIR hopes to foster the development of individuals' full potential, support their educational success and improve their skills, from early childhood throughout their integration into working life. All these concerted actions ultimately enhance the socio-economic vitality of the region.

## R3USSIR'S ORIGINS

R3USSIR came to be in 2022 as the result of a merger between the *Table estrienne de concertation interordres en éducation (TECIÉ)*, the Partners for Educational Success in Estrie (*Projet PRÉE*), and the *Table estrienne de concertation formation-emploi (TECFE)*.


The combined strengths of these organizations work to better support and realize the development of our young people, our citizens, our businesses, and our communities. This vision of education is part of a global approach that takes into account the needs and concerns of the job market.

## R3USSIR'S MISSION

As a regional leader in its field, R3USSIR mobilizes stakeholders from all walks of life to help make education a priority lever for the social, economic, and cultural development of communities in Estrie.

## OUR VISION

Education, recognized as a priority lever, enables us to act together for the development of individuals and the Estrie region.



**Success for all:**  
this is what  
challenges,  
motivates, and  
inspires us.

## We are united for success!

Employers and the employment community, staff from the education sector, elected officials and municipal staff, government bodies, community and health and social services organizations, the early childhood community, and more!

## #intersectoral

**More than 140  
people are involved**

with R3USSIR's various committees

**10 professionals**

make up the R3USSIR team

**Hundreds of  
regional and local  
stakeholders**

are mobilized around education

# Engagement | Consistency | Collaboration | Agility | Innovation



## OUR VALUES

R3USSIR acts as a generator of initiatives, a creator of networks, and a socio-economic stimulator in conjunction with all the stakeholders in the Estrie region, with education in all its forms as the main lever. The values presented below form R3USSIR's identity. They also guide our mission and concerted actions.

### Engagement

R3USSIR expends energy and resources to mobilize partners to carry out the actions required to achieve its mission. Engagement also translates into active involvement of team members and partners in the various collaborative spaces, enabling them to act as ambassadors within their own organizations.

### Consistency

R3USSIR plans its actions with respect, considering the expertise, skills, and roles of each individual, while aligning with the diversity and specificities of different environments. Collaborative spaces promote alignment, contribution, and complementarity among partners and team members, allowing for unified action.

### Collaboration

R3USSIR initiates consultation and ensures that the necessary conditions are in place to facilitate synergy. Stakeholders from different sectors and the task force come together to share a common vision of desired changes. This collaboration translates into participation, listening and sharing, as well as mutual recognition of each other's contributions.

### Agility

R3USSIR is flexible and adaptable to changing circumstances. In the context of a changing world, we need to be proactive and adapt our strategies to achieve our common goals.

### Innovation

R3USSIR dares to dream big to do things differently. Rigorous processes rooted in the realities of our communities help structure concrete and innovative solutions that are created to meet collective needs.

## Shared vision

R3USSIR's actions are deployed regionally and locally in the nine territories. Through its involvement at various levels, R3USSIR contributes to the circulation of information feeding communities, fostering a common understanding and offering an overview to those involved in education.

## #engagement

## The individual at the heart of our actions

R3USSIR's collective actions place the individual (pupil, student, employee, job seeker, etc.) at the heart of its interventions by involving the various people (friends and family; school, employment, community and municipal environments, etc.) who intervene directly or indirectly with him or her.

## #collaboration

## The evidence

R3USSIR draws on evidence from research, valorizing it and integrating it into its practices.

## #innovation

# A SURVEY OF ESTRIE



**A larger aging population than Quebec as a whole<sup>1</sup>.**



**Greater workforce needs than in Quebec as a whole<sup>2</sup>.**



**A less credentialed population than Quebec as a whole<sup>3 4</sup>.**

<sup>1</sup> GOUVERNEMENT DU QUÉBEC. Portrait de l'emploi et du marché du travail de la région de l'Estrie. [Online]. <https://www.quebec.ca/emploi/informer-metier-profession/marche-travail/portrait-estrie>.

