

CONSULTATION DOCUMENT



CREATING A PROVINCIAL INSTITUTE FOR EXCELLENCE IN EDUCATION

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CONTEXT

One of the objectives of the Policy on Educational Success, launched in June 2017, is, by 2030, to have 85% of students under the age of 20 obtain a first diploma (Secondary School Diploma or Diploma of Vocational Studies) and 90% obtain a first diploma or qualification.

During the consultations that led to the development of this policy, almost all the participants agreed that there was a need to develop and integrate best practices in education. Most felt that, to improve the rate of educational success, knowledge of best practices identified by research, along with access to tools and training to facilitate the application of these practices, were essential.

To help achieve this objective, resources must be used as effectively as possible through practices that truly promote learning, academic success and educational success. Education-related research, from Québec and elsewhere, can provide essential indicators that will help educators, administrators and decision-makers to identify the practices that show the most promise. Research is all the more

useful when findings are easily accessible and the best conditions for their application are known.

As a means of achieving this, the Policy states that the government will set up a working group tasked with the creation of a provincial institute for excellence in education.

The working group is chaired by Martin Maltais, who is a professor of education funding and policy and Director of the Secteur disciplinaire des sciences de l'éducation at the Université du Québec à Rimouski. The other working group members are Hélène Lecavalier, a teacher with the Commission scolaire des Laurentides, and Dominic Bertrand, Director General of the Commission scolaire Marguerite-Bourgeoys.

INTRODUCTIONⁱ

Québec's educational institutions play a leading role in helping children and adults to acquire the foundations they need to participate fully in the world in which they live. The institutions achieve this goal through their mission.

In 2015-2016, Québec had 3099 educational institutions or facilities within its territory,¹ offering preschool and school activities for young people and school activities for adults, and providing them with a generally safe and stimulating

environment in which to learn. In recent decades, these institutions have had to deal on a daily basis with the idea that every student must be given the means to participate fully in society. They have made great strides towards achieving this goal, especially in the last 50 years.

TABLE 1

SCHOOLING RATES ² BY AGE (%) ⁱⁱⁱ				
	1961	1966	1971	2011
15-YEAR-OLDS	75	86	91	95
17-YEAR-OLDS	31	45	61	92

TABLE 2

RATE FOR OBTAINING ³ A FIRST DIPLOMA OR QUALIFICATION AT THE SECONDARY LEVEL (%) ⁱⁱⁱ			
	1970-1971	2012-2013	2013-2014
ALL AGES COMBINED	50	94	95

As Table 1 shows, the attendance rate for 15-year-olds rose from 75% in 1961 to 95% in 2011. The trend was even more marked for 17-year-olds, with an increase from 31% to 92% over the same period. Table 2 shows that the probability of obtaining a first diploma or qualification during a person's lifetime increased from 50% to 95% between

1970-1971 and 2013-2014. While it is true that Québec can be justly proud of the progress it has achieved, we nevertheless need to look at the results in more detail in order to understand which advances should be celebrated and where Québec still has work to do and challenges to face.

1 This number does not include Québec colleges and universities.

2 The school attendance rate is calculated by determining the ratio between school enrolments for a given age as of September 30 and the general population of the same age on the same date.

3 The probability of obtaining a first diploma or qualification at the secondary level is calculated by determining the ratio between the number of first diplomas or other qualifications obtained by age and the general population of the same age for a given year. This indicator measures the proportion of a generation that perseveres until it obtains a first diploma or qualification at the secondary level.

One way of meeting these challenges would be to improve access to scientific knowledge and proven practices in connection with educational success. Accordingly, it is proposed to **create a provincial institute for excellence in education.**

This document is intended to help find the most appropriate way forward. It describes the context, presents proposals and raises questions for the people concerned by the initiative.

The consultation findings will serve as a basis for recommendations to the Minister of Education, Recreation and Sports and Minister responsible for the Capitale-Nationale region.

