

POSTSECONDARY EDUCATION IN THE MINORITY LANGUAGE

An Overview and Analysis of the Issues

REPORT

prepared for the Department of Canadian Heritage

2021



***Sociopol** is a consulting firm specializing in applied social research, consulting and training. Its professionals recognize the importance of understanding the environment of the organizations and communities that they serve so that actions benefit the greatest number of people and contribute to collectively planned change. The firm guides organizations and communities toward decisions and actions that are supported by co-constructed knowledge applied in ways that benefit target groups.*



Analysis and Report

Mariève Forest, Ph.D.

Guillaume Deschênes-Thériault, M.A.

Project Proponent

This report was prepared for the Department of
Canadian Heritage.

We thank the individuals who collaborated on this study, especially those who generously participated in the interviews, data collection, and revision of the report.

Table of contents

| | |
|---|----|
| LIST OF TABLES..... | 6 |
| List of acronyms..... | 11 |
| 1. Introduction | 12 |
| 2. Methodology..... | 13 |
| 2.1. Statistics Canada surveys and statistical programs | 13 |
| 2.2. Data on programs..... | 14 |
| 2.3. Interviews | 16 |
| 2.4. Financial analyses..... | 16 |
| 3. Survey data: Profile of the English-speaking population and English-language postsecondary education in Quebec | 17 |
| 3.1. Age: A younger English-speaking population..... | 17 |
| 3.2. Sex: A higher proportion of men in the English-speaking population..... | 18 |
| 3.3. Certificates, diplomas or degrees: A higher share of English speakers are university graduates | 18 |
| 3.4. Fields of study: A greater interest in the social and behavioural sciences and law among English speakers | 18 |
| 3.5. Linguistic identity and language of instruction: A weaker correlation for English speakers | 20 |
| 3.6. Reason for choice of institution: More weight given to institutional reputation when program is offered in English..... | 21 |
| 3.7. Switching provinces: A much more common practice among people who study in English and have English as their mother tongue | 22 |
| 3.8. Student debt: Higher debt for those studying in English..... | 22 |
| 3.9. Employment and program of study: A weaker link for those studying in English . | 23 |
| 4. Provincial data: Profile of English-language postsecondary education in Quebec | 24 |
| 4.1. University studies | 24 |
| 4.2. College studies | 25 |
| 5. Survey data: Profile of the French-speaking population and French-language postsecondary education in Canada outside Quebec | 27 |
| 5.1. Age: An older cohort in the French-speaking community..... | 27 |
| 5.2. Sex: Women in the majority | 28 |
| 5.3. Certificates, diplomas and degrees: More common among Francophones | 29 |
| 5.4. Fields of study: Higher enrolment in the social sciences and humanities among Francophones..... | 30 |

| | |
|---|-----------|
| 5.5. Linguistic identity and language of instruction: Weak correlation among French speakers..... | 31 |
| 5.6. Reason for choice of institution: Proximity to home more important for those studying in French..... | 32 |
| 5.7. Switching provinces: More common among those whose mother tongue is French | 33 |
| 5.8. Student debt: Higher for those studying in French | 33 |
| 5.9. Employment and program of study: A weaker correlation for college graduates . | 34 |
| 6. Institutional data and analytical review of postsecondary education in French for Francophone minority communities and the Francophone community as a whole | 36 |
| 6.1. Institutions and enrolment..... | 39 |
| 6.2. Governance of French-language postsecondary education | 43 |
| 6.2.1. Francophone colleges..... | 43 |
| 6.2.2. Autonomous or affiliated French-language universities | 43 |
| 6.2.3. Francophone academic units within English-language universities | 45 |
| 6.2.4. Affiliated or federated bilingual universities | 47 |
| 6.2.5. The bilingual universities | 48 |
| 6.2.6. A bilingual entity within a major English-language university: Glendon Campus..... | 49 |
| 6.3. Distinctive mission with respect to Francophone minority communities, bilingualism and the French language..... | 50 |
| 6.3.1. Institutional completeness..... | 51 |
| 6.3.2. Production and use of knowledge and resources | 51 |
| 6.3.3. Co-development of Francophone minority communities | 52 |
| 6.3.4. Economic development of Francophone minority communities..... | 54 |
| 6.4. Financial challenges..... | 54 |
| 6.4.1. The Canadian funding context | 55 |
| 6.4.2. The cost of providing a learning environment conducive to linguistic security and a student experience in French | 56 |
| 6.4.3. Revenue from the provinces | 58 |
| 6.4.4. Revenues from the federal government | 59 |
| 6.4.5. Revenues related to the commitment to Francophone minority communities.... | 61 |
| 6.4.6. Supporting the development of Francophone minority communities, French first-language learning and French second-language learning | 61 |
| 6.5. Fields of study and programs..... | 63 |
| 6.5.1. University studies | 63 |
| 6.5.2. College studies..... | 66 |
| 6.5.3. A limited offering of programs and fields of study | 67 |
| 6.6. Learning environment | 68 |
| 6.6.1. Different relationships with respect to French and English..... | 68 |

