



***POLITIQUE D'AMÉNAGEMENT
LINGUISTIQUE (PAL)***

A Policy Framework for French-Language

Postsecondary Education and Training in Ontario

2011



A Message from the Minister

Ontario needs a strong, responsive postsecondary education and training system that makes the needs of students its top priority. As the economy changes, we need an innovative, entrepreneurial, and educated workforce, able to create the business and jobs of the future, to keep our province strong.

The good news is that Ontario has one of the best postsecondary systems in the world, thanks to the investments we have made. The better news is that we intend to build on these investments. To that end, our government has developed a new multi-year plan for postsecondary education and training – “Putting Students First”.

Putting Students First is the government’s plan to ensure that all qualified Ontario students have access to high-quality, affordable training and education to help them succeed in the world today. As part of the plan, we will continue to support francophone students who want to study in French.

Since 2003–04, Ontario has increased funding for French-language postsecondary education by more than 65 per cent. Total funding in 2010–11 was almost \$85 million, including \$14.3 million in federal support under the Official Languages Program. French-language postsecondary education is provided to more than 21,000 students at two French-language colleges; two bilingual universities, including three affiliates; and four other postsecondary institutions.

The new *Politique d’aménagement linguistique* set out in this document puts francophone students first. It will enhance the sustainability of francophone culture in Ontario and increase the economic and employment opportunities available to francophone graduates in the province.

In today’s competitive global marketplace, linguistic and cultural skills are increasingly valuable. The Office of the Commissioner of Official Languages urges governments to encourage students to learn a second official language, be it English or French.

I am proud that the new *aménagement linguistique* policy will help create more opportunities for Ontarians and increase the vitality of our postsecondary education and training network.



John Milloy
Minister of Training, Colleges and Universities

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Introduction

This document outlines the Ontario government’s policy framework for French-language postsecondary education and training. The framework is part of the ongoing implementation of Ontario’s *Politique d’aménagement linguistique* (PAL), initiated in 2004. The policy framework is designed to strengthen the ability of a wide range of partners to foster the development of the French language and culture in the province.

This policy framework has been developed to enable the Ministry of Training, Colleges and Universities and its partners to address, in a strategic and system-wide manner, current and future needs of francophone students related to the provision of French-language postsecondary education, training, and employment services in Ontario. It provides a context within which the ministry can engage in dialogue with the francophone community and the federal government to explore shared priorities and common goals for French-language postsecondary education and training.

This policy framework also aligns with the government’s “Putting Students First” plan, designed to provide opportunities for all qualified Ontarians to gain access to the high-quality, affordable training and education they need to succeed in today’s and tomorrow’s world.

The main objective of Ontario’s French-language postsecondary education and training policy framework is to enhance the sustainability of francophone culture¹ within Ontario’s pluralistic francophone milieu. Because of the central role language plays in culture, the policy framework focuses on strategies for enabling French-language and bilingual institutions to promote and expand the use and knowledge of French and ensure the provision of services in French.

A second important objective of the policy framework is to enhance the economic and employment opportunities available to Ontario residents. Linguistic and cultural skills are increasingly valued in today’s competitive global market and are among the skills that young Canadians will need to become productive citizens of their own country

1. Reflecting UNESCO’s 1982 definition of *culture*, the word should be understood to refer to “the whole complex of distinctive spiritual, material, intellectual and emotional features that characterize a society or social group. It includes not only arts and letters, but also modes of life, the fundamental rights of the human being, value systems, traditions and beliefs” (UNESCO, p. 1).

and the world. In a 2009 report, the Office of the Commissioner of Official Languages highlighted this reality and encouraged “all interested parties to work together to improve second-language learning at the university level in Canada and better help young Canadians prepare for the future” (Canada, Office of the Commissioner of Official Languages, 2009, p. iv).

Background

The Ontario government had already taken steps to enhance its support for French-language learning with the 2004 introduction of its *aménagement linguistique* policy in the elementary and secondary education sector. This policy focuses on the unique needs, in a minority setting, of Ontario’s French-language community and its educational institutions. The policy was designed to help the Ontario Ministry of Education, French-language school boards, and French-language schools increase their capacity to create teaching and learning conditions that foster the development of the French language and culture. The goal is to ensure the best possible academic outcome and the development of a strong sense of cultural identity for every student. The policy also addressed the government’s responsibility to apply the Education Act in a manner consistent with the requirements relating to minority language rights outlined in section 23 of the Canadian Charter of Rights and Freedoms. Today, the PAL provides strategic and increasingly effective guidance for all instructional and curriculum-related initiatives for promoting the transmission of the French language and francophone culture in French-language elementary and secondary schools.

In the 2005 Rae Report on postsecondary education in Ontario, a key recommendation related to francophone education was that “The government should increase base funding by \$20 million per year by 2007–08 to help French-language colleges and bilingual universities play a more effective role in fostering a vibrant francophone, postsecondary education community in Ontario”, and that “The federal government should provide matching funding in this important area” (Rae, p. 44).

The Rae Report raised significant expectations within the francophone community with respect to funding. By 2008–09, the Ontario government had increased funding to the recommended level. In addition, with respect to federal funding, Ontario received funding from the Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction (commonly known as the OLE Agreement).

Overall, the Ontario government has increased funding to French-language postsecondary education by more than 65 per cent since 2003–04. The government’s investment in postsecondary education and training for francophone students is substantial. It supports eleven postsecondary education institutions, twenty-three literacy and basic skills training programs, and forty-nine employment services providers. (Throughout

this policy document these stakeholders will be referred to as *postsecondary education and training partners*. For a list of the partners, see Appendix A.)

The Ontario government recognizes the need to work with French-language and bilingual postsecondary education and training partners across the province to build on these investments and on the successes and lessons learned from the implementation of the PAL in the education sector.

About the development of the policy framework

The development of Ontario's French-language *aménagement linguistique* policy for postsecondary education and training was recommended by the members of the Ministry of Education and Ministry of Training, Colleges and Universities Permanent Task Force on French-Language Continued Learning. In response, the Minister of Training, Colleges and Universities tasked the French-Language Education Policy and Programs Branch with developing a policy that was to include a performance measurement framework based on the following performance indicators: access, retention, participation, and quality.

Between January and June 2010, the Ministry of Training, Colleges and Universities (MTCU) held consultations with representatives from French-language secondary schools, schools offering immersion programs, French-language colleges of applied arts and technology, bilingual universities, and other key partners who offer programs and services in French. The purpose of these consultations was twofold: to gather information on existing *aménagement linguistique* policies, and to identify possible strategies for improving student access to French-language postsecondary education and training.

The framework described in this document focuses on issues arising out of the consultations. The findings and recommendations outlined in it incorporate the contributions of a wide range of participants – students, apprentices, adult learners, teachers, faculty, administrators, and other key stakeholders.

About the policy framework

This policy framework is part of an ongoing effort to improve the capacity of all partners to create conditions favourable to teaching, learning, and accessing employment services in French while supporting the learning of English and, possibly, other languages as well. Francophone students of all ages deserve a supportive learning environment that allows them to learn and succeed in their own language. The needs of students must be a priority. The Ontario government recognizes the importance of providing francophone students with a broad range of postsecondary education programs in French through investments in postsecondary education and training that promote excellence in public education. Funding for francophone students is part of the Ontario government's plan to help every student succeed and participate in building a knowledge-based economy.

The Ontario French-language policy framework for postsecondary education and training values and promotes the ability to speak both official languages and will benefit young graduates of the province's French-language high schools, young francophiles graduating from immersion programs, and others interested in opportunities for French-language education and training. The policy is designed to encourage students from these groups to enter the province's French-language and bilingual postsecondary education and training institutions. Higher enrolments will foster an increase in the number, range, and quality of French-language programs; will strengthen the ability of these institutions to attract and retain students from across Canada and from other countries; and will provide improved access to lifelong learning opportunities for francophones and for all Ontario residents.

The policy framework is designed to encourage French-language and bilingual postsecondary education and training partners to establish local *aménagement linguistique* policies that clearly promote the use and knowledge of French within their walls. Implementation of the policy framework will lead to increased support for French-language education and services and improved French-language skills. The goal is to enable all those who attend institutions in Ontario's French-language and bilingual education network – students, apprentices, and other learners – to acquire a sound, thorough knowledge of both official languages, or even, in the case of the majority of francophones in Ontario, a third language.²

This framework recognizes the significant challenges associated with the provision of French-language educational programs and services, including:

- ◆ the need to reach diverse and scattered francophone populations;
- ◆ the need to expand the range of existing French-language programs and services;
- ◆ the need to maintain adequate funding to ensure the delivery of high-quality French-language programs and services;
- ◆ the need to adapt to changing socio-economic conditions and labour-market needs.