<sup>2</sup> STATISTICS CANADA (2024). Enquête sur les postes vacants et les salaires. [Online]. <https://www150.statcan.gc.ca/r1/tbl/r1/rv/action?pid=1410039801>.

<sup>3</sup> STATISTICS CANADA. (2023). Répartition de la population de 25 à 64 ans selon le plus haut niveau de scolarité atteint, la région administrative, l'âge et le sexe, Québec, 1990-2023. [Online]. <http://statistique.quebec.ca/fr/produit/tableau/3012>.

<sup>4</sup> ÉCOBES – RECHERCHE ET TRANSFERT. (2024). Parcours primaire-secondaire : Diplômation au secondaire – sous-populations. (ministère de l'Éducation). In Regard 360 [Platform]. <https://regard360.shinyapps.io/plateforme/>.



## Demographics

9 regional county municipalities (MRCs) and 516,919 individuals:



Age 0-4  
23,190



Age 5-14  
54,114



Age 15-24  
54,163



Age 25-64  
258,726



Age 65+  
126,726<sup>5</sup>

## Employment

Between 2022 and 2026,

nearly 34,800 jobs will need to be filled in the region<sup>6</sup>.

↳ 10,000 = job market growth

↳ 24,800 = retirements

For the 2023-2027 period,

199 of 516 occupations<sup>7</sup> will be in short supply in Estrie<sup>8</sup>.

By 2031, 67% of projected job openings in Quebec will require a qualification<sup>9</sup>.

The Estrie region's workforce needs are greater than those of Quebec as a whole<sup>10</sup>.

The labour force participation rate for individuals aged 15 to 64 in Estrie in 2023 (78.6%) is lower compared to the overall rate for Quebec (82.1%)<sup>11</sup>.

Loss of economic potential due to dropouts in Estrie = \$300 to \$700 million<sup>12</sup>.

Unemployment is 2.1 times higher among dropouts<sup>13</sup>.

## Education

5		centres de services scolaires and a school board
2		universities
5		CEGEPs
9		vocational training centres
7		general adult education centres
MORE THAN 30		high schools
MORE THAN 150		elementary schools

A number of educational institutions offer services for companies.

## Graduation in Estrie

↳ The high school graduation and qualification rate after seven years is lower in Estrie (79.6%) than for Quebec as a whole (82.1%)<sup>14</sup>.

↳ The rate of **diplomation in vocational training** after three years in Estrie (77.7%) is lower than for Quebec as a whole (80.9%)<sup>15</sup>.

↳ The college graduation in prescribed time plus two years in Estrie (62.4%) is comparable to that of Quebec as a whole (62.8%)<sup>16</sup>.

A higher proportion of Estrie's 25-64 year-olds (11%) do not have a diploma, compared to the Quebec average<sup>17</sup>.

<sup>5</sup> INSTITUT DE LA STATISTIQUE DU QUÉBEC. Principaux indicateurs sur le Québec et ses régions, [Online], <https://statistique.quebec.ca/fr/vitrine/region/05>.

<sup>6</sup> Idem 1.

<sup>7</sup> These are the occupations included in the *Classification nationale des professions* (CNP) 2021, representing 40,000 job titles.

<sup>8</sup> MINISTÈRE DE L'EMPLOI ET DE LA SOLIDARITÉ SOCIALE. État d'équilibre du marché du travail à court et moyen termes : diagnostics pour 516 professions, 2023, [Online], [https://cdn-content.quebec.ca/cdn-content/adm/min/emploi-solidarite-sociale/publications-adm/rapport/BA-diagnostic\\_professions.pdf](https://cdn-content.quebec.ca/cdn-content/adm/min/emploi-solidarite-sociale/publications-adm/rapport/BA-diagnostic_professions.pdf)

<sup>9</sup> EMPLOI-QUÉBEC (2022). État d'équilibre de main-d'oeuvre (estimation), [Online], [https://cdn-content.quebec.ca/cdn-content/adm/min/emploi-solidarite-sociale/publications-adm/rapport/BA-diagnostic\\_professions\\_resume.pdf](https://cdn-content.quebec.ca/cdn-content/adm/min/emploi-solidarite-sociale/publications-adm/rapport/BA-diagnostic_professions_resume.pdf)

<sup>10</sup> Idem 2.

