

2013

Moving Forward



**Increasing the capacity
of the Ontario education
system to deliver
French-language
postsecondary education
in central and
southwestern Ontario**

SUMMARY OF RECOMMENDATIONS BY THE EXPERT PANEL
ON FRENCH-LANGUAGE POSTSECONDARY EDUCATION

January 9, 2013

The Honourable John Milloy
Minister of Training, Colleges and Universities

Dear Minister Milloy:

We are pleased to submit the report of the Expert Panel on French-Language Postsecondary Education. The panel's mandate was to provide you with advice on the most effective measures for increasing the capacity of the education system to deliver French-language postsecondary education in central and southwestern Ontario.

I would like to express my gratitude to all members of the panel for putting so much effort into this project, both personally and as a team, and for instilling it with their enthusiasm and commitment. Their experience, diligence, and judgement were key factors in the success of this initiative.

We also extend our sincere thanks to all those who took part in the focus groups held in Windsor, Welland, and Toronto. Nearly 70 people voluntarily shared their ideas and hopes.

We also appreciate the efforts of the postsecondary institutions that submitted briefs. Their contributions helped us explore potential partnerships in the central and southwestern regions. We are grateful to the bilingual and French-language institutions that offer French-language programs and services in these regions.

Lastly, we thank the members of the French-Language Continued Learning Unit for their support in keeping the work of the panel running smoothly.



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Vision statement of Ontario's *Politique d'aménagement linguistique*

The policy framework . . . flows from the vision of a French-language postsecondary education and training system that produces a highly educated and skilled francophone labour force and a fully engaged francophone community that contributes to the economic, cultural, and social development of the province and to its competitive advantage and quality of life.

Politique d'aménagement linguistique (PAL): A Policy Framework for
French-Language Postsecondary Education and Training in Ontario
(Ministry of Training, Colleges and Universities, 2011)

Vision statement of the Expert Panel on French-Language Postsecondary Education for Central and Southwestern Ontario

Ontario's postsecondary education system should recognize both the value of the language skills and the educational aspirations of francophone students in central and southwestern Ontario, and build on that important human capital to provide the province with the bilingual workforce it needs to support a knowledge economy and to ensure the survival of the French language and francophone culture in the two regions, which may be home to nearly half the province's francophone population within the next 10 years.

Introduction

This summary contains the key results of the deliberations of the Expert Panel on French-Language Postsecondary Education on increasing the capacity of the Ontario education system to deliver French-language postsecondary education in the central and southwestern regions of the province.

The panel views the issue of access to French-language postsecondary education in these regions in the context of current socio-demographic and economic changes and trends affecting the two regions in terms of growth, urbanization, and increasing diversity, because these trends also affect Ontario's francophone community and are accompanied by a growing demand for French-language education among both francophones and francophiles.

The panel identifies a genuine paradox with respect to French-language postsecondary education in central and southwestern Ontario. The paradox lies in the fact that, in the two regions, the high demand for French-language education has not been matched by an increased offer of French-language postsecondary programs of study, despite the long-term investments that the province has made at the elementary and secondary levels to address that demand. The network of French-language elementary and secondary schools established by the school boards of the two regions is expanding steadily, and year after year, growing numbers of francophones and francophiles are enrolling their children in those schools. Moreover, the French-speaking population in central and southwestern Ontario is increasing. It is estimated that within the next 10 years, nearly half of Ontario's francophone population will be living in these two regions.

The panel points out that this population has the language skills that Ontario needs to meet the demands of the new knowledge economy. It argues that the limited or fragmentary availability of French-language postsecondary services and programs in central and southwestern Ontario deprives the two regions of a large potential pool of highly skilled bilingual workers.

In the panel's view, in order to target investments wisely, it is essential to look more closely at the needs, ambitions, and aspirations of the francophone population¹ of the two regions, starting with the Greater Toronto Area, where more than half of that population resides. To that end, the panel recommends planning projects and actions, for both the short and the long term, that will stimulate participation in French-language postsecondary education in the two regions and provide the pool of versatile, skilled bilingual workers needed in the labour market of the new economy.

