

EXECUTIVE SUMMARY

SHAPING THE FUTURE OF FRENCH POSTSECONDARY EDUCATION TOGETHER

REPORT OF THE NATIONAL DIALOGUE
ON POSTSECONDARY EDUCATION
IN A FRANCOPHONE MINORITY CONTEXT

About this Executive Summary

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Introduction

In Canada, the 22 postsecondary institutions that offer French-language education in a minority context are pillars of Francophone minority communities.

They are recognized as essential links in the French-language education continuum and in ensuring the vitality of these communities. They also serve as a bulwark against assimilation. They provide engaging spaces where it is possible to live in French and that have a lasting effect. They help these communities face or bring about social, economic, political and cultural change. They also shape the intellectual life of the country by developing empowered and creative citizens.

The need for the National Dialogue

Francophone and Acadian communities want to be able to count on strong and dynamic Francophone postsecondary institutions. They are concerned about the vulnerability of many of their colleges and universities. They consider that the range of programs offered by postsecondary education in a Francophone minority context is inequitable. A series of factors have led to significant gaps in access to postsecondary education in French in a minority context.

Given the scope of the challenges, the Association des collèges et universités de la francophonie canadienne (ACUFC) and the Fédération des communautés francophones et acadienne (FCFA) du Canada organized the National Dialogue on postsecondary education in a Francophone minority context in Canada with two intended goals:

- Take stock of the current situation with regard to postsecondary education in a Francophone minority context in Canada.
- Find coherent, systemic and long-term solutions to ensure the sustainability of this sector.

Francophone and Acadian communities seek to offer a living environment whereby people, from birth, can learn, build, entertain, heal, invent, migrate and play in French just as in English, all across the country. This means that French-language colleges and universities must be able to offer a full range of programs, provide thriving French learning environments, strengthen community ties, develop a skilled workforce, and provide lifelong learning opportunities in French for different types of people.

Structure of the summary

This report begins by presenting the Francophone postsecondary horizon through the lens of five main principles and three main recommendations. This is followed by the five major themes under which the fundamental issues of postsecondary education in the Francophone minority context are grouped, as well as the demographic, social, cultural, administrative and economic contexts that have an impact on them. These are: the needs of the student population, access to educational programs, excellence in research, contribution to the vitality of Francophone and Acadian communities, and the financial sustainability of postsecondary education in a Francophone minority context.

Approach and methodology of the National Dialogue

The process began with targeted consultations and a survey of postsecondary stakeholders in May and June 2021. Then, after creating a [website](#), ACUFC and FCFA conducted 14 public [events](#) online, including a two-day summit with an in-person component, between September 2021 and March 2022. In total, approximately 1,400 people participated in the National Dialogue. [Preparatory materials](#) were shared prior to eight of the events. In addition, more than 70 experts and stakeholders in postsecondary education in a Francophone minority context were invited to speak on a particular theme. A representative from each of the college, university, community and youth sectors participated in all the thematic workshops to ensure their perspectives were included. The experiences, perspectives and solutions proposed during the National Dialogue form the basis of this report. The authors have occasionally used scientific literature to confirm, illustrate or develop the perspectives communicated during this process.

Postsecondary Education Horizon in a Francophone Minority Context

The discussions and data collected during the National Dialogue enabled the Francophone and Acadian communities to articulate their future hopes for postsecondary education in a Francophone minority context. This vision is presented in the form of five principles that should guide the implementation of the recommendations contained in this report.

Postsecondary education in a Francophone minority context...

Achieves substantive equality

Access to postsecondary education in a Francophone minority context is largely inadequate compared to what is offered in English. The substantive equality desired by the communities will be achieved when governments adequately consider the differences in the characteristics and circumstances of postsecondary education in a Francophone minority context. Institutions will then offer a full range of programs; conduct numerous and innovative research programs; have a student population that is at least equivalent to the demographic weight of Francophones; offer a rich student experience; and have significant capacity to accommodate diverse student profiles.

Contributes closely to the development of Francophone and Acadian communities

Francophone and Acadian communities need institutions that actively contribute to their vitality. Because of the minority status of these communities, their postsecondary institutions have additional missions, including conveying a distinct linguistic identity and establishing a pan-Canadian societal project inspired by linguistic duality, which sets them apart from majority institutions. These institutions operate in an environment where the protection of French requires positive measures and where they must demonstrate resilience.

