

BUDGET 2016-2017



PLAN FOR
**SUCCESS IN EDUCATION
AND HIGHER EDUCATION**



Budget 2016-2017
Plan for Success in Education and Higher Education

Legal deposit – March 17, 2016
Bibliothèque et Archives nationales du Québec
ISBN 978-2-551-25821-5 (Print)
ISBN 978-2-550-75298-1 (PDF)

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SUMMARY

❑ Investing in educational success and higher education

In recent years, significant progress has been made in terms of improving the educational success and college or university graduation.

- In the under-20 age group, the academic success rate was 77.7% in 2013-2014 compared to just 71.9% five years earlier. This represents an increase of one percentage point per year.
 - Progress to date ensures that an additional 5 074 students graduate per year, which is more than what would have been observed had no effort been made to improve the success rate.
- In addition, 27% of Quebecers aged 25 to 64 have a university degree, a considerable increase since the early 2000s.
- But more needs to be done. The government strives to have a growing number of young people succeed, in particular by reducing the remaining disparities between the different Québec regions.
 - Québec should be able to compare itself with the best in terms of educational success and take its lead from practices and policies that have yielded significant results.

■ Improving direct services to students

The 2016-2017 Economic Plan reiterates the importance given to education and higher education by the government with regard to Québec's economic and social development. The planned investments are designed to improve the overall performance of education networks by making students central to the priorities.

To this end, in the Plan for Success in Education and Higher Education, additional investments of \$500 million over the next three years will be put toward enhancing educational success.

- To provide a stimulating learning environment and guide young people to prevent drop-outs, investments of \$300 million over three years are planned.
- The Plan also provides for an additional \$120 million for promoting excellence and achievement among students, in particular through physical activity and strengthening links with various civic partners, including the cultural sector.
- A total of \$80 million over three years will be invested to strengthen links between the education networks and businesses in order to better meet labour market requirements.

In particular, these investments will make it possible to surpass the current goal of having 80% of young people graduate before the age of 20 by 2020.

TABLE 1

Additional investments in direct services to students

(millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	Total
Acting early and in the right place	97	101	102	300
Promoting excellence and achievement among students	40	40	40	120
Pursuing innovation in education and higher education	27	27	27	80
TOTAL	164	168	168	500
Investment breakdown				
<i>Preschool, primary and secondary education⁽¹⁾</i>	109	113	113	335
<i>Higher education</i>	55	55	55	165

Note: The figures have rounded off, so they may not add up to the total indicated.

(1) Including leisure, sports and outdoor measures.

■ **Greater education and higher education infrastructure investments**

The Plan for Success in Education and Higher Education will also include an additional \$700 million to continue to improve and renovate educational establishments.

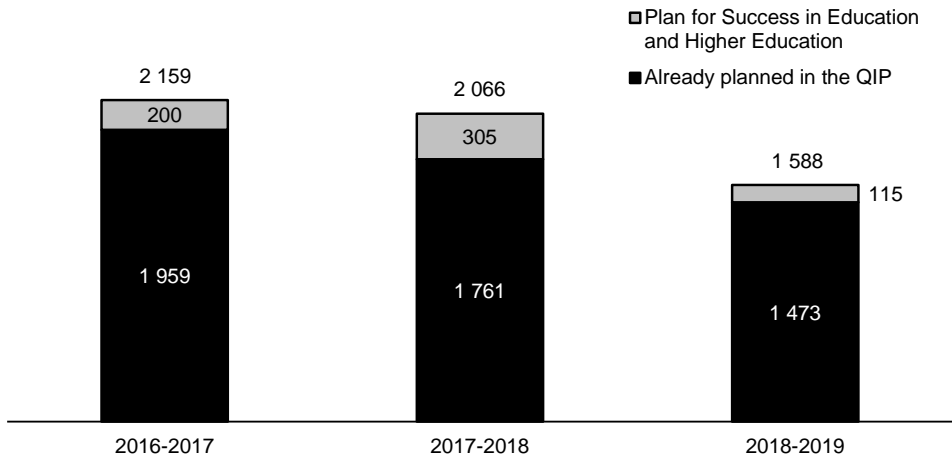
- Used to ensure access to stimulating educational environments, these investments will foster students’ desire to succeed.
 - In addition to expanding access to sporting facilities, particularly in the municipalities, the Plan includes amounts to improve the overall condition of establishments and make them eco-responsible.

Additional investments include \$200 million in 2016-2017, \$305 million in 2017-2018 and \$115 million in 2018-2019.

- These investments, provided for in the 2016-2026 Québec Infrastructures Plan (QIP), will allow investing close to \$2 billion in education and higher education.

CHART 1

Education and Higher Education infrastructure investments – 2016-2017 à 2018-2019
(millions of dollars)



Note: An amount of \$80 million is also forecast after 2018-2019, bringing the Plan's investments to \$700 million.

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INTRODUCTION

Education is the best investment for fostering the prosperity and well-being of Quebecers, not just individually but socially and collectively as well.

Education offers not just a chance to join the labour market, but also to access the general skills needed to exercise civic rights and duties.

- Individuals who succeed academically generally find it easier to find a job and earn higher salaries.
- Having a solid, diversified and province-wide education system built on meeting students' needs is an essential lever for economic and social development in Québec.
- A more educated and qualified population, by limiting the effects of labour shortages in various activity sectors, strengthens Québec's economic vitality.

As part of the 2016-2017 budget, the government is investing in the success of elementary, secondary and higher education students, making education a priority to revitalize the economy and develop a knowledge-based economy.

The Plan for Success in Education and Higher Education has five parts.

- Part one outlines the contribution of education to society, a key lever of development in Québec.
- Part two illustrates the drivers of changes to spending in education and higher education in the coming years, particularly in light of a changing clientele.
- Part three presents various indicators and findings regarding student success.
- Part four presents the Plan for Success in Education and Higher Education and its four components.
- Finally, Part five sketches the financial framework for the Ministère de l'Éducation et de l'Enseignement supérieur.

Details on the measures and implementation arrangements will be announced in the coming weeks by the Minister of Education, Recreation and Sport and the Minister responsible for Higher Education.

1. THE CONTRIBUTION OF EDUCATION TO SOCIETY

Education plays a vital role in Québec's economy.

- With a total yearly public and private expenditure of some \$24.1 billion, this activity sector represents 6.5% of the province's GDP.
- Over 280 000 individuals are directly employed by the education sector, accounting for 6.8% of total employment in Québec.

□ Education, an essential lever for development in Québec

Education and higher education constitute levers that can greatly facilitate social integration and job market access.

The education system's capacity to raise Quebecers' level of schooling contributes to Québec's development, not just in terms of economic, social and cultural enrichment but also in the fight against poverty.

- Studies show that educated people live longer, are more active politically and in their community, and are less likely to turn to last resort financial assistance.

Educated people not only earn higher salaries but also contribute more widely to the innovation, productivity and economic performance of a society.

There is a direct link between education and economic growth.

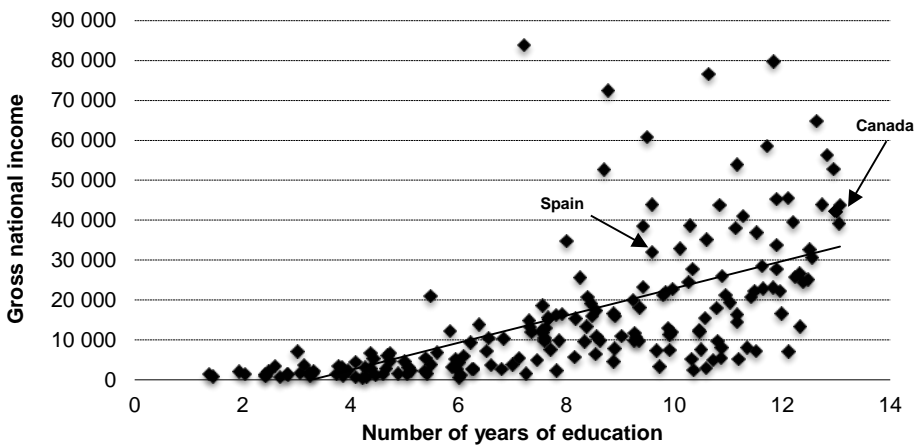
- According to a 2003 study by the European Commission,¹ a one-year increase in a country's average education level leads to an immediate and significant increase in productivity and improves long-term growth.

By comparing average level of education with national income per capita in over 180 countries, it is found that the higher the level of education, the greater the country's per capita wealth.

- In Canada, in 2014, the average number of years of schooling was 13, for a gross national income per capita of approximately \$42 000.
- By comparison, in Spain, the average number of years of schooling is 9.6, for a gross national income per capita of approximately \$32 045.

CHART 2

Link between the level of education and the gross national income – 2014
(dollars per year)



Note: Gross national income is in 2011 dollars based on purchasing power parity.
Sources: CIRANO calculations based on data for 187 countries in the United Nations Development Program.