1. That is, the population based on the inclusive definition of francophone (IDF). The IDF is a derived variable calculated with the data from three census questions: mother tongue, language spoken at home and knowledge of official languages. The IDF estimates the number of persons whose mother tongue is French as well as persons whose mother tongue is neither French nor English but have particular knowledge of French as an official language and use French at home, including recent immigrants to Ontario whose language of integration is French. (Office of Francophone Affairs, 2009)

The Issue of French-Language Postsecondary Education in Central and Southwestern Ontario

A paradox to be resolved

Year after year, Ontario's French-language education system in the central and southwestern regions has been attracting growing numbers of francophones and francophiles who make a very conscious choice to have their children educated in French at the elementary and secondary levels.

Over the last 10 years, the growth of the francophone population in these regions has been accompanied by a strong demand for French-language education, to which the Ontario government has responded and continues to respond. Since 2003, 14 French-language schools have opened in the two regions, 10 more are under construction and will be ready for students in 2012 or 2013, and 17 others are in the planning stages.²

Moreover, Canada's second official language is very popular among Ontario residents: in 2010–11, 829 English-language schools in the province offered French immersion programs, and 155,232 students were registered in those programs.

The paradox, however, is that the availability of French-language and bilingual post-secondary programs and facilities in the urban areas of central and southwestern Ontario is limited. This situation creates considerable uncertainty among the regions' francophones and francophiles, uncertainty that affects retention rates in French-language schools and dropout rates in immersion programs at the secondary school level. Between 2008 and 2010, 5 per cent of students switched from the French school system to the English system between Grades 6 and 7, and, more disturbingly, 21.8 per cent did so between Grades 8 and 9. Of the 42,876 students registered in immersion programs in Toronto and the surrounding area in 2010–11, only 5,287 stayed in those programs at the secondary level.

2. All figures in this section were supplied by the Ontario Ministry of Education.

The French-language school retention rates clearly show that uncertainty among students and their parents peaks just before secondary school, when students approach the first set of choices they have to make about their educational pathway. Judging, correctly, that the English-language education system offers a wider range of postsecondary courses and programs, a significant number of students switch from the French system to the English system.

Key facts, observations, and trends

Facts

Some 600,000 francophones (IDF) live in Ontario. Nearly one-third of them now live in the central and southwestern regions, and more than half of that number are in the Greater Toronto Area. The trend to urbanization is accelerating. The central and southwestern regions have a larger francophone population than the northeastern and northwestern regions of the province.

Ontario's Francophone Population

Ontario	582,695
East	242,055
Northeast and northwest	139,015
Centre and southwest	201,625
Greater Toronto Area*	110,325
City of Toronto	53,375

* City of Toronto and regional municipalities of Durham, Halton, Peel, and York.

Source: 2006 Census data, Statistics Canada.

Observations and trends

- ◆ The francophone population of central and southwestern Ontario continues to grow and diversify as a result of the migration of francophones from other provinces and the influx of new francophone immigrants from other countries. Nearly half of the francophones (47 per cent) in the city of Toronto were born outside Canada.
- ◆ Enrolment in French-language schools is increasing. The number of students enrolled in French-language secondary schools is rising in central and southwestern Ontario, declining in northern Ontario, and remaining steady in eastern Ontario.
- ◆ Increasing numbers of exogamous families live in the central and southwestern regions, and they depend on existing socio-institutional structures, especially educational institutions that provide French-language instruction or offer immersion programs, to maintain their relationship with the French language in their daily lives.

French-language schools in central and southwestern Ontario have experienced notable losses in enrolment at transition points in the schooling path (i.e., between the elementary and secondary levels and between the secondary and postsecondary levels) due, at least in part, to deficiencies in access to French-language programs at the postsecondary level.

Choices made by graduates of French-language schools in central and southwestern Ontario, and their implications

The postsecondary education choices that graduates of Ontario's secondary schools make are based on the availability of program pathways and on the young person's life and career aspirations.