| | | |
|-------------|---|-----------|
| 6.6.2. | Pedagogical innovations..... | 72 |
| 6.6.3. | Student mobility through articulation agreements and partnerships between institutions..... | 73 |
| 6.7. | Student population and student experience in French..... | 73 |
| 6.7.1. | Target populations and recruitment..... | 73 |
| 6.7.2. | Choosing whether to study in French: what the scientific literature says..... | 78 |
| 6.7.3. | Development of a sense of belonging and linguistic security..... | 79 |
| 7. | Findings and avenues for reflection..... | 80 |
| 7.1. | Findings on enrolment and postsecondary programs in English in Quebec in 2018–2019..... | 80 |
| 7.2. | Findings on enrolment and postsecondary programs in French in Canada outside Quebec in 2018–2019..... | 80 |
| 7.3. | Findings on institutions offering postsecondary education opportunities in French..... | 82 |
| 7.4. | Avenues of reflection to protect and develop postsecondary education in French..... | 83 |
| 8. | Bibliography..... | 85 |
| 9. | Annex: Data tables..... | 90 |
| 9.1. | Census of Population – 2016. Quebec..... | 90 |
| 9.2. | National Graduates Survey – 2018 Quebec..... | 93 |
| 9.3. | Provincial data – 2018–2019 Quebec. University..... | 96 |
| 9.4. | Provincial data – 2018–2019. Quebec. College..... | 98 |
| 9.5. | Census of Population – 2016. Canada outside Quebec..... | 100 |
| 9.6. | National Graduates Survey – 2018. Canada outside Quebec..... | 114 |
| 9.7. | Institutional data – 2018–2019. Canada outside Quebec. University..... | 118 |
| 9.8. | Institutional data – 2018–2019. Canada outside Quebec. College..... | 121 |
| 9.9. | Aggregated data. Canada outside Quebec. University and college..... | 124 |

LIST OF TABLES

| | |
|--|----|
| TABLE 1. Population aged 15 to 64 by first official language spoken and age group. Quebec. Census of Population – 2016 | 17 |
| TABLE 2. Population aged 15 to 64 by first official language spoken and sex. Quebec. Census of Population – 2016 | 18 |
| TABLE 3. Population by first official language spoken and highest certificate, diploma or degree earned. Quebec. Census of Population – 2016 | 18 |
| TABLE 4. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Quebec. Census of Population – 2016..... | 19 |
| TABLE 5. Student debt at graduation by program language and type of certificate, diploma or degree. Quebec. NGS – 2018 | 22 |
| TABLE 6. General overview of university studies. University. Quebec. Provincial data – 2018–2019..... | 24 |
| TABLE 7. Enrolment profile. University. Quebec. Provincial data – 2018–2019..... | 25 |
| TABLE 8. Institutions by language of instruction. College. Quebec. Provincial data – 2018–2019..... | 25 |
| TABLE 9. Enrolment profile. College. Quebec. Provincial data – 2018–2019 | 26 |
| TABLE 10. Population aged 15 to 64 by first official language spoken and age group. Canada outside Quebec. Census of Population – 2016 | 27 |
| TABLE 11. Population aged 15 to 64 by first official language spoken and sex. Canada outside Quebec. Census of Population – 2016 | 28 |
| TABLE 12. Population by first official language spoken and highest certificate, diploma or degree earned. Canada outside Quebec. Census of Population – 2016..... | 29 |
| TABLE 13. Population aged 15 or older by first official language spoken and highest certificate, diploma or degree earned. Canada outside Quebec. Provinces and territories. Census of Population – 2016 | 29 |
| TABLE 14. Student debt at graduation, by program language and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018..... | 34 |
| TABLE 15. French-language postsecondary enrolment by institution. University. Canada outside Quebec. Institutional data – 2018–2019..... | 40 |
| TABLE 16. French-language postsecondary enrolment by institution. College. Canada outside Quebec. Institutional data – 2018–2019..... | 41 |
| TABLE 17. Total enrolment by province vs. enrolment in French-language programs of study. College and university. Canada outside Quebec. Institutional data – 2018–2019; PSIS – 2018–2019; Census – 2016 | 42 |
| TABLE 18. Designation of institutions covered by the French Language Services Act. Ontario | 47 |
| TABLE 19. Number of programs by institution. University. Canada outside Quebec. Institutional data..... | 64 |
| TABLE 20. Enrolment profile by region and specific characteristics. University. Canada outside Quebec. Institutional (French-language programs) and PSIS data (Total) – 2018–2019..... | 65 |