¹ A one-year increase in average years of level of education in a country leads to an immediate 6.2% increase in overall productivity and an additional 3.1% in the long term. Angel de la FUENTE and Antonio CICCONE, "Human capital in a global and knowledge-based economy. Part II: assessment at the EU country level," European Commission, 2003, p. 8.

❑ The importance of quality training in response to labour market needs

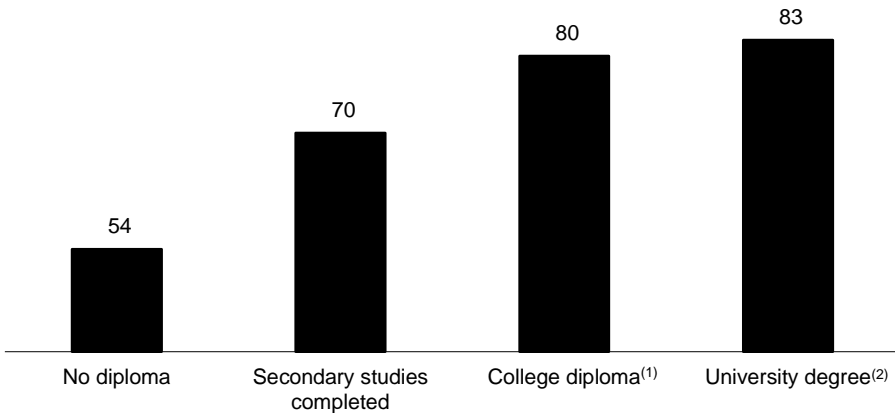
People who have succeeded in school generally have an easier time finding work.

A qualified and quickly trained workforce limits the impact of labour shortages in various economic sectors, thus strengthening Québec's economic vitality.

- The employment rate among persons aged 25 to 64 who finished high school was 70% in 2015.
- For holders of a post-secondary diploma or certificate, the equivalent of a college diploma, the employment rate reaches 80%.
- For those who hold a university degree (undergraduate, master's or PhD), the rate increased to 83%.

CHART 3

Québec employment rate in the 25-to-64 age group based on the level of schooling – 2015 (per cent)



(1) Certificate (including a trade certificate) and diploma from an educational institution beyond the secondary level. This includes vocational schools, apprenticeship training, community college, Collège d'Enseignement Général et Professionnel (CEGEP) and nursing schools. Also included are certificates below a bachelor's degree obtained at a university.

(2) Bachelor's degree and university certificates or diplomas above undergraduate level.

Sources: Statistics Canada, Labour Force Survey 2016 and Ministère de l'Éducation et de l'Enseignement supérieur.

Student drop-out: the cost for society

In addition to the potential impacts of student drop-out on personal and social development, each drop-out represents a shortfall \$120 000 for the government. This is due to both lower revenue from lost taxes and income taxes and the additional social services required by the drop-out.

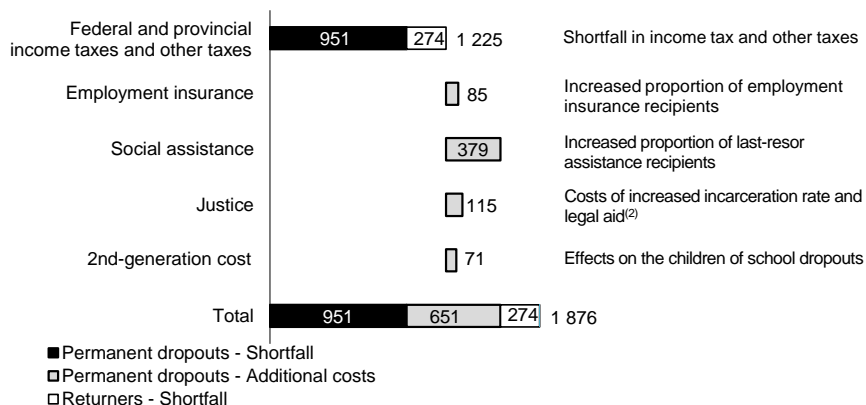
- Connections have been established between a higher level of education and a higher civic engagement, greater satisfaction with life and lower crime rates.
- Studies show that people who are more educated make decisions leading to longer life and better health. Education is a major factor to well-being and a key driver for success.

According to the March 2009 report from the Groupe d'action sur la persévérance et la réussite scolaires, student dropout would cost the Québec economy \$1.9 billion annually. This lack of earnings represents uncollected taxes and income taxes, as well as additional social expenditures associated with drop-outs for the rest of their lives. This cost is attributable to:

- the government missing out on collecting \$951 million in income and other taxes from permanent drop-outs along with \$274 million for returners, as they can expect lower income during their active life than a graduate;
- public service costs of \$651 million, particularly those related to social assistance and justice.

Québec's performance in terms of graduation rates has greatly improved in recent years. This is due to a significant proportion of youth returning to school after dropping out. Québec would benefit from taking more actions to prevent drop-out.

Current costs of student drop-out for a cohort⁽¹⁾ of Québec students (millions of dollars)



(1) A cohort based on 89 574 students, 15% of whom were permanent drop-outs and 16% of whom returned to school.

(2) Court costs excluded.

Source : *Savoir pour pouvoir : entreprendre un chantier national pour la persévérance scolaire* – Rapport du Groupe d'action sur la persévérance et la réussite scolaires, March 2009. Data from the 2006 census.

2. DRIVERS OF CHANGE TO THE SPENDING IN EDUCATION AND HIGHER EDUCATION

Analyzing the drivers of change to spending in education and higher education yields a better understanding of several of the stakes and foreseeable trends with regard to funding.²

Each level of education is financially supported by the government. In 2016-2017, the government will invest a total of \$17 245 million in the education sector.

- Of this amount, 63% will be allocated to preschool, primary and secondary education.
- The remaining 37% will be put into higher education, i.e. the college and university levels.

² *The Challenge of Québec's Public Finances*, published in June 2014, presented a host of information that enabled better understanding of the nature and scope of the challenge and pressures facing public finances.

❑ Spending growth

The annual spending growth for education and higher education averaged 3.2% between 2005-2006 and 2015-2016.

— During this period, all three levels of education benefited from investment to improve the quality of service and enhance service offering, in particular with regard to improving student achievement and increasing accessibility to higher education.

For 2016-2017, the spending growth in this sector is expected to be 3.0%, i.e. 0.4 percentage point higher than the growth in all other spending, established at 2.6%.

In addition, for the period from 2016-2017 to 2026-2027, an analysis of the drivers of change in education and higher education spending trends suggests that needs will be highest at the preschool, elementary and secondary levels due to the anticipated growth of these sources of enrolment.

— Forecast for the coming years is 3.1% annually on average for preschool, elementary and secondary education, compared with 1.1% for higher education.

CHART 4

Spending growth by programs for education and other program expenditures

(annual growth in percentage)

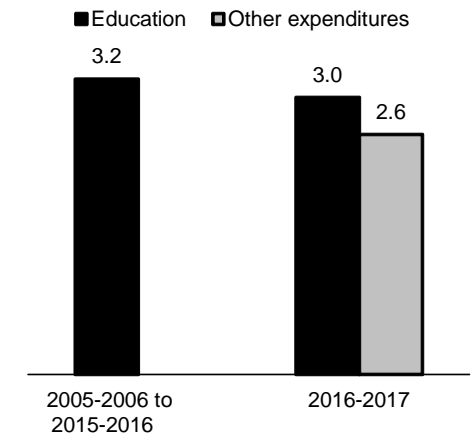
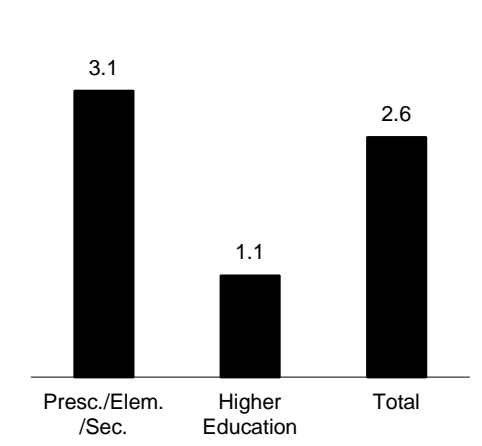


CHART 5

Projected growth in education programs spending based on population trends and inflation – 2016-2017 to 2026-2027

(annual growth in percentage)



❑ **Preschool, elementary and secondary education**

Between 2005-2006 and 2015-2016, numbers in the 5-to-16 age group dropped, reducing pressure on spending growth in preschool, elementary and secondary education.

- Despite a lower number of children aged 5 to 16, spending growth was kept steady at an average of 2.7% annually. It made it possible to fund an improvement and increase in education services.
- Improvements and increase in services account for half of the growth in spending during this period. Their contribution amounted to 1.3 percentage point.
- For example, the number of students per class was dropped in elementary and secondary schools.
- Additionally, since 2006-2007, schools have hired resource persons to support at-risk students, handicapped students and students with social maladjustments or learning disabilities.