The policy framework outlined below sets out the guidelines that will govern future *aménagement linguistique* initiatives by the Ministry of Training, Colleges and Universities in partnership with French-language colleges of applied arts and technology, bilingual universities, and other organizations offering programs in French. These include francophone community organizations and employment services providers mandated by the province to offer literacy and basic skills training and bilingual employment services.³

2. Over 85 per cent of Ontario's francophones are bilingual, compared with 11.5 per cent of the total population (Ontario, Office of Francophone Affairs, 2009).

3. A detailed overview of Ontario's network of French-language postsecondary education, training, and employment services providers can be found in appendices A to F.

Ontario is putting students first by supporting the new *Politique d'aménagement linguistique*. The policy framework reflects the Government of Ontario's commitment to increase the availability, quality, and accessibility of postsecondary education and training for all Ontarians. Above all, however, it provides an opportunity for the Ministry of Training, Colleges and Universities and its partners in the postsecondary education and training sectors to create an effective system for welcoming, supporting, engaging, and retaining francophone students, thereby contributing to the vitality of Ontario's francophone community and to the expansion of the francophone space.



CONTEXT

The provincial French-language postsecondary education and training policy framework was developed to enhance the ability of French-language and bilingual postsecondary education and training partners to meet the unique needs of Ontario's pluralistic francophone community in a minority setting. The policy framework empowers these partners to increase their capacity to create teaching and learning conditions that are favourable to the transmission of the French language and francophone culture and the promotion of French in the labour market.

The policy framework reflects the commitment of the Ontario government and the Ministry of Training, Colleges and Universities 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.

This document outlines the mandate given to the ministry and the province's educational institutions and community organizations to implement specific initiatives that will enhance francophones' access to French-language educational and training opportunities.

***Aménagement linguistique.** The implementation by educational institutions of planned system-wide interventions to ensure the protection, enhancement, and transmission of the French language and culture.*

***Pluralistic francophone milieu.** A milieu that recognizes and promotes the diversity of Ontario's francophone community as reflected in the new Inclusive Definition of Francophone (IDF),⁴ and that equips the community with the tools to sustain itself.*

4. The IDF is a derived variable based on the census questions concerning mother tongue, language spoken at home, and knowledge of Canada's official languages. The IDF estimates the number of people whose mother tongue is French, plus those whose mother tongue is neither French nor English but who know French as an official language and use it at home, including recent immigrants to Ontario for whom French is the language of integration (Office of Francophone Affairs, 2009).



Vision statement

The policy framework outlined in this document 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.

In working to realize this vision, the Ministry of Training, Colleges and Universities, together with its French-language and bilingual postsecondary education and training partners, will develop a multi-year province-wide accountability plan. This plan will be used as a basis for developing local *aménagement linguistique* policies that take into account the specific realities and missions of each organization and the specific performance expectations set out by the ministry in employment services contracts.

In developing policies and procedures for the implementation of Ontario's French-language postsecondary education and training policy framework, local institutions will ensure that their plans focus on achieving the provincial strategic objectives outlined below.

STRATEGIC OBJECTIVES

The strategic objectives of the *Politique d'aménagement linguistique* reaffirm Ontario's commitment to making the needs of its students a priority.

The strategic objectives of this policy framework are to:

- ◆ increase the capacity of Ontario's French-language postsecondary education and training partners to provide relevant, high-quality programs and services that meet the needs of the francophone community and the labour market;
- ◆ facilitate students' academic and professional success by increasing the support provided to students enrolled in French-language postsecondary education and training;
- ◆ improve the quality of French-language postsecondary education and training by increasing the capacity of both learners and instructors to demonstrate the highest degree of proficiency in the French language and to support the language and cultural development of the francophone community;
- ◆ increase participation in French-language postsecondary education and training, especially the number of francophone students who make the transition from the secondary level to French-language postsecondary education and training;
- ◆ increase the capacity of French-language postsecondary education and training partners to develop the necessary programs, resources, and services by creating strategic partnerships with the francophone community;
- ◆ increase the vitality of Ontario's French-language postsecondary education and training system through leadership and governance structures that facilitate francophone capacity building and active community engagement.



Guiding principles

In developing their own local *aménagement linguistique* policies, French-language postsecondary education and training partners should ensure that their policies:

- ◆ support the development of a broad range of French-language programs and services across the province;
- ◆ align with the priorities of the Ontario government and its commitment to improving access to French-language postsecondary education and training;
- ◆ strengthen partnerships for making more effective use of resources by sharing French-language educational resources across the system;
- ◆ recognize institutional diversity, including diversity arising from regional differences, as a key factor contributing to increased accessibility and excellence in French-language postsecondary education and training across the province;
- ◆ identify and address obstacles that prevent francophone students from pursuing their studies in French;
- ◆ recognize the diversity among French-speaking students and address the need to foster a sense of belonging within a pluralistic francophone community;
- ◆ include a focus on strengthening partnerships with local French-speaking communities in order to optimize the use of resources, provide greater support to the learner, and facilitate community engagement;
- ◆ facilitate research on French-language postsecondary education and training and on the identification of best practices that can be shared across the postsecondary education and training system;
- ◆ facilitate local, regional, provincial, and national partnerships and cooperation between institutions, between sectors, and with community organizations, and develop strategies to strengthen the ability of Ontario's French-language and bilingual postsecondary and training institutions to attract international students and faculty.



KEY STRATEGIC AREAS OF FOCUS

Through its Open Ontario plan (A Five-Year Plan for Our Economy [2010]), the Government of Ontario is committed to raising Ontario's postsecondary credential attainment rate to 70 per cent. Ontario's Student Access strategy ensures that every qualified Ontarian who wants to pursue postsecondary education or training will have the opportunity. Through the French-language postsecondary education and training policy framework, the ministry will strengthen Ontario's French-language postsecondary education, literacy and basic skills training, and employment services networks to help reach this target.

Ontario's French-language and bilingual postsecondary education and training partners face a number of challenges related to the delivery of programs, services, and supports for francophone learners. The most significant of these are:

1. a migration of francophones to the English-language postsecondary education and training system that is largely due to the limited availability of French-language programs in some fields of study;
2. the need for more teaching resources to enable francophone students to learn and thrive in French;
3. difficulty maintaining a linguistic balance as the demand for English services and staff increases;
4. difficulty promoting and enhancing a pluralistic francophone milieu at the postsecondary level, where English predominates;
5. a low rate of enrolment in French-language postsecondary education institutions by graduates of French-language high schools;
6. lack of a common definition of a francophone student, and lack of consistency in administrative practices, leading to difficulties in analysing and interpreting data on the francophone student population;
7. a widely dispersed francophone population, more than one-third of which is located in central and southwestern regions of Ontario where French-language educational and training opportunities are limited.

The following six areas of focus have been identified to guide the ministry and its French-language and bilingual postsecondary education and training partners in addressing these challenges:

- ◆ access to French-language programs
- ◆ student support and success
- ◆ quality enhancement
- ◆ system promotion and targeted recruitment
- ◆ partnerships and collaborations
- ◆ governance





Strategic area of focus 1

Access to French-language programs

According to a study conducted by Labrie et al. (2009), using data from the Ontario Universities' Application Centre, a substantial number of Ontario's francophones are choosing to study in English. The study reveals that between 1998 and 2006, fewer than 60 per cent of francophone students were enrolled in French-language postsecondary programs. The study attributes this linguistic migration to the comparative lack of availability of French-language programs. Students are also opting to study in English in order to stay close to home to save on travel and living costs or because of the quality and reputation of particular programs and institutions.

The general trend at all university levels indicates that the scarcity of French-language programs, particularly in science and health, limits francophones' access to postsecondary education in those fields.

To address this area of focus, French-language and bilingual postsecondary education and training partners need to develop new French-language programs and courses and strengthen those currently offered. Providing access to a wider range of programs and courses will give students more choice and encourage greater participation in French-language postsecondary education and training.

Sample initiatives

To address this area of focus, partners can:


- ◆ increase the number of spaces in high-demand French-language programs;
- ◆ develop new programs in key or emerging sectors of Ontario's economy (such as pure and applied science, nutrition, geriatrics, renewable energy, services related to population mobility, and advanced technologies);
- ◆ develop innovative methods of providing access to French-language programs and maximize the use of online training;

- ◆ develop alternative program delivery models that take into account the fact that Ontario's francophone and francophile population is widely scattered across the province;
- ◆ develop procedures and mechanisms for identifying emerging trades, in order to design and offer programs in those areas.