PROFILE OF THE PRESCHOOL, ELEMENTARY AND SECONDARY EDUCATION SYSTEM

Québec's preschool, elementary and secondary education system is composed of three networks (see Table 3). The first is the public network, with 60 French school boards, 9 English school boards and 3 special-status school boards (Cree School Board, Kativik School Board and Commission scolaire du Littoral). The public network comprises 1746 elementary schools, 405 secondary schools

and 195 schools offering both elementary and secondary education, along with 193 vocational training centres and 187 adult education centres, for a total of 2726 institutions. The second is the private network, with a total of 338 institutions (subsidized and unsubsidized), while the third is the government network, with a total of 35 institutions.

TABLE 3

NUMBER OF EDUCATIONAL INSTITUTIONS AND FACILITIES ⁴ IN QUÉBEC IN 2015-2016, ACCORDING TO EDUCATIONAL NETWORK AND TYPE OF EDUCATION ^{iv}						
	GENERAL EDUCATION IN THE YOUTH SECTOR			VOCATIONAL TRAINING CENTRES	ADULT EDUCATION CENTRES	TOTAL
	PRESCHOOL AND ELEMENTARY	SECONDARY	PRESCHOOL, ELEMENTARY AND SECONDARY			
PUBLIC NETWORK	1746	405	195	193	187	2726
FRENCH SCHOOL BOARDS	1580	333	121	144	124	2302
ENGLISH SCHOOL BOARDS	161	70	41	30	32	334
SPECIAL-STATUS SCHOOL BOARDS	5	2	33	19	31	90
PRIVATE NETWORK	120	109	73	30	6	338
SUBSIDIZED PRIVATE FACILITIES	51	93	53	3	0	200
UNSUBSIDIZED PRIVATE FACILITIES	69	16	20	27	6	138
GOVERNMENT NETWORK	11	7	9	3	5	35
TOTAL	1877	521	277	226	198	3099

⁴ Every institution with a deed of establishment within the meaning of the *Education Act* or a permit within the meaning of the *Act respecting private education* is counted, irrespective of whether any students attend the institution during the year.

SCHOOL ATTENDANCE IN QUÉBEC

Attendance rates are now rising in Québec's 3099 institutions and facilities, which had a total attendance of 1 326 326 in 2015-2016 (Table 4) in general education in the youth sector, adult general education and vocational training. This represents an increase of 1.5% since the end of the downward cycle that ended in 2011-2012. In 2014-2015, MEES published enrolment forecasts for the public network (general education in the youth

sector).^v School attendance is expected to increase by 14% between 2016-2017 and 2029-2030 for the entire student population; it will be greater in the French sector (16%) where the graduation rates are lower. Considering that other variables could increase the attendance rate (implementation of kindergarten for 4-year-olds, ongoing discussions about increasing the age of compulsory school attendance), it should be noted that Québec is now in a cycle of increased school attendance, especially in the youth sector.

TABLE 4

SCHOOL ATTENDANCE ⁵ IN GENERAL EDUCATION IN THE YOUTH SECTOR, ADULT GENERAL EDUCATION AND VOCATIONAL TRAINING, BY EDUCATIONAL NETWORK, 2005-2006, 2010-2011 AND 2015-2016 SCHOOL YEARS ^{vi}			
	2005-2006	2010-2011	2015-2016
PUBLIC NETWORK	1 215 920	1 179 797	1 196 665
PRIVATE NETWORK	127 863	132 313	126 128
GOVERNMENT NETWORK	3 211	3 351	3 533
TOTAL	1 346 994	1 315 461	1 326 326

In general education in the youth sector, school population numbers vary by level.^{vii} **The increase in recent years has been greatest at the preschool level, where attendance rose by 21% over ten years and by 14% in the last five years shown in the table (2010-2011 to 2015-2016).** There are two main factors behind this growth: first, the increase in the number of children generally, and second, the introduction of kindergarten for four-year-olds. The former factor will also have an upward impact on attendance figures in elementary and secondary schools in the coming years.