Studies by the Centre de recherches en éducation franco-ontarienne (CREFO) and the Canadian Institute for Research on Linguistic Minorities (CIRLM) show that the majority of students in Ontario's French-language secondary schools wish to pursue postsecondary studies in French at a school close to home. This preference may have to do with finances, the need for family support, or an attachment to the region.

In central and southwestern Ontario, the rate of participation in postsecondary education among francophone graduates is the highest in the province, for all populations combined. In spite of this, the rate of access to French-language and bilingual programs in the two regions is low.³ This apparent inconsistency may be attributable to the limited range of programs offered by Collège Boréal at its Toronto campus and to the fact that the 26 programs offered by York University's Glendon College in Toronto are restricted to the liberal arts (literature, humanities, and education).

By contrast, graduates in the two regions have a wide array of programs in English, in every discipline, to choose from, offered by 13 English-language universities and 13 English-language colleges of applied arts and technology. Northern and eastern Ontario are also much better served than the central and southwestern regions in terms of French-language and bilingual postsecondary institutions and programs. It is worth noting that, according to a CIRLM study,⁴ Grade 12 students in central and southwestern Ontario are more likely than their counterparts in other regions to go on to university rather than college.

Since most francophone graduates in these two regions have a good command of English and since proximity is a key factor⁵ in young people's choice of postsecondary institution, it is not surprising that many of these students enrol in English-language institutions, regardless of their possible preference for pursuing their education in French or of any language difficulties they may need to overcome in an entirely anglophone environment.

3. See the *Gap Study: French-Language and English-Language Postsecondary and Training Systems* (Ministry of Training, Colleges and Universities, 2008).

4. *Et après le secondaire? Aspirations éducationnelles et intentions de faire vie-carrière dans leur communauté des élèves de 12^e année des écoles de langue française de l'Ontario*. 2010. Réal Allard, Rodrigue Landry, and Kenneth Deveau. Moncton, Canadian Institute for Research on Linguistic Minorities (CIRLM).

5. See *L'accès des francophones aux études postsecondaires en Ontario : Le choix des jeunes. Rapport final*. Normand Labrie, Sylvie Lamoureux, and Denise Wilson. 2009. Centre de recherches en éducation franco-ontarienne (CREFO). Toronto, Ontario Institute for Studies in Education (OISE), University of Toronto.

Attending an English-language institution means opting for the intensive daily use of English rather than French in every sphere of ordinary and student life, which does not promote language retention. In fact, in 2006, the language retention rate of francophones in central and southwestern Ontario was significantly below the provincial average (33.8 and 24.1 per cent, respectively, compared with an average of 55.3 per cent).⁶

Key facts, observations, and trends

Facts

In 2009, only 2 per cent of students graduating from French-language secondary schools in central and southwestern Ontario enrolled in a French-language college, compared with 21 per cent who enrolled in an English-language college. More than a third of the graduates enrolled in an English-language university.

Graduates of French-language secondary schools in 2009, and their choice of postsecondary institution	Ontario	Central and Southwestern Regions
Number of students who graduated in June 2009	5,235	1,099
Percentage who enrolled directly in a bilingual university in September 2009*	30%	25%
Percentage who enrolled directly in a French-language college in September 2009	21%	2%
Percentage who enrolled directly in an English-language university in September 2009*	11%	34%
Percentage who enrolled directly in an English-language college in September 2009	13%	21%
* Data based on self-identification by francophone students. Source: Geofranc database (MTCU), generated in April 2011.		

(continued)

6. Statistics Canada, 2006 Census of Population.

Observations and trends

- ◆ The limited availability and range of French-language and bilingual postsecondary programs in central and southwestern Ontario, at both the college and university levels, contributes to widening the gaps in access to postsecondary education between francophones and anglophones in the province.
- ◆ Graduates of French-language secondary schools in central and southwestern Ontario have the highest participation rate in postsecondary education in the province, but their access to French-language or bilingual programs is very limited.
- ◆ Francophone secondary school graduates in the two regions are likely to pursue a university education, and many of them tend to do so close to the family home.
- ◆ The college and university programs available in French in the two regions cover only a small proportion of francophone graduates' preferred fields of study, and, as a result, many of those graduates enrol in local English-language institutions.
- ◆ Enrolment losses in the province's French-language education system are significant at every transition point in the schooling path, that is, between the elementary and secondary levels and between the secondary and postsecondary levels. The combined losses are substantial.