<sup>11</sup> MINISTÈRE DE L'EMPLOI ET DE LA SOLIDARITÉ SOCIALE (2024). Bulletin annuel du marché du travail au Québec, [Online], [https://cdn-content.quebec.ca/cdn-content/adm/min/emploi-solidarite-sociale/publications-adm/min/bulletins-annuels/05-estrie/05-ANNUEL\\_marche\\_du\\_travail\\_ESTRIE\\_2023.pdf](https://cdn-content.quebec.ca/cdn-content/adm/min/emploi-solidarite-sociale/publications-adm/min/bulletins-annuels/05-estrie/05-ANNUEL_marche_du_travail_ESTRIE_2023.pdf).

<sup>12</sup> LAURIN, F. (août 2024). Coûts et impacts du décrochage scolaire sur le développement économique en Estrie, Université du Québec à Trois-Rivières, [Online], [https://reussirestrie.ca/wp-content/uploads/2024/09/R3USSIR\\_Etude-complexe-2024\\_VF.pdf](https://reussirestrie.ca/wp-content/uploads/2024/09/R3USSIR_Etude-complexe-2024_VF.pdf).

<sup>13</sup> STATISTICS CANADA, Tableau 14-10-0117-01 Caractéristiques de la population active selon le diplôme scolaire, données mensuelles non saisonnalisées (May 2024), [Online], <https://www150.statcan.gc.ca/t1/tbl1/fr/tv.action?pid=141001701>.

<sup>14</sup> Idem 4.

<sup>15</sup> Idem 4.

<sup>16</sup> Idem 4.

<sup>17</sup> Idem 3.



# OUR 2024-2028 PRIORITIES

These priorities will guide R3USSIR for the next four years and will enable us to align our actions to make education a priority lever for the social, economic, and cultural development of the Estrie region.

**The priorities fall into two main categories.**

## OUR ORGANIZATIONAL PRIORITIES

### 1. Consolidate and expand our network

Consolidate and develop a network of stakeholders committed to educational success and training-employment matching.

### 2. Enrich expertise and promote projects

Contribute to stakeholders expertise enrichment and encourage high-impact projects development related to educational success and training-employment matching.

### 3. Develop the organization

Ensure optimal development of the organism.

### 4. Position the organization

Position R3USSIR and its collaborative approach as a vehicle for community development in Estrie.

## OUR REGIONAL ACTION PRIORITIES



1.

**Valorizing graduation**



2.

**Reading and writing skills**



3.

**Course of study or career choice**



4.

**School-work balance**



5.

**Parental support and involvement**

**Cross-disciplinary themes : mental health and well-being**

# OUR ORGANIZATIONAL PRIORITIES

These are the four main priorities of R3USSIR as an organization, to enable it to deploy its mission, vision, and values, as well as its collective approach. For each priority, strategic objectives and strategies are set out to establish clear alignments.



## 1. Consolidate and expand our network

Consolidate and **develop a network of stakeholders** committed to educational success and training-employment matching.

### STRATEGIC OBJECTIVES

#### 1.1. Mobilize and engage stakeholders around regional action priorities.

*Strategies for achieving this:*

- Ensure the presence of regional consultation forums for collective action on regional priorities.
- Establish processes that encourage collective work and continuous improvement in the operation of R3USSIR's committees.

#### 1.2 Strengthen and extend strategic and territorial partnerships.

*Strategies for achieving this:*

- Consolidate ties with key regional and territorial stakeholders (municipalities, MRCs, etc.) in the various communities.
- Emphasize actions with the two new MRCs that have joined the Estrie region.
- Promote collaboration and linkages between the education community and other stakeholders in the ecosystem.

The strategic planning process highlighted the importance of R3USSIR's development of a network committed to lifelong learning issues.