In fact, this impact has been felt at the elementary level since 2010-2011, when the downward cycle ended. Since then, attendance has jumped by 11%,

and if the preliminary results for 2016-2017 are taken into account, elementary school attendance has risen by nearly 14% in six years.

The downward trend continued for longer in secondary schools, with population numbers declining by 18% in ten years and by 10% in the last five years. However, this cycle now appears to have ended, and the preliminary results for 2016-2017 show the first increase (0.4%) in ten years.

Attendance in the adult general education and vocational training sectors over a period of ten years has increased significantly, by 15% and 22% respectively.

⁵ A student who enrolls in more than one type of training during the same year will be counted more than once.

GRADUATION AND QUALIFICATION

The main indicator used by the working group to estimate the scope of the effort that must be made on behalf of the school population is the evolution in the proportion of diplomas in the graduation and qualification rate, observed after the fifth year of secondary school, which is the normal period for completing secondary studies in general education. The aim here is not to denigrate the value of the qualifications achieved (this rate is also presented) or to deny that different people may take different amounts of time to graduate, depending on the context, their qualities or their personal choices. The point, rather, is to present a clear and simple indicator.

The proportion of diplomas five years after starting secondary school is rising. For the 2010 cohort (followed until 2014-2015), it was 65% (see Table 5), up by 9.4% from the equivalent cohort in 2003 (followed until 2007-2008). However, this also means that, after five years, nearly 35 young

people out of every 100 still had not obtained their secondary school diploma (SSD, DVS, AVS, STC).

The picture varies considerably by educational network and language of instruction (Table 5). **In the French school boards in the public sector, about 43 young people out of every 100 (2010 cohort) had not graduated in five years, compared to 25 out of every 100 in the English school boards (a difference of 18 percentage points) and 13 in the private sector for the same cohort (Graph 1).**

The graduation and qualification rate has declined in the special-status school boards⁶ (Table 6) in recent years, to the point where 87 young people out of every 100 in the 2010 cohort did not receive a diploma or qualification at the secondary level after five years, compared to 85 young people out of every 100 for the 2003 cohort.

For all of Québec (Table 6), 69% of young people obtain a diploma or qualification at the secondary level after five years.

TABLE 5

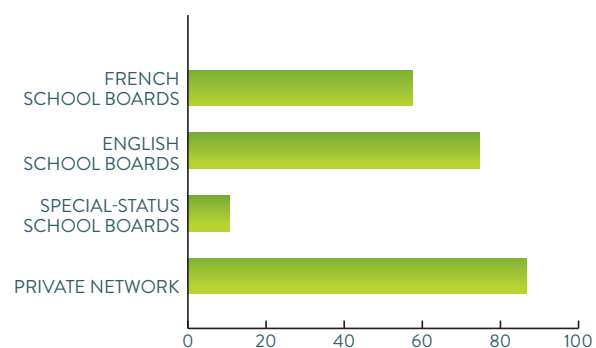
PROPORTION OF DIPLOMAS ⁷ IN THE GRADUATION AND QUALIFICATION RATE BY COHORT AT THE SECONDARY LEVEL, AFTER FIVE YEARS			
	2003 COHORT FOLLOWED UNTIL 2007-2008	2008 COHORT FOLLOWED UNTIL 2012-2013	2010 COHORT FOLLOWED UNTIL 2014-2015
QUÉBEC AS A WHOLE	59.5	62.5	65.1
PUBLIC NETWORK	53.5	55.8	59.0
FRENCH SCHOOL BOARDS	52.3	54.1	57.5
ENGLISH SCHOOL BOARDS	65.9	72.2	74.6
SPECIAL-STATUS SCHOOL BOARDS	15.2	12.8	10.7
PRIVATE NETWORK	85.0	87.2	86.7

6 The special-status school boards serve francophone and anglophone students in the Côte-Nord region (Commission scolaire du Littoral) and Indigenous students in the Nord-du-Québec region (Cree School Board and Kativik School Board). Some 94% of students of the special-status school boards attend schools under the authority of the Cree School Board and the Kativik School Board.

