

THE QUÉBEC
ECONOMIC
PLAN

EDUCATION AND HIGHER EDUCATION



A Plan for Success: A Lifelong Process from Early Childhood





Budget 2017-2018
Education and Higher Education – A Plan for Success: A Lifelong Process
from Early Childhood

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SUMMARY

Significant progress has been made in recent years to improve Québec's graduation and qualification rate.

- In 2014-2015, the secondary school graduation and qualification rate among under-20 year-olds stood at 79%, a seven-percentage-point increase over five years.
- In the same year, 25-to-44 year-olds with a university degree represented 34% of the individuals in this age group, a historic record in Québec.

The Québec Economic Plan of March 2016 afforded an opportunity to take action to improve the graduation and qualification rate in Québec by introducing the *Plan for Success in Education and Higher Education*.

Since then, the government has taken steps to:

- better prepare children and parents for the transition to school;
- roll out an initial educational success policy in the wake of extensive consultations held for this purpose in the fall of 2016;
- broaden college training with the objective of enhancing academic success and improving the general funding of universities to enable them to maintain their level of excellence and broaden their influence;
- ensure a healthy, inspiring, connected learning environment for all children and students.

The Québec Economic Plan of March 2017 thus affords the government an opportunity to continue bolstering funding for young people through additional investments of:

- \$3.4 billion over the next five years to enhance educational success by offering children and students better guidance;
- \$1.1 billion over three years in infrastructure to promote a healthy, inspiring, connected environment that fosters the desire to succeed.

In regulated educational childcare services, 33 000 child care workers educate children.

Starting in September 2017, nearly 1 500 additional staff who provide direct services to students will support them in their learning path and the number will gradually rise to 7 200 within five years.

In the higher education sector, starting in September 2017, the investments will provide colleges and universities with sufficient funds to hire 500 staff to train and support students. Some 2 500 staff will ultimately be hired.

❑ **An additional \$3 438 million to better support children and students**

In the wake of the consultations held in the fall of 2016, the government decided to implement developmental measures that target educational success from early childhood throughout life.

- To act early, intensively and in a concerted manner among children, more specifically those with difficulties, is one of the conditions for success from the standpoint of their overall development.

The Québec Economic Plan of March 2017 therefore makes provision for additional investments of:

- \$130 million to encourage educational success starting in early childhood;
- \$1.8 billion to enhance support for students throughout their school path;
- \$1.1 billion for higher education to enhance the quality of training and increase the higher education graduation rate;
- \$363 million to better financially support students.

The additional investments bring to \$2.5 billion the expenditures of the Ministère de la Famille and to \$17.9 billion those of the Ministère de l'Éducation et de l'Enseignement supérieur in 2017-2018.

Additional investments under the *Plan for Success: A Lifelong Process from Early Childhood*

(millions of dollars)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
An initial educational success policy							
– Early childhood	27	21	21	21	21	21	130
– Preschool, elementary and secondary school	23	170	245	345	445	600	1 828
Higher education geared to Québec's future needs							
– Offer more extensive means to higher education	12	100	170	235	300	300	1 117
– Enhanced student aid	—	43	80	80	80	80	363
TOTAL	62	333	515	681	846	1 001	3 438

Note: Totals may not add due to rounding.

❑ An additional \$1 130 million in infrastructure to promote a healthy, inspiring, connected environment

The physical environment of students must be safe and stimulating to spur their desire to succeed. Accordingly, the *Plan for Success: A Lifelong Process from Early Childhood* calls for \$1.1 billion in investments in educational infrastructure. The additional funding brings to \$2.0 billion the level of infrastructure investments in 2017-2018 and to \$2.3 billion in 2018-2019.

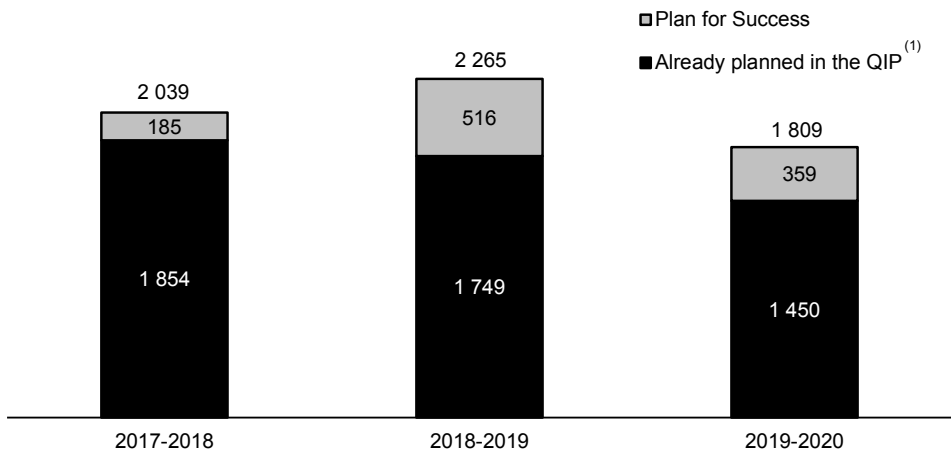
The new initiatives stipulated in the Plan are intended to:

- offer young people innovative, healthy, safe schools;
- enhance digital technology infrastructure.

More specifically, the additional investments seek to enhance the overall state of assets in the education and higher education sectors, expand educational facilities to accommodate increased enrolments, and implement the digital strategy.

Investments in education and higher education infrastructure

(millions of dollars)



Note: Some \$70 million in investments are planned beyond 2019-2020, which brings to \$1 130 million infrastructure investments under the *Plan for Success: A Lifelong Process from Early Childhood* of March 2017.

(1) *Québec Infrastructure Plan*.

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INTRODUCTION

Education is the best investment to foster society's prosperity and well-being, both from an individual and a social and collective standpoint.

It is a powerful lever that enables individuals of all origins to acquire general knowledge, develop their full potential and become responsible, committed citizens who are fully integrated into the labour market.

All children and adults have their own interests, attitudes and skills. The privileged relations that teachers maintain with learners is essential to their self-fulfilment. They enable educators not only to be on the lookout for needs for additional assistance or enriched stimulation, but also to spark commitment and motivation.

Prompt intervention when the need arises enables children or adults to have confidence in their success from early childhood and throughout their lives.

An inclusive, solid education system centred on students' needs, diversified and established throughout Québec is an essential economic and social lever to make educational success accessible to everyone.

— The system must be able to act early on and throughout the children's and the students' learning paths.

For this reason, in Budget 2016-2017, the government has laid the foundations to broaden the success of elementary and secondary school and university students and made education one of the priorities to ensure economic revival and develop a knowledge-based society.

With the objective of promoting success from early childhood and throughout life, *The Québec Economic Plan* of March 2017 affords the government an opportunity to confirm the importance of investing in families, education and higher education.

The Minister of Families and Minister of Education, Recreation and Sports and the Minister responsible for Higher Education will announce details of the measures and implementation procedures in the spring of 2017.

1. AN INITIAL EDUCATIONAL SUCCESS POLICY GEARED TO OUR YOUNG PEOPLE

The government conducted a wide-ranging consultation in the fall of 2016 among individuals and organizations in order to adopt an initial educational success policy for preschool, elementary and secondary school students.

The consultation process hinged on three key components of educational success:

- the attainment of the full potential of all students;
- a context conducive to development, learning and success;
- interveners and partners mobilized for success.

The consultations produced a consensus on several questions and make a good argument for quickly implementing developmental measures that target educational success from early childhood throughout the educational pathway.

The Québec Economic Plan presents the key policy directions and means adopted to produce an initial educational success policy for Québec:

- an additional \$130 million to enhance the quality of services and better support early childhood, especially disabled children;
- an additional \$1.8 billion to support preschool, elementary and secondary school students and their parents.

Ultimately, more than 7 200 school support staff, teachers or professionals throughout Québec will be working with young people and adults and will lend a hand to the employees of the school system.

TABLE 1

Investments under the initial educational success policy (millions of dollars)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
Early childhood	27	21	21	21	21	21	130
Preschool, elementary and secondary school ⁽¹⁾	23	170	245	345	445	600	1 828
TOTAL	50	190	265	366	466	621	1 958

Note: Totals may not add due to rounding.

(1) Includes occupational training and general adult training.