Constitutes a key link in the French-language education continuum

For a linguistic minority, having a full continuum of education is essential to ensure the transmission of language and culture to younger generations. The protection and development of postsecondary education in a Francophone minority context is essential to support the entire education continuum. Indeed, postsecondary institutions allow for the transfer of knowledge and expertise that ensures individuals' optimal professional and civic participation throughout their lives. This education continuum should also strengthen skills and confidence in French.

Recognizes the importance of collaboration

While institutions can offer high-quality programs and services, they cannot easily compete with majority-language institutions in terms of program diversity. The idea of a comprehensive postsecondary education – that is, one that offers a wide range of programs in all major fields of study – remains an achievable goal for Francophone and Acadian communities, but it requires greater collaboration. This is particularly important, given the complexity of today's society and labour market. Greater collaboration will help create a wide range of programs, courses and services, and will provide Francophone and Acadian communities with opportunities equivalent to those available to majority groups.

Demonstrates excellence and innovation

Many criticize the restrictive nature of the notion of excellence promoted through the top college and university rankings, by the research funding agencies and by the institutions themselves with respect to their faculty. These criteria are essentially quantitative and generic and do not take into account the realities of institutions in their Francophone minority context or with regard to the roles they have. Postsecondary stakeholders would benefit from defining their own criteria for excellence and assessment, both in terms of research and teaching and the overall scope of their institution.

Priority recommendations

The issues and needs identified during the National Dialogue are numerous, complex, persistent and far-reaching. Appendix A presents **29 recommendations** to address the needs and challenges outlined in sections below. To implement coherent, systemic and sustainable solutions, three additional priority recommendations emerge.

The federal government should develop a permanent support program, on the basis of a new policy statement, for postsecondary education in a Francophone minority context.

In light of the modernization of the Official Languages Act, the federal government should devise sustainable solutions that involve the entire federal government as well as the provincial and territorial governments in their respective and complementary areas of jurisdiction.

The implementation of this program should take into account the needs and objectives identified by postsecondary institutions and Francophone and Acadian communities.

This program would be based on a new public policy statement that would make explicit the federal government's responsibilities to ensure a rich and comprehensive postsecondary education in a Francophone minority context, while respecting the jurisdictions of each level of government. This statement would give substance to the government's objective of having strong institutions serving all Francophone and Acadian communities. It would also give the federal government additional leverage to support institutions that help it achieve the targets it has set for itself, particularly with respect to individual bilingualism and Francophone immigration.

The federal government should fund the creation of a structured and ambitious mechanism to increase the capacity for inter-institutional collaboration and to document related issues.

Collaboration is at the heart of this report. It emerges as the preferred way to ensure the sustainability of the postsecondary sector in a Francophone minority context. However, it requires significant investment. A mechanism will have to be devised that will significantly increase the capacity for inter-institutional collaboration. Such a mechanism, which could be housed at the ACUFC, would document barriers to collaboration, explore ways to overcome them, and support the development of new collaborations. Increased capacity for collaboration would, for example, improve access to programs, increase the availability of educational resources, and help to ensure flexibility in a changing labour market.

The stakeholders in postsecondary education in a Francophone minority context should, under the leadership of the ACUFC and the FCFA, and with the support of the federal government, establish a mechanism for the concerted implementation of the recommendations contained in the National Dialogue report.

Following the release of this report, key stakeholders in Francophone minority postsecondary education will form a working group on systemic, fair and long-lasting changes in the Francophone minority postsecondary sector, and ensure that the recommendations in this report are implemented. The specific roles of the stakeholders in this project and in the implementation of the recommendations will be determined in a collaborative manner. This work could lead to comprehensive or more targeted work, strategic or action plans.

The participants in the National Dialogue hoped that the implementation of their recommendations would closely involve the federal, provincial and territorial governments. Their active participation is required if there is to be recognition of the true value of postsecondary education in a Francophone minority context and of its contribution to the development of Francophone and Acadian communities.

Meeting the Needs of a Diverse Student Population

The National Dialogue highlighted the importance of the concept of well-being for the student population, but also the diversified and evolving nature of the needs of this population.

While there is indeed a student population that is motivated to study in French in a minority context, when it comes to choosing, leaving or staying at an institution, they are just as concerned about other criteria.

