

Canada- Québec Agreement

for Minority-Language Education
and Second-Language Instruction

© Gouvernement du Québec
Ministère de l'Éducation, du Loisir et du Sport, 2011

ISBN 978-2-550-61864-5 (Version imprimée)
ISBN 978-2-550-61865-2 (PDF)

Dépôt Légal - Bibliothèque et Archives nationales du Québec, 2011

10-00665

Table of Contents

Introduction	1
Brief history.....	1
What is the funding to be used for	1
Objectives and priorities of the Canada-Québec Agreement	2
The use of contributions	2
Annual distribution	2
Who can access the funds	2
How to access the funds	3
When must requests be presented	3
The Québec Action Plan	4
Examples of projects supported by the Canada-Québec Agreement	4
Consultation and collaboration	5
The consultation process	5
Project selection principles and criteria	6
Accountability procedures	7
In brief	7

Introduction

This document is intended to provide information that will make it possible to answer the questions most often asked with regard to the *Canada-Québec Agreement for Minority-Language Education and Second-Language Instruction*. Why was such an agreement made? What purpose does it serve? Who are the main beneficiaries? How can applicants obtain funding?

Brief history

In 1970-1971, the federal government created the Official Languages in Education Program (OLEP) in order to encourage the provinces and territories to offer programs in minority-language education and second-language instruction, and to provide funding for this purpose. Under the Official Languages in Education Program OLEP, the Government of Canada provided financial assistance through agreements with the provinces and, since 1974-75, with the territories. Since 1983, the general framework for cooperation and the financial framework for each of the provincial and territorial jurisdictions are established by a Protocol for Agreements between the Government of Canada and the Council of Ministers of Education, Canada (CMEC), which are normally for five years. Pursuant to the Protocol and through a series of bilateral agreements with each province and territory, the OLEP transfers funds to the provincial/territorial governments to support the delivery of minority-language education and second-language instruction programs. Following the signing of the Protocol for Agreements, Québec negotiated with Heritage Canada a specific agreement made up essentially of the Québec Action Plan. This document detailed all the activities that Québec wanted to carry out over the four-year term of the agreement.

What is the funding to be used for

Funding helps finance measures designed to improve the quality of minority-language education and the learning conditions of second-language instruction. The amounts disbursed are in addition to funding already provided by Québec. The Agreement requires investments equivalent to or superior to those of Québec. Each subsidized project must contribute to the attainment of specific objectives.

Objectives and priorities of the Canada-Québec Agreement

The Canada-Québec Agreement targets two main objectives, which are as follows:

- Contribute to the quality of minority-language education
- Improve the learning conditions for second-language instruction

The projects that receive funding through the Canada-Québec Agreement pursue the attainment of the objectives described in the Agreement as well as the orientations and focuses of intervention of the Strategic Plan of the Ministère de l'Éducation, du Loisir et du Sport (MELS).

The use of contributions

Annual distribution

Québec will draw \$259 million during the 2009-2013 four-year Agreement, at a rate of \$64.9 million per year. In order to bolster the MELS annual \$750-million investment in the English sector, \$38.5 million is taken from the Agreement fund each year and sent directly to the Ministère des Finances, which ensures that this amount is used for expenses relating to the network of English-language educational institutions in Québec, in accordance with the MELS' strategic plan. The amount of \$38.5 million is based on a formula developed in the 1990s, which takes into account the proportion of the student population that receives educational services in English. This sharing of resources directly benefits students from preschool to the university postgraduate level.

Moreover, an amount of \$26.4 million will serve to fund specific projects that Québec will have documented in its action plan.

Who can access the funds

Each administrative unit and each sector of MELS may have access to the funds. Strategic partners of the school system may also have access to it. Each MELS administrative unit and sector possesses consultation mechanisms and mixed committees that include representatives of the English-speaking community. Normally, the action plan is developed a year prior to the negotiation of a new Agreement. When the MELS sectors organize the annual planning of the services that they will offer the school system, they present their needs to the Ministère des Finances, but they also collaborate with the Secteur des services à la communauté

anglophone, des affaires autochtones et du Plan Nord (SSCAAAPN). This enables them to establish which adjustments are needed and the additional costs incurred by activities that will meet the specific needs of the English education system.