1.1 Nearly \$130 million more to better support families

Support for the harmonious overall development of children from a physical, motor, cognitive, affective, social and language standpoint is a protective factor for preschoolers and an excellent means to prepare them to successfully undertake their school paths. The government thus wishes to support measures geared to early childhood that allow for early intervention to ensure the children's educational success.

- Preparation for school facilitates the adaptation of preschoolers and enables them to have confidence in succeeding in their new educational environment.
- The sooner children at risk are identified and guided, the better their chances of succeeding.

Additional investments of nearly \$130 million will be made to support Québec families. The funds will be earmarked, in particular to:

- enhance educational intervention among young children;
- facilitate children's transition to school;
- offer school excursions to disadvantaged children;
- support community organizations that offer activities to families;
- cover equipment purchases adapted to the needs of disabled children.

Moreover, disabled students between 12 and 21 years of age will benefit from monitoring services during the summer.

TABLE 2

Investments to better support families (millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
Ensure educational success from early childhood							
Support the quality of educational intervention	7	12	12	12	12	12	67
Enhance initiatives aimed at disadvantaged children	—	3	3	3	3	3	15
Enhance measures aimed at the integration into childcare services of disabled children	—	5	5	5	5	5	25
Financial assistance for community organizations	20	—	—	—	—	—	20
Subtotal	27	20	20	20	20	20	127
Monitoring services for 12-21 year-old handicapped students	—	0.5	0.5	0.5	0.5	0.5	3
TOTAL	27	21	21	21	21	21	130

Note: Totals may not add due to rounding.

1.2 An additional \$1 828 million in schools to foster success

Additional investments of \$1.8 billion will be earmarked to pursue ongoing efforts to improve support for students throughout their school paths. The investments are intended, in particular, to:

- support parents to avert learning disabilities;
- enable young people to get off to a good start in preschool and first grade;
- give a boost to elementary schools to better support the implementation of response plans for students experiencing difficulties;
- enhance support for secondary school, occupational training and adult education students;
- support initiatives aimed at fostering literacy education and francization and satisfying labour market needs and promoting entrepreneurship.

Starting in September 2017, nearly 1 500 additional staff who provide direct services to students will support them in their learning paths.

TABLE 3

Investments in the schools to foster success (millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
Foster success							
Parental assistance	—	2	2	2	4	4	15
Get off to a good start in preschool and first grade	—	94	121	161	229	310	915
Help from second grade to sixth grade	—	4	33	75	105	179	395
Perseverance in secondary school, occupational training and general adult training	—	20	34	50	50	51	205
Subtotal	—	119	190	288	388	543	1 529
Foster success in an inspiring, connected environment	6	7	9	9	9	9	49
Support literacy education and francization	12	30	30	30	30	30	163
Satisfy labour market needs and promote entrepreneurship	—	6	8	10	10	10	44
Other measures	5	8	8	8	8	8	44
TOTAL	23	170	245	345	445	600	1 828

Note: Totals may not add due to rounding.

❑ **Parental assistance: support for prevention**

The continuity, coherence and complementarity of initiatives in the schools, educational childcare services and the home are essential principles to foster and bolster school retention and educational success among children.

— Starting in early childhood and until first grade, parents play an important role to properly prepare their children for school life.

Additional investments are planned to better guide parents of preschoolers and first grade pupils and offer support to prevent learning disabilities.

— Some \$15 million will be allocated to this initiative.

— The parents of children in all elementary schools will benefit from this additional assistance.

The initiatives proposed are in keeping with practices in the educational childcare services network. Special attention will be paid to this decisive transition.

The support offered can take the form of awareness-raising on school life, in particular through:

— the organization of lectures by specialists in cognitive development, mathematics instruction during the first years of school, and the new grammar;

— workshops on motor stimulation, reading awareness and self-esteem.

Furthermore, the consultations revealed the importance of parental skills development for the purposes of guiding children in their learning paths as a key to success.

❑ **Preschool and grade one: getting off to a good start**

Studies clearly show that early detection of difficulties and prompt intervention among students are key factors to ensure educational success and significantly reduce dropping out of school. What is more, the development of reading skills in early childhood is acknowledged to deter dropping out of school.

— Immediate intervention when problems are detected mean that children do not sustain a deficit and the multiplier effect of shortcomings from the standpoint of content and skills is avoided. They thus develop greater self-esteem and the desire to succeed.

To offer young people a harmonious transition from early childhood to school age, specific measures are proposed to support the teachers of preschoolers, who will benefit from the addition of resources to support teachers in their interactions with students.

The additional investments stipulated in the *Plan for Success in Education and Higher Education: A Lifelong Process from Early Childhood* will also enable young people to get off to a good start. Specialized teachers or additional professionals will support the pedagogical intervention of first grade teachers.

— Some \$915 million will be earmarked for this purpose.

The privileged relations that such support can create will contribute to enhancing the self-confidence of children in their first steps in school. Two types of classroom intervention will be offered, one aimed at learning awareness and the other at ensuring that children have access to basic conditions. An education that gives everyone the same chances and does not overlook anyone is a powerful lever of social equity.

Intervene in early childhood: full-time kindergarten for 4-year-olds in underprivileged environments

Preparation for school facilitates the adaptation of preschoolers and enables them to have confidence in succeeding in their new educational environment. Full-time kindergarten for 4-year-olds in underprivileged environments seeks to offer all children equal opportunities to ensure that all of them develop in all fields, believe in their abilities, and discover the pleasure of learning.

The rollout of full-time kindergarten for 4-year-olds in underprivileged environments was being pursued in 2016-2017:

- 100 new full-time kindergarten classes for 4-year-olds were introduced, for an additional investment of nearly \$12 million;
- nearly 1 200 additional students are benefiting from this service provided by some 100 teachers and 37 specialized staff.

❑ From second grade to sixth grade: help for the most vulnerable young people

Certain elementary school students face challenges in advancing their school learning and the acquisition of sound work habits. Some of them find it difficult to constantly pay attention in class. Accordingly, everyone who interacts with such children will seek to adopt the means to support them.

- A significant support measure aimed at such students is necessary to better guide them toward school success. The measure can include the elaboration of concrete tools to help the young people, facilitate communication with their parents, or establish the ties necessary with community organizations to strengthen the safety net around these vulnerable young people.

The students will benefit from additional help since each elementary school will ultimately benefit from the addition of an intervener who will ensure liaison between students, their families and other significant interveners.

- Additional investments of \$395 million will facilitate the addition of specialized staff for this purpose in Québec elementary schools.

A significant increase in staff to offer direct services to students

Adequate support is a decisive factor in the success of elementary and secondary school students. For this reason, for several years the enhancement of direct support to students has been an integral part of the approach that the government has adopted with respect to educational success.

The number of students per adult fell from 14.43 in 2000-2001 to 11.80 in 2017-2018.

- The measures implemented through the investments target exceptional students and students from disadvantaged environments to promote success for everyone through upstream measures, while recognizing the autonomy of the schools.
- Starting in September 2017, 2 400 additional staff will offer direct services to students in relation to two years ago.

Change in staff offering direct services to students (full-time equivalent)

School year	Direct services for students	Number of students	Adult/student ratio
2000-2001	85 710	1 236 915	1/14.43
2005-2006	88 665	1 215 920	1/13.71
2010-2011	94 683	1 179 803	1/12.46
2015-2016	100 022	1 196 665	1/11.96
2017-2018 ^E	102 454	1 209 283	1/11.80

E: Estimate.
Source: Ministère de l'Éducation et de l'Enseignement supérieur.

❑ Provide resources to support secondary school, occupational training and general adult training students

A number of young people and adults attending secondary school and vocational training and adult education centres are contending with an array of difficulties. A presence in the field can be effective to forge links and compensate for a need for ancillary services. To prevent difficulties from becoming overly important in the learning paths of such students, support measures are planned to convince them that their efforts can lead to success.

In secondary school, the gradual addition starting in 2017-2018 of staff to provide direct services to students will help young people experiencing intimidation or contending with drug addiction and who are at risk of dropping out. Such expertise will be added to the existing professional service offer in the schools.

Starting in 2018-2019, additional staff will gradually be added in occupational training and adult education to help growing numbers of young people and adults who have specific needs.

— At the conclusion of this five-year process, in 2021-2022, \$205 million will have been invested and better supported students and staff in secondary schools, vocational training centres, and adult education centres.

À l'école, on bouge au cube!