7 The diplomas at the secondary level consist of the Secondary School Diploma (SSD), the Diploma of Vocational Studies (DVS), the Attestation of Vocational Specialization (AVS) and the Skills Training Certificate (STC).

GRAPH 1

PROPORTION OF DIPLOMAS IN THE GRADUATION AND QUALIFICATION RATE – 2010 COHORT FOLLOWED UNTIL 2014-2015



The differences with respect to diplomas are even greater if we consider the results by gender (Table 7). For all of Québec, about 27 girls out of every 100 (2010 cohort, followed until 2014-2015) did not obtain a secondary-level diploma after 5 years, compared to 42 boys out of every 100 (around 1.5 times more boys). **In the French school boards, more than half of all boys (51%) within that same cohort did not complete Secondary V after 5 years. The gender difference is similar in the special-status school boards (Graph 2), and, again, even when the qualification rate is added (Table 8), the differences persist, with a graduation and qualification rate of 63% for boys and 75% for girls (2010 cohort).**

TABLE 6

GRADUATION AND QUALIFICATION RATE ⁸ BY COHORT AT THE SECONDARY LEVEL, AFTER FIVE YEARS ⁱⁱⁱ			
	2003 COHORT FOLLOWED UNTIL 2007-2008	2008 COHORT FOLLOWED UNTIL 2012-2013	2010 COHORT FOLLOWED UNTIL 2014-2015
QUÉBEC AS A WHOLE	60.7	65.9	68.7
PUBLIC NETWORK	54.9	60.1	63.6
FRENCH SCHOOL BOARDS	53.8	58.7	62.4
ENGLISH SCHOOL BOARDS	66.5	74.0	76.3
SPECIAL-STATUS SCHOOL BOARDS	15.2	14.0	12.8
PRIVATE NETWORK	85.2	87.4	87.1

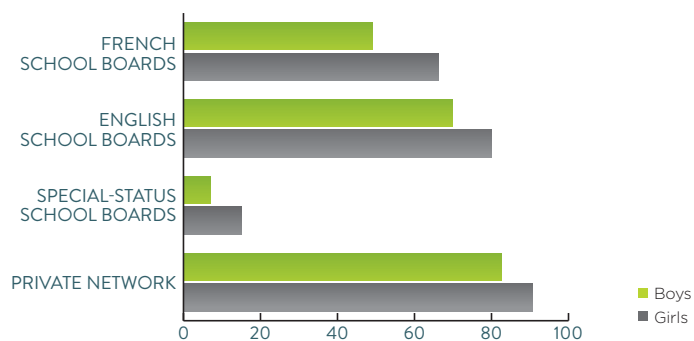
8 The diplomas and qualifications eligible for the purposes of calculating the graduation and qualification rate by cohort are the following: Secondary School Diploma (SSD), Diploma of Vocational Studies (DVS), Attestation of Vocational Specialization (AVS), Skills Training Certificate (STC), Attestation of Vocational Education (AVE), Certificate in Life Skills and Work Skills (CLSWs), Certificate in On-the-Job Training in a Recycling Facility, Prework Training Certificate (PTC), Training Certificate for a Semiskilled Trade (TCST), Certificate of Equivalence of Secondary Studies (CESS), Training Certificate in Sociovocational Integration of Adults and Attestation of Competencies. Only the first diploma or qualification obtained by the student is taken into account for the purposes of the calculation.