Meeting the aspirations of the student population with a tailored postsecondary pathway

For many people, the choice to study in French at the postsecondary level outside of Québec is not as natural as the choice to study in English. Potential student populations face a variety of barriers that may diminish their interest and hinder their access to a French-language education. For example, the promotion of postsecondary education in French within French-language or immersion high schools is very uneven. Competing in the higher-education marketplace at the international level is very time-consuming, if not impossible, for small institutions. There is also the attraction of English-language institutions, which offer a wider range of programs and have more campuses outside the major centres. In addition, data from the National Graduates Survey (2018) confirms that postsecondary education offered in French in a minority context results in higher levels of debt for the student population.

Increasing the size of student populations by raising awareness of the benefits of studying in French

The distinctive advantages of pursuing a postsecondary education in French are not sufficiently promoted. Personalized approaches and small class or cohort sizes, as well as the dynamism and sense of belonging that postsecondary institutions in a Francophone minority context engender, are assets that should be promoted. It is also important to make the student population aware of the added value of French in the labour market. The National Dialogue highlighted the fact that institutions would benefit from greater recruitment efforts among people with diverse profiles – particularly immigrants, LGBTQ2+, Indigenous peoples and immersion students.

Removing language barriers to French-language studies

Various language barriers may discourage students and lead them to choose an English-language program. The limited access to French-language programs is accompanied by a lack of course diversity in many programs, and the requirement to take some courses in English. While this English requirement is an asset for some people who wish to improve their English skills, for others it reduces their ability to succeed. Several people recalled recurring feelings of linguistic insecurity linked both to the lower status of French compared to English, and to the devaluing of different varieties of French.

Many learners would appreciate support and resources to improve their French-language skills and reach a professional level. In order to facilitate professional integration, English-language courses should be proactively offered to students who need it. Other barriers, however, are created by the language requirements associated with professions regulated by professional bodies. These English-language requirements may sometimes be justified, but in some circumstances are unreasonable.

Working towards a sense of belonging through French

The development of a sense of belonging, whether to an institution, to the language or to the community, contributes directly to a community's sustainability. However, testimonies heard during the National Dialogue emphasize the importance of welcome, support and inclusion activities as well as the value in promoting the Francophone character of physical and virtual spaces.

Enabling the student population to develop relationships is all the more important given growing ethnocultural diversity, where feelings of isolation may be exacerbated. The inclusiveness of an institution is also measured by its ability to create alliances with the LGBTQ2+ community and to raise awareness of sexual diversity within the college or university community. Similarly, more action could be taken to ensure that Indigenous perspectives are truly considered in campus design and activities.

Some educational settings offer few opportunities to experience a sense of community in French and develop ties with others. Providing opportunities for students to experience community in French, making the Francophone community more visible, or creating spaces where activities naturally take place in French, are all examples of how a sense of belonging can be created in the language.

Making collaborative decisions

Young people brought pertinent and innovative ideas to the National Dialogue. Several participants expressed the wish that young people be part of a meaningful and ongoing dialogue with the administration of the institutions where they study, so that their realities and needs are taken into account in a regular and standardized manner. Approaches should allow for the creation of participatory environments that truly value young peoples' opinions.

Focusing on Program Excellence

The National Dialogue provided an opportunity to examine the challenges in providing postsecondary education in Francophone and Acadian communities.

Innovations were also noted, and it is clear that significant efforts towards innovation rooted in inter-institutional collaboration could make a difference.

Facing the challenges of education in a Francophone minority context

To date, program offerings are sometimes inequitable and less suitable. For example, science, technology, engineering and mathematics (STEM) fields and other areas essential for community advancement (such as education) are underdeveloped. Furthermore, the affiliation of some institutions with a larger English-language university limits the opportunities to develop programs that meet the needs of Francophone communities. In addition to financial issues, other barriers hinder the development of relevant programs, including government approval processes or the lack of a framework to facilitate collaboration.

The small size of Francophone institutions means that faculty members take on many roles in their administration, as well as with Francophone community organizations. In addition, COVID-19 has had several impacts, particularly with respect to distance-learning. Small institutions require a greater investment in digital technology. In terms of language security, COVID-19 has also had negative consequences for the student population, including reduced opportunities for oral expression in French.

Innovating for program excellence

The small size of the institutions and their commitment to Francophone communities have fostered a number of innovations. However, there is a lack of resources to respond to evolving needs and to address emerging social issues or regional needs in consultation with local Francophone communities.