| | |
|--|----|
| TABLE 21. Enrolment profile by region and specific characteristics. College. Canada outside Quebec. Institutional and PSIS data – 2018–2019 | 66 |
| TABLE 22. Number of programs by institution. College. Canada outside Quebec. Institutional data – 2018–2019 | 67 |
| TABLE 23. Number of students in official language programs, by grade. Canada outside Quebec. Elementary-Secondary Education Survey – 2018–2019 | 74 |
| TABLE 24. International student population. University. Canada outside Quebec. Institutional data – 2018–2019 | 76 |
| TABLE 25. Student population by student status. College. Canada outside Quebec. Institutional data – 2018–2019 | 77 |
| TABLE 26. Population aged 15 to 64 by first official language spoken and age group. Quebec. Census of Population – 2016 | 90 |
| TABLE 27. Population aged 15 to 64 by first official language spoken and sex. Quebec. Census of Population – 2016 | 90 |
| TABLE 28. Population aged 15 to 64 whose first official language spoken is English, by immigrant status and highest certificate, diploma or degree earned. Quebec. Census of Population – 2016 | 90 |
| TABLE 29. Population aged 15 or older by first official language spoken and highest certificate, diploma or degree earned. Quebec. Census of Population – 2016 | 91 |
| TABLE 30. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and location of study. Quebec. Census of Population – 2016 | 91 |
| TABLE 31. Population aged 15 to 64 by first official language spoken and field of employment. Quebec. Census of Population – 2016 | 91 |
| TABLE 32. Mother tongue by language of instruction. University graduates. Quebec. NGS – 2018 | 93 |
| TABLE 33. Language of instruction by mother tongue. University. Quebec. NGS – 2018 | 93 |
| TABLE 34. Language spoken most often at home, by language of instruction and type of certificate, diploma or degree. Quebec. NGS – 2018 | 93 |
| TABLE 35. Change of province, by language of instruction and mother tongue. University graduates. Quebec. NGS – 2018 | 94 |
| TABLE 36. Classification of Category A or B programs, by language of instruction and mother tongue. University graduates. Quebec. NGS – 2018 | 94 |
| TABLE 37. Reason for choice of institution, by language of instruction and type of certificate, diploma or degree. Quebec. NGS – 2018 | 94 |
| TABLE 38. Median student debt at graduation, by language of instruction and mother tongue. Quebec and Canada outside Quebec. NGS – 2018 | 95 |
| TABLE 39. Link between employment or business and program of study. Quebec. NGS – 2018 | 95 |
| TABLE 40. Institutions offering English-language education. University. Quebec. Provincial data – 2018–2019 | 96 |