Active students succeed better academically. The new À l'école, on bouge au cube! Measure seeks to support preschool education and elementary school institutions to ensure that students are physically active for at least 60 minutes a day.

- The measure will enable the schools to rely on the support and expertise of physical education teachers, who will play a key role in the project's realization.

The schools can also purchase sports and outdoor equipment and offer all of their students a nature outing or a nature class at least once a year.

❑ **Support literacy education and francization**

Additional investments of \$163 million will be allocated to literacy education and francization.

■ **Support literacy education**

Additional investments will be earmarked to support numerous partners in the realm of literacy education.

The investments will:

- fund community action organizations that support community-based literacy groups, fight against dropping out of school, and promote the return to school;
- develop new projects aimed at maintaining adult literacy skills;
- broaden the initiatives of regional consensus-building bodies regarding school retention and educational success;
- intensify and perpetuate the services offered to better satisfy the needs of vulnerable students.

■ **Enhance francization services**

To better support the integration and francization of newcomers, the government is investing for everyone, young people and adults alike.

- The investments will allow for the opening of new reception and francization classes in the school system.

Collaboration with the Secrétariat aux affaires autochtones

Close collaboration between the Ministère de l'Éducation et de l'Enseignement supérieur (MEES) and the Secrétariat aux affaires autochtones (SAA) has led in several cases, in particular, to the elaboration of concrete, innovative measures in the realm of education and higher education under the *Plan d'action gouvernemental en matière de développement social autochtone*.

More generally in their day-to-day initiatives, the MEES and the SAA are working together on different questions and initiatives related to Aboriginal education to make Québec government intervention in this field effective and structuring.

- Through the *Plan d'action gouvernemental en matière de développement social autochtone*, the government is seeking to broaden access by the Aboriginal peoples to education and higher education.

❑ Satisfy labour market needs and promote entrepreneurship

The Québec Economic Plan implements several measures aimed at satisfying labour market needs and at promoting entrepreneurship. In this context, the network of school boards can roll out initiatives to promote workforce development from a very early age.

Several initiatives are planned in this respect:

- bolster educational and vocational guidance for young people;
- facilitate access to part-time study in occupational and technical training;
- implement a strategy to attract and retain international students;
- broaden access to ongoing training and skills upgrading;
- develop entrepreneurship among young people.

The measures to satisfy labour market needs and promote entrepreneurship are presented in Section B of *The Québec Economic Plan*.

TABLE 4

Investments to satisfy labour market needs and promote entrepreneurship – Elementary and secondary education (millions of dollars)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
Satisfy labour market needs	—	4	6	8	8	8	34
Promote entrepreneurship	—	2	2	2	2	2	10
TOTAL	—	6	8	10	10	10	44

Note: Totals may not add due to rounding.

Forces AVENIR: recognize and promote student engagement

Forces AVENIR is a non-profit organization dedicated to recognizing, honouring and promoting student engagement through projects that enable young people to develop their strengths and broaden their responsibility and feeling of belonging to their community.

- Through their participation in engagement projects in their communities, young people develop leadership, new skills and a wider social network.
- The organization's intervention ultimately fosters the development of a culture of community engagement. Young people are encouraged to more extensively commit themselves to society, through volunteer work or citizen involvement.

Forces AVENIR offers two programs, the secondary school program and the university program, which recognize the engagement and perseverance of young people by offering grants and merit awards.

At present, 16 universities, 18 school boards and nearly 100 schools are participating in the programs that Forces AVENIR organizes.

To ensure the continuity of the organization's mission, the Fondation Forces AVENIR has been established. Its objective is to ensure the requisite annual revenues to maintain and develop recognition programs and promote engagement.

The government intends to support the organization in the fulfilment and implementation of its mission, especially for the benefit of secondary school and higher education students. Accordingly, *The Québec Economic Plan* makes provision for \$7.5 million in 2016-2017 for the Fondation Forces AVENIR.

- The government's financial assistance, in the form of matching funds, will also be combined with contributions from the private sector until 2022.

2. HIGHER EDUCATION GEARED TO QUÉBEC'S FUTURE NEEDS

Institutions in the Québec higher education network are more than ever being called upon to play a key role in the economic and social development of all of Québec's regions.

- Economic prosperity now largely hinges on an educated population.
- The contribution to research and development that colleges and universities make is crucial.

Higher education institutions must have the ability to play the role expected of them. To this end, they must be able to meet the following challenges:

- contribute to a general increase in Quebecers' skills, in particular by raising the graduation rate through high-quality training;
- enhance accessibility and success for all students, including those with specific needs, by offering them adequate support;
- contend with regional realities and by establishments that vary, for example with respect to changes in student enrolments or the specializations offered.

The Québec Economic Plan presents the policy directions and means to enable higher education institutions to contribute fully to the development of society and satisfy Québec's future needs.

All told, \$1.5 billion in investments are planned for higher education and students.

TABLE 5

Investments in higher education geared to Québec's future needs (millions of dollars)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
Offer more extensive means to higher education	12	100	170	235	300	300	1 117
Enhanced student aid ⁽¹⁾	—	43	80	80	80	80	363
TOTAL	12	143	250	315	380	380	1 480

(1) This assistance also includes funds for students in occupational training.

2.1 An additional \$1 117 million to offer more extensive means to higher education

The government will invest an additional \$1.1 billion to increase higher education funding.

The investments are intended, in particular, to:

- increase general funding for higher education institutions;
- enhance the success and integration of all students;
- promote partnerships and collaboration between establishments and the regional presence;
- satisfy labour market needs.

TABLE 6

Investments to offer more extensive means to higher education (millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
Increase general funding for higher education institutions	3	41	98	158	223	223	746
Enhance the success and integration of all students	8	20	22	22	22	22	116
Promote partnerships and collaboration between establishments and the regional presence	1	11	15	15	15	15	71
Satisfy labour market needs	—	13	14	15	16	16	73
Other measures	—	15	22	25	25	25	112
TOTAL	12	100	170	235	300	300	1 117

Note: Totals may not add due to rounding.

❑ Increase general funding for higher education institutions

The current funding formula for universities was determined roughly 15 years ago. While the objectives established are still for the most part relevant, they must be updated. Moreover, the funding formula can be simplified and made fairer, more transparent and more efficient.

This significant reform will, in the medium term, enhance the accessibility, quality and positioning of Québec universities worldwide through concerted measures that are better adapted to each institution's circumstances, regardless of size.

Based, in particular, on the analyses and the recommendations of the Tremblay-Roy report¹, the Ministère de l'Éducation et de l'Enseignement supérieur is pursuing efforts to gradually implement the new funding formula starting in 2018-2019, which will integrate, in particular, the increase in general funding announced in *The Québec Economic Plan*.

— The increase represents \$497 million for the universities. It will enhance the quality of training, the graduation rate and academic success and will, in particular, improve the staff-student ratio, among other things, through the hiring of additional lecturers in the universities.

The funding formula for colleges is, moreover, subject to regular discussions between the Ministère de l'Éducation et de l'Enseignement supérieur and interveners in the sector.

— The \$249 million increase in general funding for colleges will satisfy certain of the institutions' concerns, especially by facilitating the use of the funds according to each establishment's priorities.

TABLE 7

Investments to increase general funding for higher education institutions (millions of dollars)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Total
Universities	—	29	71	106	145	145	497
Colleges	3	12	27	52	77	77	249
TOTAL	3	41	98	158	223	223	746

Note: Totals may not add due to rounding.

¹ Hélène P. Tremblay and Pierre Roy, *Pour une réforme du financement des universités québécoises*, final report of the Chantier sur la politique de financement des universités, June 2014.

Increase in funding and training offerings: some concrete examples

Develop new college programs

Colleges have offered attestations of collegial studies (ACS) since 1984.

The educational institutions define the courses of study that lead to the attestations, which usually vary from 300 hours to 1 500 hours.

A number of ACS are designed in light of specific subjects or courses related to a three-year technical college program. This type of program satisfies specific labour market needs and can be adapted to regional conditions.

The *Plan for Success: A Lifelong Process from Early Childhood* calls for investments to enable college-level educational institutions to pursue the development of this type of training and establish partnerships with labour market stakeholders.

Additional means to train specialized nurse practitioners

Specialized nurse practitioners (SNPs) are nurses who possess clinical experience in a specific field and have received advanced graduate-level training in nursing sciences and medical sciences that allows them to prescribe diagnostic tests and treatment and to carry out certain invasive procedures.