Strategies for improving access to French-language postsecondary education in central and southwestern Ontario

The panel is convinced that the very limited range of French-language postsecondary programs in central and southwestern Ontario, combined with the lack of French-language or bilingual postsecondary institutions that have administrative autonomy at the regional level to establish their own vision, culture, and facilities, has a direct impact not only on participation in French-language postsecondary education but also, by extension, on the capacity of their francophone populations to retain their language.

It is worth considering the choices that other Canadian provinces have made with respect to French-language postsecondary education. The majority of the provinces, including those with francophone communities that make up a very small proportion of the total population, have established French-language postsecondary institutions that deliver programs in the minority language. Nova Scotia and Manitoba each have a French-language university (Université Sainte-Anne and Université de Saint-Boniface, respectively). In Alberta, the Campus Saint-Jean, of the University of Alberta, offers nine bachelor's degree programs and two master's degree programs in French. New Brunswick, Canada's only officially bilingual province, with a francophone community of more than 236,000, has the Université de Moncton – the only major French-language university outside Quebec – offering a range of bachelor's, master's, and doctoral programs on three campuses. The Collège communautaire du Nouveau-Brunswick offers 90 programs in 16 subject areas on five campuses.

By contrast, Ontario – a world-class centre of finance, scholarship, research, and innovation, with a francophone community of about 600,000, including more than 110,000 in the Greater Toronto Area – does not have an autonomous French-language university that is strategically located to attract graduates of French-language secondary schools and immersion programs, and francophone students from other provinces and other countries.

For the sake of comparison, the panel also studied several foreign bilingual postsecondary institutions in minority settings⁷ and identified some common characteristics:

- ◆ Well-established bilingual universities such as the University of Helsinki and the University of Fribourg were established to espouse linguistic, ethnic, cultural, and demographic realities.
- ◆ New universities, such as European University Viadrina and the Free University of Bozen-Bolzano, were founded in response to socio-demographic needs but promote bilingualism and multilingualism in particular as competitive assets in the labour market: bilingual and multilingual graduates of these universities have a distinct advantage.
- ◆ These institutions are often specialized bilingual faculties within a larger university structure.
- ◆ All the institutions have a certain level of autonomy.
- ◆ Bilingualism is a goal, not necessarily a prerequisite for admission.
- ◆ A growing number of bilingual postsecondary institutions offer an appealing range of programs and courses in English, in addition to other languages, to attract more students, especially international students.

Thus, postsecondary institutions around the world are committed to maintaining and protecting the languages spoken in their home territory while vigorously promoting the acquisition of English in the context of globalization. In that respect, they are similar to many French-language universities in Canada and other countries that have in common the use of French and share the values of the francophonie with respect to sustainable development, protection of linguistic and cultural diversity, and world peace.

7. The institutions studied were University of Helsinki (Finland), University of Fribourg (Switzerland), European University Viadrina (Germany), Free University of Bozen-Bolzano (Italy), University of Yaoundé (Cameroon).

Key facts, observations, and trends

Facts

The three institutions that deliver French-language postsecondary programs in central and southwestern Ontario are not autonomous. Each is part of an autonomous entity: Glendon College is a faculty of York University, the Ontario Institute for Studies in Education (OISE) is part of the University of Toronto, and the Toronto campus of Collège Boréal is a satellite campus of the college's main campus in Sudbury.

In eastern and northern Ontario, Laurentian University, the University of Ottawa, Collège Boréal, and La Cité collégiale all have their own charter or legal framework and autonomous governance.