| | |
|--|-----|
| TABLE 41. Student population age groups by language of instruction. University. Quebec. Provincial data – 2018–2019..... | 96 |
| TABLE 42. Field of study, by language of instruction and student status. University. Quebec. Provincial data – 2018–2019..... | 97 |
| TABLE 43. Type of credential, by language of instruction and student status. University. Quebec. Provincial data – 2018–2019..... | 97 |
| TABLE 44. Institutions offering English-language education. College. Quebec. Provincial data – 2018–2019..... | 98 |
| TABLE 45. Student population age groups by language of instruction and student status. College. Quebec. Provincial data – 2018–2019..... | 99 |
| TABLE 46. Program families by language of instruction and student status. College. Quebec. Provincial data – 2018–2019..... | 99 |
| TABLE 47. Population aged 15 to 64 by first official language spoken and age group. Canada outside Quebec. Census of Population – 2016 | 100 |
| TABLE 48. Population aged 15 to 64 by first official language spoken and sex. Canada outside Quebec. Census of Population – 2016 | 101 |
| TABLE 49. Population aged 15 to 64 whose first official language spoken is French, by immigrant status and highest certificate, diploma or degree earned. Canada outside Quebec. Provinces and territories. Census of Population – 2016..... | 102 |
| TABLE 50. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Newfoundland and Labrador. Census of Population – 2016 | 103 |
| TABLE 51. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Prince Edward Island. Census of Population – 2016 | 104 |
| TABLE 52. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Nova Scotia. Census of Population – 2016 | 105 |
| TABLE 53. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. New Brunswick. Census of Population – 2016 | 106 |
| TABLE 54. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Ontario. Census of Population – 2016..... | 107 |
| TABLE 55. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Manitoba. Census of Population – 2016.... | 108 |
| TABLE 56. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Saskatchewan. Census of Population – 2016 | 109 |
| TABLE 57. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Alberta. Census of Population – 2016 | 110 |

| | |
|---|-----|
| TABLE 58. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. British Columbia. Census of Population – 2016 | 111 |
| TABLE 59. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Territories. Census of Population – 2016 | 112 |
| TABLE 60. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and location of study. Canada outside Quebec. Census of Population – 2016 | 113 |
| TABLE 61. Population aged 15 to 64 by first official language spoken and field of employment. Major regions of Canada outside Quebec. Census of Population – 2016 | 114 |
| TABLE 62. Mother tongue by language of instruction. University. Canada outside Quebec. NGS – 2018..... | 114 |
| TABLE 63. Language of instruction by mother tongue. University. Canada outside Quebec. NGS – 2018..... | 115 |
| TABLE 64. Language spoken most often at home, by language of instruction and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018 | 115 |
| TABLE 65. Change of province, by language of instruction and mother tongue. University. Canada outside Quebec. NGS – 2018..... | 115 |
| TABLE 66. Classification of Category A or B programs, by language of instruction and mother tongue. University. Canada outside Quebec. NGS – 2018..... | 116 |
| TABLE 67. Reason for choice of institution, by language of instruction and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018 | 116 |
| TABLE 68. Median student debt at graduation, by language of instruction and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018 | 117 |
| TABLE 69. Link between employment or business and program of study, by type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018 | 117 |
| TABLE 70. Student population age groups. University. Canada outside Quebec. Institutional data – 2018–2019 | 118 |
| TABLE 71. Student population by sex. University. Canada outside Quebec. Institutional data – 2018–2019..... | 118 |
| TABLE 72. Types of credentials. University. Canada outside Quebec. Institutional data – 2018–2019..... | 119 |
| TABLE 73. Field of study in French, by student status. University. Canada outside Quebec. Institutional data – 2018–2019 | 120 |
| TABLE 74. Student population age groups. College. Canada outside Quebec. Institutional data – 2018–2019..... | 121 |
| TABLE 75. Student population by sex. College. Canada outside Quebec. Institutional data – 2018–2019..... | 121 |
| TABLE 76. Enrolment by field of study and student status. College. Canada outside Quebec. Institutional data – 2018–2019 | 122 |

TABLE 77. Enrolment by field of study and language of instruction. University. Canada outside Quebec. Institutional and PSIS data – 2018–2019 124

TABLE 78. Enrolment by field of study and language of instruction. College. Canada outside Quebec. Institutional and PSIS data – 2018–2019 125

LIST OF ACRONYMS

| | |
|---|-------|
| Association des collèges et universités de la francophonie canadienne | ACUFC |
| Canadian Institute for Research on Linguistic Minorities | CIRLM |
| Collège communautaire du Nouveau-Brunswick | CCNB |
| First official language spoken | FOLS |
| Francophone minority community | FMC |
| National Graduates Survey | NGS |
| Office of Francophone and Francophile Affairs | OFFA |
| Official language minority community | OLMC |
| Postsecondary Student Information System | PSIS |
| Science, technology, engineering, mathematics and computer science | STEM |
| Université de l'Ontario français | UOF |

1. INTRODUCTION

The advocacy efforts of Francophone minority communities (FMCs) that followed the adoption of the *Official Languages Act* (1969) and the *Canadian Charter of Rights and Freedoms* (1982) led to the development and implementation of the provincial and territorial minority-language elementary and secondary school systems. In Quebec, the implementation of the English-language elementary and secondary school system did not meet with the same level of resistance as that faced by the French-language school systems in FMCs.