The government has adopted the objective of assigning 2 000 SNPs throughout Québec by 2024-2025 in order to improve health and social services. To attain this objective, Québec universities must increase the number of annual admissions, now set at nearly 100 SNPs in 2016-2017, to 255 SNPs starting in 2019-2020.

In addition to the costs stemming from the training of greater numbers of SNPs, funding must be used to introduce new specialties such as pediatric care and mental health, and support the clinical supervision of the internships that the profession requires.

- The increase in the cohorts will gradually increase training to 155, 205 and 255 additional SNPs over the next three years.

Allocation of funding to train SNPs⁽¹⁾

(millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
Revenue from the agreement on Canadian health transfers	—	25	—	—	—	—	25
Train specialized nurse practitioners	—	-5	-5	-5	-5	-5	-25
FINANCIAL IMPACT	—	20	-5	-5	-5	-5	—

(1) The Ministère de la Santé et des Services sociaux is also contributing financially to the training of SNPs.

❑ Enhance the success and integration of all students

Enhance the success and integration of all students

In addition to offering quality training to young people who are completing secondary school and supporting workers who wish to upgrade their training, higher education institutions must be able to offer adequate support and safe premises to promote success, especially for the most vulnerable clientele and for the Aboriginal peoples. They must also be able to attract international students.

— Some \$116 million in additional investments are planned to enhance the success and integration of all students, including vulnerable clientele and the Aboriginal peoples.

■ Offer appropriate support to students with specific needs

Enhanced success in secondary school leads greater numbers of students to higher education, thereby increasing the number of disabled students or students with specific needs.² Significant investments have already been made in elementary and secondary education to promote the success of students, in particular the reduction in class sizes and the hiring of specialized staff.

Change in the number of disabled students					
In the college network, the number of disabled students increased from 6 398 in 2011-2012 to 15 026 in 2015-2016. The same trend is apparent in the university network, where the number of disabled students increased from 5 180 in 2011-2012 to 12 226 in 2015-2016.					
Disabled students in the higher education networks (number)					
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
College education ⁽¹⁾	6 398	7 981	10 286	12 572	15 026
University education	5 180	6 893	8 188	10 353	12 226
TOTAL	11 578	14 874	18 474	22 925	27 252
<i>% change</i>		28.5	24.2	24.1	18.9
<i>Share of the clientele (%)</i>	2.3	2.9	3.5	4.3	5.1
(1) Includes colleges and subsidized private establishments. The data for private subsidized establishments exclude students with hearing, visual, motor or organic impairments. Source: Ministère de l'Éducation et de l'Enseignement supérieur.					

² Disabled students include handicapped students as well as those with learning disabilities, mental disorders or an attention deficit disorder.

■ Promote the attraction of international students

The presence of international students fosters vitality, diversity and the internationalization of Québec educational institutions. Québec is noteworthy for the quality of its programs in French and in English.

- This enables it to exercise pulling power in an extensive, diversified pool of potential international students and adds to the numerous other advantages that Québec enjoys as a destination for study.
- Furthermore, international students accounted for 12.3% of university student enrolments in 2015, a historic high.

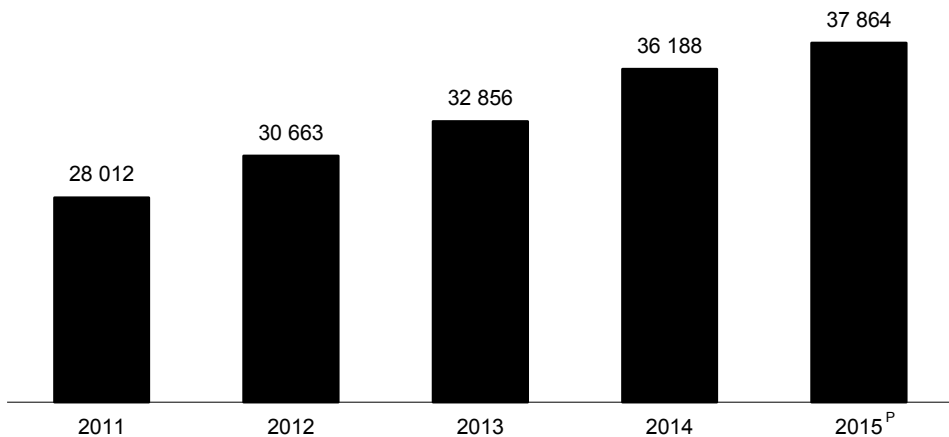
Once they have obtained their degrees, international students are ideal potential candidates for permanent immigration and, if they return to their countries, ambassadors for Québec society.

- It is estimated that international students living in Québec generate more than \$1.5 billion in spending and support approximately 20 000 jobs.³

The government will work in cooperation with higher education institutions to promote training programs and offer reception and integration mechanisms that foster the success of international students, especially in the wake of the Rendez-vous national sur la main-d'œuvre.

CHART 1

Change in the number of international students in university (number)



P: Provisional figures.

Source: Ministère de l'Éducation et de l'Enseignement supérieur.

³ Roslyn Kunin & Associates, Inc., *Impact économique du secteur de l'éducation internationale pour le Canada – 2016 update (2014 data)*.

Montréal is a university city par excellence

Over time, Québec universities have established a reputation for excellence. They attract students from around the world and recruit outstanding lecturers and researchers. What is more, certain universities rank among the best in the world.

The annual ranking conducted by Quacquarelli Symonds¹ among 100 university cities ranks Montréal first as a university city par excellence, ahead, in descending order, of Paris, London, Seoul and Melbourne. In Canada, Vancouver ranks 10th, followed by Toronto in 11th position.

The ranking of the best university cities is based on the academic reputation of the institutions among the universities themselves, employment opportunities, indicators linked to the quality of research, the lecturer-student ratio, the presence of international students and the city's desirability evaluated in light of the general quality of life and cost of living.

In this ranking, Montréal surged from seventh place in 2016 to first place in 2017 because of the favourable perception of students and the vitality of the city's economy.

¹ Quacquarelli Symonds was founded in 1990 in the United Kingdom. The firm specializes in services for the higher education sectors. Since 2004, it has published the annual *QS World University Ranking* and since 2012 has also published a ranking of the best university cities.

❑ **Promote partnerships and collaboration between establishments and the regional presence**

The significant number of higher education institutions in Québec both at the college and university levels, and their distribution throughout the territory, is a good argument for seeking to the utmost to broaden partnerships and adopted concerted measures where possible.

The *Plan for Success: A Lifelong Process from Early Childhood* makes provision, in this respect, for several innovative initiatives for which investments stand at \$71 million.

**Institut de tourisme et d’hôtellerie du Québec:
a new food service outlet management program**

The Institut de tourisme et d’hôtellerie du Québec will offer a food service outlet management program in collaboration with colleges. colleges will offer general training and part of the specialized training, while the Institut will offer the most specialized courses.

The program satisfies a significant training need and broadens access to higher education. To offer part of the program in colleges in the regions will promote student retention in their communities and foster the economic vitality of the food service and tourism sectors.

To this end, and in particular to enable the Institut to enhance pedagogical support, an additional annual investment of \$500 000 will be made over the over the next five years.

■ The creation of regional hubs

Higher education institutions play a key role to promote social, economic and cultural vitality in their region. In many respects, they are a linchpin in regional economic development from the standpoint both of their mission and the services that they offer the community.

In the current sociodemographic context, which varies from one region to another, it is important for higher education institutions to define together their development priorities in order to implement joint initiatives.

Doing so promotes concerted initiatives supported by regional strengths.

— To this end, \$29 million will support common initiatives intended to bolster the influence of higher education institutions on the socioeconomic development of their regions.

Establishment of a creation and digital art training hub: a window of opportunity

Québec is a world leader in digital creation. However, global competition in this field with high development potential demands that Québec improve training offerings to increase the availability of qualified workers.

Québec's international position in this area of activity hinges on the vitality of its colleges and universities, the quality of training, and their research efforts in a variety of technological and artistic fields, such as 3D creation.

To meet future challenges and continue to develop talent, the Ministère de l'Éducation et de l'Enseignement supérieur will conduct a feasibility study in order to establish a creation and digital art training hub that groups together, in particular, the colleges and universities already involved in the field.