Observations and trends

- ◆ Other provinces have chosen to support French-language university-level institutions, even when the francophone population of the province is proportionally much smaller than that of central and southwestern Ontario and is scattered over a large area, as in the case of Nova Scotia.
- ◆ In other provinces, all French-language postsecondary institutions except the Campus Saint-Jean, which is part of the University of Alberta, are fully autonomous.
- ◆ The new universities promote bilingualism or even multilingualism as a competitive asset in the labour market to attract more students, including international students.
- ◆ In this era of globalization, bilingualism is becoming an established value of major universities.

Assessing stakeholders' needs

In April 2012, the main groups concerned with access to French-language postsecondary programs and services – students, apprentices, and parents – were consulted in Welland, Toronto, and Windsor⁸ in a focus-group setting. The participants expressed their views in eight discussion sessions lasting approximately 90 minutes each. (The focus-group research matrix is reproduced in Appendix 1.)

In its review of the comments made in the focus groups, the panel noted in particular how frequently participants mentioned the costs associated with the distance to French-language or bilingual postsecondary institutions, and their desire to attend school closer to home. Participants reported that the lack of French-language postsecondary institutions or programs in their region or the lack of French-language programs in their field of interest are barriers to pursuing a French-language postsecondary education.

8. The panel asked the Social Research and Demonstration Corporation (SRDC) to hold focus groups and submit a report on the results, which the panel received in May 2012.

Key facts, observations, and trends

Facts

With regard to programs, all the groups consulted indicated that:

- ◆ their program needs are not being met;
- ◆ their needs for programs in particular fields are directly related to their region's economy (e.g., Welland: tourism, agriculture, public relations; Windsor: engineering, mechanical engineering, construction; Toronto: finance, business management, health sciences);
- ◆ the success of French-language postsecondary education hinges on having a structure, instruction, and programs that are of the same calibre as those offered by English-language institutions;
- ◆ they want to see the institutions work together and make the most of their resources, with a view to increasing the range and availability of French-language programs, rather than competing with one another.

With regard to promoting French-language education in a minority setting, all the participants indicated that

- ◆ integration into the labour market outside Quebec is determined by the predominantly anglophone sociolinguistic context;
- ◆ fluency in both French and English or even in another language is an advantage for young graduates;
- ◆ proficiency in both official languages provides new graduates with economic opportunities that they would not otherwise have.

Moreover, in the opinion of francophone newcomers to Ontario for whom social integration is just as important as economic integration, learning English is vital to communicating with one's peers when French is the minority language.

Observations and trends

- ◆ Every group has specific expectations and needs that are shaped by their regional economy. The needs expressed by all groups were strongly influenced by their environment, particularly the economic and social environment.
- ◆ Expectations with regard to the offer of French-language programs in particular fields tended to reflect the specific economic needs of the regions, as people hope to live and work in their home region.
- ◆ Francophones recognize the need for cooperation between institutions in order to fill the gaps in the range of available French-language programs, to ensure quality program delivery, and to optimize the use of existing resources.
- ◆ The value of a French-language postsecondary education compared with a bilingual or English-language postsecondary education is an issue discussed in the francophone community.
- ◆ The linguistic needs of the focus group participants varied significantly, depending on age, region, educational program (e.g., French immersion, French-language school), and linguistic and cultural background.

The panel considers the support and commitment of the French-language and bilingual partner institutions in the regions to be invaluable. Before putting forward recommendations, the panel therefore decided to solicit the views of these institutions about measures needed to increase the capacity of the education system to deliver French-language postsecondary education in central and southwestern Ontario. A number of institutions submitted briefs, which the panel reviewed and took into account in preparing its recommendations.

Proposed Solutions

In light of its analysis of the socio-demographic characteristics of the central and southwestern regions of Ontario, data on access to French-language and bilingual postsecondary education across the province today, and the aspirations and expectations reported by francophones themselves, the panel recommends that, in accordance with the *Politique d'aménagement linguistique (PAL): A Policy Framework for French-Language Postsecondary Education and Training in Ontario* (2011, p. 9), the Ontario government act on its commitment

... to create a strong, responsive postsecondary system that makes the needs of its students a priority – specifically, in this case, by improving access to French-language postsecondary education and training for Ontario's 600,000 francophones.