In the coming years, growth in preschool, elementary and secondary enrolment will pick up.

- In particular, the population of the 5-to-16 age group is expected to rise from approximately 1 014 000 to 1 152 000 between 2016-2017 and 2026-2027, an increase of some 138 000 individuals, corresponding to an average annual growth rate of 1.3%.
- Thus, the impact of inflation and demographics will result in an average spending growth trend of 3.1% annually.

TABLE 2

Observed and projected growth for preschool, elementary and secondary education program spending (percentage change)

	2005-2006 to 2015-2016	2016-2017 to 2026-2027
Effect of inflation and demographics		
Price	2.2	1.8
Demographics (ages 5 to 16)	-0.8	1.3
Subtotal – Inflation and demographics	1.4	3.1
Improvement and increase in services	1.3	—
PROGRAM SPENDING GROWTH OBSERVED	2.7	—

Note: The historical period presents the weight of the price and demographic factors. The projection period presents the weight of the price factor and the demographic growth.

□ Higher education

Between 2005-2006 and 2015-2016, spending for higher education increased by an average of 3.8% annually.

The rising cost of public services along with higher numbers of young adults aged 17 to 24 (the primary source of enrolment for post-secondary establishments) account for just over two-thirds of this growth.

Improvement and increase in services alone account for nearly 30% of the growth in spending.

- The past few years saw post-secondary education services gain broader coverage: enrolment in post-secondary establishments grew faster than the population aged 17 to 24.
- In particular, this was largely due to government support for developing the supply of college and university programs and attracting new sources of enrolment, through measures that included supporting continuing education and offering new programs across Québec.

In the coming years, enrolment in higher education (at a constant graduation rate) will decrease, mainly due to the drop in elementary and secondary enrolment.

- From 2016-2017 to 2026-2027, the population aged 17 to 24 years will go from 790 000 to 738 000, a 52 000 decrease over the period.

This phenomenon will result in reduced pressure on funding needs.

- Accordingly, the impact of inflation and demographics will result in an average spending growth trend of 1.1% annually.

TABLE 3

Observed and projected growth for higher education program spending (percentage change)

	2005-2006 to 2015-2016	2016-2017 to 2026-2027
Effect of inflation and demographics		
Price	2.4	1.8
Demographics (ages 17 to 24)	0.4	-0.7
Subtotal - Inflation and demographics	2.8	1.1
Improvement and increase in services	1.0	—
PROGRAM SPENDING GROWTH OBSERVED	3.8	—

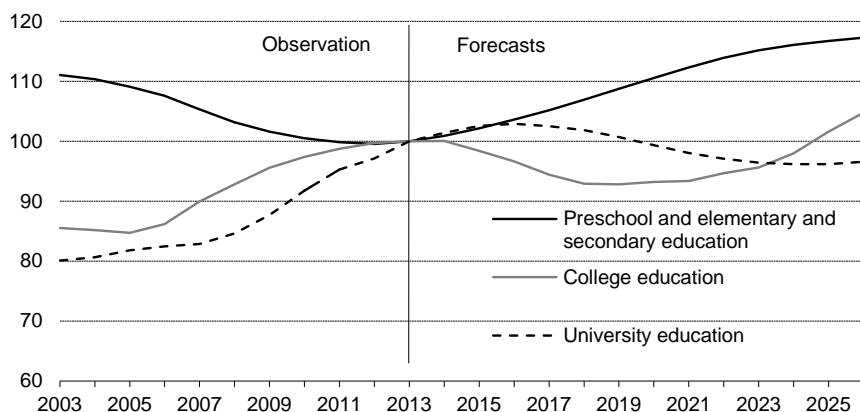
Note: The historical period presents the weight of the price and demographic factors. The projection period presents the weight of the price factor and the demographic growth.

Changing sources of enrolment

Changes to the observed and projected enrolment for preschool, elementary, secondary, college and university education between 2003 and 2026 reflect the changing demographics of the school-age population attending educational networks establishments.

- Preschool, elementary and secondary enrolment was in a negative growth phase from 2003 to 2012.
- Recent observations and forecasts would suggest enrolment growth starting in 2014, arising from the increase to Québec's fertility rate observed in recent years.
- At the college level, the situation is entirely different. The projection indicates that enrolment will undergo a decline after having grown between 2005 and 2014.
 - This decline is directly attributable to the drop in preschool, elementary and secondary enrolment of the years 2000.
- The decline that has started to affect college enrolment will affect university enrolment as of 2017.

Development of preschool, elementary, secondary, college and university enrolment, 2003 to 2026 (index 2013=100)



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

3. EVALUATING SUCCESS IN EDUCATION AND HIGHER EDUCATION

In the past few years, much progress has been made to improve the level of education in Québec. The improved secondary school graduation rate also enlarges the pool of young people who will pursue post-secondary studies and seek to obtain a college diploma or university degree.

- The academic success rate for youth under the age of 20 reached 77.7% in 2013-2014, whereas this rate was 71.9% five years previously. The current objective aims to have 80% of young people obtain a diploma before the age of 20 by 2020.
- The improvement in the secondary school graduation rate enabled the increase in the higher education graduation rate, especially at the university level.
 - Since 1990, the share of the population aged 25 to 64 that obtained a certificate or graduate degree has almost doubled.
 - In contrast, the share of the population that does not have a diploma has fallen significantly.

Wishing to go even further, the government is increasing its investments in the education and higher education sector so as to contribute to each student's success, in particular by reducing the substantial disparities which exist across Québec's territory.

❑ Significant advances in education

Significant progress has been made with regard to the level of education achieved in the past 25 years.

- The share of the population aged 25 to 64 without a diploma has fallen significantly, from 37.9% in 1990 to 12.2% in 2015, a drop of more than 25 percentage points.
- The share of the population whose highest level of education is a secondary school diploma has fallen from 25.3% to 19.2%, to the benefit of higher education graduates.

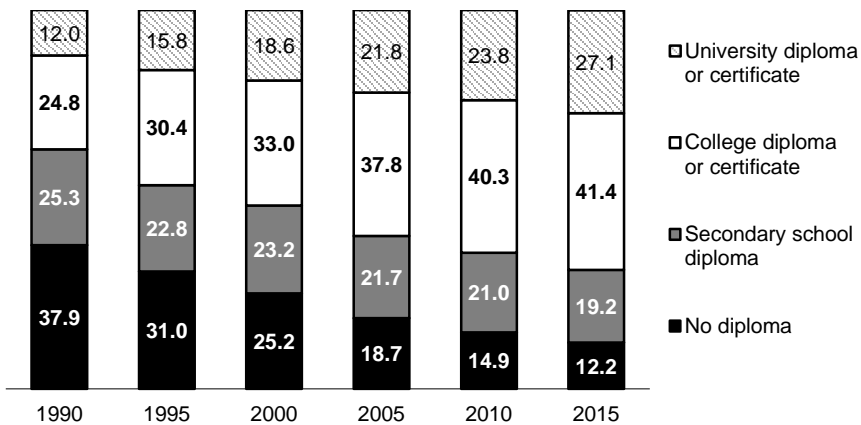
Both observations largely explain the substantial improvement in the graduation rate for higher education over the past 25 years.

- In 2015, 41.4% of the population aged 25 to 64 held a college certificate or diploma, an improvement of almost 17 percentage points compared to 1990.
- In terms of certificates, diplomas and university degrees, gains since 1990 are also significant, at almost 15 percentage points.

CHART 6

Share of Québec's population aged 25 to 64, based on the highest level of education reached – 1990-2015

(per cent)



Note: As the figures have been rounded off, they may not add up to the total indicated.

Sources: Statistics Canada, 2016 Labour Force Survey and the Ministère de l'Éducation et de l'Enseignement supérieur.

❑ The success rate among youth under the age of 20

The educational success rate for young people under the age of 20 reached 77.7% in 2013-2014, while this rate was 71.9% five years ago. This improvement represents an annual increase of 1 percentage point.

— The progress means that today, 5 074 more young people graduate each year in Quebec than if no efforts had been made since 2008-2009 to increase the success rate.

— The government has set an objective of 80% by 2020.

As far as graduation is concerned, boys lag behind girls by more than 10 percentage points.

— This difference is narrowing thanks to different initiatives introduced in recent years, such as school-related sport activities, to keep boys interested in staying in school until they graduate from secondary school.