Provincial supports

Under the Reaching Higher Plan, announced in the 2005 budget, the Ontario government made a commitment to invest \$10.2 million in 2005–06, rising to \$55 million by 2009–10 and thereafter, to improve access to postsecondary education and training opportunities for Aboriginal people, students with disabilities, first-generation university students, and francophone students. As of 2009–10, \$12 million of the \$55 million has been injected into French-language and bilingual postsecondary institutions. These funds help to ensure access to an expanded range of French-language postsecondary programs and training opportunities across the province by:

- ◆ supporting the development/expansion of French-language postsecondary education programs and services in Ontario, including in under-serviced areas;
- ◆ encouraging collaboration among institutions; and
- ◆ promoting awareness of French-language postsecondary education opportunities and benefits.



Strategic area of focus 2

Student support and success

To ensure their continuing ability to live and work in French, francophone students need programs that promote the use of French and reflect francophone culture. They also need programs that promote bilingualism in all fields of study and training, including apprenticeship training, to improve their access to a labour market in which English is the dominant language.

To address this area of focus, French-language and bilingual postsecondary education and training partners need to develop support programs and services to address francophone students' needs and ensure student retention and success. The goal is to produce workers who can adapt to market requirements, participate fully in the knowledge economy, and help to meet the socio-economic needs of their communities at the local, provincial, national, and international levels.

Enhanced support programs and services will:

- ◆ enable more francophone students to successfully complete their programs, achieve their academic and career goals, and demonstrate high standards of performance in their professions, thereby ensuring recognition of bilingualism as an asset in a competitive labour market;
- ◆ contribute to the sustainability of the French language and Ontario's francophone culture while encouraging greater francophone community vitality.

Sample initiatives

To address this area of focus, partners can:


- ◆ develop personalized support services to facilitate the transition to postsecondary education and training for francophone students from small school communities in rural or semi-rural Ontario (e.g., collaboration between French-language school

boards and bilingual universities within the Specialist High Skills Major initiative to ensure student success);

- ◆ develop a linguistic support and coaching program for students whose mother tongue is not French but who want to study in French (e.g., French immersion programs in postsecondary institutions);
- ◆ organize a coaching program for first-generation and immigrant francophone postsecondary students (e.g., develop strategies to engage parents and the community in helping students make successful transitions to postsecondary education and/or training and the labour market);
- ◆ introduce appropriate measures to assist students in developing or refreshing their French-language skills;
- ◆ develop financial assistance programs that address the specific challenges of francophone students;
- ◆ organize a linguistic support program, including personalized training sessions, for administrative and support staff who work with francophone students;
- ◆ improve access to French-language publications and teaching and library resources and increase support for the digitization of French-language academic resources;
- ◆ develop an orientation program for francophone international students;
- ◆ improve the orientation program for francophone apprentices at Ontario's French-language colleges of applied arts and technology.

Provincial supports

The Ontario Student Assistance Program provides a key foundation piece to support the Access to Opportunities Strategy, since many students from underrepresented communities face financial challenges in pursuing postsecondary education.



Strategic area of focus 3

Quality enhancement

Francophone students need faculty and instructors who meet a consistent, high standard of French-language proficiency. At one of the province's bilingual postsecondary education institutions, 150 countries were represented among its student body and teaching staff, and professors demonstrated varying degrees of proficiency in French. Faculty teaching assignment is based on expertise in a particular field or subject, often with limited consideration for language proficiency. The problem is compounded by the fact that English is the dominant language in many fields of study, and that textbooks are not always available in French.

To address this area of focus, French-language and bilingual postsecondary education and training partners need to create conditions that promote excellence in French-language postsecondary education and training. Initiatives are needed to support continuous training and development for teaching staff in all fields, with a focus on developing their French-language proficiency and ensuring the transmission and use of French vocabulary in the areas of science, technology, and the skilled trades.

Enhanced support for language-related professional development for faculty and instructors will enable partners to:

- ◆ create a stimulating learning environment for both students and teaching staff;
- ◆ offer high-quality French-language programs that give students the opportunity to acquire the skills they need to achieve their academic and career goals.


Sample initiatives

To address this area of focus, partners can:

- ◆ ask students to participate in opinion surveys on the quality of classroom instruction, the ease of access to libraries and other resources, and the relevance of programs to the requirements of the job market;
- ◆ introduce measures to enhance and monitor the quality of instruction offered by bilingual and French-language postsecondary education institutions and literacy and basic skills training providers;
- ◆ provide francophones with ready access to information about French-language postsecondary education and training opportunities in Ontario;
- ◆ develop assessment tools to help employers identify the specific skills and experience of candidates with a certificate, diploma, or degree in order to relate these qualifications to their staffing needs;
- ◆ develop and produce French-language instructional materials, textbooks, and educational software for use in apprenticeship programs at colleges of applied arts and technology.

Provincial supports

In October 2010, the Minister of Training, Colleges and Universities approved a new funding allocation formula for French-language postsecondary education, providing for a portion of the funding to go to French-language and bilingual institutions to support projects designed to increase access to French-language postsecondary education and training in Ontario and enhance program quality.



Strategic area of focus 4

System promotion and targeted recruitment

There are three French-language school boards in eastern Ontario, which has the largest concentration of francophones and French-language and bilingual postsecondary institutions in the province. In northern Ontario, there are six French-language school boards covering a huge portion of the province. Three French-language school boards serve the central and southwestern regions, which have the second-largest number of francophones in Ontario.

While a higher proportion of francophones than anglophones complete their high school education and go on to college or university, significantly fewer French-language students enrol in French-language colleges or bilingual universities than graduate from French-language high schools.

To address this area of focus, French-language and bilingual postsecondary education and training partners need to develop promotion and outreach strategies designed to make students aware of the benefits of enrolling in French-language programs. Partners need to work together to highlight their vital role in providing French-language education and training in the province. They also need to publicize the variety of programs and activities available at French-language colleges of applied arts and technology, bilingual universities, other institutions offering programs in French, and community organizations mandated to provide French-language services for francophone adults. The goal is to strengthen these institutions' ability to attract and retain students from French-language high schools and immersion programs, as well as adult francophone students, from Ontario and elsewhere, who want to go back to school or prepare for the job market.

Sample initiatives


To address this area of focus, partners can:

- ◆ publicize the economic and cultural benefits of enrolling in French-language postsecondary education and training programs;
- ◆ in collaboration with the French-language school system, develop a framework for promoting French-language postsecondary education and training in order to increase the recruitment of high school graduates and adult students;
- ◆ develop strategies for promoting French-language programs and recruiting francophone students (e.g., develop a media kit and supporting materials to provide information about French-language programs);
- ◆ develop policies and strategies for recruiting francophone students from other Canadian provinces and territories, and from other countries.

Provincial supports

The Access to Opportunities Strategy identifies ways of building awareness and doing outreach to inform targeted communities about the benefits of postsecondary education, and about financial assistance. The Crown Ward Strategy identifies ways of increasing the participation in postsecondary education and the success rate of Crown wards, many of whom are first-generation francophone learners.

In addition to the ministry's postsecondary education promotional campaign, a website promoting the French-language education system to students from early childhood to adulthood has been developed by the twelve French-language school boards, French-language colleges of applied arts and technology, and bilingual universities.



Strategic area of focus 5

Partnerships and collaborations

Recent decades have seen changes in the demographic map of Ontario's francophone population – specifically, an increase in francophone migration from northern Ontario to southern Ontario and in the number of francophone immigrants settling in the central and southwestern regions of the province. As a result of these demographic changes, in some areas the demand for French-language and bilingual postsecondary education and training opportunities has outstripped the supply, contributing to regional disparities in the availability of postsecondary education and training programs. The low density and scattered distribution of francophone populations across the province limit the ability of postsecondary education and training providers to meet demand by establishing themselves in strategic locations, and make it necessary for them to expand their ability to deliver programs and courses remotely as well as on campus.

To address this area of focus, French-language and bilingual postsecondary education and training partners need to collaborate with one another and with their local communities to support francophone students in their academic journey. They can do this by:

- ◆ facilitating the process of credit recognition and credit transfer between institutions;
- ◆ strengthening partnerships for sharing information and resources within the academic network;
- ◆ working to achieve economies of scale in the organization of courses;
- ◆ facilitating exchanges between the labour market and postsecondary education institutions, literacy and basic skills training providers, and employment services providers to increase opportunities for francophone students to acquire new knowledge and learn new practices;
- ◆ expanding education and training relationships with the business and francophone communities.


Sample initiatives

To address this area of focus, partners can:

- ◆ develop program articulation agreements to integrate opportunities offered by French-language and bilingual postsecondary education institutions, literacy and basic skills training providers, and employment services providers;
- ◆ strengthen relationships with French-language school boards to increase the recruitment of high school graduates and adult students;
- ◆ develop articulation agreements with other institutions to facilitate student mobility by simplifying the process of granting equivalency for credits and studies in other countries or outside Ontario;
- ◆ initiate partnerships and programs to provide training to the most vulnerable groups;
- ◆ conduct local training needs assessments to stay current with labour market changes and related education and training needs;
- ◆ investigate information technologies that support partnerships and greater collaboration between institutions;
- ◆ work with school boards, community organizations, and the French-language colleges of applied arts and technology to develop an adult literacy strategy that makes a wider range of education and training programs and services available to francophone adults.