The MELS administrative units and sectors also count on the planning of certain strategic partners who provide services to Québec's linguistic minority.

How to access the funds

To access funds, applicants must contact the representatives of the MELS sectors and administrative units responsible for the Agreement. Applicants must fill out a form, giving a description of their projects, the objectives and expected results, the performance indicators, targets and the budget details. Those responsible for project approval at MELS must analyze this form and provide decision-makers with relevant and consistent opinions along with recommendations to accept or reject a project.

Down through the years, a whole network of partners has formed with the goal of developing an action plan designed to meet the needs of the English education community. To determine whether a project is in keeping with the Québec Action Plan, all potential applicants can receive the support required to choose the most suitable path within MELS.

When must requests be presented

The projects must be presented during the year preceding the negotiation of a new Agreement. MELS has, however, negotiated a flexible mechanism for conducting an annual revision of the action plan with Heritage Canada. Such revisions take into consideration the title and nature of any cancelled projects, where the funds for them have been redirected, and finally, the study of new projects to be included in the action plan.

New projects may be included in keeping with two scenarios. In the first case, as previously mentioned, money is freed when other projects are cancelled. In the second case, Québec negotiates a request for complementary funds, which makes it possible to contribute to new projects that meet both the Agreement objectives and the ministerial orientations. The criteria and the procedures for selecting projects are described a little further on in this brochure.

The Québec Action Plan

The MELS regional offices and all administrative units concerned help to enhance the services offered to English-speaking clients in certain regions where these services involve specific challenges. The enhancement of intersectorial collaboration remains one of the major objectives of the operational planning carried out by the SSCAAAPN, particularly when developing a new action plan within the framework of the Agreement.

In the year preceding the negotiation of a new Agreement, the SSCAAAPN, in conjunction with the Direction des affaires internationales et canadiennes and with the help of the Secrétariat aux affaires intergouvernementales et canadiennes, works to prepare the action plan. All MELS units with an interest in this matter contribute to the plan's development.

Once drafted, the action plan is presented to the Bureau du sous-ministre for approval. Once this is obtained, the plan is included in the process of negotiating the Agreement. When Heritage Canada and the Québec government approve and sign the Agreement, the SSCAAAPN informs the MELS sectors and the network partners that the projects can be implemented.

To find out more about the Québec Action Plan, please consult the following site: <http://www.canadianheritage.gc.ca/>.

Examples of projects supported by the Canada-Québec Agreement

At the time of the credit study, MELS sectors plan the services they intend on offering to the English sector. The projects that receive funding under the Agreement are taken into account in such ministerial planning, for which the Conseil du trésor allocates over \$750 million annually.

In the English sector, the Leadership Committee for English Education in Québec (LCEEQ) oversees a series of projects in its annual action plan, and these are well known to the English education community, especially its professional development programs and conferences that bring together the English-speaking education community. The Leading English Education and Resources Network (LEARN). LEARN is well supported by the directors general of the English school boards and the representatives of the associations of private English schools that sit on its board of directors. LEARN conducts activities in the areas of complementary educational materials and computer resources aimed at support for learning and instruction.

LEARN has acquired expertise in the area of distance learning and has developed the concept of virtual schools, in conjunction with the school boards and the associations of private English schools.

Also worth mentioning, the production of documents in the English language; the support provided for the construction of the Dawson College theatre; the projects supporting the application of the language laws; the adaptation of subject-specific training; and exchanges between francophone and anglophone students. Among the other projects are the production and distribution of English-language instructional materials for college-level students; English CEGEPs' access to instructional materials, the vocational and technical training strategic plan; and the support to the Government Policy on Adult Education and Continuing Education and Training. These projects have all been developed in conjunction with the partners of the community they serve. Finally, the establishment of community learning centres is a major initiative. The development of these centres and the community partners they serve has sparked considerable interest within the education community.