TABLE 4

Graduation rate and qualification rate after seven years, per cohort of new students enrolled in Secondary One⁽¹⁾ (per cent and number of graduates)

	Cohort end years					
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Male	65.6	66.0	67.6	69.6	70.6	72.5
Female	78.3	78.8	79.5	80.5	81.2	83.0
QUÉBEC AS A WHOLE	71.9	72.3	73.4	75.0	75.8	77.7
<i>Number of graduates</i>	67 706	69 356	70 360	69 928	69 389	67 971
<i>Number of graduates based on the 2008-2009 graduation rate</i>	67 706	68 991	68 906	67 038	65 819	62 897
Cumulative impact of the increase in the graduation rate	—	365	1 454	2 890	3 570	5 074

(1) Corresponds to share of students who obtained a first diploma before age of 20, seven years after enrolling in secondary studies.

Source: Calculation of the Ministère des Finances, based on data from the Ministère de l'Éducation et de l'Enseignement supérieur.

The academic success rate is set for young people before they reach the age of 20, which takes into account the fact that Québec has made great strides on this front to retain as many students as possible.

Despite the progress made, the objective of achieving a better graduation success rate within a shorter time frame remains a priority.

❑ Disparities in the graduation rates between school boards

Disparities exist in the graduation rates between the different school boards across Québec's territory.

Differences of about 15 percentage points were noted between the different school boards, either above or below the average of 77.7% recorded in 2013-2014.

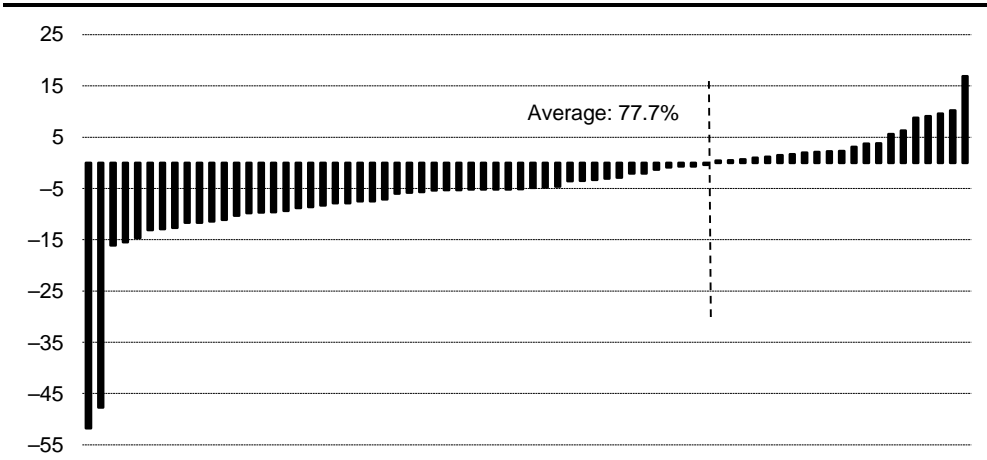
— In total, 21 school boards had an above-average graduation and qualification rate, and 11 school boards had a rate that was equal or greater than 80%.³

Furthermore, about 70% of school boards have a graduation rate that is below average.

— More specifically, 13 school boards have graduation rates that are below average by 10 percentage points or more.

CHART 7

Difference with respect to the average secondary school graduation and qualification rates per school board in 2013-2014 (percentage points)



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

³ Differences can arise from factors such as the size of the school board.

❑ Higher drop-out rate in disadvantaged areas

While dropping out of school is a complex phenomenon that is caused by a number of factors, significant differences emerge in the rate of those who leave school with a diploma or qualification, depending on the rating of the school attended by students on the socioeconomic environment index.⁴

As such, the drop-out rate varies considerably depending on whether students attend a school in a most advantaged environment (index ranking of 1) or in a most disadvantaged environment (index ranking of 10).

— Compared to schools with a socioeconomic environment index ranking of 1, schools with an index ranking of 10 had a school drop-out rate that was higher by about 14 percentage points in 2012-2013.

Yet the rate at which students leave high school without a diploma or qualification showed an overall improvement in each rank of the socioeconomic environment index between 1999-2000 and 2012-2013.

— For example, the rate of drop-outs from the most disadvantaged schools went from 33.8% to 25.8%. The rate in more advantaged schools also fell, going from 15.1% to 11.7%.

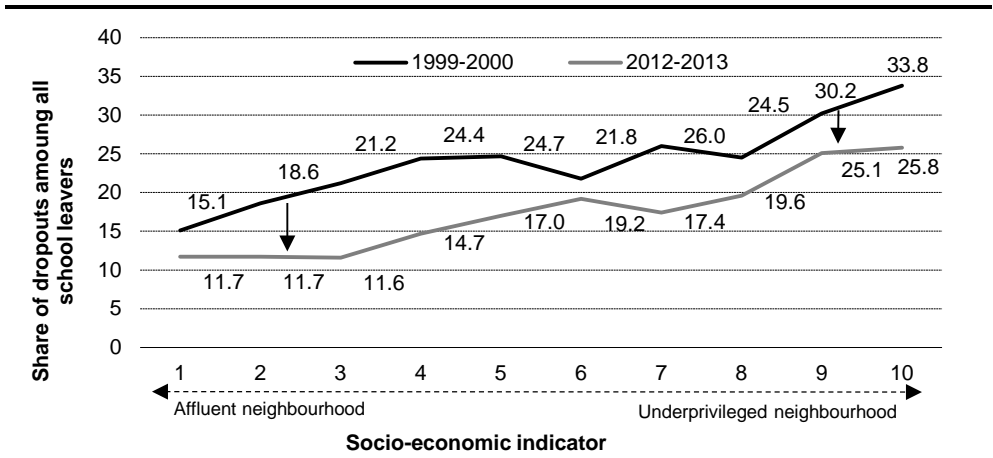
— The most significant declines were recorded in the secondary schools in the decile ranks of 3, 4 and 7.

— In addition, the difference between an index ranking of 1 and 10 tends to narrow, going from more than 18 percentage points to 14 percentage points.

CHART 8

Rate of students leaving school without a diploma or qualification for the 1999-2000 and 2012-2013 school years, per decile rank in the disadvantaged high school index

(per cent)



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

⁴ The socioeconomic environment index is composed of two variables, under-education of the mother and inactivity of the parents; these emerge as the strongest variables to explain the lack of educational achievement.

How to Measure Educational Performance?

The Programme for International Student Assessment

Since 2000, Québec has been participating in the Programme for International Student Assessment (PISA), an international survey on youth coordinated by the Organization for Economic Co-operation and Development (OECD). The assessment takes place every three years on the reading, mathematical and scientific literacy of 15-year-old students.

In a comparative review of skills and education, the Conference Board of Canada¹ ranks Canada¹ and the provinces relative to 15 other selected countries based on the standard of living, population size and geographic size.

Canada's performance

Canada performed well and is ranked sixth in the Education and Skills Review, achieving an overall score of "B" in the reading, math and science tests in the PISA for 2012.

- This assessment helps to determine if Canada's youth have the skills needed to succeed.

Yet significant differences emerge between the provinces.

- Some provinces, such as Alberta, British Columbia and Québec, achieved high marks while several others underperformed.

¹ Drawing on past reports in the How Canada Performs series, the Education and Skills report card is the second of six on the socioeconomic performance of Canada and its provinces.

How to Measure Educational Performance? (cont.)

Québec's results

Québec earned an "A" grade for its strong share of students with excellent math skills. However, Québec received a "D" grade for its weak share of students who excel in science.

Québec also scored an "A+" for its low share of 15-year-old students with inadequate math skills.

Québec earned the grade of "B" in each of the following indicators: students with high-level reading skills; students with inadequate reading skills and students with inadequate science skills. Canada as a whole earned respective average scores of "B", "A" and "B", results that are similar to Québec's results.

Québec also scored an "A" in the resilient students indicator, which measures the percentage of 15-year-old students from low socioeconomic environments who earned excellent results on the PISA math test. In this respect, several Canadian provinces earned a "C" or even a "D".

Québec scored a "B" in the equity in outcomes indicator, which measures the difference between students born in Canada and immigrant students with regards to outcomes on the PISA math test. The Canadian average for this indicator is an "A".

Review of education indicators

	Canada	NL	PE	NS	NB	QC	ON	MN	SK	AL	BC
Equity in outcomes	A	n.a.	C	B	A	B	A	A	A	A	A
Resilient students	B	C	D	C	C	A	C	C	C	C	B
High school attainment	A	B	A	A	A	A	A+	A	A	A+	A+
Student reading skills											
Inadequate	A	C	D	B	D	B	A	D	C	A	A+
High-level	B	C	D-	D	D	B	B	D	D	B	B
Student math skills											
Inadequate	B	C	D	C	C	A+	B	D	B	B	A
High-level	B	D	D-	D	D	A	C	D	C	B	B
Student science skills											
Inadequate	B	B	D	B	C	B	B	C	B	A	A
High-level	C	C	D-	D	D	D	C	D	D	A	A

Note: The indicators focus on student performance from kindergarten to 12th grade (K-12).

Source: Conference Board of Canada, How Canada Performs: Education and Skills report card.