Provincial supports

Ontario recently introduced a plan to implement a province-wide credit transfer system to enable students transferring from one institution or program to another to complete their studies without repeating courses, helping them to save time and money. The Ontario government is investing \$73.7 million over five years to help colleges and universities develop new credit transfer pathways, provide support for transferring students, and improve students' access to information about education, training, and employment opportunities. As well, students in remote locations and/or facing scheduling challenges will have improved access to high-quality, innovative, and engaging post-secondary learning opportunities in English and French through distance education.



Strategic area of focus 6

Governance

In ministry consultations, francophone students at bilingual postsecondary educational institutions expressed the need for more French-language services and francophone spaces, to try to reverse the trend towards anglicization. Administrators at these institutions face the challenge of effectively addressing this need by continuing in their efforts to maintain linguistic balance.

To address this area of focus, French-language and bilingual postsecondary education and training institutions can increase the francophone presence in all aspects of administration; strengthen relationships with and contributions to the francophone community at the local, regional, and provincial levels; and support strategies to enhance and enrich the pluralistic francophone milieu for students, the francophone community, and administrative and teaching staff.

Initiatives are needed in the area of governance in order to:

- ◆ encourage francophone representation in the governance structure of bilingual institutions, including their senate and curriculum committees;
- ◆ ensure a strong francophone presence in management positions in bilingual postsecondary education and training institutions;
- ◆ deliver French-language services to students at all levels in bilingual institutions;
- ◆ enable students to experience various aspects of a pluralistic francophone culture and recognize its benefits;
- ◆ enrich the academic experience for francophone students through links to existing community resources and expertise;
- ◆ strengthen existing ties and develop new ties with diverse groups within the pluralistic francophone community.

Sample initiatives

To address this area of focus, partners can:

- ◆ provide administrative and student support services in French in bilingual institutions;
- ◆ emphasize excellence in French-language education as a route to student success;
- ◆ invite local community organizations to take part in program committees in order to share resources and carry out collaborative projects;
- ◆ use focus groups to discuss francophone student needs and topics of interest;
- ◆ strengthen province-wide links that will encourage francophone students, apprentices, and other learners to participate actively in the pluralistic francophone milieu.

Provincial supports

French-language and bilingual postsecondary institutions are required to report, through their Multi-Year Accountability Agreements (MYAAs), on the steps they are taking to increase francophones' access to programs and services. They are also required to report on the performance targets they are setting and the methods they are using to track results. The MYAAs also require institutions to participate in student engagement surveys, which can help provide data on francophone student engagement and factors influencing retention.



Part Three

A SHARED ACCOUNTABILITY FRAMEWORK

The Ministry of Training, Colleges and Universities will work with its French-language and bilingual postsecondary education and training partners to develop a shared accountability framework. This framework will be used to evaluate progress towards achieving the ministry's expectations and fulfilling provincial commitments under the Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction.

For French-language colleges of applied arts and technology, bilingual universities, and other institutions offering postsecondary education programs in French, the French-language policy framework for postsecondary education and training is an integral component of the Multi-Year Accountability Agreements between the Ministry of Training, Colleges and Universities and postsecondary education institutions.

For providers of literacy and basic skills training and employment services who are mandated to offer services in French, the French-language accountability framework will be an integral part of service contracts.

The effectiveness of the PAL performance measurement and accountability framework will depend on the consistency and completeness of the data available to it. At present, the criteria used to measure participation and performance vary from one institution to another. To facilitate the collection of reliable data in this area, the ministry will work with its postsecondary education and training partners to establish common definitions of the terms *French-language student* and *French-language program*.

Two groups of performance indicators will be used to track and measure the implementation of the French-language policy framework across the province:

1. The first group of indicators, divided into two categories (core system indicators and institutional indicators), will be used to assess implementation of the policy framework in French-language colleges of applied arts and technology, bilingual universities, and other institutions offering programs in French.
2. The second group of indicators will be used to measure the adequacy of literacy and basic skills training and employment services provided in French across the province.



1. *French-language postsecondary education performance indicators*

Core system indicators

The core indicators described below will be used to track and measure progress in the implementation of the PAL in French-language colleges of applied arts and technology and bilingual universities (described as PSE [postsecondary education] partners).

1. **Access.** Improved access for francophones to French-language postsecondary education and training will be measured by the rate of increase in programs and courses offered in French by PSE partners.
2. **Participation.** Increased participation by francophones in French-language postsecondary education will be assessed on the basis of the number of francophone students/learners enrolled at the province's PSE partners.
3. **Retention.** The increase in student retention will be determined by measuring:
(a) the number of francophone students who pursue their education at an Ontario postsecondary education institution; (b) the number of graduates from French-language and immersion high schools who continue their education at a French-language postsecondary education and training institution or a bilingual university; (c) the number of francophone students enrolled in a bilingual undergraduate program at a bilingual university who complete the program in French; (d) the number of francophone students who graduate from an Ontario postsecondary education or training institution.
4. **The French-language capacity of PSE partners.** This indicator will measure the number of professors teaching in French and the number of employees responsible for delivering French-language services at each institution. The indicator will also measure the increase in teaching materials and library resources available to students learning in French.

5. The quality of French-language postsecondary education and training.

This indicator will measure student satisfaction with the instruction and content in French-language programs and courses delivered by PSE partners.

Institutional indicators

The implementation of Ontario's French-language policy framework requires each member of Ontario's French-language postsecondary education and training network to adopt a local institutional *aménagement linguistique* policy.

The Ministry of Training, Colleges and Universities will work with the French-language and bilingual postsecondary education and training institutions to develop a multi-year accountability plan that will make institutions responsible for incorporating in their strategic plans initiatives that support the PAL strategic areas of focus. This plan will be included in the Multi-Year Accountability Agreement between each institution and the Ministry of Training, Colleges and Universities.

The French-language accountability framework, which will constitute each partner institution's *aménagement linguistique* policy, will outline:

- ◆ what actions each institution will take in support of the PAL strategic objectives while taking into account the institution's specific mission, its strategic plan, and the needs of its students;
- ◆ how each institution plans to measure progress in relation to the core system indicators, its commitments to its students or the francophone community, and the targets identified in its strategic plan.

Institutional performance indicators will also be used to assess the institutions' commitments in relation to the expectations of the provincial government, the federal government, and the local francophone community. These indicators will measure performance in the following categories:

1. **Access.** The rate of increase in programs in a priority discipline or field identified in the institution's strategic plan.
2. **Participation.** The rate of participation of francophone students in specialized or priority programs designed to meet the needs of the local francophone community or the requirements of the regional economic development plan.
3. **Retention.** The rate of retention in certain programs, or the rate of retention of a category of students (e.g., immigrants or students from immersion programs) in certain programs.
4. **Institutional francophone capacity.** The capacity of a faculty, department, or program to deliver instruction and/or services in French.
5. **Quality.** The quality of programs and the level of student satisfaction.



2. French-language performance indicators for providers of literacy and basic skills training and employment services

The Ministry of Training, Colleges and Universities will work with providers who are mandated to offer bilingual services in areas designated by the French Language Services Act (Ontario, Ministry of the Attorney General, 2009) and the Official Languages Act (Canada, Department of Justice, 1985) to ensure that the accountability for French-language services is integrated into the existing accountability framework.

The following categories and criteria will be used to measure providers' performance:

- ◆ **Access to French-language services.** All aspects of programs and services must be available in French. Assessment will focus on the following areas:
 - ◇ the availability and visibility of French-language services
 - ◇ the physical conditions at facilities (e.g., adequacy of office space, signage)
 - ◇ the proximity of service outlets to francophones
 - ◇ the range of services offered to francophones
 - ◇ the number of resources available to serve francophones
 - ◇ the availability of reception services in French
- ◆ **Service quality.** To ensure the delivery and continuity of French-language employment and training services in the province, providers are required to ensure that the services are delivered in fluent French or better. Providers should also maintain good working relationships with partners in the communities they serve in order to plan and coordinate the services.
- ◆ **Communications.** In addition to providing bilingual reception services, all providers of bilingual services must be able to reply in French to any

correspondence received in that language. All documents published in English by providers of bilingual services must also be available in French, and providers must ensure that translations and revisions of public documents are accurate. Focus groups, meetings, and consultations attended by francophones must take place in French.