Minority-language *postsecondary* education has also developed over the past 50 years but without the legal protections afforded to elementary and secondary education. That said, the language environment of postsecondary education would appear to have a significant impact on the vitality of official language minority communities (OLMCs) by contributing to the development of sociolinguistic skills and a sense of language proficiency, cultural and linguistic identity building, life satisfaction, career readiness and access to economic opportunities, among other things (Jean-Pierre, 2017; Mougeon and Nadasdi, 2010; Pilote and Joncas, 2016; Pilote and Magnan, 2012; Samson, 2021; Villeneuve, 2018). Similarly, Rodrigue Landry (2017) suggests that universities and colleges contribute to institutional completeness by playing an important role in community-based socialization. We further suggest that these institutions influence socialization in the public realm, that is, the way Francophones see themselves and the way Anglophones see Francophones.

Language continues to be an important marker of identity in Canada. While support for bilingualism and interest in immersion continue to grow, the foundations of French—across Canada, including in the postsecondary sector—remain fragile, and the French language would benefit from further protection and promotion (Canadian Heritage, 2021).

This study provides an overview of postsecondary education in the minority language, as well as the issues related to postsecondary education in French in a minority context.

We begin by sketching a quantitative portrait of postsecondary education in English in Quebec and in French outside Quebec by drawing on a variety of sources, in particular: the Census of Population (2016), the National Graduates Survey (2018), the Postsecondary Student Information System (2018–2019) and the postsecondary enrolment data (2018–2019) supplied by postsecondary institutions and provincial governments. Interviews with minority-language postsecondary administrators were also conducted.

Next, we analyze the dynamics underlying the distinctive features of minority-language postsecondary education. This analysis is subject to two limitations: First, given that the issues experienced by minority-language groups in Quebec cannot be compared with those experienced by minority-language groups outside Quebec, and given the budget and time constraints that apply to this project, the analysis will focus exclusively on French-language postsecondary education outside Quebec. Second, given the complex role of French second-

language programs, such programs are considered only insofar as they form part of an offering officially intended for French first-language speakers as well.

In recent years, the media have widely reported on the fragility of French-language education at institutions such as Campus Saint-Jean and Laurentian University. The advocacy efforts and public discourse that led to the creation of the Université de l'Ontario français (UOF) have also brought to light different visions of how postsecondary education in the minority language should develop so that it can contribute to the vitality of Francophone minority communities. In short, the analytical portion will highlight the dynamics at work in French-language postsecondary education outside Quebec in order to specifically elucidate its vulnerabilities, the protections it enjoys and its potential for development.

2. METHODOLOGY

Data were collected from a variety of sources in order to compensate for the limitations of individual sources, taken in isolation, and to better capture the complexity of the dynamics at play. With respect to the quantitative portrait, the advantage of adopting a blended methodology was to be able to approach minority-language postsecondary education from different angles—enrolment, programs, institutions—and to make comparisons with majority groups. At the same time, these different perspectives were included to provide food for thought concerning potential changes in such areas as programs, recruitment and funding.

Using quantitative data from different sources means that those data can be compared with each other only under certain conditions and with caution, as the target populations, the variables and the methodologies differ in each case.

2.1. Statistics Canada surveys and statistical programs

The data in Sections 3 and 5 are derived from four separate Statistics Canada surveys and statistical programs. Some characteristics of the surveys and statistical programs that were used are presented below.

Census of Population – 2016

The Census of Population is conducted every five years. Given that the Census contains a number of linguistic variables, we opted for the variable normally used by Statistics Canada to identify official language minority communities (OLMCs), namely, first official language spoken (FOLS). People who have French as their FOLS include all those who have only French as their FOLS and half of those who have French as one of their FOLSs. The method used by Statistics Canada to derive the FOLS variable takes into account, first, knowledge of the official languages, second, mother tongue and, third, language spoken at home.

In order to better target the population of postsecondary institutions, some tables isolate people aged 15 to 64.