❑ Performance in higher education

Improving success in secondary education contributed to increasing the graduation rate for higher education, particularly university.

In recent years, improvement in the success rate was seen at the bachelor's and master's level as well as at the doctorate level, resulting in an improvement in the graduation rate for Quebecers in higher education.

■ The graduation rate

The higher education graduation rate can be measured by the proportion of new graduates among a cohort of students newly enrolled in a college, undergraduate, master's or doctorate program.

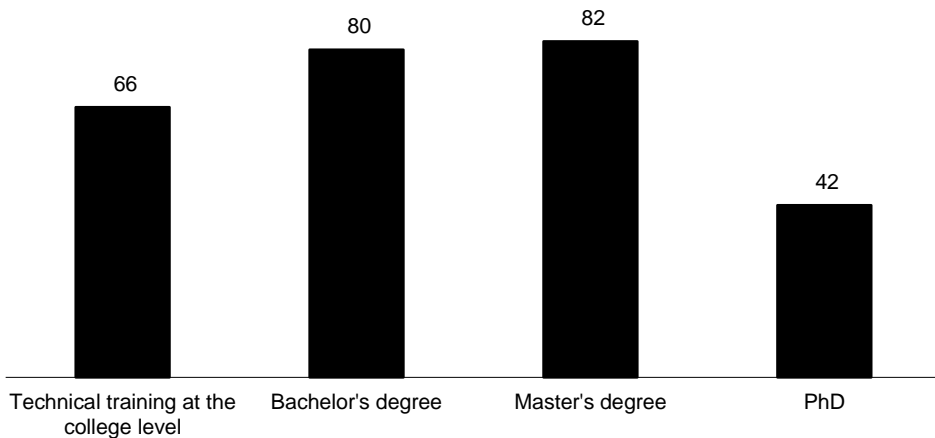
For undergraduate studies, the graduation rate after six years is 80%, i.e. an increase of 4 percentage points from the 76% recorded 10 years earlier.⁵

All in all, 82% of students leaving a study program leading to a master's degree receive their diplomas, an increase of 9 percentage points since 1997.

These graduation rates are higher than those observed for technical training in college (66%) and PhD programs (42%).

CHART 9

Success rate of a cohort⁽¹⁾ of students newly enrolled in higher education after 6 years
(per cent)



Note: Success is measured by the proportion of new degree holders among the student population who leaves the programs, with or without a diploma.

(1) The cohort used for college technical training is from 2007, for the bachelor's and master's, from 2008 and for the doctorate, from 2006.

Source: Statistics Canada.

⁵ For the 1999 cohort of students.

Share of the population with a university degree in Québec and other Canadian provinces

Share of the population with a university degree in 2015

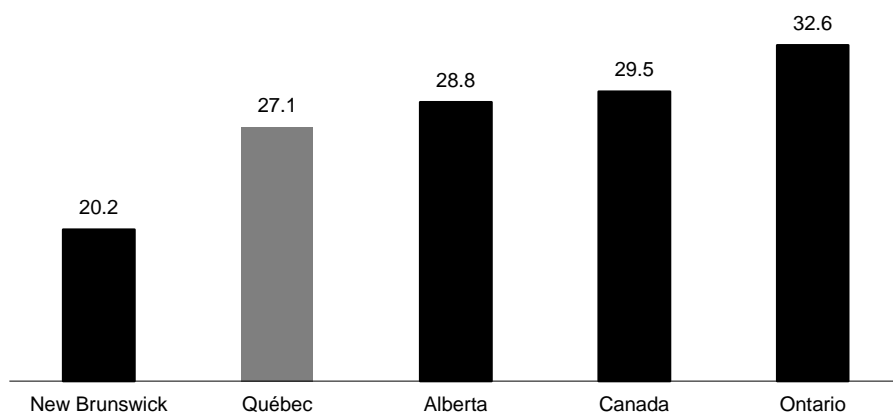
In 2015, the share of the population aged 25 to 64 years holding a university degree was 27.1% in Québec.

- This is comparable to all of Canada, with 29.5%, and with Alberta, with 28.8%.

Yet, Québec still trails other provinces, particularly Ontario.

- There is a spread of more than 5 percentage points between the two provinces for 2015.

Proportion of the population aged 25 to 64 years holding a university degree in Québec and elsewhere in Canada – 2015 (percent)



Source: Statistics Canada, Labour Force Survey 2016.

Significant progress among youth

Like in Canada, the Québec graduation rate for people aged 25 to 34 years has improved over the last 10 years.

- Overall, in 2012, 30.4% of the population aged 25 to 34 years held a university degree (bachelor's, master's or doctorate), compared with 27.4% in 2007 and 25.1% in 2002.

The 2012 graduation rate in Québec is comparable to Canada's, at 30.8%, but remains lower than Ontario, at 34.5%.

- The difference with Ontario has shrank by 20% since 2002.

■ Length of higher education studies

The success rate at the bachelor's and master's level, calculated six years after initial registration, is around 80%. An analysis of the results among the cohort after six years shows:

- 66% obtained their technical college diploma, 56% after four years;
- 80% obtained their bachelor's degree, 63% after four years;
- 82% obtained their master's degree, 78% after four years;
- 42% obtained their doctorate, 13% after four years.

CHART 10

Higher education success rate based on level and length of studies⁽¹⁾

Full-time students in a technical program (DCS)	After 3 years: 38% After 4 years: 56% After 5 years: 63% After 6 years: 66%
Full-time Bachelor's students	After 4 years: 63% After 5 years: 76% After 6 years: 80%
Full-time Master's students	After 3 years: 71% After 4 years: 78% After 5 years: 81% After 6 years: 82%
Full-time PhD students	After 4 years: 13% After 5 years: 27% After 6 years: 42%

(1) The cohort used for technical college training was from 2007, for the bachelor's and master's, from 2008 and for the doctorate, from 2006.

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

In addition to the indicators on the graduation rate and success with college and university studies presented in this document, it is important to remember that other indicators can be used to evaluate the performance of higher education, including:

- the quality of research;
- the competitive positioning of universities both in Canada and internationally;
- the attraction of foreign professors and students to Québec's colleges and universities.

❑ **Education and higher education infrastructures**

To carry out its mission, the Ministère de l'Éducation et de l'Enseignement supérieur has adopted, with regard to the infrastructures under its responsibility, an orientation to maintain favourable conditions for pursuing studies by ensuring the quality and longevity of infrastructures.

Globally, the objectives regarding education and higher education sector infrastructures aim to:

- guide school boards and teaching establishments in needs planning for the short medium and long term;
- maintain the average condition of infrastructures at a satisfactory level or improve the condition of buildings frequented by the student population;
- improve annual monitoring of projects related to asset maintenance deficit and the quality of information on the condition of infrastructures;
- improve the resource allocation model to take into account information including the condition of infrastructures.

■ **School boards**

School boards have an infrastructure inventory that includes 4 104 buildings.

This inventory is spread across linguistic school boards and special status school boards, it includes buildings in various categories, such as: preschools and primary and secondary schools, vocational and adult education centres, as well as administrative and other buildings.

School boards have also developed an inventory of equipment used for education, recreation and sports.

■ **Higher education**

The infrastructure inventory for the college network includes 948 buildings.

The infrastructure inventory for the university network includes 1 028 buildings.

The college and university networks also have inventories of equipment used for higher education and research.

■ **An inventory of buildings whose overall conditions must be improved**

The 2016-2017 Annual Management Plans for Public Infrastructure Investments (AIMP) provide a portrait of the public infrastructure inventory and include an assessment of their condition and their asset maintenance deficit.

Specifically, for school board infrastructures, the AIMP of the Ministère de l'Éducation et de l'Enseignement supérieur addresses the following observations:

- around 70% of infrastructures are in very good to satisfactory condition (indicators A, B and C);
- around 30% of infrastructures are in poor or very poor condition (indicators D and E).

In addition, infrastructures for use by higher education are in a similar condition to those of the school boards. In fact, 72% of CEGEP and university infrastructures exhibit conditions from very good to satisfactory.

TABLE 5

2016-2017 Annual Management Plan for Public Infrastructure Investments
(per cent)

	ABC: Very good to satisfactory	D: Poor	E: Very poor	Average condition indicator
Preschools and elementary schools	67	19	14	D
High schools	76	19	5	C
Technical and adult education centres	74	19	7	C
CEGEPs	72	21	7	C
Universities	72	14	14	D

Source: Secrétariat du Conseil du trésor, *Les infrastructures publiques du Québec*, « Plans annuels de gestion des investissements publics en infrastructures 2016-2017 », March 2016.

Government condition indicator for public infrastructure

The government condition indicator is a scale used to present, on a single, comparative basis, the condition of infrastructures (buildings, civil engineering works or equipment). This indicator was developed based on best practices within the Secrétariat du Conseil du trésor guidelines. There are five possible conditions ranging from very good to very poor, as well as a threshold, below which an infrastructure is no longer considered as being in satisfactory condition.