- ◆ **Complaint resolution.** Providers must have in place procedures for responding promptly to complaints about French-language services.
- ◆ **Data collection and reports.** Where applicable, providers must collect data and produce reports on the number of people requesting and receiving services in French, the number of activities or consultations in which the francophone community participates, and any other related subject required by the ministry.
- ◆ **Francophone community engagement.** Providers will be encouraged to develop partnerships with local French-language community organizations and engage the francophone community at all levels of their organization.

These criteria will apply to other programs and services as they are integrated into the Employment Ontario service delivery model.



Appendices

OVERVIEW OF ONTARIO'S FRENCH-LANGUAGE POSTSECONDARY EDUCATION, LITERACY AND BASIC SKILLS TRAINING, AND EMPLOYMENT SERVICES NETWORKS



Appendix A

Partner institutions

The French-language policy framework will affect and engage all stakeholders that are part of Ontario's French-language postsecondary education, literacy and basic skills training, and employment services networks. These include:

- ◆ two French-language colleges of applied arts and technology
 - ◆ La Cité collégiale
 - ◆ Collège Boréal
- ◆ two bilingual universities and their affiliated or federated institutions
 - ◆ University of Ottawa
 - ◆ Saint Paul University, federated with the University of Ottawa
 - ◆ Laurentian University
 - ◆ University of Sudbury, federated with Laurentian University
 - ◆ Collège de Hearst,⁵ affiliated with Laurentian University
- ◆ Glendon College,⁶ the bilingual campus of York University
- ◆ two other postsecondary institutions offering programs in French
 - ◆ Ontario Institute for Studies in Education, University of Toronto
 - ◆ Alfred Campus, University of Guelph
- ◆ Dominican College
- ◆ twenty-three community organizations that currently offer literacy and basic skills training programs (as of March 2011)
- ◆ forty-nine bilingual and francophone Employment Ontario service providers mandated to offer bilingual services in areas designated under the French Language Services Act (Ontario, Ministry of the Attorney General, 2009) and in communities⁷ identified under the Official Languages Act (Canada, Department of Justice, 1985) (as of March 2011)


5. Also known as Université de Hearst.

6. Also known as Glendon Campus, York University.

7. Midland, Leamington, Guelph, Belleville, Cambridge, Brantford, Sarnia, Oshawa, Lindsay, Peterborough.

An overview of Ontario’s French-language postsecondary education and training partners, describing the role played by each component of the network, is provided in appendices B to F. It is understood that French-language postsecondary education and training partners will be held accountable for the implementation of local institutional *aménagement linguistique* policies. Partnerships with other postsecondary education and training providers may be explored to provide access to a wider range of French-language postsecondary and training opportunities.





Appendix B

Historical background

Legislative and policy context

Federally, the Official Languages Act has recognized English and French as official languages with equal status in Canada since 1969. Under this act, the federal government is acting on its commitment to support the development of official language minority communities in Canada. The act serves as the anchor for many *aménagement linguistique* measures across the country. In addition to providing services in both languages in many parts of Ontario, the Canadian government makes a financial contribution to the development of French-language education in Ontario. *Le plan d'action pour les langues officielles (The Action Plan for Official Languages)* (Government of Canada, 2003) reiterates the federal government's commitment to promoting linguistic equality and the development of official language minority communities in Canada. In the area of education, the plan sets an objective of increasing the number of children of Charter rights-holders enrolled in francophone minority-language institutions, implementing measures that encourage preschool-age children to learn French, and increasing the number of bilingual graduates across Canada.

(Ontario, 2005, Ministry of Education, p. 15)

The Ontario French Language Services Act (R.S.O. 1990, c. F-32) is a good example of *aménagement linguistique* at the provincial level. The preamble to the act recognizes the contribution of the cultural heritage of the French-speaking population and the legislative assembly's wish to preserve it for future generations. The province recognizes French as an official language in education. As stated in sections 1(4) and 1(4.1) of the Education Act (R.S.O. 1990, c. E-2): "(4) This

Act does not adversely affect any right or privilege guaranteed by section 93 of the *Constitution Act, 1867* or by section 23 of the *Canadian Charter of Rights and Freedoms*, 1997, c. 3, s. 2 (6). (4.1) Every authority given by this Act, including but not limited to every authority to make a regulation, decision or order and every authority to issue a directive or guideline, shall be exercised in a manner consistent with and respectful of the rights and privileges guaranteed by section 93 of the *Constitution Act, 1867* and by section 23 of the *Canadian Charter of Rights and Freedoms*, 1997, c. 31, s. 1 (5)”.

(Ontario, 2005, Ministry of Education, p. 13)

Development of educational institutions

French-language colleges of applied arts and technology. In the early 1970s, the English-language colleges of applied arts and technology began offering postsecondary programs in French. Early initiatives involved the delivery of bilingual programs at bilingual colleges, such as Algonquin College (Collège Algonquin), Cambrian College (Collège Cambrian), and St. Lawrence College (Collège St. Lawrence). In 1979, the Ministry of Training, Colleges and Universities provided funding for bilingual programs at three other colleges: Canadore College (Collège Canadore), Niagara College (Collège Niagara), and Northern College (Collège Northern).

The French-language college network began to take shape just twenty years ago with the founding of La Cité collégiale in Ottawa in 1990, followed by the opening of Collège Boréal in Sudbury and Collège des Grands Lacs in the central and southwestern regions in 1995. In September 2002, not long after Collège des Grands Lacs ceased operations, Collège Boréal expanded its coverage area to include the central and southwestern regions. This network was established in response to the francophone community’s need and explicit demand for better access to postsecondary education for the students who graduate each year from Ontario’s French-language high schools.

Bilingual universities and other institutions offering programs in French. The following institutions supported French-language postsecondary education well into the 1960s: Collège Bruyère, the only bilingual college for girls, which was run by the Sisters of Charity of Ottawa (formerly the Grey Nuns of the Cross) and provided, in addition to classical education, a very highly regarded arts curriculum; Saint Paul University and Dominican College (Ottawa) and Collège du Sacré-Coeur for boys (Sudbury), which were run by the Oblate Fathers, the Dominican Order, and the Jesuits, respectively, and taught philosophy, religion, and the arts. Subsequently, this institutional network rapidly became secularized, developing into groups of publicly funded bilingual institutions that focused on developing programs of study and conducting research in a wide range of fields, particularly science, engineering, business, law, and health sciences.

The educational legacy of the religious orders was largely transferred to universities affiliated or federated with “parent” universities.⁸ The University of Ottawa, founded in 1848, is now the largest bilingual university in North America. In 1960, a provincial act gave corporate structure to Laurentian University as a bilingual federation with representation from the Roman Catholic, United, and Anglican churches. Saint Paul University is federated with the University of Ottawa, while the University of Sudbury (formerly Collège du Sacré-Coeur) and Collège de Hearst (formerly Petit séminaire de Hearst) are federated and affiliated, respectively, with Laurentian University. For its part, Dominican College operates independently and grants degrees in philosophy and theology under the secular university charter it received in 1967.

Glendon College, York University’s bilingual arts faculty, was established in 1966. It has a threefold mandate: liberal arts research and instruction with a focus on public affairs; promoting bilingualism (French and English have equal status in the college); and welcoming and recruiting students from southern and southwestern Ontario and across Canada.

Two other universities in Ontario offer French-language postsecondary programs: the University of Toronto’s Ontario Institute for Studies in Education, which offers only graduate programs in adult education, early childhood education, and counselling; and the University of Guelph’s Alfred Campus, which is an agricultural college that offers short French-language programs in nutrition and food safety, agricultural technology, and veterinary care techniques.

Community organizations. In 1998, at the request of the (then) Ministry of Education and Training of Ontario, the organizations that provided literacy and basic skills training for francophone adults formed a provincial organization, the Coalition ontarienne de formation des adultes (COFA), to represent and guide them in their activities. The COFA currently represents 23 adult agencies across the province.

Another organization associated with training for francophone adults is Sudbury’s Centre franco-ontarien de ressources en alphabétisation (Centre FORA). In partnership with providers of literacy and basic skills training and employment services, Centre FORA has been publishing basic educational materials for adults since 1989, specializing in family literacy and employability resources.


8. A university or college may be associated with another university, often called a parent university, as a federated or affiliated institution. A federated institution is usually responsible for its own administration and has the power to grant degrees; however, during the term of the federation agreement, the institution suspends some or all of its degree-granting powers. An affiliated institution is responsible for its own administration but does not have the power to grant degrees. In both cases, the parent university oversees instruction in the programs covered by the federation or affiliation agreement and grants degrees to the students who successfully complete those programs. (These definitions, prepared by the Association of Universities and Colleges of Canada, are available on the AUCC website: www.aucc.ca/can_uni/student_info/can_student/glossary_e.html. Site consulted on February 24, 2011.)

The community network includes 49 bilingual and francophone providers of Employment Ontario programs. These providers are responsible for ensuring the overall quality, effectiveness, and efficiency of their customer services, and for complying with the guidelines of the Employment and Training Division of the Ministry of Training, Colleges and Universities, which sets provincial standards for employment services.

