

ACCESSIBILITY IN HIGHER EDUCATION AND
HARMONIOUS INTERORDER TRANSITIONS
MONTRÉAL, DECEMBER 15, 2025

PROPOSALS PRESENTATION GUIDE

Support for new collaborative projects from PIM

CEGEPS and Universities

2026-2028



Pôle interordres
de Montréal

● TRANSITIONS ET ACCESSIBILITÉ

General Information

The Pôle interordres de Montréal (PIM) is an initiative of Montréal's CEGEPs and universities, supported by the Ministère de l'Enseignement supérieur, to promote cooperation between public colleges and universities in the Montréal area. The aim of PIM is to promote the accessibility and success of the student population in higher education.

All regional clusters (such as PIM) must focus their activities on the ministerial themes for student success in higher education:

1. *Promote accessibility to higher education, particularly for underrepresented groups (First Nations and Inuit, first-generation students, people with disabilities, people from rural areas, women in certain fields of study, including engineering and computer science, and men in general, etc.).*
2. *Improve the fluidity of training pathways and ensure smooth, high-quality transitions to strengthen student retention in higher education.*
3. *Respond to national and regional needs for training-employment alignment, particularly in the context of qualification or requalification, thereby enabling individuals to access lifelong learning opportunities.*
4. *Deploy recruitment strategies in higher education, promoting closer ties between CEGEPs and universities and secondary education.*

For this call for projects, PIM invites stakeholders to develop initiatives lasting one to two years that address the first two selected objectives: the implementation of inclusive teaching practices or the development and mastery of skills essential for success in higher education. PIM provides financial support ranging from \$20,000 to \$60,000 for projects aligned with these goals.

Who can submit a project?

A project must be submitted, in collaboration, by a team from at least one CEGEP and one university, both members of the PIM¹.

The team proposing the project can join organizations external to the pole, other establishments, or companies. There is no limit to the number of partners.

Each project must have obtained the support of the academic departments of the partner institutions, for CEGEPs, and of the vice-presidents of academic affairs, academic affairs, or the equivalent for universities. These terms and conditions are set out in the proposal submission form and specified later in this guide.

Themes and expected results

The two themes are as follows:

Themes	Objectives	Problematics
Accessibility in higher education	<i>Promote accessibility for people in higher education, especially underrepresented groups (Aboriginal people, people with disabilities, first-generation students, people from disadvantaged backgrounds, immigrants, etc.).</i>	To reiterate the context outlined in the CRISPESH report prepared for PIM ² : “Currently, there is no consensus on the inclusive practices that should be prioritized in postsecondary institutions in Quebec. This lack of common guidelines, combined with the marked increase in the number of students with disabilities [...] reveals [...] the importance of filling the information and coordination gap between colleges and universities in order to better support an increasingly diverse student population.” (Trans.)

¹ See Appendix 1 for a list of member institutions.

² CRISPESH, *Les pratiques inclusives dans des établissements en enseignement supérieur de Montréal : de la théorie à la pratique*, 2025, p. 9 :
https://pim.quebec/assets/pim/documents/Publications/Rapport_CRISPESH_pratiques_inclusives.pdf

Transitions

Improve the fluidity of training pathways and ensure smooth, high-quality transitions aimed at strengthening student retention in higher education

We can cite what we consider to be the basis for developing a continuum of essential skills for postsecondary education as part of the MSTR project³: “The development of essential skills for and through education is a determining factor in the success of learners' educational projects [...]

Higher education institutions have a responsibility to honor their commitment to learners: their admission implies recognition of the skills necessary for success. If the essential skills of some learners do not meet the expected level, it is imperative that the institution put in place support services and complementary activities to enable them to progress toward student success.” (Trans.)

The two priority themes are linked to two areas of work being addressed by *Table T4*, a PIM consultation body that examines issues related to the fourth transition, namely the transition from CEGEP to university. The members of *Table T4* have expressed a desire to support projects:

- related to inclusive education, particularly Universal Design for Learning, especially in relation to supporting students with disabilities or with special needs, and
- related to the essential skills that students need to acquire in order to succeed in higher education.