The project seeks to bring together colleges and universities in respect of four objectives:

- the development of a concerted initial training offering closely aligned with businesses in the sector that is updated regularly;
- the development of a diversified ongoing training and skills upgrading offering adapted to the needs of businesses;
- the development of broader synergy in advanced research in the field;
- the service offer to businesses, especially through technology transfers.

❑ Satisfy labour market needs

To satisfy labour market needs, the higher education networks play an important role in workforce development.

Several initiatives are planned in this respect:

- implement a strategy to attract and retain international students;
- support ongoing training and skills development for workers;
- foster access to prior learning assessment and recognition.

The measures to satisfy labour market needs are presented in Section B of *The Québec Economic Plan*.

TABLE 8

Investments to satisfy labour market needs – Higher education (millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
College education	—	11	11	12	12	12	59
University education	—	2	2	3	4	4	14
TOTAL	—	13	14	15	16	16	73

Note: Totals may not add due to rounding.

Research is an essential lever for performance in higher education institutions

Universities are playing a decisive role in Québec's development. In so doing, they offer students the possibility of engaging in university studies and afford researchers an opportunity to establish outstanding basic and applied research centres.

The funds earmarked for research in the coming years will greatly benefit stakeholders in the universities and, to a lesser extent, the colleges, which in turn will enable Québec society to benefit from such research.

Investments in higher education and research and innovation

(millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
Higher education							
Increase general funding for higher education institutions	3	41	98	158	223	223	746
Enhance the success and integration of all students	8	20	22	22	22	22	116
Promote partnerships and collaboration between the establishments and the regional presence	1	11	15	15	15	15	71
Satisfy labour market needs	—	13	14	15	16	16	73
Other measures	—	15	22	25	25	25	112
Subtotal – Higher education	12	100	170	235	300	300	1 117
Research and innovation							
Encourage research and innovation in Québec higher education institutions	—	20	40	40	40	40	180
Encourage innovation and the next generation of scientists	115	20	30	40	50	50	305
Establishment of a super-cluster in artificial intelligence	50	—	—	15	15	20	100
Implementation of the life sciences strategy	2	16	25	25	25	25	118
Other measures	32	14	20	25	23	17	131
Subtotal – Research and innovation	199	70	115	145	153	152	834
TOTAL	211	170	285	380	453	452	1 951

Note: Totals may not add due to rounding.

2.2 \$363 million to better financially support students

The Loans and Bursaries Program enables Québec students with insufficient financial resources to engage in full-time secondary school occupational training and college and university study.

The program is contributory, which means that students and, where applicable, their parents, spouses or guarantors are primarily responsible for financing their studies.

Last fall, the government announced an \$80-million increase in student aid, in addition to introducing significant new measures, in particular for students who are the heads of single-parent families.

- More than 146 000 beneficiaries of the Loans and Bursaries Program will benefit from enhanced living expenses and will receive, on average, \$462 more in grants per year.
- Some 11 000 students who are the heads of single-parent families, more than 90% of whom are women, will receive, on average, \$994 more in grants per year.

The additional funding follows federal government compensation that changes student aid.

Lastly, the government has also implemented new measures, including:

- an increase in the eligibility threshold to offer loans to greater numbers of part-time students;
- the addition of a second return air fare per study period for students entitled to the reimbursement of transportation expenses;
- the enhancement of the Programme de remboursement différé to help greater numbers of borrowers whose financial position is precarious to manage their debt.

TABLE 9

Investments to better financially support students

(millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
Enhanced student aid	—	43	80	80	80	80	363
TOTAL	—	43	80	80	80	80	363

3. A HEALTHY, INSPIRING, CONNECTED ENVIRONMENT

The physical environment of students must be safe and stimulating to spur their desire to succeed. The investments proposed under the *Plan for Success: A Lifelong Process from Early Childhood* seek, in particular, to enhance the overall state of assets in the education sector.

More specifically, the new initiatives stipulated in the Plan are intended to:

- offer young people innovative, healthy, safe schools;
- enhance digital technology infrastructure.

All told, \$15.4 billion is earmarked in the *2017-2027 Québec Infrastructures Plan* for educational infrastructure.

**Facilities that encourage physical activity:
broaden the availability of sports and recreational infrastructure**

Ready access to recreational and sports facilities, sites, services and equipment often spurs people to action. Proper land-use planning also promotes active travel and greater availability of sites and trails to engage in outdoor activities.

Quebecers must have access throughout Québec to well-maintained, safe, quality facilities and sites that satisfy needs and are distributed according to community needs. In this respect, the maintenance, renovation and upgrading of facilities are just as important as the construction of new facilities to ensure a welcoming, safe environment in which all Quebecers can engage in physical activity.

The government intends to invest \$50 million in sports and recreational infrastructure to ensure the long-term survival and enhance the practicality of such facilities. New facilities can thus be developed to better satisfy the existing and future needs of Quebecers and thereby contribute to the development of a sporting culture in Québec.

3.1 An additional \$1 130 million in infrastructure to promote a healthy, inspiring, connected environment

The *Plan for Success: A Lifelong Process from Early Childhood* calls for additional investments of \$1 130 million, mainly to renovate and improve educational infrastructure, including:

- \$185 million in 2017-2018;
- \$516 million in 2018-2019;
- \$359 million in 2019-2020;
- \$70 million in subsequent years.

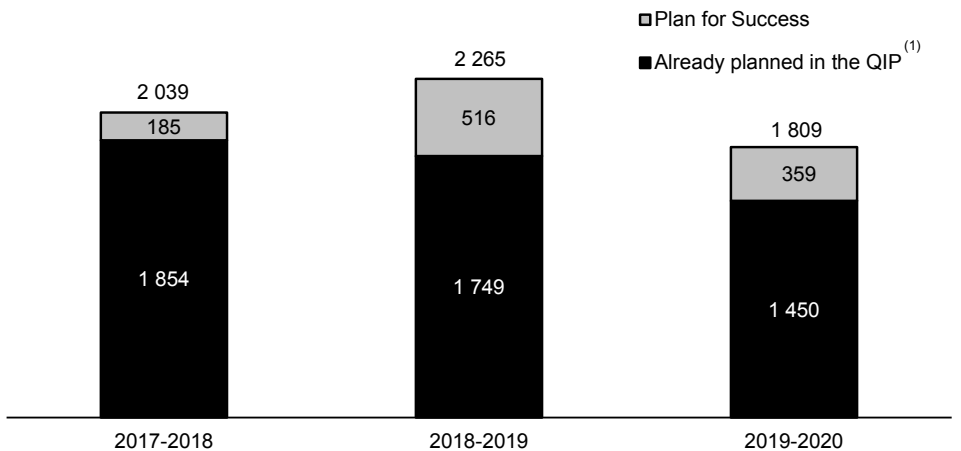
The investments will make it possible to offer students innovative, healthy, safe schools.

- In addition to extra space in the school boards and the rehabilitation of the CEGEPs, the Plan makes provision, in particular, for funds to enhance technological infrastructure.

The additional funding brings to \$2 billion per year, on average, the educational infrastructure investments planned in the next three years.

CHART 2

Investments in education and higher education infrastructure (millions of dollars)



Note: Some \$70 million in investments are planned beyond 2019-2020, which brings to \$1 130 million infrastructure investments under the *Plan for Success: A Lifelong Process from Early Childhood*.

(1) *Québec Infrastructure Plan*.

❑ Offer young people innovative, healthy, safe schools

Additional investments are also planned to accommodate new students and pursue efforts to renovate and improve educational institutions throughout Québec.

Moreover, investments of \$400 million will be devoted to building classrooms and other premises to accommodate new students.

— The investments will facilitate 40 new expansion and construction projects.

The investments earmarked for the overall improvement of the building inventory stand at \$400 million over four years for the school boards and \$40 million over five years for the colleges.

A laboratory school to encourage children to learn

It has been shown that well-organized school facilities foster school success. A well-lighted classroom with clean air, good acoustics, the right temperature and outfitting fully adapted to school needs facilitate young people's success.

For this reason, the government will support the establishment of a laboratory school with the mission to design a new living environment that will encourage children to learn and facilitate the teachers' work, especially by imagining plans and concepts for a contemporary, better adapted school.

- The living environment will promote healthy lifestyles (diet, physical activity, sustainable and community development, and so on).

In collaboration with committed leaders, researchers, architects and the education sector, the laboratory school will examine the best practices and the finest examples of success to develop Québec expertise in the field, and pool the knowledge of such collaborators with a view to building the most stimulating, admired schools in the world.