The French-Language Education Policy and Programs Branch (FLEPPB) plays a strategic role within the Ministry of Education and the Ministry of Training, Colleges and Universities with regard to programs and policies that have an impact on the French-language education and training continuum. The branch works closely with the French-language postsecondary education, literacy and basic skills training, and employment services networks to ensure access for francophones.

Appendices C, D, and E provide more detailed descriptions of the three components of the current network's structure – colleges, universities, and community organizations.





Appendix C

The college network

Two of the province's 24 colleges of applied arts and technology are equipped to provide programs and services in French at the college level: La Cité collégiale and Collège Boréal. The mission of both institutions is to show leadership in fostering the sustainable development of Ontario's francophone community.

Educational programs. In compliance with the Ontario Colleges of Applied Arts and Technology Act, 2002 (Ontario, Ministry of the Attorney General, 2002), La Cité collégiale and Collège Boréal offer comprehensive, career-oriented vocational training programs and services to meet the needs of the province and the communities they serve. Their francophone and francophile students acquire job skills required by Ontario employers in various industries.

Both colleges offer academic programs and continuing education courses for adults, basic skills training and apprenticeship programs, and personal development and special interest courses in French.

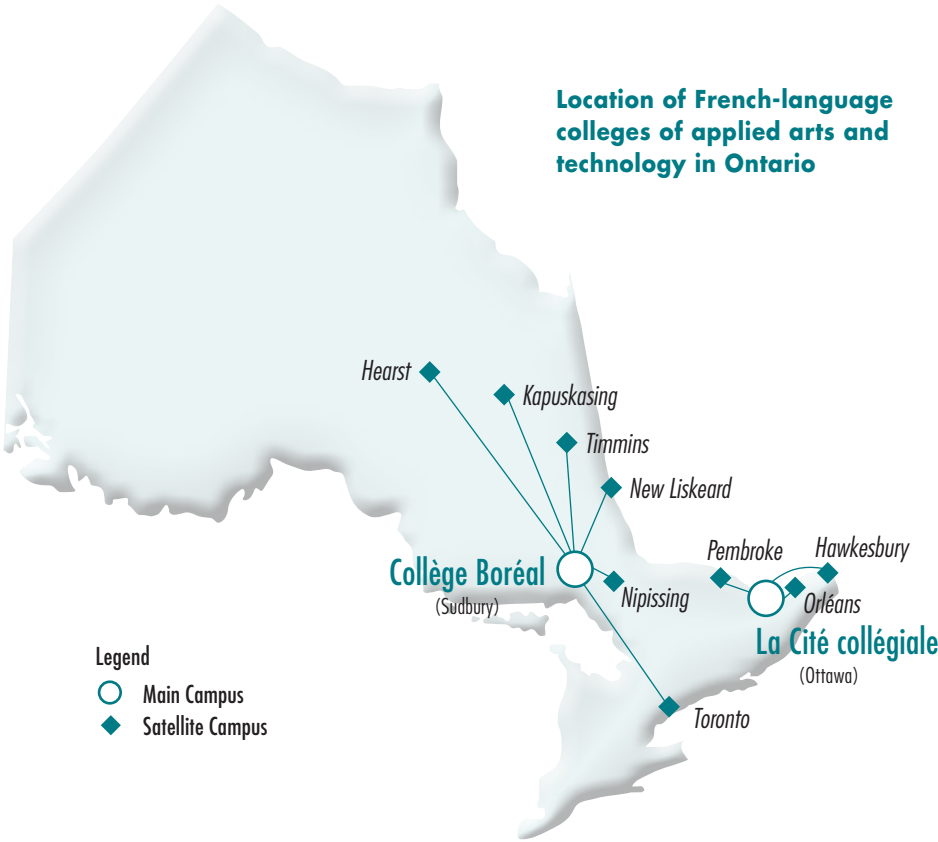
They also invest heavily in technological innovation and distance training to improve access to education and training for francophone adults in Ontario. With the assistance of Contact North/eLearning and other supports, La Cité collégiale and Collège Boréal are able to reach a widely dispersed clientele in several locations.

In collaboration with bilingual universities, other institutions offering programs in French, and business and industrial partners, La Cité collégiale and Collège Boréal also develop new programs to

Contact North. *Founded in 1986, Contact North is a distance education and training network that provides access to high school, college-level, and university-level courses to residents across the province. The network's centres have computers and teleconferencing, videoconferencing, and other telecommunications equipment.*

provide more francophone students with better access to university programs and to French-language apprenticeship programs in high-demand trades.

A rapidly expanding network. The map below provides a snapshot of the current network. In eastern Ontario, there is a tightly knit network of La Cité collégiale campuses, and in northern Ontario, a web of satellite campuses around the main campus of Collège Boréal, which, since 2002, includes central and southwestern Ontario. This region is home to the second-largest number of francophones in the province, a fact that prompted La Cité collégiale to offer programs and to open a business office in Toronto in 2009.



Infrastructure development at the two colleges is booming, with the expansion of both main campuses, the construction of new student residences, the establishment of new campuses (Hawkesbury for La Cité collégiale, and Timmins for Collège Boréal), and the construction of specialized centres such as the trades centres in Sudbury and Orléans and the 911 Institute in Ottawa.

Recruitment and retention strategies. Both French-language colleges make special efforts to promote their programs in Ontario’s 12 French-language school boards, emphasizing the college culture they are able to offer graduates of the province’s 94 French-language high schools.

The steadily increasing enrolment in the two French-language colleges and the high graduation rates in recent years are clear indications that the network is responding to francophones’ demands for education services and their desire to pursue postsecondary studies and training in French, while improving the qualifications they bring to the job market.

La Cité collégiale in 2009–2010*	Founded in 1990
Enrolment	4,132, including 3,875 full-time students
Academic and apprenticeship programs	Over 90 programs, 55 of which are not offered anywhere else in French in Ontario
Partnerships with other educational institutions	7 new partnership agreements with Ontario universities

**Data from La Cité collégiale's 2009–2010 annual report (La Cité collégiale, 2010).*

Collège Boréal in 2009–2010*	Founded in 1995
Enrolment	1,423 full-time students enrolled in postsecondary and postgraduate programs
Academic and apprenticeship programs	Over 65 postsecondary and short programs
Partnerships with other educational institutions	Articulation agreements with Laurentian University and Collège de Hearst

**Data from Collège Boréal's 2009–2010 annual report (Collège Boréal, July 2010).*

Appendix D

The university network

Ontario has two bilingual universities with three institutions that are federated or affiliated. There is one Ontario university (York) with a bilingual campus (Glendon College). Dominican College in Ottawa is a degree-granting institution, and two institutions, OISE in Toronto and the University of Guelph's Alfred campus, offer French-language programs. Each degree-granting university in Ontario that was founded prior to 2001 is governed by its own statute. Each statute specifies the institution's power to govern itself independently, setting its own policies on instruction, admission, program development and selection, and the recruitment of faculty and administrative and support staff.

Educational programs. The bilingual universities offer general French-language programs leading to bachelor's degrees, as well as master's and doctoral programs. Research is done mainly at the graduate level through the establishment of research units and chairs. However, there are recent initiatives to promote research work at the undergraduate level.

The bilingual universities also provide continuing education for adults, offering language courses and professional and personal development programs and workshops in the evening and during the summer.

In Ontario's bilingual institutions, students register in the language of their choice. Although most students register in their first language, they may elect to do part of their program of study in French and part in English.

To understand fully the situation facing francophone students, it is important to note that the programs offered by bilingual universities and other institutions offering programs in French fall into various linguistic categories, which may be defined differently by each institution. In general, these categories are as follows:⁹

1. ***Unilingual programs:*** All courses are given in only one of the official languages.
2. ***Parallel bilingual programs:*** All courses are given in both English and French, so that students may study in the language of their choice without placing linguistic restrictions on their future options.
3. ***Bilingual programs with a preponderance of English:*** Required courses are given in both official languages, but a majority of the optional courses are offered in English only, which restricts the choices available to francophone students.
4. ***English-language programs with a limited French-language component:*** All courses are given in English, but some are also offered in French. Again, this reduces the choices available to francophone students.
5. ***Bilingual programs:*** Required courses are given in one official language or the other, so the student must be proficient in both English and French to take the courses.