That's why we're devoting considerable effort to strengthening this network and expanding it further.

**#partnership**

**At the heart of R3USSIR's raison d'être is everything to do with educational success and training-employment matching.**

**As a result, the priorities identified will enable us to take collective action to address these aspects.**

## 2. Enrich expertise and promote projects

Contribute to stakeholders **expertise enrichment** and encourage **high-impact projects development** related to educational success and training-employment matching.

### STRATEGIC OBJECTIVES

#### 2.1. Promote projects aligned with regional action priorities.

*Strategies for achieving this:*

- Proceed with evaluation of projects with a view to renewing, updating or terminating them.
- Initiate or support projects aligned with regional action priorities, or that link educational success and training-employment matching.

#### 2.2. Develop a common understanding of the stakeholders involved in educational success and training-employment matching, as well as regional action priorities.

*Strategies for achieving this:*

- Identify and disseminate information on knowledge, best practices, promising projects, and challenges.
- Develop expertise in the area of “training-employment matching” (definition, influential factors, effective strategies, etc.).
- Implement initiatives for raising awareness and spreading information tailored to target audiences.

The process has enabled us to reaffirm the importance of both nurturing our collective expertise and working with the strengths of different communities to develop promising projects for our region. **R3USSIR is recognized for its focus on educational success and its ability to mobilize stakeholders around common issues.**

The second component, which focuses on training-employment matching, is currently little-known. We will therefore be taking concrete action to raise the profile of this aspect and encourage collaboration around this essential R3USSIR dimension.

**#synergy**



**Prioritizing  
education is  
prioritizing  
success.**

## 3. Develop the organization

Ensure **optimal development** of the organism.

### STRATEGIC OBJECTIVES

#### 3.1. Consolidate the governance structure.

*Strategies for achieving this:*

- Evaluate the governance structure.
- Improve the governance structure to optimize efficiency.

#### 3.2. Strengthen stakeholder commitment.

*Strategies for achieving this:*

- Enhance understanding of and commitment to R3USSIR's role and responsibilities, as well as those of other stakeholders.

#### 3.3. Improve the organization's ability to act.

*Strategies for achieving this:*

- Adapt the organizational structure to the organization's needs.
- Develop processes and tools to optimize organizational structure operationalization.
- Develop the organization's expertise by implementing strategies for monitoring, mobilizing knowledge, exploring innovative solutions, etc.
- Establish mechanisms for skill development, knowledge sharing, and knowledge transfer within the team.
- Consolidate and diversify financing

R3USSIR unites a large, constantly-evolving network of stakeholders working in different environments, each with their own particularities.

It is therefore essential to support its development and establish solid foundations so that R3USSIR becomes a resilient organization capable of managing complexity and adapting to its changing environment.

**#dynamism**

## 4. Position the organization

**Position R3USSIR** and its collaborative approach as a vehicle for community development in Estrie.

### STRATEGIC OBJECTIVE

#### 4.1. Increase R3USSIR's influence and reach.

*Strategies for achieving this:*

- Develop indicators to measure R3USSIR's impact.
- Publicize R3USSIR through its collective projects and impacts.
- Adapt R3USSIR's communications and make them accessible to different target audiences.
- Take specific steps to publicize and recognize the importance of R3USSIR's training-employment matching project.

R3USSIR is a young organization that is constantly integrating new stakeholders into its network. **It is therefore essential to develop mechanisms to publicize R3USSIR** and its approach so that everyone can benefit from and contribute to it.

**#reach**

# OUR REGIONAL ACTION PRIORITIES

The regional action priorities are the themes that emerged from consultation and around which there is added value in working collectively to act on educational success and training-employment matching in our region.

## 1. Valorizing graduation



Holding a diploma or qualification, whatever the level of education achieved or the route taken, greatly enhances someone's quality of life and employability. We value all types of diplomas and qualifications and promote their benefits.

The loss of individual income for a person without a diploma **amounts to about \$560,000** over the course of his or her career<sup>18</sup>.