Innovation can take many forms. Different types of experiential learning (internships, field trips, experiments, etc.) have already proven productive in a minority setting, since they help to demonstrate the relevance to first-generation students of what they are studying; anchor institutions more firmly in their communities by increasing the points of contact with them; and improve the institutions' course offerings. That said, collaborations with the professional community are sometimes more difficult to establish, given the need for French-language supervision. At the same time, interdisciplinary and transdisciplinary approaches have enabled various institutions to make the most of a limited course offering. In the area of literacy, although occasional innovations are taking place, these initiatives often remain marginal, whereas several possibilities could be considered to make them sustainable.

Improving provision through institutional collaboration

Inter-institutional collaboration has the potential to provide expanded course and program offerings and improved services. For example, the proliferation of articulation or student mobility agreements was deemed important, among other things, to facilitate access to a greater variety of courses and to create bridges between college and university programs offered in French. In addition, institutions must have the means to provide a comprehensive and complementary digital-learning experience for the entire student population. The

creation of teaching material adapted to the realities of Francophone communities was identified as another area where structured collaboration is desirable and necessary. The scarcity of this material makes learning less effective, has a negative impact on language security, limits opportunities for identity-building, and adds to the already heavy workload of teaching staff. In order for postsecondary institutions in Francophone minority communities to work together coherently, fairly and effectively, principles and guidelines are needed.

Redefining and Developing Research Excellence

Research conducted in French outside of Québec and research on Francophone and Acadian communities fuel an extremely beneficial intellectual life in these communities. However there are several challenges.

Working at the periphery of Francophone research networks

Those conducting research in French in a minority setting have heavy teaching loads. Graduate students are few and far between, and colleagues working in French on similar themes are in distant locations. These contexts limit opportunities for scientific collaboration and interaction, even though these would be very beneficial.

Conducting research in French in an English-speaking environment

English is more than ever the lingua franca of an increasingly international scientific research environment. In this context, faculty members are increasingly conducting research activities in English. Also, the lack of knowledge of research issues specific to the Francophonie can have a negative impact on the chances of researchers from Francophone communities receiving funding. These individuals also face structural barriers, including inequitable

evaluation criteria by the major research funding agencies and more research support available in English. Greater sensitivity to the particularities of Francophone communities would counteract the structural biases that negatively affect projects submitted by researchers from institutions in these communities..

Combining research and community engagement in a minority context

The National Dialogue provided an opportunity to call for more connections between the community and faculty, so that faculty are recognized as a critical link in the development and application of the knowledge that these communities have of themselves. While faculty want to take on this social responsibility, they feel pressure without sufficient resources at their disposal to fulfill this responsibility.

Contributing to the Vitality of Francophone and Acadian Communities

Postsecondary institutions in a Francophone minority context assume far more extensive societal functions than those of Anglophone majority institutions.

Fulfilling these functions requires ongoing dialogue and networking between the institutions and the Francophone communities.

A need for population growth

There is reason to be concerned about the lower enrolment in postsecondary education programs offered in French in a minority context. For example, in 2018–2019, only about 2% of the student population was studying in French outside of Québec. Similarly, Francophone communities are experiencing a demographic decline due, in large part, to a shortfall in Francophone immigration. Francophone postsecondary institutions can be a powerful lever to facilitate the growth of immigration to these communities. That said, in general, these institutions recruit proportionately fewer international students than other Canadian institutions.

A need for socio-cultural networking

Universities and colleges that offer programs in French are a source of pride for Francophone and Acadian communities. Similarly, these institutions value their Francophone character, and most recognize their contribution to Francophone and Acadian communities. There are a number of ways to increase the scope of these links, such as initiatives that regularly engage the arts community and rural Francophone communities.

A need for job-market preparation

Colleges and universities in Francophone minority contexts need to train a French-speaking workforce in fields directly related to community development. However, the limited range of, and access to, French-language programs has an impact on the availability of French-speaking staff, particularly in the health sector and in French-language schools and childcare services. In this sense, supporting the Francophone community benefits the region's businesses and industries, whether they are Francophone or not.

A need to reflect on the governance of postsecondary institutions

Postsecondary institutions in Francophone minority contexts operate according to a variety of governance models, due to different socio-demographic and political contexts, but also a desire to meet the needs of Francophone communities. The place of English in education, in the student experience and in the governance of certain institutions, is of concern to Francophone communities. While we can recognize the relevance of several governance models due to diverse contexts, it is important to consider the changing needs of Francophone communities and stakeholders. It is up to each institution and the communities it serves to ensure an ongoing dialogue on governance models in order to protect French and ensure the resilience of Francophone communities.