If applicable, the infrastructure generally has an asset maintenance deficit and the body is therefore responsible for implementing risk mitigation measures, as required, so that the infrastructure is safe for people and does not affect their health; otherwise, the building must be closed.

The asset maintenance deficit refers to work to maintain assets that would normally have been carried out before an inspection and that results from the observation of a defect or loss of performance.

4. THE PLAN FOR SUCCESS IN EDUCATION AND HIGHER EDUCATION

To support the education and higher education sectors, the government is instituting the Plan for Success in Education and Higher Education, with measures intended to help as many students as possible achieve success, prioritizing sustained efforts, supported by evidence-based researches.

Resources are allocated based on specific objectives to achieve success targets.

The Plan for Success in Education and Higher Education has the following four components:

- act early and in the right place;
- give students the desire to succeed and strive for excellence;
- continue to innovate in education and higher education;
- improve infrastructures.

The investments will make it possible to achieve more rapidly the goal of a secondary school graduation rate of 80% by 2020 as well as make greater progress in terms of the graduation rate.

These investments are part of the government policy aimed at achieving greater success in education and a higher retention rate.

TABLE 6

Investments as part of the Plan for Success in Education and Higher Education (millions of dollars)

	2016-2017	2017-2018	2018-2019	Total
Investments in direct services to students				
Act early and in the right place	97	101	102	300
Give students the desire to succeed and strive for excellence	40	40	40	120
Continue to innovate in education and higher education	27	27	27	80
Total	164	168	168	500
Investments in educational infrastructures				
Improve infrastructures	200	305	115	700 ⁽¹⁾

Note: The figures have been rounded off, so they may not add up to the total indicated.

(1) The total includes investments of \$80 million planned for after 2018-2019, bringing the Plan's investments to \$700 million.

4.1 Act early and in the right place

Acting early and in the right place, particularly in underprivileged and devitalized areas, increases students' chances of success.

The first component of the Plan for Success in Education and Higher Education enables an innovative learning environment and provides for the addition of specialized staff to support young people and address the school drop-out rate.

— An average annual amount of \$100 million will be invested beginning in 2016-2017 to be able to take action early in the right place.

TABLE 7

Investments for the Act early and in the right place component (millions of dollars)

	2016-2017	2017-2018	2018-2019
Act early	51	54	54
Address the school drop-out rate	35	36	37
Other initiatives to act early and in the right place	11	11	11
TOTAL	97	101	102
Investment breakdown			
<i>Preschool, primary and secondary education⁽¹⁾</i>	87	91	92
<i>Higher education</i>	10	10	10

(1) Including leisure, sports and outdoor measures.

Act early

The Plan provides for specialized personnel to support students with learning disabilities, particularly in underprivileged areas.

Investments of \$51 million in 2016-2017 and an annual \$54 million for the following years will allow to act early:

- \$39 million annually to strengthen resources and practices for success in reading and writing for primary school students from the most disadvantaged areas. All in all, 29 000 students in kindergarten (ages 4 and 5) and the first cycle of primary school in 268 schools will be affected by this measure;
- \$7 million annually to add 70 full-time kindergarten 4 classes, affecting 1 300 children from disadvantaged areas;
- \$4 million annually to increase support for the most vulnerable clientele throughout their schooling;
- \$1 million in 2016-2017 and an annual \$4 million for the following years to expand the Programme d'éveil à la lecture, for a head start in reading in early childhood.

Address the school drop-out rate

The Plan provides for additional investments of \$35 million annually to address the school drop-out rate, i.e.:

- \$10 million to support the classroom integration of disabled students or students with adjustment or learning difficulties;
- \$10 million to support the success of college students with special needs or with disabilities;
- \$9 million to offer personalized support in math, science and languages to close to 12 000 students in 150 Québec schools;
- \$4 million to improve local and regional management of organizations that support academic success;
- An additional \$2 million will be dedicated to young people at risk of dropping out of school throughout Québec to offer them ongoing support as soon as they enter secondary school.

Other initiatives for taking action early and in the right place

The initiative École du 21^e siècle, with annual funding of \$5 million, creates a stimulating, innovative learning environment by pooling expertise in the education networks to modernize approaches to teaching.

- These initiatives are intended to adapt the service offer, particularly through better access to distance training and access to digital materials for students and teachers.

Furthermore, additional annual investments of \$5 million help ensure the vitality of small communities and are intended to improve the regional and local management of organizations that support success in school.

Lastly, an annual \$1 million has been earmarked for intercultural education in Québec schools to foster smooth integration.

Kindergarten 4 in underprivileged areas

Research findings are clear: taking action early and better preparing children from underprivileged areas and their parents for a successful start in school are recognized ways to address the school drop-out rate.

- The results of the Enquête longitudinale sur le développement des enfants du Québec (ELDEQ)¹ show that certain difficulties young people experience require more interventions in health and social and school adjustment, at the moment they start school.

Since 2013-2014, preschool education services for students age 4 have gradually been introduced in underprivileged areas of Québec.

- Introducing full-time kindergarten 4 in underprivileged areas strengthens language and other skills required for success in school by levelling the playing field. Children can acquire invaluable skills allowing them to develop the abilities needed for success in school.

A pilot project to evaluate early learning in reading and writing

Learning to read is a major determinant of success in school for children. Practices for early learning of reading and writing among young children promote later development of reading and writing skills. They can also help increase their ability to learn in other fields such as math and science.

- In particular, these practices help them prepare for their education, limit learning disabilities and the cost of pedagogical support and improve success in education. Children who participate in early-learning activities for reading and writing, whether at home or in daycare, learn to read more easily and are better readers.²

An early-learning program for reading and writing in daycares in schools was designed and tested during the 2010-2011 school year with kindergarten children. This pilot project showed that early-learning activities in reading and writing have a significant effect on engagement and openness to books among children exposed to the program compared with those who did not participate.

1 Institut de la statistique du Québec.

2 Ministère de l'Éducation et de l'Enseignement supérieur, *Le plaisir de lire et d'écrire, ça commence bien avant l'école*, implementation workbook 2003-2007.

4.2 Give students the desire to succeed and strive for excellence

Offering a variety of educational pathways gives as many students as possible the desire to succeed, by offering them opportunities so that they can be successful in school.

— The Plan for Success in Education and Higher Education includes initiatives totalling \$40 million per year to encourage young people to succeed and strive for excellence.

TABLE 8

Investments in Giving students the desire to succeed and strive for excellence

(millions of dollars)

	2016-2017	2017-2018	2018-2019
Sport, culture and partnerships			
Foster success through physical activity in school	8	8	8
Foster learning and success through exposure to arts and culture	3	3	3
Institute Placement Réussite to benefit young people	4	4	4
Excellence in higher education			
Support excellence in higher education learning in colleges and universities	25	25	25
TOTAL	40	40	40
Investment breakdown			
<i>Preschool, primary and secondary education⁽¹⁾</i>	15	15	15
<i>Higher education</i>	25	25	25

(1) Including leisure, sports and outdoor measures.

❑ **Sport, culture and partnerships**

The Plan proposes initiatives that affect sport, culture and partnerships.

- Investments of \$8 million beginning in 2016-2017 are planned to promote success through physical activity.
 - These investments aim largely to improve access to equipment and materials for physical activity to contribute to success in school and school retention. Additional investments are also earmarked in the QIP (see section 4.4).
- An amount of \$3 million beginning in 2016-2017 is earmarked to promote learning and success through exposure to arts and culture. In particular, these initiatives will prompt the organization of cultural activities and better ties between culture and education.
- Success in education and higher education is everyone's business; therefore \$4 million is being dedicated annually to support stakeholders who contribute to success in education.
 - By implementing Placement Réussite, the government aims to create or strengthen ties with key partners in civil society for success. This participation will take the form of partnerships, while promising initiatives will be supported financially by the government.

❑ **Excellence in higher education**

There should also be greater success in college and university teaching; an additional \$25 million will be devoted to this beginning in 2016-2017.

- This amount is meant to implement measures to support the success of college and university students.

Early exposure to culture

Exposure to culture starts at birth. Children are first exposed to culture through family, daycare and school. These first contacts will determine how important culture is in one's life. Moreover, the benefits of early exposure to culture for youth development are increasingly recognized.

To spark young people's interest, it is essential to develop a cultural offer that is all their own. Artists, creators and cultural organizations will help develop this offer for youth.

In addition to the annual \$3 million earmarked in the Plan for Success in Education and Higher Education, the government will invest \$5 million per year as of 2016-2017 to build the offer for children aged 4 to 11 by enhancing support to creators through the Conseil des arts et des lettres du Québec.

Examples of civil society's involvement in education

Youth Fusion

Youth Fusion is an award-winning charity dedicated to creating partnerships between primary and secondary schools and universities.