TABLE 7

PROPORTION OF DIPLOMAS ⁹ IN THE GRADUATION AND QUALIFICATION RATE BY COHORT AT THE SECONDARY LEVEL AFTER FIVE YEARS, BY GENDER ¹⁰						
	2003 COHORT FOLLOWED UNTIL 2007-2008		2008 COHORT FOLLOWED UNTIL 2012-2013		2010 COHORT FOLLOWED UNTIL 2014-2015	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
QUÉBEC AS A WHOLE	52.2	67.1	55.0	70.3	57.9	72.6
PUBLIC NETWORK	45.9	61.7	47.8	64.4	51.2	67.3
FRENCH SCHOOL BOARDS	44.3	60.8	45.7	63.0	49.1	66.2
ENGLISH SCHOOL BOARDS	60.6	71.7	66.2	78.5	69.8	80.1
SPECIAL-STATUS SCHOOL BOARDS	12.6	17.8	10.1	15.7	6.9	15.1
PRIVATE NETWORK	80.5	89.3	83.5	90.5	82.7	90.7

GRAPH 2

PROPORTION OF DIPLOMAS IN THE GRADUATION AND QUALIFICATION RATE, BY GENDER – 2008 COHORT FOLLOWED UNTIL 2014-2015



9 The diplomas at the secondary level consist of the Secondary School Diploma (SSD), the Diploma of Vocational Studies (DVS), the Attestation of Vocational Specialization (AVS) and the Skills Training Certificate (STC).

TABLE 8

GRADUATION AND QUALIFICATION RATE ¹⁰ BY COHORT AT THE SECONDARY LEVEL AFTER FIVE YEARS, BY GENDER*						
	2003 COHORT FOLLOWED UNTIL 2007-2008		2008 COHORT FOLLOWED UNTIL 2012-2013		2010 COHORT FOLLOWED UNTIL 2014-2015	
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS
QUÉBEC AS A WHOLE	53.7	67.9	59.6	72.4	62.6	75.1
PUBLIC NETWORK	47.7	62.6	53.4	67.1	57.0	70.5
FRENCH SCHOOL BOARDS	46.3	61.9	51.8	65.9	55.4	69.8
ENGLISH SCHOOL BOARDS	61.3	72.1	68.6	79.7	72.2	81.0
SPECIAL-STATUS SCHOOL BOARDS	12.6	17.8	12.0	16.1	9.5	16.4
PRIVATE NETWORK	80.9	89.4	84.0	90.6	83.3	90.7

¹⁰ The diplomas and qualifications eligible for the purposes of calculating the graduation and qualification rate by cohort are the following: Secondary School Diploma (SSD), Diploma of Vocational Studies (DVS), Attestation of Vocational Specialization (AVS), Skills Training Certificate (STC), Attestation of Vocational Education (AVE), Certificate in Life Skills and Work Skills (CLSWS), Certificate in On-the-Job Training in a Recycling Facility, Pework Training Certificate (PTC), Training Certificate for a Semiskilled Trade (TCST), the Certificate of Equivalence of Secondary Studies (CESS), Training Certificate in Sociovocational Integration of Adults and Attestation of Competencies. Only the first diploma or qualification obtained by the student is taken into account for the purposes of the calculation.

SOME CLARIFICATIONS

The working group will begin by clarifying certain concepts before moving on to address questions and issues relating to scientific knowledge, best practices in education and the proposal to create a provincial institute for excellence in education.

EXCELLENCE

Excellence is defined here as a journey rather than an ultimate goal: the use of human reason to become the artisan of one’s own being. **This journey benefits not only the person concerned, but also the population of which he or she is a part.**

The working group feels it is essential to clarify the term “excellence,” because there is a risk of distortion if it is linked to the concept of performance and if the idea of “being better” is confused with the other, and sometimes unfortunate, obsession with “being the best.”^{xi}

SCIENTIFIC RESEARCH

Scientific research is defined as a set of actions taken with a view to producing and developing so-called scientific knowledge. Depending on the sector and type of research, scientific practice is governed by different standards and rules.