Target goal

Increase access to French-language postsecondary education in central and southwestern Ontario as part of the implementation of the *Politique d'aménagement linguistique (PAL): A Policy Framework for French-Language Postsecondary Education and Training in Ontario* (2011).

Strategic objectives

- ◆ Make it a priority to meet the needs and aspirations of young people graduating from French-language secondary schools and French immersion programs, as well as those of French-speaking adults and newcomers to the province who previously left school and now want to change careers, acquire new skills, or upgrade their skills to improve their employability and integrate into Canadian society.
- ◆ Devise, implement, and manage a development strategy for the future that
 - ◇ is based on the mobilization of and collaboration among partners in the existing network of French-language and bilingual postsecondary institutions to develop new French-language programs, expand existing programs, and deliver student services in French;
 - ◇ offers coordinated French-language educational services and programs that take into account the emerging needs of francophone and francophile clients;
 - ◇ includes a mechanism for coordinating the expansion of services and programs into a continuum, a mechanism through which management of these services and programs would be delegated to an autonomous, regional French-language institution.

Guiding principles

The panel established the following guiding principles as a foundation and framework for the development of its recommendations:

- ◆ Focus on seminal actions and projects.
- ◆ Follow the guidelines set out in the *Politique d'aménagement linguistique (PAL): A Policy Framework for French-Language Postsecondary Education and Training in Ontario* (2011).
- ◆ Recognize and respect the distinct nature of the college and university sectors and the roles of the various ministries and institutional and community stakeholders.
- ◆ Recognize the characteristic features of the francophone communities of central and southwestern Ontario.

Recommendations

Whereas:

- ◆ Ontario, through the French Language Services Act (R.S.O. 1990, Chapter F.32), recognizes the contribution of the cultural heritage of the French-speaking population and wishes to preserve it for future generations;
- ◆ Ontario has the largest francophone community in Canada outside Quebec, with nearly 600,000 members;

- ◆ the francophone population of the central and southwestern regions makes up 34 per cent of Ontario's total francophone population;
- ◆ more than half of the francophones in the central and southwestern regions are concentrated in the Greater Toronto Area;
- ◆ the demand for French-language education is growing steadily at the elementary and secondary levels in central and southwestern Ontario;
- ◆ the substantial enrolment losses that occur in the French-language system at the transition points in a student's schooling are due in part to uncertainty surrounding access to French-language postsecondary programs and services;
- ◆ geographic proximity is a key factor in the selection of a postsecondary institution;
- ◆ access to French-language postsecondary programs in central and southwestern Ontario is very limited; and
- ◆ institutions offering French-language programs in central and southwestern Ontario do not have their own charter but rather are governed by special mandates and have limited enrolment capacity;

the panel respectfully submits the following recommendations.

RECOMMENDATIONS FOR THE SHORT TERM: INITIATIVES AND PLANNING (2012–15)

***PART 1:** Improve access to French-language postsecondary education by creating or expanding programs that satisfy the following criteria:*

- ◆ Priority to the Greater Toronto Area in the near future.
- ◆ Relevance of the projects submitted based on specific criteria, including the projects' suitability to the socio-economic circumstances of the region (e.g., meeting a demand for postsecondary education in a critical or emerging sector, responding to an identified need in the community or the labour market) and their adaptability (e.g., they can be tailored to the planned delivery mode or location and the target group).
- ◆ Interest that the project generates locally in the community.
- ◆ Development of the projects as part of a plan for transition to a coordinated education system for francophones and eventual transfer to a French-language institution in the region.