Its mission is to lower school drop-out rates by creating continuous ties between the school system and the community, in order to involve at-risk youth in innovative and meaningful education projects that contribute to their learning, qualifications and social integration.

Young people are supported throughout the school year in creating something they present at the end of the year.

- For example, the Academic Support program, the purpose of which is to ease the transition from primary to secondary school for students with difficulties, is built using a personalized approach.

In 2014-2015, concrete results were achieved:

- 14% of students supported had an average score higher than 75% in French;
- 16% of students supported had an average score higher than 75% in math.

L'Ancre des jeunes

Since 1991, L'Ancre des jeunes has been working in an area where the drop-out rate is around 50%. Its mission is to promote school retention among young people by ensuring continuous, personalized support academically, socially and personally.

L'Ancre des jeunes services are for students in grade 5 to secondary 4. They show major motivational problems in school and are at risk of dropping out or have already dropped out.

Le Grand défi Pierre Lavoie

Le Grand défi Pierre Lavoie (GDPL) encourages Quebecers to adopt regular healthy habits to make healthy choices the norm for future generations.

Originally closely tied to primary schools, the GDPL has expanded its mission to mobilize students at all levels as well as people of all ages, in Québec and beyond.

- To this end, major unifying events take place every year to produce a lasting change in the population.

The challenge was started in November 2008. It has become the largest health event ever organized in the province.

Fundraising activities are initiatives that not only help change the lifestyle of participants (18 years and older), but also encourage them to get involved in promoting a healthy lifestyle in schools.

4.3 Continue to innovate in education and higher education

The relationships between the education and higher education networks and businesses help ensure that the training received by young people not only allows them to thrive, but also meets current and future labour market requirements.

— The Plan for Success in Education and Higher Education proposes investments of \$27 million as of 2016-2017 to continue innovating in education and higher education.

TABLE 9

Investments for the Continue to innovate in education and higher education component (millions of dollars)

	2016-2017	2017-2018	2018-2019
Improve networks' effectiveness			
Increase training and financing for optimization initiatives	8	8	8
Innovative practices			
Support occupational integration and training-employment alignment	10	8	8
Foster the mobility of Québec students	5	4	4
Support college centres for technology transfer	4	6	6
TOTAL	27	27	27
Investment breakdown			
<i>Preschool education and elementary and secondary instruction⁽¹⁾</i>	8	7	7
<i>Higher education</i>	19	20	20

Note: The figures have been rounded off, so they may not add up to the total indicated.

(1) Including leisure, sports and outdoor measures.

❑ **Improve networks' effectiveness**

The Plan includes \$8 million per year starting in 2016-2017 to increase the effectiveness of the education and higher education networks with innovative practices.

— The purpose of this measure is to stimulate the implementation of optimization projects within the school boards and colleges, and reinvest the amounts made available in direct services to students.

Furthermore, governance training will be organized to raise administrators' awareness of their roles as managers of public funds.

❑ **Innovative practices**

The Plan includes \$10 million in 2016-2017 and \$8 million as of 2017-2018 to foster occupational integration and improve training-employment alignment.

— To reinforce linkages between the socio-economic environment and the school boards, colleges and universities, the additional investments will enable the creation of new partnerships, particularly in the regions.

To contribute to the vitality of colleges and study programs in the regions and abroad, amounts of \$5 million in 2016-2017 and \$4 million as of 2017-2018 are included to improve the mobility of Québec students, in particular by increasing higher education outreach through the internationalization of study programs.

■ **Support college centres for technology transfer**

Innovation is essential to enable businesses to increase their productivity. College centres for technology transfer (CCTT) are well placed to guide businesses through their innovation processes, thanks to their technical and scientific expertise and their cutting-edge equipment.

— CCTT activities promote collaboration between businesses and colleges. By hiring students as interns in their laboratories, the CCTTs contribute significantly to the students' training.

To foster innovation, the CCTTs have implemented a new intervention model, one that aims to support companies throughout the innovation process from design to marketing.

To gradually implement this new intervention model, Budget 2016-2017 provides for a \$16-million envelope over three years. This amount will be granted by focusing first on priority niches to facilitate implementation of the new intervention model that will foster Québec's economic development, in particular:

- food processing;
- aerospace sector;
- implementation of digital technologies;
- sustainable transport and energy;
- Internet of Things.

To ensure optimal deployment of the approach, the CCTTs must provide the government with a yearly accountability report that includes an allocation plan for the amounts received, details on how the funds are used and an analysis of the results obtained.

To these ends, the Plan includes amounts of \$4 million in 2016-2017 and \$6 million in 2017-2018 and 2018-2019 for the Ministère de l'Éducation et de l'Enseignement supérieur.

The Minister of Economy, Science and Innovation and the Minister responsible for Higher Education will soon announce the allocation conditions of the CCTT amounts.

Canada First Research Excellence Fund

The Canada First Research Excellence Fund is a federal program that helps selected universities become world leaders in research areas likely to result in long-term economic benefits for Canada.

- The Fund invests approximately \$200 million per year to support Canada's postsecondary establishments in their efforts to become global research leaders.

Pleased by the success of this first program, a second competition was launched. The process to identify which establishments will be selected in this new competition is now underway. Successful establishments could thus become centres of excellence and serve as focal points for research and innovation in their fields.

- Seven projects submitted by Québec universities were selected at the competition's letter-of-intent stage.
- The final results will be announced during the summer of 2016.

4.4 Improve infrastructures: provide a more stimulating learning environment

Young people’s physical environment must be safe and stimulating in order to give them the desire to excel.

The Plan proposes an additional \$700 million in investments aimed at providing students with more stimulating learning environments, thus fostering their desire to succeed.

TABLE 10

Investments for the Improve infrastructures component (millions of dollars)

	Plan total
Provide a more stimulating learning environment	
Maintenance of assets	250
Elimination of asset maintenance deficit	250
Making schools eco-friendly	100
Adding gymnasiums to schools	50
Sports and recreation facilities	50
TOTAL	700

Additional investments for college and university infrastructures

In addition to investments under the Plan for Success in Education and Higher Education, the Québec Infrastructure Plan 2016-2026 has earmarked an additional amount of \$166 million for refurbishing college and university infrastructures.

For the CEGEPs, an additional investment of \$100 million is planned.

- An amount of \$70 million has been set aside to meet the changing needs associated with educational support.
- Furthermore, close to \$25 million will go toward maintaining new spaces used over the last few years.
- Lastly, some \$5 million have been allocated to integrating new technologies, notably nursing care simulators and dummies.

The universities can also benefit from new investments totalling \$66 million.

- The investments will first serve to rehabilitate and transform buildings as well as renew equipment. They will also accelerate the elimination of asset maintenance deficits in certain establishments, including the McGill University McDonald-Stewart Library Building and Université du Québec à Montréal’s Pavillon Judith-Jasmin.

❑ Offer a more stimulating educational setting

The proposed investments aim to improve the overall condition of the education and higher education sector assets.

- An additional amount of \$500 million will be allocated to asset maintenance in the school board network. Half of this investment, or \$250 million, will be allocated to the elimination of the asset maintenance deficit.

A total of \$100 million will also be set aside to make establishments more eco-friendly, thus allowing for the reduction of greenhouse gas emissions and promoting energy-saving measures.

- It will therefore be possible to fund school energy conversion projects or the construction of new infrastructures integrating environmental principles such as geothermal energy.
- This measure is part of the *Government Sustainable Development Strategy 2015-2020* whose first orientation is to bolster sustainable development governance in public administration. Québec can show leadership in many ways, including reducing GHG emissions in government buildings and agencies.⁶

Investments worth \$50 million will also ensure that students at all schools have access to a gymnasium so they can participate in sports.

- Over the next three years, new gymnasiums will be built where it is possible to do so. Partnerships will be formed for schools where building a gymnasium is technically impossible, often due to the educational establishment's location.

The investments set out in the Plan will also ensure continued funding of projects that are part of the sports facilities support program.

- An amount of \$50 million is provided for the funding of additional projects such as indoor and outdoor skating rinks, pools, tennis courts, soccer fields, sports centres and multisport facilities, particularly in Québec municipalities.

⁶ Priority 20 of the *Government Sustainable Development Strategy 2015-2020* on fostering renewable energy sources and energy efficiency in residential, commercial and institutional buildings.

❑ Infrastructure investment funding

Generally speaking, public capital investments are funded over the long term, with varying periods based on the infrastructure's useful life.

Expenditures associated with asset maintenance work are made through the Ministère de l'Éducation et de l'Enseignement supérieur subsidies to pay interest and repay capital to the education networks.

— The costs stemming from the additional investments in asset maintenance are included in the expenditures of the Ministère de l'Éducation et de l'Enseignement supérieur.

Investments in sports and recreational facilities made by the Sports and Physical Activity Development Fund are financed by revenue from the specific tax on tobacco products. Except in special cases, the assistance granted to support sports and recreational facility projects is paid over a 10-year period.