Ensuring the Financial Sustainability of French–Language Postsecondary Education

Because of the funding mechanisms for postsecondary education in Canada, and the needs related to French–language programs in a minority context, some institutions are in a precarious situation, which threatens their viability and that of certain programs.

This context compromises access to quality postsecondary education as well as the development and innovation possibilities of these institutions.

The decline in public funding for postsecondary education

Since the 2008–2009 financial crisis, the proportion of government investment has declined. During this same period, tuition-fee revenues have increased, largely due to the growth in the international student population. This financial environment not only exacerbates the competitive dynamics among Canadian postsecondary institutions, but also increases the volatility of their revenues. Although it is difficult to document the effects of this situation on French–language studies, certain observations can be made. First, the small size of French–language student cohorts reduces the potential for institutional economies of scale and revenue. Second, the proportion of the international student population is lower, on average, for French programs, which reduces institutional revenues.

Required investment

In addition, complementary investments are needed for French–language education in a minority setting to enable institutions to ensure the linguistic well-being of the student population and the transmission of a sense of belonging and identity and of Francophonie cultures. In concrete terms, such investments aim to develop places where French is the normal language of use; activities that develop a sense of belonging and linguistic well-being; professional and administrative environments that make ample room for French; and campuses that are located close to rural or dispersed Francophone communities. At the same time, institutions would support governments in achieving public policy objectives.

The role of the provinces

Education is exclusively a provincial responsibility. However, since the provinces do not always recognize the importance of investing equitably in postsecondary education in the Francophone minority context, significant gaps are apparent. There are, however, models of funding formulas in some provinces that recognize differentiating factors in the cost structure.

The federal role and provincial/ territorial collaboration

Although postsecondary education is a provincial or territorial responsibility, federal institutions have a duty to ensure that positive measures are taken to support the development and vitality of Francophone communities. They can do this by referring to the federal government's spending power to fulfill their obligations. The federal government must continue to put in place conditions that are conducive to the development of measures that will have a direct, ongoing and equitable impact on postsecondary institutions in a Francophone minority context.

A number of criticisms of federal programs were raised during the process, particularly in relation to the funding of recurrent initiatives through packages that are not intended for that purpose, and the matching funds requested from the provinces and territories, which in fact often consist of existing funds rather than new investments. Considerable concern was expressed during the National Dialogue about whether reforms could be introduced that would ensure funding to meet the long-term needs of institutions as well as achieve substantive equality.

Conclusion

The National Dialogue was an opportunity to reaffirm the huge importance of postsecondary institutions in a Francophone minority context.

It also made it possible to measure the high expectations placed on these institutions in terms of intellectual life, training of a bilingual workforce, and technological and social innovation, as well as the transmission of the French language and Francophone cultures, and the creation of social and cultural spaces in French. Many people stressed the urgent need to act to ensure the vitality of these postsecondary institutions and communities. The report identifies the most promising ways and measures to achieve these objectives. It is important that governments,

institutions and members of Francophone communities take note of the collective wisdom gathered during the National Dialogue and mobilize to develop a postsecondary system that will excel in education and enhance the vitality of these communities. The three key recommendations, the five major orientations and the 29 other recommendations proposed form the basis for building excellence in postsecondary education in a Francophone minority context.



Appendix A **List of Recommendations**

Priority recommendations

1. The federal government should develop a permanent support program, on the basis of a new policy statement, for postsecondary education in a Francophone minority context.
2. The federal government should fund the creation of a structured and ambitious mechanism to increase the capacity for inter-institutional collaboration and to document the issues related to this collaboration.
3. The stakeholders in postsecondary education in a Francophone minority context, under the leadership of the ACUFC and the FCFA, and with the support of the federal government, should establish a mechanism for the concerted implementation of the recommendations contained in the National Dialogue report.

Meeting the needs of a diverse student population

4. The federal government should support postsecondary stakeholders in developing and implementing a concerted promotional strategy that focuses on the distinctive advantages of postsecondary education in French.
5. Postsecondary stakeholders, in collaboration with Immigration, Refugees and Citizenship Canada, Global Affairs Canada and other partners, should develop a strategy for the recruitment, reception, retention and inclusion of the international student population that supports the work of postsecondary institutions in Francophone minority contexts.