**#quality\_of\_life**

## 2. Reading and writing skills



Developing reading and writing skills from childhood and throughout life helps individuals to do better at school and adapt better to the world of work. Promoting the pleasure of reading, providing access to reading, raising awareness, and networking with businesses: all strategies are needed to improve the current situation.

More than 50% of Estriens aged 15 and over do not have sufficient reading and writing skills to **function well in everyday life**<sup>19</sup>.

**#autonomy**

## 3. Course of study or career choice



The transition to a new course of study or career is an important stage, when doubts and questions multiply. What are the choices I will face in the future? What paths are available? We work in partnership with organizations and professionals to support individuals in these transition periods. We multiply opportunities for professional exploration, value all career paths, and make the networks surrounding young people aware of the importance of supporting them at these pivotal moments.

More than half of young people **report experiencing anxiety** about their choice of career<sup>20</sup>.

**#future**



<sup>18</sup> Idem 12.

<sup>19</sup> LANGLOIS, P. (2021). *La littératie au Québec: un regard local sur les enjeux comme source de croissance économique*. Fondation pour l'alphabétisation. [Online]. <https://fondationalphabetisation.org/fr/alphabetsme/>.

<sup>20</sup> ACADEMOS (2024). *GEN Z: Comprendre les aspirations professionnelles des jeunes*. [Online]. <https://academos.qc.ca/ressource/les-aspirations-professionnelles-des-jeunes-en-2024/>.



## 4. School-work balance



Given that the first and foremost job for a young person is to attend school, we work with employers, families, and youth to ensure that academic success remains their top priority. We work together to help young people achieve a healthy balance between school and work, and in all other areas of their lives.

Approximately 30% of young people in Estrie **work more than 15 hours per week**<sup>21</sup>.

**#balance**

## 5. Parental support and involvement



Parental support and involvement have positive effects on children's educational perseverance and success. We highlight the benefits of this involvement and establish strategies to valorize parents and better equip them in their supportive role. We react to the needs of families and promote collaboration between school, family, and community stakeholders all for the well-being of students.

More than 6 in 10 Quebec parents feel that **taking care of their children takes more time and energy than they have**<sup>22</sup>.

**#support**

<sup>21</sup> GÉNÉREUX, M. (Université de Sherbrooke) (2023). *Enquête sur la santé psychologique des 12-25 ans*. [Online]. [https://reussirestrie.ca/wp-content/uploads/2023/05/RAPPORTmai\\_2023\\_vf.pdf](https://reussirestrie.ca/wp-content/uploads/2023/05/RAPPORTmai_2023_vf.pdf)

<sup>22</sup> INSTITUT DE LA STATISTIQUE DU QUÉBEC (2022). *Enquête québécoise sur la parentalité. Portrait des parents et expérience parentale*. [Online]. <https://statistique.quebec.ca/fr/document/etre-parent-au-quebec/2022/publication/portrait-parents-et-experience-parentale>

## Cross-disciplinary themes

Mental health and well-being have been incorporated into the five regional action priorities, enabling steps to be taken toward addressing sources of anxiety or other themes that have an impact on mental health. These topics will be considered when planning future actions in order to amplify the expected positive impacts and contribute to the well-being of individuals. Collaboration with key stakeholders in this field is necessary and encouraged.

Mental health and well-being have been incorporated into the five regional action priorities.

## Priority Groups

Particular attention will be paid to prioritized groups, where appropriate and without limitation, in R3USSIR's planned projects and initiatives. The prioritized groups include young people and individuals from immigrant backgrounds, from English-speaking backgrounds, those in precarious situations, or those with special needs.

Particular attention will be paid to **priority groups**.



We would like to express our deep gratitude to all our partners for their invaluable collaboration in the development of this concerted strategic planning. Your expertise and commitment have been essential in achieving this common goal. We look forward to continuing our work together and realizing our shared ambitions. Thank you all so much!

**Success for all:**  
this is what challenges, motivates,  
and inspires us!

**R3USSIR**

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