On the strength of this objective, the government is announcing a \$1.5 million annual contribution to develop concepts for such schools by targeting models geared to different situations and school sizes.

❑ Enhance digital technology infrastructure

Additional investments must be allocated in the digital technology age to initiatives that promote the mutualisation of services and resources for the benefit of interveners in the education and higher education sectors.

To help make Québec a genuine digital society that is inclusive and centred on the development of knowledge and skills, \$200 million will be earmarked for technological infrastructure and initiatives within the framework of the implementation of the digital strategy in education and higher education.

The Post-Secondary Institutions Strategic Investment Fund

In December 2016, the federal and Québec governments concluded an agreement covering significant investments in higher education and research infrastructure.

The Post-Secondary Institutions Strategic Investment Fund (SIF) seeks to increase the size or the quality of research infrastructure or specialized training facilities, in addition to enhancing their environmental viability.

It will fund \$1 095 million in investments in knowledge infrastructure for the benefit of colleges and universities. The Québec government will contribute \$347 million.

Breakdown of higher education institution infrastructure project funding (millions of dollars)

	Contribution of the SIF	Contribution of the Québec government	Contribution of the institutions	Total
College education	52	45	21	118
University education	334	302	342	978
TOTAL	386	347	363	1 095

Note: Totals may not add due to rounding.

Source: Ministère de l'Éducation et de l'Enseignement supérieur.

4. A BROAD OBJECTIVE: IMPROVE QUÉBEC'S GRADUATION AND QUALIFICATION RATE

Significant progress has been made in recent years to improve Québec's graduation and qualification rate.

The government has set the objective of raising to over 80% by 2020 the secondary school graduation rates among under-20 year-olds. To this end, it must meet two challenges:

- reduce the dropout rate;
- limit regional disparities in the graduation rate of young people.

In the higher education sector, Québec must pursue its efforts to raise the proportion of individuals who possess a university degree, which stands at 34% among 25 to 44 year-olds. Several factors can contribute to the attainment of this objective, in particular:

- an increase in the success rate;
- a reduction in the duration of studies.

In the coming months, the Ministère de l'Éducation et de l'Enseignement supérieur will inventory, in collaboration with interveners in the educational environment, the best indicators to measure the improvement in Québec's graduation and qualification rate.

❑ Increase the success rate among under-20 year-olds

Significant progress has been made in recent years to improve Québec's graduation and qualification rate.

- The educational attainment rate among under-20 year-olds stood at 78.8% in 2014-2015, compared with 72.3% five years earlier.
- The government has set a target of 80% by 2020.

Moreover, boys lag by more than 10 percentage points behind girls with respect to their graduation rate.

- This difference is narrowing since the introduction in recent years of artistic, digital and sports initiatives in the schools to arouse greater interest among boys so that they persevere until obtaining a secondary school diploma.

TABLE 10

Graduation and qualification rate after seven years, by cohort of new Secondary I enrollees⁽¹⁾

(as a percentage and in number of graduates)

	Year marking the end of the cohort					
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Males	66.0	67.6	69.6	70.6	72.5	73.8
Females	78.8	79.5	80.5	81.2	83.0	83.9
Number of graduates	69 356	70 360	69 928	6 389	67 971	66 915
QUÉBEC OVERALL	72.3	73.4	75.0	75.8	77.7	78.8
– Secondary School Diploma (SSD)	66 408	66 833	65 352	64 005	62 865	61 721
– Secondary School Vocational Diploma (SSVD), Attestation of Vocational Specialization (AVP) or Attestation of Vocational Studies (AVS)	1 650	1 627	1 610	1 631	1 559	1 728
– Qualifications	1 298	1 900	2 966	3 753	3 547	3 466

(1) This rate corresponds to the proportion of students who, before the age of 20, obtained an initial diploma seven years after entering secondary school.

Source: Ministère de l'Éducation et de l'Enseignement supérieur.

■ Reduce the dropout rate

While dropping out is a complex phenomenon that has numerous causes, striking differences appear in the graduation rates with a diploma or qualification according to the socioeconomic indicator of the school that the students attend.⁴

Accordingly, depending on whether students attend a school in a very privileged environment (socioeconomic indicator rank 1) or a highly underprivileged environment (socioeconomic indicator rank 10), the dropout rate differs considerably.

— In relation to schools with socioeconomic indicator of 1, schools with a socioeconomic indicator of 10 had a dropout rate on the order of 12 percentage points higher in 2013-2014.

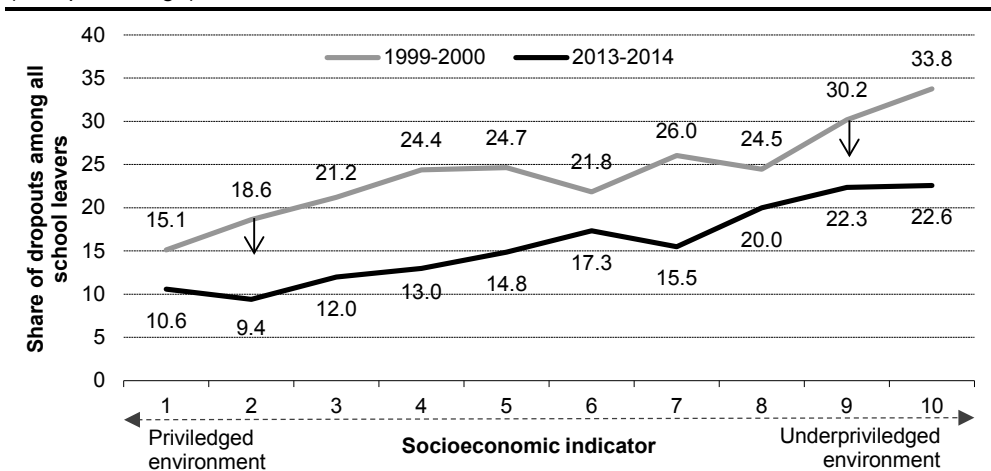
An improvement in the dropout rate (leaving school with neither a diploma nor a qualification) for each rank of the socioeconomic indicator was observed between 1999-2000 and 2013-2014.

— For example, the dropout rate in the most underprivileged schools fell from 33.8% to 22.6%. The rate in schools in the most privileged environments also fell, from 15.1% to 10.6%.

— Moreover, the gap between the first and tenth ranks is dwindling, from more than 18 percentage points to 12 percentage points.

CHART 3

Rate of students leaving school without a diploma or a qualification, 1999-2000 and 2013-2014 school years, by decile rank of secondary school deprivation indices
(as a percentage)



Source: Ministère de l'Éducation et de l'Enseignement supérieur.

⁴ The socioeconomic indicator comprises two variables, namely, the under education of the mother and the inactivity of the parents. These are the strongest independent variables of failure to succeed in school.

■ Limit regional disparities in the graduation rate of young people

Disparities exist between the graduation and qualification rates of Québec's 72 school boards.

Differences on the order of 17 percentage points are observed between the school boards under the average of 78.8% in 2014-2015 and on the order of 10 percentage points among those above the average.

— All told, the graduation and qualification rates of 14 school boards are equivalent to or higher than the average, of which nine have a rate higher than or equivalent to 80%.

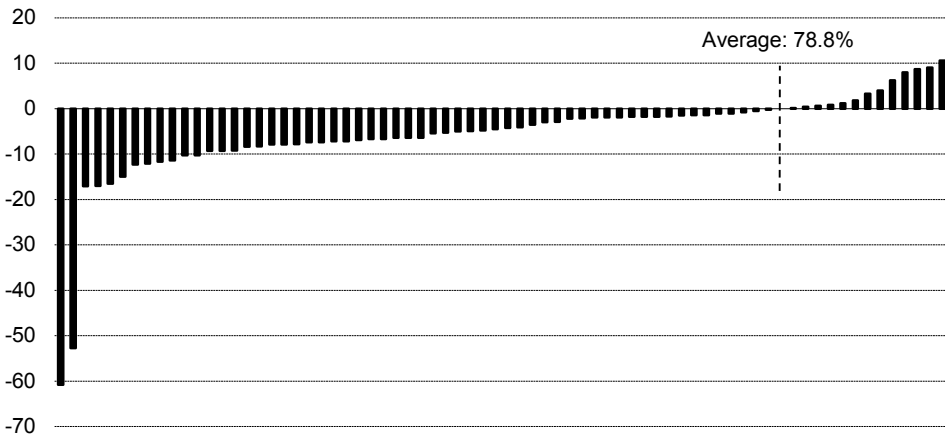
What is more, the graduation and qualification rates of roughly 80% of school boards are below-average.