PART 2: *Establish a secretariat for French-language postsecondary education in central and southwestern Ontario that would act within the framework of Ontario government priorities while enjoying a degree of independence from ministerial authorities. This secretariat would be the core mechanism of consultation and would coordinate French-language programs for the entire region.*

The secretariat would be responsible for:

- ◆ conducting or commissioning research;
- ◆ carrying out demographic studies, and collecting and analysing data on the needs of francophones and francophiles in central and southwestern Ontario;
- ◆ establishing a governance model for managing funding and sharing resources;
- ◆ creating a mechanism independent of the educational institutions and the ministry to:
 - ◇ conduct consultations,
 - ◇ assess the capacity of the institutions to collaborate, and identify obstacles impeding that collaboration,
 - ◇ develop college and university partnership models to promote collaboration and synergy,
 - ◇ identify strategies to help francophone students of French-language colleges and universities maintain their language skills.

PART 3: *Priority actions for transforming the French-language postsecondary education system:*

- ◆ Negotiate with the federal government to reintroduce the concept of high-priority programs.
- ◆ Negotiate with Canadian Heritage to promote the development of central and southwestern Ontario within the framework of a new Canada-Ontario Agreement.
- ◆ Provide special funding, in conjunction with the Consortium national de formation en santé, for the development of French-language health training programs in central and southwestern Ontario.
- ◆ Establish a credit-transfer system for French-language postsecondary education.
- ◆ Reinstate the program of scholarships for studying in French, or create a mobility program for francophone students.
- ◆ Explore the need for distance delivery of French-language postsecondary programs and the forms of distance delivery best suited to identified client groups.
- ◆ Establish a working group of representatives from French-language secondary schools, representatives from French-language and bilingual postsecondary institutions, and community leaders.
- ◆ Include issues pertaining to francophones in future studies on postsecondary education in Ontario – particularly research conducted under the auspices of the Higher Education Quality Council of Ontario.

RECOMMENDATIONS FOR THE LONG TERM: ESTABLISHMENT OF NEW INSTITUTIONS (2015)

PART 1: *Support the expansion of French-language postsecondary programs through partnerships.*

PART 2: *Support the establishment of institutions that would be designated under the French Language Services Act, as follows:*

- ◆ one French-language educational institution that would function as both a university and a college;

or

- ◆ two French-language educational institutions – a college and a university – that would share common services.

Development and operation of the programs of study would be governed by the following principles:

- ◆ serve francophone and bilingual client groups of all types (including potential employers) in a coordinated way;
- ◆ deliver a wide range of French-language programs of study;
- ◆ offer language support programs and services to mitigate the negative effects of linguistic insecurity, and facilitate access to French-language education for students from diverse backgrounds;
- ◆ create settings that support francophones' affirmation of their identity and culture while recognizing that, in Ontario, the success of francophones depends on their being able to function in both official languages;
- ◆ ensure that distance education, where used, is a rewarding experience and meets the needs of the client group for which it is intended;
- ◆ provide a transition service centre to francophone students who wish to transfer to a specialized program offered at an English-language institution. The centre would (a) provide transferable courses that are recognized by the English-language institution; (b) help such students consolidate their skills through courses in French; (c) foster the development of these students' francophone identity after their transfer to a bilingual or completely anglophone environment; and (d) serve as a place to meet, share, and grow.

Conclusion

The large francophone population of the Greater Toronto Area and the southwestern part of the province – which, according to estimates, may be home to nearly half of Ontario’s francophones within the next 10 years – constitutes a significant potential pool of highly skilled bilingual workers for the labour markets of the two regions and the province. In a world in which economic prosperity is closely tied to access to high-quality educational services, increasing the capacity of the Ontario education system to deliver French-language postsecondary education in these regions is essential; the vitality of the French language, the development of Ontario’s francophone culture for future generations, and Ontario’s future success as a knowledge society, depend on it. If Ontario is to position itself for success in a globalized economy, it must rely first and foremost on its human capital.

Appendices

Appendix 1: Focus-Group Research Matrix

The questions asked in the focus groups can be summarized as follows:

What are the most effective⁹ options for increasing the range of French-language postsecondary programs offered in central and southwestern Ontario?