Collaboration and consultation between the college and university levels are essential, both in terms of supporting students with disabilities or with special needs and in terms of the essential skills for academic success.

Projects related to Universal Design for Learning

In 2024-2025, the PIM contributed to advancing thinking on inter-level consultation practices and issues through two complementary actions: a one-day CEGEP-university dialogue project organized jointly with the three other regional clusters in higher education in the Montréal metropolitan area (Lanaudière, Laval, and Montérégie) and a CRISPESH research mandate on inclusive practices in higher education in Montréal. The report on the *Dialogue* event⁴ and the research report of CRISPESH, phase 1⁵, are both available on the PIM website and can guide the preparation of a proposal for this theme.

³ The acronym MSTR (*Modèle de soutien aux transitions interordres réussies*) refers to the model for supporting successful inter-order transitions developed by the UQ network:

<https://reseau.quebec.ca/fr/transitions-reussies/definir-le-modele>

⁴ https://pim.quebec/assets/pim/documents/Publications/Rapport_journee_echanges_transition_interordres_PESH.pdf

⁵ https://pim.quebec/assets/pim/documents/Publications/Rapport_CRISPESH_pratiques_inclusives.pdf

Projects related to essential skills for the “student profession”

As part of the large-scale project *Transitions réussies vers les études supérieures* (Successful Transitions to Higher Education) developed by a group of researchers from the Université du Québec network and several CEGEPs across the province, a team led by Stéphanie Demers and Marjolaine Veilleux has developed a continuum of skills in higher education based on a review of the scientific literature, an analysis of existing skill frameworks in Quebec's higher education networks, and consultation with the academic community.

This theme was identified as a priority area of work by the members of *Table T4* from the outset of their work. The members of the Table closely followed the progress of Professor Stéphanie Demers' work, which, along with other work, can be considered a reference for this call for projects. However, given that this issue is difficult to address in general terms within this framework and considering that students' educational paths take them through college programs and then, where applicable, university programs, the proposals expected will target specific educational paths and aim to promote success and fluidity in those paths.

Eligibility requirements

Projects must be submitted using a form provided for this purpose. Certain terms used in this guide and in the form are defined in Appendix 2 of this document.

To be eligible, the proposal must meet the following conditions:

- Involve members of at least one CEGEP and one university that is part of the Pôle interordres de Montréal (PIM). (See Appendix 1 for a list of member institutions.).
- Designate a project manager institution.
- For a CEGEP, having the support of the administration (Academic Dean) of each educational institution partnering in the project; for a university, having the support of the vice-principal of academic affairs or equivalent.
- Before a minimum period of one year and a maximum of two years between the month of May 2026 and the end of June 2028.
- Propose a budget for the project that includes a contribution from the PIM of between 20 000\$ et 60 000\$.
- Fall under one of the two themes presented in the previous section. (If the project addresses both, indicate the one that fits best.)

Teams proposing the projects may bring in organizations from outside the Pôle, such as other educational institutions, community organizations, other public institutions, or businesses. The number of partners is not limited.

Budget items and eligible expenses

Examples of eligible expenses are described below.

Salaries and human resources

- Principal investigator and collaborators: fees or salaries for time dedicated to the project.
- Research assistants: remuneration for students or professionals supporting the project.
- Technical and administrative staff: salaries for technicians, project managers or coordinators.

Participant-related expenses

- Participant allowances: compensation for their time (in the case of surveys, experiments, etc.).
- Travel or meals for participants.

Travel and hospitality expenses

- Travel for data collection (field studies, archive visits, etc.).
- Participation in conferences or seminars to present results.
- Meetings with project partners.

Equipment and materials

- Purchase of specific equipment, e.g. specialized software.
- Consumables: office supplies, paper, ink, experimental equipment.
- Maintenance or rental of equipment (e.g. expensive analytical instruments).