— More specifically, 12 school boards fall 10 percentage points or more below the average.

It is, therefore, necessary to invest to support the student services offered by the school boards in order to attain the 2020 target.

CHART 4

Difference in relation to the average secondary school graduation and qualification rate by school board for 2014-2015 (2008-2009 cohort) (in percentage points)



Source: Ministère de l'Éducation et de l'Enseignement supérieur.

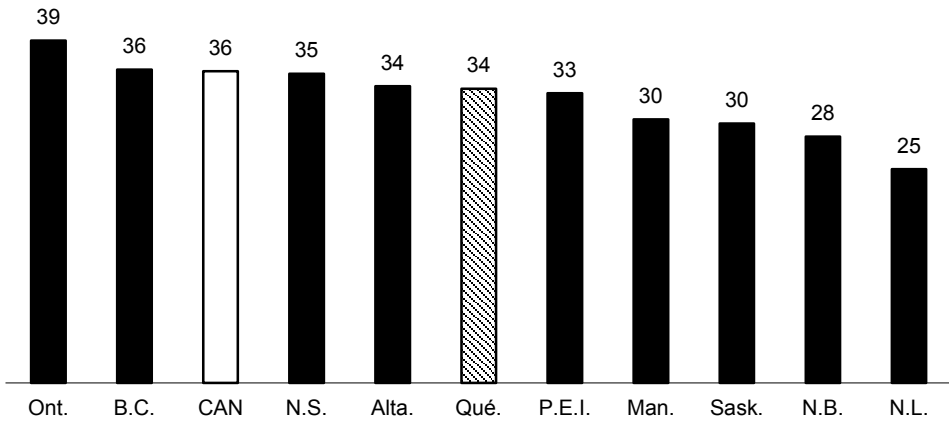
❑ Overcome lags in the graduation rate in higher education

Québec ranks fifth among the Canadian provinces that have the biggest proportion of 25 to 44 year-olds with an undergraduate or higher degree.

— The proportion of holders of a university degree is 34% in Québec, compared with 36% in Canada and 39% in Ontario.

CHART 5

Proportion of 25 to 44 year-olds who possessed a university degree in 2016 (as a percentage)



Source: Statistics Canada.

■ Increase the success rate

The success rate in higher education can be measured by the proportion of new holders of a degree in the cohort of new registrants in college, for undergraduate, master's or doctoral programs.

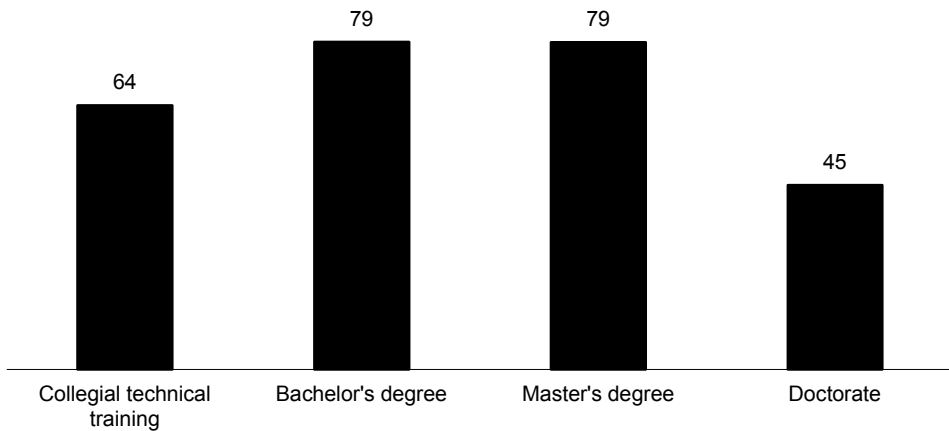
For the bachelor's degree, the success rate after six years is 79%, as against 76% 10 years earlier,⁵ a 3-percentage-point increase.

All told, 79% of students who leave courses of study leading to a master's degree obtain a diploma, up six percentage points since 1997.

Such performance from the standpoint of success exceeds what was observed with respect to college technical training (64%) and at the doctorate level (45%).

CHART 6

Success rate after six years of a cohort of new higher education registrants (as a percentage)



Note: The university success rate represents the proportion of newly registered full-time students in a degree program who obtained the desired degree.

Note: The cohort used is that of 2009, except for the doctorate, which is that of 2007.

Source: Ministère de l'Éducation et de l'Enseignement supérieur.

⁵ The 1999 student cohort.

■ **Reduce the duration of higher education studies**

The success rates for the bachelor’s degree and the master’s degree, calculated six years after the initial registration, are very close to 80%. An analysis of results by cohort shows that after six years:

- 64% of students obtained their Diploma of Collegial Studies (DCS) in technical training, 54% of them after four years;
- 79% obtained a bachelor’s degree, 63% of them after four years;
- 79% obtained a master’s degree, 75% of them after four years;
- 45% obtained a doctorate, 14% of them after four years.

CHART 7

Success rate of a cohort of new registrants according to course of studies and duration

Full-time students registered for a DCS in technical training	After 3 years: 36% After 4 years: 54% After 5 years: 61% After 6 years: 64%
Full-time students registered in a bachelor’s degree program	After 4 years: 63% After 5 years: 76% After 6 years: 79%
Full-time students registered in a master’s degree program	After 3 years: 66% After 4 years: 75% After 5 years: 78% After 6 years: 79%
Full-time students registered in a doctoral program ⁽¹⁾	After 4 years: 14% After 5 years: 30% After 6 years: 45%

Note: The cohort used is that of 2009, except for the doctorate, which is that of 2007.

(1) After eight years, the success rate of a cohort of new doctoral registrants is 61%.

Source: Ministère de l’Éducation et de l’Enseignement supérieur.

5. THE FINANCIAL FRAMEWORK FOR EDUCATION AND HIGHER EDUCATION

The additional investments announced in *The Québec Economic Plan* bring growth in spending in the Ministère de l'Éducation et de l'Enseignement supérieur to 4.4% in 2017-2018.

— Bearing in mind the enhancement of student aid, growth in spending for higher education stands at 4.5%, and for preschool and elementary and secondary education, at 4.3%.

Expenditures devoted to education and higher education will reach \$17.9 billion in 2017-2018.

TABLE 11

Expenditures of the Ministère de l'Éducation et de l'Enseignement supérieur (millions of dollars)

	2016-2017	2017-2018 ⁽¹⁾
Elementary and secondary education		
Preschool education and elementary and secondary education	9 514	9 941
Other expenses funded by the Contingency Fund	—	25
Subtotal	9 514	9 966
<i>% change</i>		5.6
Development of recreation and sports	79	82
Administration and support for organizations	166	173
Retirement plan	1 092	1 039
Subtotal – Elementary and secondary education	10 851	11 260
<i>% change</i>		4.5
Higher education		
Higher education	5 385	5 560
Student aid	743	825
Other expenses funded by the Contingency Fund	—	20
Sous-total - Services directs	6 128	6 405
<i>% change</i>		4.6
Administration and support for organizations	102	107
Retirement plan	163	155
Subtotal – Higher education	6 393	6 667
<i>% change</i>		4.3
TOTAL	17 244	17 927
<i>% change</i>		4.4

(1) To evaluate growth in 2017-2018, the percentage change has been calculated excluding from 2016-2017 expenditures \$78.5 million in transfers from the provision for francization.

Excluding the other services funded by the Contingency Fund, the expenditures of the Ministère de l'Éducation et de l'Enseignement supérieur in 2017-2018 stand at \$17 882 million.

❑ **Enhance the implementation of new initiatives and the execution of budgets of entities in the education and higher education networks**

Since Budget 2016-2017, the government has significantly reinvested in education and higher education services.

- Several concrete measures are planned in this respect, in particular to assist students with specific needs or to broaden the resources of small educational institutions in the regions.

To ensure the prompt implementation of new initiatives and the execution of budgets of entities in the education and higher education networks, an interdepartmental committee will be established. It will be responsible for proposing avenues to:

- bolster multi-year expenditure planning in the education and higher education networks;
- streamline the consultation process with partners in the educational environment.