CONCLUSIVE FINDINGS^{xii}

The conclusive findings trend originated in three research fields that fostered its emergence and influenced its development. These three fields are the social sciences and humanities, medicine and knowledge management.

The term “findings” refers to what is obtained from a task (such as a research project or intervention), regardless of the process leading to the findings, and of the cognitive status involved.

TABLE 9

GUIDELINE GRADE	
GUIDELINE GRADE	LEVEL OF SCIENTIFIC EVIDENCE PRODUCED BY THE LITERATURE
A. ESTABLISHED SCIENTIFIC EVIDENCE	LEVEL 1
	- High-power randomized controlled trials
	- Meta-analysis of randomized controlled trials
B. SCIENTIFIC PRESUMPTION	- Analysis of decisions based on well-controlled trials
	LEVEL 2
	- Low-power randomized controlled trials
	- Well-conducted non-randomized controlled trials
C. LOW LEVEL OF SCIENTIFIC EVIDENCE	- Cohort studies
	LEVEL 3
	- Case-control studies
	LEVEL 4
	- Controlled studies with significant biases
- Retrospective studies	
- Case series studies	
- Descriptive epidemiological studies (transversal, longitudinal)	

Those who adhere to practices that are based on these types of findings classify them according to the “level of evidence” used to qualify the validity of the findings, or their robustness. The first level consists in findings from randomized comparative trials. In the eyes of their promoters (Table 9^{xiii}), these findings have the highest level of validity and are the most robust. Conversely, the findings from qualitative studies and expert opinions are classified at lower levels.

PRACTICES THAT ARE PROVEN OR BASED ON CONCLUSIVE FINDINGS

A practice that is proven or based on conclusive findings is one that bases decisions and actions on the best scientific evidence (Consortium national de formation en santé, 2011).

KNOWLEDGE TRANSFER^{xiv}

Knowledge transfer is a dynamic process composed of all the activities and interactive mechanisms required to disseminate, adopt and appropriate new knowledge.

CONTEXT AND ISSUES: CONCLUSIVE FINDINGS AND PROVEN PRACTICES IN EDUCATION

In the last 50 years, Québec has made some significant progress in terms of school attendance and graduation. This progress has been possible thanks to the involvement of all actors from the education and higher education communities, as well as that of parents and various education network partners. In the last two decades, however, graduation rate growth has been somewhat laborious in Québec, while other provinces and states have made spectacular gains.

The successes appear to have been driven by a certain number of changes, including the following:

- strong support for early childhood initiatives, especially in the form of stronger connections between the preschool and school communities
- a clear commitment of the general population towards young people until graduation or the acquisition of qualifications
- unwavering, sustained support for teachers from the state and the general public
- skills development and involvement of administrators
- the adoption of practices based on the most conclusive scientific findings, combined with appropriate conditions for transfer and implementation

In education and in other sectors, especially health, institutions are being created with the primary mission of inventorying current scientific knowledge and proven practices in their reference areas. The best-known example in Québec would be the Institut national d'excellence en santé et services sociaux (INESSS), in the health sector.

The mission of the INESSS is to promote clinical excellence and the effective use of resources in the health and social services sector. It assesses the clinical benefits and costs of technologies, medications and interventions, makes recommendations for their adoption, use or coverage by the public plan, and prepares practical clinical guidelines to ensure that they are used properly.

Other organizations have been created more recently in the education sector. In 2011, for example, Ontario set up the Knowledge Network for Applied Education Research (KNAER). The aim of the KNAER is to gather, promote and apply well-proven, conclusive findings with regard to effective practices by promoting research, summarizing the best information from existing conclusive findings, and setting up networks of decision-makers, education community representatives and researchers, who work together on practical applications of the research.

In 2002, the United States created the Institute of Education Sciences (IES) under the auspices of the American Department of Education. The Institute's mission is to gather high-quality scientific evidence to support educational practices and policies, and to share that information in formats that are accessible to and usable by educators, parents, political decision-makers, researchers and the general public.