Communication and dissemination

- Publication of results in scientific journals (open access).
- Organization of workshops, conferences or seminars to share findings.
- Production of communication media (reports, computer graphics, videos).

External services

- Consultants or experts: fees for specific services.
- Specialized analyses: use of external laboratories or technical services.
- Translation, transcription or editing: services related to the preparation of reports or articles.

Training and development

- Registration for training courses or workshops required for the project.
- Teaching or learning materials.

Evaluation criteria

Any project proposal meeting the eligibility requirements described in the previous section will be subject to the evaluation of an independent jury and evaluated according to the following criteria :

- Definition of the issue and relevance of the objectives pursued,
- Clarity of the indicators used to measure expected results,
- Quality of inter-order collaboration⁶ between PIM member institutions,
- Clarity of the role of external partners, where applicable,
- Ability to have an impact on other PIM member institutions,
- Scope of the plan for disseminating the results of the work,
- Realistic planning and schedule,
- Realistic budget.

Jury composition

The jury will be made up of members of the PIM steering committee and one external member. It will recommend the best projects to the PIM steering committee, which will make the final decision, up to the maximum funds available.

⁶ The quality of collaboration is defined on a continuum ranging from the exchange of information or expertise to the sharing of decisions and actions based on the project's objectives.

Timeline

Steps	Dates	Actions or content
1.	December 15 th , 2025	Launch of the call for projects : Publication of the Proposal Presentation Guide and Participation Form
2.	February 26 th , 2026, at midnight	Deadline for submitting projects. Applications sent to Benoit Pagé: bpage@pim.quebec .
3.	March 2 nd to 25 th , 2026	Project evaluation and Jury meeting. Recommendation to PIM steering committee
4.	March 26 th , 2026	Regular meeting of PIM steering committee. Awards of grants to CEGEP-university joint projects
5.	Week of March 30 th , 2026	Sending acceptance and rejection letters. Preparation of contracts. Public announcement of the projects selected, the establishments awarded funding and the other partners associated with each project.
6.	May 2026	Project launch. Issuance of the first payment (50% if over two years; 100% if less than two years).
7.	May 2027	Submission of a progress report. Payment of the balance of the grant.
8.	June 2028	Submission of the final account statement (Financial report and Activity report).

Project submission

To submit a project, proposers must use a dedicated form downloadable from the PIM website: <https://pim.quebec/appels-de-projets>

Information request

For further information, please contact Lilian Lopez, development advisor, at llopez@rcm.quebec or Benoit Pagé, PIM director, at bpage@pim.quebec

APPENDIX 1

List of PIM member institutions

The PIM brings together nineteen higher education institutions on the Island of Montréal.

CEGEPS	UNIVERSITIES
Cégep André-Laurendeau	Concordia University
Cégep de Rosemont	École de technologie supérieure (ÉTS)
Cégep de Saint-Laurent	École des hautes études commerciales Montréal (HEC)
Cégep du Vieux Montréal	École Polytechnique Montréal
Cégep Gérald-Godin	McGill University
Cégep Marie-Victorin	Université de Montréal (UdeM)
Collège Ahuntsic	Université du Québec à Montréal (UQAM)
Collège de Bois-de-Boulogne	
Collège de Maisonneuve	
Dawson College	
Vanier College	
John Abbott College	

APPENDIX 2

Definitions

These definitions refer to certain terms used in the entry form.

Managing institution	The institution managing the project is the trustee of the PIM grant.
Contributors	Contributors shall be the individuals who carry out the project. They shall also take part in a community of practice activities and agree to present findings at an official PIM activity or event designated by PIM.
External partners	External partners shall be representatives from organizations and companies other than the 19 PIM member institutions (12 colleges and 7 universities).
Directors	For CEGEPs : Academic Dean's Office For universities: the Vice-President of Academic Affairs, or equivalent