The committee will deliberate in 2017 and its recommendations can be implemented when Budget 2018-2019 is prepared. The committee will comprise representatives of the Ministère de l'Éducation et de l'Enseignement supérieur, the Ministère des Finances and the Secrétariat du Conseil du trésor.

APPENDIX 1: A HARMONIOUS PATH TO SUCCESS AND EMPLOYMENT

The educational pathway in Québec begins with educational childcare services. As of February 28, 2017, there were 292 832 regulated educational childcare service spaces, including 231 809 subsidized spaces.

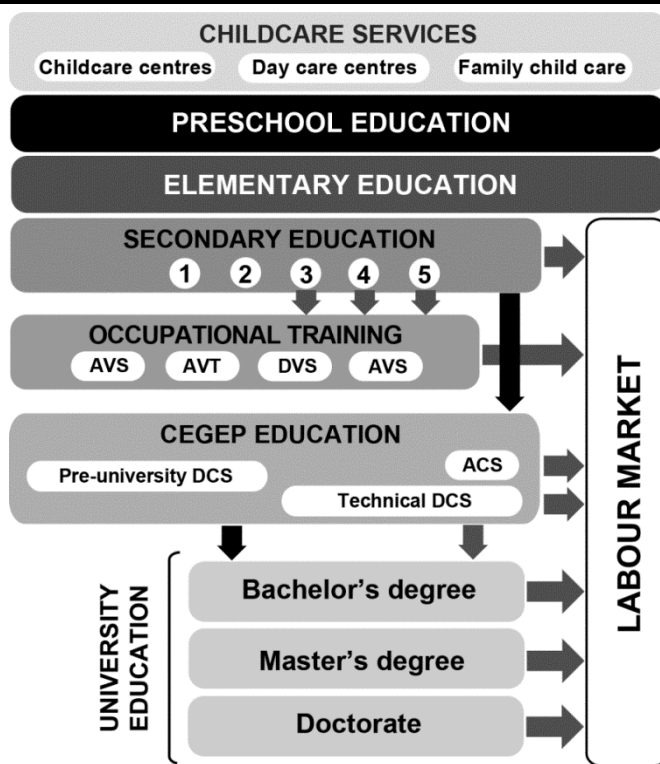
Children then enter the school system, which comprises four levels of education: elementary (including preschool education), secondary, college and university.

— Roughly 1.8 million full-time and part-time students are registered.

Each level of education properly trains them to pursue their learning paths or entry into the labour force.

CHART 8

The Québec educational pathway



Source: Ministère de l'Éducation et de l'Enseignement supérieur.
 AVS: Attestation of Vocational Studies, AVT: Attestation of Vocational Training,
 DVS: Diploma of Vocational Studies, AVS: Attestation of Vocational Specialization,
 ACS: Attestation of Collegial Studies, DCS: Diploma of Collegial Studies.

APPENDIX 2: BREAKDOWN OF INVESTMENTS PLANNED IN THE *PLAN FOR SUCCESS: A LIFELONG PROCESS FROM EARLY CHILDHOOD*

TABLE 12

Breakdown of investments planned in the *Plan for Success: A Lifelong Process from Early Childhood* (millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
FAMILIES							
Ensure educational success from early childhood							
Support the quality of educational intervention	7	12	12	12	12	12	67
Enhance initiatives aimed at disadvantaged children	—	3	3	3	3	3	15
Enhance measures aimed at the integration into educational childcare services of disabled children	—	5	5	5	5	5	25
Financial assistance for communities	20	—	—	—	—	—	20
Subtotal	27	20	20	20	20	20	127
Monitoring services for 12-21 year-old handicapped students	—	0,5	0,5	0,5	0,5	0,5	3
Subtotal – Families	27	21	21	21	21	21	130
EDUCATION							
Foster success							
Parental assistance	—	2	2	2	4	4	15
Get off to a good start in preschool and first grade	—	94	121	161	229	310	915
Help from second grade to sixth grade	—	4	33	75	105	179	395
Perseverance in secondary school, occupational training and general adult training	—	20	34	50	50	51	205
Subtotal	—	119	190	288	388	543	1 529
Foster success in an inspiring, connected environment	6	7	9	9	9	9	49
Support literacy education and francization	12	30	30	30	30	30	163
Satisfy labour market needs and promote entrepreneurship	—	6	8	10	10	10	44
Other measures	5	8	8	8	8	8	44
Subtotal – Education	23	170	245	345	445	600	1 828
Subtotal – Families and Education	50	190	265	366	466	621	1 958

Note: Totals may not add due to rounding.

TABLE 12 (continued)

Breakdown of the investments planned in the *Plan for Success: A Lifelong Process from Early Childhood* (continued)

(millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022	Total
HIGHER EDUCATION							
Higher education geared to Québec's future needs							
Increase general funding for higher education institutions	3	41	98	158	223	223	746
Enhance the success and integration of all students	8	20	22	22	22	22	116
Promote partnerships and collaboration between establishments and the regional presence	1	11	15	15	15	15	71
Satisfy labour market needs	—	13	14	15	16	16	73
Other measures	—	15	22	25	25	25	112
Subtotal	12	100	170	235	300	300	1 117
Enhanced student aid	—	43	80	80	80	80	363
Subtotal – Higher education	12	143	250	315	380	380	1 480
TOTAL – PLAN FOR SUCCESS	62	333	515	681	846	1 001	3 438
INFRASTRUCTURE							
School boards	—	111	436	299	54	—	900
Colleges and universities ⁽¹⁾	—	74	80	60	8	8	230
TOTAL – INFRASTRUCTURE	—	185	516	359	62	8	1 130

Note: Totals may not add due to rounding.

(1) The investments are added to \$386 million in funding from the strategic investment fund. Moreover, *The Québec Economic Plan* calls for an additional \$19 million to build the scientific complex of the Institut nordique du Québec.

APPENDIX 3: OVERVIEW OF THE INVESTMENTS PLANNED IN THE QUÉBEC ECONOMIC PLAN – MARCH 2016

The additional investments planned in *The Québec Economic Plan* for education and higher education follow on the investments announced in *The Québec Economic Plan – March 2016*. The latter plan reiterated the importance that the government attaches to education and higher education for Québec's economic and social development. The planned investments targeted enhanced performance of the Québec education system by putting students at the forefront of priorities.

To this end, under the *Plan for Success in Education and Higher Education*, \$500 million in investments over the next three years have been allocated.

- To offer a stimulating learning environment and support young people to deter them from dropping out of school, investments totalling \$300 million over three years have been announced.
- The plan also called for additional investments of \$120 million to spur students to succeed and surpass themselves, in particular through physical activities and the strengthening of ties with different partners in civil society.
- Some \$80 million over three years was invested, among other things to strengthen the ties between the education and higher education networks and businesses and to thereby better respond to labour market needs.

When combined with the outlays planned in *The Québec Economic Plan*, the investments will, in particular, make it possible to surpass the current objective of ensuring by 2020 that 80% of young people obtain their diploma before the age of 20.

TABLE 13

Planned investments in The Québec Economic Plan – March 2016 (millions of dollars)

	2016-2017	2017-2018	2018-2019	Total
Act early and in the right place	97	101	102	300
Spur students to succeed and surpass themselves	40	40	40	120
Continue to innovate in education and higher education	27	27	27	80
TOTAL	164	168	169	500
Breakdown of investments				
<i>Preschool education and elementary and secondary education⁽¹⁾</i>	109	113	113	335
<i>Higher education</i>	55	55	55	165

Note: Totals may not add due to rounding.

(1) Also includes measures devoted to recreation, sports and outdoor activities.

**Investments stipulated in the October 2016 update of
The Québec Economic Plan**

The investments in education and higher education announced in The Québec Economic Plan include those announced in the October 2016 update.

The update called for \$35 million in investments in education and higher education in 2016-2017 and \$110 million starting in 2017-2018 for the addition of new services.

Investments in education and higher education stipulated in the October 2016 update of The Québec Economic Plan
(millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Preschool, elementary and secondary school	23	73	73	73	73	73
Higher education	12	37	37	37	37	37
TOTAL	35	110	110	110	110	110

Furthermore, the investments in The Québec Economic Plan are added to those announced in The Québec Economic Plan of March 2016, which totalled \$164 million in 2016-2017 and \$168 million in subsequent years.