In 2011, France set up its Institut français de l'éducation (IFÉ). This is a national structure for research, training and the mediation of education-related knowledge. It maintains permanent interactions with educational communities through

secondment of teachers and recruitment of associate teachers. The IFE covers every level of education, from preschool to university, and includes professional development.

Finland has the Finnish Institute for Educational Research (FIER), created in 1968. Its main task is to investigate, assess and develop Finland's education system and academic culture. Its research covers the entire education system, from preschool to higher education, including vocational training.

In Québec, two questions must be answered.

1) What can be done to create a provincial institute for excellence in education that will report on education-related scientific knowledge in a way

that is accessible to all education community stakeholders?

2) How can this new institute be positioned to play a key role in the transfer of scientific knowledge and proven practices to all education actors (elected representatives, school staff members, parents, the Ministère, the school boards, etc.)?

THE PROPOSED PROVINCIAL INSTITUTE FOR EXCELLENCE IN EDUCATION

There are two particularly important reasons for creating a provincial institute for excellence in education.

First, there is still much that must be done to improve educational success for young people and adults alike. Enhancements are needed, both in the everyday actions taken with students and in their general environment.

Second, these changes must be carried out by people from the sector, which means that current scientific knowledge and proven practices must be accessible to all education stakeholders. This is a necessary condition for them to select the changes needed to the contexts in which they work.

In addition, the Institute could support decision-making by political authorities and civil servants.

It is important to remember that the objective of ensuring the development and adoption of best educational practices was supported almost unanimously by the organizations and individuals who took part in the consultations on educational success.

In Québec, a number of organizations are involved in education research and knowledge dissemination. These include the Ministère de l'Éducation et de l'Enseignement supérieur (MEES), the Conseil supérieur de l'éducation (CSE), the Centre de transfert pour la réussite éducative du Québec (CTREQ), the Fonds de recherche du Québec – Société et culture (FRQSC), the PÉRISCOPE network and the Centre de recherche et d'intervention sur la réussite scolaire (CRIRES). However, none of them has the specific mission proposed for the new Institute.

STATUS

To set up a provincial institute for excellence in education, the working group must explore at least two scenarios: creating a new organization, or entrusting the task to the Conseil supérieur de l'éducation.

CREATING A NEW ORGANIZATION

This solution would involve recommending to the Minister that he table a bill in the National Assembly to define the mission, roles, responsibilities and governance structure of the new body, along with hiring conditions for its personnel and any other elements to be governed by the bill. This would be similar to the solution chosen by the health network when it set up the Institut national d'excellence en santé et en services sociaux and the Institut national de la santé publique.

ENTRUSTING THE TASK TO THE CONSEIL SUPÉRIEUR DE L'ÉDUCATION

The functions to be performed by the provincial institute for excellence in education could be entrusted to the Conseil supérieur de l'éducation. Changes would have to be made to its governance, structure and resources to allow it to fulfill its new responsibilities.

OTHER SCENARIOS

The working group could also consider any other scenario that would allow for achievement of the aims set out in the Mission and Responsibilities section below. The group could draw on international experience and proposals made by consultation participants, among other things.

MISSION AND RESPONSIBILITIES

The Institute's mission and functions should allow it to achieve the following three objectives:

- **Prepare a summary that is as exhaustive and objective as possible of the scientific knowledge currently available in Québec and elsewhere, on all issues relating to educational success.** Issues emerging from education research findings are often debated within the sector, and it can be difficult for education stakeholders from the different levels to decide which positions or practices should be retained. The chosen solution should allow for the preparation of an objective summary of scientific knowledge on specific education-related subjects.
- **Promote the transfer of conclusive findings to the education network and the general public.** The chosen solution should allow for summaries of scientific knowledge on different issues to be transferred to the education network and the general public. Clear, user-friendly tools should be made available to the stakeholders to help them decide on the most appropriate practices for their needs and the conditions for implementation of the chosen practices.
- **Provide training and support on best practices for education sector stakeholders.** The chosen solution should allow for the provision of training and support for education sector stakeholders.