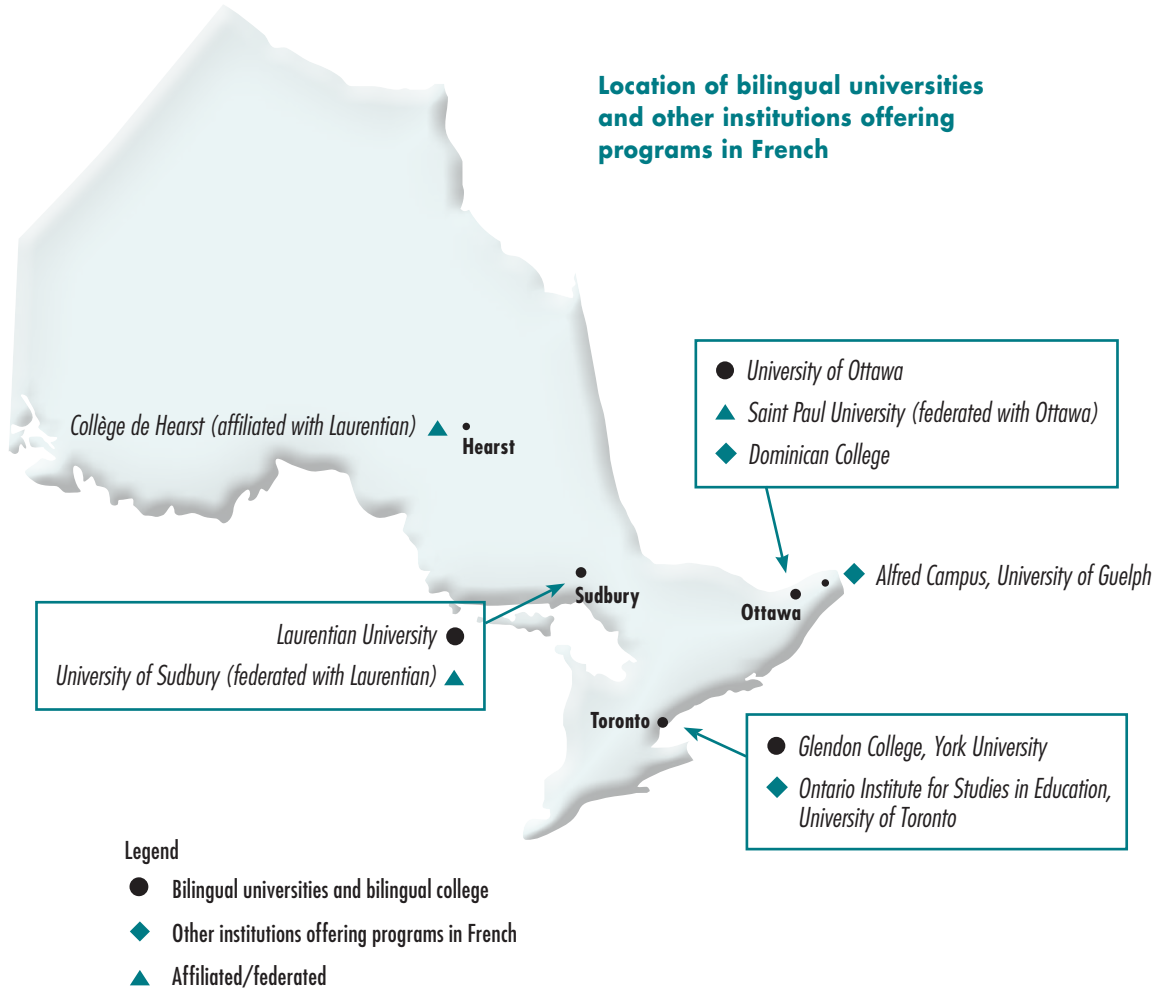
Opportunities for expansion. The bilingual university network currently provides a limited number of programs in French distributed unequally across the province. The bilingual universities and other institutions offering programs in French are concentrated primarily in eastern and northern Ontario, while the central region is served by Glendon College, the bilingual campus of York University – an English-language university. This geographic disparity has an impact on the retention of French-language secondary school graduates in the French-language postsecondary education system.

With its 11 faculties, 130 French-language programs,¹⁰ and federated status with Saint Paul University, the University of Ottawa is the largest, most widely known bilingual university in Ontario and Canada, and is chosen by the vast majority of francophones in the province who are seeking a university education. Located in downtown Ottawa, Dominican College offers its students the benefit of a long, rich tradition of intellectual and religious exploration and instruction. The University of Guelph's Alfred Campus, located east of Ottawa, is the only bilingual postsecondary institution in Ontario that offers agri-food and related programs.

9. These descriptions are based on an analysis of the Regulation on Bilingualism at University of Ottawa (1974), Part I, Definitions, par. 2 (2) (see <http://web5.uottawa.ca/admingov/bilingualism.html>) and information from the Laurentian University website concerning the language(s) of instruction for the various programs.

10. Since the linguistic designation applied to programs varies widely, all figures for French-language programs in this document are for information purposes only.

Location of bilingual universities and other institutions offering programs in French



With five faculties, Laurentian University is a medium-sized institution. Of its 90 undergraduate programs, 32 are offered in French, while its federated university, the University of Sudbury, offers 5 specialized undergraduate programs. Collège de Hearst, which has had two satellite campuses – one in Kapuskasing, the other in Timmins – since September 1996, offers French-language programs only, mainly in traditional fields such as business administration, history, geography, and translation.

York University’s Glendon College, the only bilingual campus in central Ontario, offers programs exclusively in the liberal arts. Glendon offers about 20 academic programs and several certificate programs. When Glendon’s new Centre for Excellence in French-Language and Bilingual Postsecondary Education opens, the college will play a key role in expanding the francophone milieu and will improve access to French-language postsecondary education for francophones in central and southwestern Ontario.

At the University of Toronto, the Centre de recherche en éducation franco-ontarienne (CRÉFO) is a learning centre offering courses leading to master's and doctoral degrees in French under Études francophones en éducation in collaboration with the departments of the Ontario Institute for Studies in Education and other faculties (University of Toronto).

Recruitment and retention strategies. The bilingual universities, bilingual campus, and other institutions promote their programs in Ontario and Quebec high schools and undertake initiatives to attract and ensure the success of first-generation university students.

They also organize career fairs that are attended by major Canadian employers, participate in international agreements for research collaboration, and promote student mobility, in particular through the creation of scholarships.





Appendix E

The community network

The community network for French-language literacy and basic skills training and employment services includes 23 francophone community organizations that provide opportunities for French-speaking adults in Ontario to acquire the skills they need to meet their training objectives. The organizations are members of the Coalition ontarienne de formation des adultes (COFA),¹¹ and they deliver French-language programs focused on basic skills training and literacy training for francophones in eastern, northern, central, and southwestern Ontario.

11. The COFA is a non-profit organization whose role is to promote access to French-language education and training to francophone adults. Its members are responsible for the delivery of French-language literacy and basic skills training programs and services throughout the province. The COFA is currently working with its members, the school boards, and the colleges to develop francophone adult education and training partnerships that will address the needs of French-language adult learners and provide efficient regional service delivery models for French-language adult education and training.

The Community Network



Community organizations providing literacy and basic skills training and employment services for francophone adults

1. ABC Communautaire, Welland
2. Alpha en partage de Sudbury Est, Saint Charles
3. Alpha-Toronto: Centre de formation des adultes, Toronto
4. Centre Alpha Mot de Passe, Windsor
5. Centre À La P.A.G.E. Inc., Alexandria
6. Centre Alpha-culturel de Sudbury, Sudbury
7. Centre Alpha Rive Nord, Elliot Lake
8. Centre d'alphabétisation Huronie (Alpha Huronie), Penetanguishene
9. Centre d'éducation et de formation pour adultes (CÉFA), Sault Ste-Marie
10. Centre de formation de Cochrane-Iroquois Falls, Cochrane
11. Centre de formation des adultes, La Clé d'la Baie en Huronie, Barrie
12. Centre de formation La Clé à Mots-Lettres (LCAML), Kirkland Lake
13. Centre de formation Manitouwadge Learning Centre, Manitouwadge
14. Centre de formation pour adultes de Greenstone (formerly Alpha Nord-Ouest), Geraldton
15. Centre de formation pour adultes francophones (CFAF), Timmins
16. Centre Moi j'apprends Inc., Ottawa and Rockland
17. FormationPLUS Chapleau
18. La Boîte à Lettres, Hearst
19. La Route du Savoir, Kingston
20. Le CAP – Centre d'apprentissage et de perfectionnement Inc., Hawkesbury
21. Le Centre d'alphabétisation Alpha Thunder Bay, Thunder Bay
22. Le Centre de formation du Nipissing, North Bay
23. Le Collège du Savoir, Brampton

The map (shown above) of the locations of COFA member community centres in Ontario clearly shows that some regions are better served than others.

Training and employment services

In November 2005, the Ontario and federal governments signed the Canada-Ontario Labour Market Agreement governing training and employment services in Ontario. In the agreement, the Government of Canada gave the Ontario government a larger role in the design and delivery of labour market programs and services.