6. Postsecondary institutions, led by the ACUFC, and in dialogue with Indigenous peoples, should agree on measures to respond to the Truth and Reconciliation Commission of Canada's calls to action.
7. The federal government should support the creation of a more ambitious and specialized scholarship and mobility program, which could be managed by the ACUFC with partners.
8. Relevant postsecondary stakeholders should establish standards for language security and well-being.
9. The ACUFC, along with other partners, should document barriers related to the language requirements of educational programs and the labour market to help identify ways to address them.
10. Provincial and territorial governments and professional bodies should assess and eliminate language barriers that may limit the access of the French-educated student population to professions governed by professional bodies.
11. Relevant stakeholders should develop an initiative to establish standards for the reception and inclusion of LGBTQ2+ communities, immigrants, people from remote and rural areas, people from other provinces and territories, and Indigenous peoples.
12. Postsecondary institutions should work together to create minimum standards for the quality of the French-language student experience, and the federal government should support initiatives that ensure their implementation.

13. Postsecondary institutions should include youth in their governance, provide multiple opportunities for young people to participate in decision-making, and provide guidance and flexibility for this participation.

Focusing on program excellence

14. A federally-funded mechanism to support inter-institutional collaboration, as proposed in Recommendation 2, should be given the mandate and resources to increase access to postsecondary education in French across the country.
15. The federal, provincial and territorial governments, postsecondary institutions and other relevant stakeholders should commit to the joint and active development of adult literacy and essential skills within the framework of a memorandum of understanding that addresses the specific needs of members of Francophone and Acadian communities.
16. The federal government should support the implementation of an initiative to publish culturally and linguistically appropriate educational materials and resources for the various Francophone and Acadian communities at the college and university levels.
17. Provincial and territorial governments should implement processes that allow postsecondary institutions in Francophone minority settings to be more adaptive and able to develop programs that meet the needs of Francophone minority communities.

Redefining and developing research excellence

18. The federal government should recognize and support research conducted in French and in the interest of Francophone and Acadian communities as a distinct priority area in the next Action Plan for Official Languages.
19. The Government of Canada should fund the creation of the Service d'aide à la recherche en français au Canada (SARF – French-language research support service) proposed by the non-profit organization dedicated to the advancement of science in Québec, Canada's Francophonie and the international Francophonie, Acfas.
20. Federal granting agencies should adopt equitable, targeted and systemic measures that support research conducted in French outside Québec and research that benefits Francophone and Acadian communities.
21. Federal granting agencies supporting research and postsecondary institutions should commit to fighting unconscious bias against research conducted in French and in the interest of Francophone and Acadian communities.
22. The federal, provincial and territorial governments should support the dissemination, mobilization and accessibility of knowledge produced in French and in the interest of Francophone and Acadian communities.

23. The federal government should support the ongoing development of research facilities in areas identified as priorities by members of the Francophone and Acadian communities and postsecondary institutions.

Francophone postsecondary institutions and the vitality of Francophone and Acadian communities

24. Postsecondary institutions in a Francophone minority context and Francophone minority community organizations should establish mechanisms to align their respective actions and objectives to enhance the vitality of their communities.

25. Education partners should develop a national strategy for the continuum of French-language education in a minority context that will enable Francophone and Acadian communities to become familiar with, and attached to, their educational institutions.

26. Relevant federal institutions should mandate Statistics Canada to improve the production of evidence-based data on the labour market of Francophone minority communities, and resources should be provided so that this data can be analyzed, within postsecondary institutions and elsewhere.

27. The federal, provincial and territorial governments should periodically assess their needs in terms of Francophone and bilingual labour so that they can adequately support postsecondary institutions in offering the required training and thus meet their linguistic obligations.

28. The federal government should support the evaluation and development of innovative training, internships and incentives to encourage retention in rural and remote areas of the country.

29. Postsecondary institutions in a Francophone minority context, Francophone communities, and governments should create spaces for dialogue, where necessary, to discuss their needs and challenges in order to find common courses of action in terms of governance.

Ensuring the financial sustainability of French-language postsecondary education

30. The federal government should implement a tool to track all of its investments in postsecondary education in Francophone minority communities.

31. The federal government should fund the establishment of a mechanism to measure progress towards substantive equality in postsecondary education in a Francophone minority context.

32. The federal government should support the creation of a consultation structure bringing together representatives of Canadian Heritage, provincial and territorial governments responsible for postsecondary education, postsecondary institutions in a Francophone minority context, and other stakeholders in the sector.



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