— To fund this measure, the amount drawn annually from specific tax on tobacco products' revenues will be increased by \$6 million from 2016-2017 to 2025-2026.

Investments to improve infrastructure energy efficiency and reduce greenhouse gas emissions are funded in whole or in part by the Green Fund.

— The Green Fund's primary source of revenue is the sale of greenhouse gas emission units through the cap-and-trade system for greenhouse gas emission allowances (carbon market).

TABLE 11

Expenditures for infrastructure project funding (millions of dollars)

	2016-2017	2017-2018	2018-2019
Éducation et Enseignement supérieur	5	20	34
Sports and Physical Activity Development Fund	1	3	6
Green Fund	1	4	7
TOTAL	7	27	47

Several infrastructure projects in recent years

Promoting success through physical activity in schools

Thanks to government financial assistance, the Financial Support Program for Sports and Recreational Facilities enables the construction, renovation, development and upgrading of sports and recreational facilities. The Program aims to improve the quality of sports facilities and encourage Quebecers to take part in physical and sports activities in a safe and healthy environment.

On March 1, 2016, financial assistance of \$1 million was provided to the Lac-Mégantic region for a gymnasium, a multipurpose community centre, a multipurpose space for young people and a splash pad.

Energy savings in schools

Certain school boards are already transitioning to geothermal systems to achieve energy savings. Specifically, in eastern Québec:

- the Commission scolaire des Phares launched a major project in five schools in 2008;
 - The transition toward geothermal energy has been an environmental and economic success. With the savings, the school board was able to reimburse its \$6 million investment in five years, three years earlier than planned.
- the Commission scolaire des Chic-Chocs also made investments to equip five of its schools with geothermal heating systems.
 - Combined with other measures, the use of geothermal energy allowed the school board to reduce its energy consumption by 27% in two years, leading to annual savings of \$380 000 and significantly reducing its environmental impact.

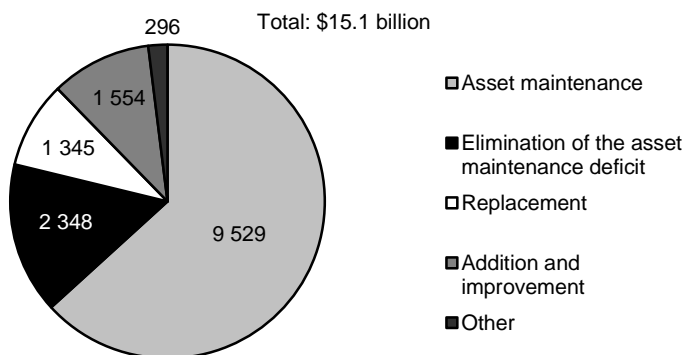
■ **Evaluation of the overall infrastructure inventory in education and higher education**

Including the Plan's⁷ additional investments of \$700 million, the QIP 2016-2026 provides for investments of \$15.1 billion for the education networks. Of this amount, \$8.9 billion has been allocated to preschool education and elementary and secondary education; the remaining \$6.2 billion is for higher education.

- More than 80% of the total investment will be used to keep the existing infrastructures in good condition.
 - Indeed, over the next 10 years, \$9.5 billion will be spent on asset maintenance. Another \$2.3 billion will be used to eliminate the asset maintenance deficit.
- A total of \$1.6 billion has been earmarked to improve existing infrastructures or build new ones, for the following projects in particular:
 - the addition of classrooms in the school boards to accommodate the increasing number of students;
 - the addition of gymnasiums and sports facilities;
 - the construction of Université de Montréal's science complex.
- Lastly, \$1.3 billion will be invested in replacing existing infrastructures.

CHART 11

QIP 2016-2026 envelope for education and higher education, per type of investment
(millions of dollars)



(1) Includes amounts for studies, as well as the sector envelope set aside for projects under study and future projects as yet undetermined by the government.
Source: Secrétariat du Conseil du trésor.

⁷ Including \$50 million for sports and recreational facilities, particularly in municipalités.

5. FINANCIAL FRAMEWORK FOR EDUCATION AND HIGHER EDUCATION

The education system not only plays an essential and beneficial role in Québec's social development, but also contributes to economic growth.

— With its Plan for Success in Education and Higher Education, the government intends to do everything it can to help as many people as possible achieve success.

These additional investments will raise the growth in education and higher education spending to 3.0% for 2016-2017.

— Education spending will total \$17 245 million in 2016-2017.

Additional investments in the education and higher education sector under the Québec Economic Plan will make it possible to significantly improve its financing.

TABLE 12

Expenditure of the Ministère de l'Éducation et de l'Enseignement supérieur – 2015-2016 and 2016-2017⁽¹⁾ (millions of dollars)

	2015-2016	2016-2017
Primary and secondary education		
Preschool, elementary and secondary education	10 375	10 629
Development of recreation and sport	69	74
Administration and support of bodies	144	145
Subtotal – Primary and secondary education	10 588	10 848
% change		3.2
Higher education		
Higher education	5 446	5 554
Student financial assistance	702	745
Administration and support of bodies	91	98
Subtotal – Higher education	6 239	6 397
% change		2.5
TOTAL	16 827	17 245
% change		3.0

(1) Excludes an amount of \$78.5 million for francization for immigrants in 2016-2017.

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

APPENDIX: DETAILS ON MEASURES OF THE PLAN FOR SUCCESS IN EDUCATION AND HIGHER EDUCATION

TABLE 13

Measures of the Plan for Success in Education and Higher Education
 (millions of dollars)

	2016- 2017	2017- 2018	2018- 2019	Total
ACT EARLY AND IN THE RIGHT PLACE	97	101	102	300
ACT EARLY	51	54	54	
Support success in reading and writing for elementary school students ⁽¹⁾	39	39	39	
Offer kindergarten 4 full time in underprivileged areas ⁽¹⁾	7	7	7	
Do more for the most vulnerable clientele throughout their schooling	4	4	4	
Expand the Éveil à la lecture program at the early childhood level	1	4	4	
ADDRESS THE SCHOOL DROP-OUT RATE	35	36	37	
Support integration into the regular classroom ⁽¹⁾	10	10	10	
Offer directed studies in high school ⁽¹⁾	9	9	9	
Improve local and regional management of organizations that support academic success	4	4	4	
Provide young people at risk of dropping out of school with ongoing support once they enter secondary school	2	2	2	
Support students with special needs or disabilities ⁽¹⁾	10	11	12	
OTHER INITIATIVES (ACT EARLY AND IN THE RIGHT PLACE)	11	11	11	
Offer a learning environment that aligns with 21st-century realities: École du 21 ^e siècle	5	5	5	
Ensure the vitality of small communities ⁽¹⁾	5	5	5	
Deploy intercultural education in Québec schools to foster harmonious integration	1	1	1	
GIVE STUDENTS A DESIRE TO SUCCEED AND STRIVE FOR EXCELLENCE	40	40	40	120
SPORT, CULTURE AND PARTNERSHIPS				
Foster success through physical activity in school	8	8	8	
Foster learning and success through exposure to arts and culture	3	3	3	
Institute Placement Réussite to benefit young people	4	4	4	
EXCELLENCE IN HIGHER EDUCATION				
Support excellence in higher education learning in colleges and universities	25	25	25	
CONTINUE TO INNOVATE IN EDUCATION AND HIGHER EDUCATION	27	27	27	80
IMPROVE NETWORKS' EFFECTIVENESS				
Increase training and financing for optimization projects	8	8	8	
INNOVATIVE PRACTICES				
Support occupational integration and training-employment alignment	10	8	8	
Foster the mobility of Québec students	5	4	4	
Provide greater support to college centres for technology transfer	4	6	6	
TOTAL	164	168	168	500

Note: The figures have been rounded off, so they may not add up to the total indicated.

(1) Measure announced November 26, 2015.

TABLE 14

Plan for Success in Education and Higher Education – Breakdown according to responsibility
(millions of dollars)

	2016-2017	2017-2018	2018-2019	Total
ACT EARLY AND IN THE RIGHT PLACE	97	101	102	300
Preschool, elementary and secondary education ⁽¹⁾	87	91	92	
Higher education	10	10	10	
GIVE STUDENTS A DESIRE TO SUCCEED AND STRIVE FOR EXCELLENCE	40	40	40	120
Preschool, elementary and secondary education ⁽¹⁾	15	15	15	
Higher education	25	25	25	
CONTINUE TO INNOVATE IN EDUCATION AND HIGHER EDUCATION	27	27	27	80
Preschool, elementary and secondary education ⁽¹⁾	8	7	7	
Higher education	19	20	20	
TOTAL	164	168	168	500
Preschool, elementary and secondary education ⁽¹⁾	109	113	113	
Higher education	55	55	55	

Note: The figures have been rounded off, so they may not add up to the total indicated.

(1) Also includes leisure, sports and outdoor measures.