What are the most effective ways of increasing the capacity of the Ministry of Training, Colleges and Universities to provide French-language postsecondary education in central and southwestern Ontario?

The panel had to consider the advantages and disadvantages of all potential solutions for both francophone clients (French-language secondary school students, college and university students, and apprentices) and the broader francophone community, as well as the financial implications of those solutions. The information collected through the focus groups was used by the Expert Panel as a resource in its deliberations.

Table 1 shows the research matrix, including the criteria and related topics covered in the focus groups, and the types of participants from whom the information was collected. The matrix also served as a guide for analysing the information collected.

9. In this report, *effectiveness* is defined as “a means, action, or process that produces the desired effect or the expected outcome”. One plan is perceived as more effective than another if it provides greater precision at a lower cost in terms of both time and money.

Table 1: Research Matrix

Criterion	Topics Covered	Participants
Student support and success	<ul style="list-style-type: none"> ◆ Exploration of targeted approach and recruitment strategies to promote the pursuit of French-language postsecondary education ◆ Supports, tailored to the client group (francophones, francophiles, newcomers), to facilitate the transition to a French-language postsecondary institution ◆ Supports, tailored to the client group (francophones, francophiles, newcomers), to facilitate retention in a French-language postsecondary institution 	<ul style="list-style-type: none"> ◆ Students at all levels ◆ Apprentices
Programs	<ul style="list-style-type: none"> ◆ Exploration of new French-language programs to increase the rate of enrolment in French-language postsecondary education and training in the province ◆ Exploration of enhancements to existing French-language programs to increase participation in French-language postsecondary education and training in the province ◆ Exploration of types of programs appropriate to the economic circumstances of the regions 	<ul style="list-style-type: none"> ◆ Students at all levels ◆ Apprentices ◆ Parents
Delivery models	<ul style="list-style-type: none"> ◆ Exploration of a French-language postsecondary education system that meets the training and education needs of a minority client group scattered over a large area 	<ul style="list-style-type: none"> ◆ Students at all levels ◆ Apprentices ◆ Parents
Maintenance of francophone linguistic and cultural identity	<ul style="list-style-type: none"> ◆ Access to a francophone environment in which French is the primary language of communication and instruction ◆ Promotion of bilingualism as a means for graduates to improve their access to employment in a labour market in which English is the dominant language 	<ul style="list-style-type: none"> ◆ Students at all levels ◆ Apprentices ◆ Parents

Appendix 2: Mandate of the Expert Panel on French-Language Postsecondary Education

Mandate

To provide advice to the Minister of Training, Colleges and Universities on the most efficient model(s) to build French-language postsecondary capacity in the central and southwestern regions of the province.

Accountability

Reporting to the Assistant Deputy Minister, French-Language, Aboriginal Learning and Research Division, Ministry of Training, Colleges and Universities, the expert panel is mandated to:

- ◆ examine French-language postsecondary capacity in the central and southwestern regions in light of the demographic profile and access and quality objectives.
- ◆ review the current supply of French-language programs in the central and southwestern regions to make recommendations on the best way to provide francophones in these regions with French-language postsecondary opportunities;
- ◆ examine approaches to address challenges in the central and southwestern regions such as the higher costs associated with the implementation of new French-language programs, the development of learning materials, the expansion of program offerings, and the implementation of targeted outreach and recruitment strategies to promote access to French-language postsecondary education.
- ◆ within the framework of existing financial and operational resources currently available in the postsecondary education system, make recommendations on:
 - ◆ possible options to improve French-language postsecondary educational opportunities in the central and southwestern regions, and
 - ◆ the most efficient model(s) to build French-language postsecondary education and training capacity in the central and southwestern regions.


Appointments

Term of Appointment

- ◆ The panel will meet for a minimum of 9 months.
- ◆ Members will be reimbursed for travel, meals, accommodation and other expenses in accordance with Ontario Public Service directives.

Committee Operations

- ◆ Frequency of meetings will be determined by the panel.
- ◆ Notice of meetings: TCU staff will send out notices of meetings, including agenda.

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