Under the agreement, which came into effect on January 1, 2007, francophones are to have access to all French-language training and employment resources available in the 25 areas designated under the French Language Services Act (Ontario, Ministry of the Attorney General, 2009) and in 10 other areas identified under the Official Languages Act (Canada, Department of Justice, 1985). A large number of partners are involved in delivering employment and training programs, including employers, employees, job applicants, and service providers such as school boards, public or private colleges, community organizations, private companies, and unions. The federal, provincial, and municipal governments are all involved as well. Programs that are required to provide French-language services to francophones include the following:

Employment Services and Incentives Available to Individuals and/or Employers	Description
Employment Services	Offers client-centred services tailored to individual needs, through a network of third-party service providers. Services can be provided to individuals and/or groups.
Ontario Summer Jobs Strategy (OSJ)	Offers summer employment programs and services through seven provincial ministries: the Ministry of Training, Colleges and Universities (MTCU); the Ministry of Agriculture, Food and Rural Affairs (MAFRA); the Ministry of Economic Development and Trade (MEDT; formerly Small Business Enterprise [SBE]); the Ministry of Northern Development, Mines and Forestry (MNDMF); the Ministry of Natural Resources (MNR); the Ministry of Government Services (MGS); and the Ministry of Children and Youth Services (MCYS). Programs and services include Summer Jobs Service, Summer Company Program, Summer Experience Program, Ontario Rangers, Ontario Public Service Summer Employment Opportunities, and Summer Jobs for Youth.
Job Creation Partnership (JCP)	Supports partnership projects that provide insured participants with opportunities to gain work experience that will lead to ongoing employment. Activities benefit participants, the community, and the local economy.
Apprenticeship Scholarship	A \$1,000 scholarship available to high-school leavers who return to school to qualify to enter apprenticeship training.
Apprenticeship Employer Signing Bonus (AESB)	A signing bonus of \$2,000 per apprentice, available to employers who support the candidate's registration and provide apprenticeship training.
Pre-Apprenticeship Training Program	Offers support to people seeking to acquire trade-related skills required for entry to an apprenticeship program.
Co-op Diploma Apprenticeship Program	Increases flexibility and access for young people who choose skilled trades training, allowing them to earn credits towards a college diploma while taking apprenticeship training.
Ontario Job Bank	Through a Web-based network, provides access to job postings that are available to all Canadians at www.jobbank.gc.ca . Job seekers will find jobs posted on this site not only from all areas of Ontario but from across Canada.
Employment Ontario Hotline	Provides information to the public on government employment services and training programs.


Training Services and Incentives Available to Individuals and/or Employers	Description
Second Career (SC)	Helps laid-off workers retrain for a new career in an occupation with demonstrated labour-market prospects in Ontario. Laid-off workers wishing to participate in training may receive support for tuition, books, transportation, and other training-related expenses, as well as a basic living allowance, based on individual demonstrated financial need.
Self-Employment Benefit (SEB)	Provides financial assistance and business planning advice to EI-eligible participants to help them start their own business. This financial assistance is intended to cover personal living expenses and other expenses during the initial stages of the business.
Literacy and Basic Skills (LBS) Training	Provides free literacy, numeracy, and essential skills training services to adults who are out of school and whose skills fall below the Grade 9 level. Services are delivered through colleges, school boards, and community-based organizations.
Academic Upgrading (AU)	A component of LBS training (upper tier). Assists learners with upgrading of literacy, numeracy, and essential skills that are needed to qualify for postsecondary training or employment. Services are delivered through the community college system and partnerships between community colleges, school boards, and community-based organizations.
Apprenticeship Training	Responds to the skills requirements of industry by facilitating on-the-job and classroom training of apprentices, leading to certification in skilled occupations.
Modular Training	Supports on-the-job training in incremental units, with trainee accreditation at each step. Training is in response to skills needed and health and safety concerns, mainly in mining, forestry, crane-operation, and commercial vehicle maintenance.
Ontario Youth Apprenticeship Program (OYAP)	Offers students the opportunity to train as apprentices while completing their secondary school diploma.
Pre-Apprenticeship Training Program	Provides opportunities for individuals to acquire essential trade-related skills needed to qualify for apprenticeship training.
Co-op Diploma Apprenticeship Program	Increases flexibility and access for young people who choose skilled trades training, allowing them to earn credits towards a college diploma while taking apprenticeship training.
Apprenticeship Training Tax Credit (ATTC)	Allows employers to claim up to \$10,000 each year, to a total of \$40,000, per eligible apprentice over the first 48 months of training in designated skilled trades.

(continued)

Training Services and Incentives Available to Individuals and/or Employers <i>(continued)</i>	Description
Apprenticeship Client Services	Issues and renews Certificates of Qualification, schedules classroom training, collects fees, and provides registration and counselling services to apprentices and employers.
Employment Ontario Hotline	Provides information to the public on government employment services and training programs.
Ontario Skills Passport (OSP)	Provides high school students, adult learners, job seekers, workers, employers, teachers, trainers, practitioners, job developers, and counsellors with a common set of criteria, resources, and tools for building connections and building and assessing competence and confidence.

Income Support for Employment and Training	Description
Self-Employment Benefit (SEB)	Provides financial assistance and business planning advice to EI-eligible participants to help them start their own business. This financial assistance is intended to cover personal living expenses and other expenses during the initial stages of the business.
Second Career	Laid-off workers wishing to participate in training may receive support for tuition, books, transportation, and other training-related expenses, as well as a basic living allowance, based on individual demonstrated financial need.
Job Creation Partnership (JCP)	Supports individuals who are participating in activities under an OJCP project through funding from two sources: a) income support under Ontario EI Part II b) EI Part I insurance benefits for those who are active EI claimants
Targeted Initiative for Older Workers (TLOW)	Provides unemployed older workers in vulnerable communities with programming aimed at increasing their employability, reintegrating them into employment, and ensuring they remain active and productive labour market participants while their community undergoes adjustment.
Loans for Tools	Assists apprentices in purchasing essential training-related tools.

Planning and Capacity Building for Employment and Training	Description
Local Boards	21 community-based groups. Boards provide assessments of local labour market needs.
Employment Ontario Network Development Fund (EONDF)	Supports sector and regional conferences in order to strengthen capacity building within the EO delivery network.
Labour Market Partnerships (LMP)	Provide funding to help employers, employee and employer associations, and communities improve their capacity for dealing with human resources requirements and labour force changes. They assist in developing plans and strategies and implementing adjustment measures.
Rapid Re-employment and Training Service (RRTS)	Helps communities and employees deal with plant or company closures. The service provides a government response within one hour of a public announcement of a major closure or downsizing and a service action plan for the affected community within 30 days.
Apprenticeship Innovation Fund (AIF)	Provides funding to update apprenticeship classroom training standards and to support innovative training methods.
Sector Initiatives Fund (SIF)	Helps industry sectors/organizations develop training programs to address skills gaps.
Adjustment Advisory Program (AAP)	Provides adjustment services, including needs assessments, individual action planning, and information on training and education to employees affected by company/plant closures.
Ontario Skills Training Enhancement Program (OSTEP)	A cost-shared program. Provides funds for facilities and/or equipment to Ontario Training Centres (including union training centres, employer training centres, and union-employer partnered training centres) to meet the skills training and apprenticeship needs of the economy.
Apprenticeship Enhancement Fund (AEF)	Provides funding to help Ontario colleges delivering apprenticeship training programs upgrade equipment and facilities and support increased apprenticeship placements.
Capacity Development Fund (CDF)	Assists the ministry with transforming the Employment Ontario (EO) network of programs and services to ensure consistency, sustainability, and high-quality customer service.
Northern Partnership Fund	Supports skills training projects with a grant of up to 75 per cent of the total cost to deliver workplace skills training and employment supports. Projects must align with or build on the proposed Growth Plan for Northern Ontario.



Appendix G

Funding

All French-language and bilingual postsecondary institutions, literacy and basic skills training providers, and employment services providers receive special funding to cover the costs associated with French-language education.

The two French-language colleges and the bilingual universities and other institutions offering programs in French are publicly funded and receive base grants supplemented by additional grants allocated in accordance with the institutions' individual mandates and projects.

Historically, the Ministry of Training, Colleges and Universities has provided the province's bilingual and French-language institutions with funding in four categories:

1. Bilingualism Grants for universities and the Differential Fund for colleges of applied arts and technology. These funds are intended to cover the additional costs associated with delivering programs and services in French.
2. The Access to Opportunities Funds, which began under the Government of Ontario's Reaching Higher plan, support institutional-based initiatives to attract, retain, and support francophone students.
3. Funding available under the Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction (commonly known as the OLE Agreement). This funding includes support for minority-language education and second-language instruction.
4. Funds for specific projects and/or particular institutions.



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