PROVINCIAL INSTITUTE FOR EXCELLENCE IN EDUCATION: SOME QUESTIONS

The working group on the creation of the provincial institute for excellence in education has launched extensive consultations on the following questions, among others:

- What status should the new institute have?
- Do the three objectives cover all the aspects that should be considered? Should any aspects be added or removed?
- How should the various groups that play a role in the transfer of research findings interact with one another? How should these interactions be applied in real terms?
- What organizational structure should be chosen for the new institute?
- Depending on the Institute's status, what form of governance should it take and what groups or organizations should be represented in it?
- What aspects should be considered in connection with distance education and digital education in the broader sense?

- i All statistics and indicators were provided by the Ministère de l'Éducation et de l'Enseignement supérieur.
- ii Sources:
- For the years 1961 to 1971: Ministère de l'Éducation, Direction générale de la planification, Documents sur la démographie scolaire: *Les taux de scolarisation des régions administratives du Québec 1961, 1966 à 1971*, Table 1 in appendix.
 - For the year 2011-2012: MEESR, *Education Indicators: Preschool, Elementary and Secondary Education: 2014 Edition*, Table 6.
- iii Sources:
- For the years 1970-71 and 2012-2013: MEESR, *Education Indicators: Preschool, Elementary and Secondary Education: 2014 Edition*, Section 5.1.
 - For the year 2013-2014: Statistics Canada, *Education Indicators in Canada: An International Perspective, 2016*, Table A.2.1 - Upper secondary graduation rates, by sex, Canada, provinces and territories, 2014.
- iv Source: MEES, *Sphère informationnelle*, GDUNO system, data as of June 30, 2016.
- v Forecast of student enrolments, Québec as a whole, public network; public network in the youth sector; full-time general education; all languages of instruction: http://www.education.gouv.qc.ca/fileadmin/site_web/documents/PSG/statistiques_info_decisionnelle/previsions_provinciales.pdf.
- vi Source: MEES, *Portail informationnel*, Charlemagne system, data as of January 26, 2017.
- vii Numbers also vary significantly by territory, but these results are not presented in this document.
- viii Source: MEES Graduation and qualification rate by cohort at the secondary level.
- ix Source: MEES Graduation and qualification rate by cohort at the secondary level.
- x Source: MEES Graduation and qualification rate by cohort at the secondary level.
- xi To quote Bernard Suzanne (2009, p. 7) in his introduction to Plato's *Meno*: "It is by exercising reason that [human beings] can become 'excellent' . . . provided they are able to make proper use of the 'tool' at their disposal; in other words, provided they understand the ultimate purpose of its use, which is to realize their own beings in the world of the future, hence becoming the artisans of themselves" (translation from the original French): <http://plato-dialogues.org/fr/pdf/menon.pdf> (accessed October 12, 2017).
- xii See the thesis by Véronique Chagnon, *Résultats probants et pratiques d'infirmières en milieu hospitalier* (2009), especially Chapter 1, pages 6 to 49: <http://www.theses.ulaval.ca/2009/26979/26979.pdf> (accessed October 12, 2017). We have reproduced and adapted part of her text, with the author's permission.
- xiii Haute autorité de santé, *Niveau de preuve et gradation des recommandations de bonnes pratiques - État des lieux* (2013), France, p. 8: <https://www.has-sante.fr/portail/> (accessed September 29, 2017).
- xiv The definition is a direct free translation of the text published on the website of the Institut national de santé publique du Québec: <https://www.inspq.qc.ca/institut/transfert-des-connaissances/animer-un-processus-de-transfert-des-connaissances> (accessed October 12, 2017).

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