Consultation and collaboration

The consultation process

MELS uses a variety of consultation mechanisms to ensure that the Québec Action Plan meets the needs and expectations of the English education community. It relies mainly on feedback, which it collects during consultations carried out during the development stage of the three-year strategic plan, on its links with the community through its participation in the meetings off different committees such as the LCEEQ that includes representatives of the Teachers' union, and on the advice it receives from the Advisory Board on English Education. Each MELS sector also has its own consultation mechanisms and strategic partners with whom it maintains ongoing ties. English-speaking representatives contribute to consultations in the various sectors.

Thanks to all the formal and informal consultation means at its disposal, MELS ensures that the action plan is consistent with the expectations of the English-speaking community.

As the body responsible for the development of the action plan, the SSCAAAPN gathers briefs from the following representatives of the English-speaking community:

- Association of Directors General of English School Boards of Québec (ADGESBQ)
- Quebec English School Boards Association (QESBA)

- Quebec Provincial Association of Teachers (QPAT)
- Independent School Associations' Table (ISAT)
- Quebec Federation of Parents' Committees (FCPQ)
- Community Health and Social Services Network (CHSSN)
- Quebec Community Groups Network (QCGN)
- Academic Deans' Board of English Colleges (Conseil des directeurs des études des collèges anglophones).

In addition to intersectorial collaboration carried out within MELS with a view to developing the action plan, other work is intended to ensure that this plan meets the priorities of the MELS Strategic Plan and responds to the specific needs, issues and challenges targeted by the representatives of the anglophone educational community. To attain this objective, MELS established ties with a number of bodies and committees of the English school system. Thus, MELS, particularly the Secteur des services à la communauté anglophone, des affaires autochtones et du Plan Nord (SSCAAAPN), which is responsible for coordinating the Agreement, provides counsel to the Deputy Minister and the Bureau du sous-ministre.

Project selection principles and criteria

Projects funded under the Canada-Québec Agreement must meet the requirements of the Protocol and of the bilateral agreement between Québec and Heritage Canada, in addition to being consistent with MELS orientations. The Protocol comprises a list of outcome domains that serve as a reference for developing action plans. Strategic priorities serve as references and selection criteria. They can be consulted at the following Web site: <http://www.canadianheritage.gc.ca/>.

Other criteria contribute to the analysis of grant applications. They make it possible to assess various characteristics, such as the ability to generate educational spin-offs, the innovative character of the project, recognition by the bodies concerned, the quality of the project presentation, and the project's value added. On one hand, the contributions of the Agreement serve to carry some of the additional costs generated by the adaptation required to ensure the quality of educational services for the linguistic minority, and on the other hand, they cover special needs that would not be possible without contributions from the CQA.

Accountability procedures

In the six months following the end of each fiscal year, MELS is required to produce a report on the progress achieved with its action plan. This report details the contributions of the Agreement and those, whether equivalent or on par, of Québec. The report comprises a concise description of the extent to which the expected results were achieved. All of the partners and sectors concerned participate in this report.

An annual financial report must also be produced with respect to contributions and real expenses associated with the Agreement. A final financial report must be prepared bearing on the contributions and real expenses for the duration of the Protocol.

In brief

The *Canada-Québec Agreement for Minority-Language Education and Second-Language Instruction* is generating a great deal of interest in the education community. Ministerial authorities have been collaborating in a sustained way in the planning and updating of the services offered. The Canada-Québec Intersectorial Committee was set up to support such intersectorial collaboration within MELS. The regular and special contacts that the SSCAAAPN maintains with the representatives of the community foster dialogue. The various consultation procedures that sustain MELS in its strategic planning, and that are taken into consideration when reviewing the half-term program of the Agreement or the planning of a new Agreement, are useful and effective tools. Québec has been equipped with an education system that has taken the specific characteristics of its linguistic minority into account, and is continuing along this path. In conjunction with the English-speaking education community, it ensures that the Agreement contributions support the MELS strategic priorities and make it possible to offer the members of the English-speaking minority community the possibility of being educated in their mother tongue. Québec is also ensuring that students in the French and English school systems have opportunities to deepen their understanding of a second language and to play a role in cultural enrichment by familiarizing themselves with their own cultures and with that of the French-speaking linguistic community, which makes up the majority of Québec society.

Éducation,
Loisir et Sport

Québec 