National Graduates Survey – 2018

The 2018 National Graduates Survey (NGS) provided information on individuals who had graduated from a public postsecondary institution in Canada in 2015. Questions focused on academic path, funding for postsecondary education and transition into the labour market. The NGS contains two language-related questions: (1) program language of instruction; and (2) mother tongue (first language learned and still understood). For the purposes of our analysis, we used tables ordered by Canadian Heritage and the Canadian Institute for Research on Linguistic Minorities (CIRLM). The CIRLM tables dealt with university graduates only, while the Canadian Heritage tables included college enrolments.

In this survey, the number of respondents who had been educated in, or had as their mother tongue, a minority official language was relatively small. Our analyses of the survey data were therefore constrained by the limited quality of certain cross-tabulations. Data quality was assessed by the Statistics Canada team. Here, we present those data deemed to be of very good, good or acceptable quality.

Postsecondary Student Information System – 2018–2019

The Postsecondary Student Information System (PSIS) is a national survey that collects information on enrolments and graduates of Canadian public postsecondary institutions. The survey is a “census” in that each institution reports data on its programs and students. Language of instruction is not a variable in this survey but is used for comparative purposes, that is, to get an overview of overall enrolment and program offerings within a given geographic area.

Elementary-Secondary Education Survey (ESES) – 2018–2019

This survey is administered annually to every ministry/department of education in Canada. It collects the following data on elementary and secondary schools: number of students enrolled, number of secondary-school graduates, information on educators and expenditures. In our study, we used the enrolment data for immersion and minority-language education programs.

Financial Information of Universities and Colleges Survey – 2018–2019

The purpose of the survey is to collect financial information (income and expenditures) concerning all universities and degree-granting colleges in Canada. Here, we analyze the expenditures of universities and colleges. For universities, we used only the expenditures of members of the Canadian Association of University Business Officers.

2.2. Data on programs

Quebec

For the province of Quebec, we did not solicit institutions directly. The Ministère de l'Éducation et de l'Enseignement supérieur provided detailed data on postsecondary education, which included language of instruction. For college education, given that many colleges operate in bilingual environments, the language of instruction of the program was used. For universities, the data on English-language instruction was based on the offerings of three English-language

institutions: McGill, Concordia and Bishop's. Consequently, where the data on enrolments in English-language programs and English-language institutions are concerned, some courses may have been taught in French. However, as far as we know, almost all of the courses and learning experiences of these individuals will have been in English. The exception to this rule is the student population of the three "English-language" universities enrolled in a humanities, literature or French studies program.

Canada outside Quebec

Outside Quebec, provincial governments do not necessarily collect detailed language-related information on postsecondary education. As a result, we directly targeted postsecondary institutions that offered French-language instruction. By referring to bilateral agreements between Canadian Heritage and the provincial ministries/departments of education, and through our discussions with various stakeholders, we believe we have identified almost all of the institutions offering postsecondary studies in French. However, the blending of English and French is very much a feature of how these French-language postsecondary offerings are organized. In establishing inclusion and exclusion criteria, we therefore relied on the principles propounded by Canadian Heritage in its programs for postsecondary education in the minority language. This support is intended to promote access to opportunities to (1) receive an education in one's mother tongue, thereby enriching one's cultural experience; and (2) learn English or French as a second language and enrich one's knowledge of the cultural distinctiveness of the other official language community.

In order to take this combined importance of cultural and linguistic experience into account, the following key program inclusion and exclusion strategies were adopted:

- ✧ We included all postsecondary programs where all compulsory courses were offered in French.
- ✧ We excluded programs that focused on the French language itself—for example, bachelor's degree in humanities, literature or French studies—or French second-language instruction where such programs were the only ones offered in French at an English-language institution.
- ✧ We included humanities, literature and French studies programs, and French second-language instruction programs where such programs were offered at an institution that provided a French-language experience for students and offered other postsecondary programs in French.
- ✧ We included education programs at English-language institutions where such programs focused on French-language instruction in addition to French second-language instruction.
- ✧ We included the so-called "bilingual" programs of the Western academic units because the required bilingualism was aligned with strict professional requirements and because these programs were supported by a French-language student experience.

We selected 24 institutions that offered university and college programs that met the above criteria (Section 6.5, Tables 19 and 22). For five of these institutions, we were unable to obtain enrolment data or we obtained only fragmentary data:

- ✧ The Université de l'Ontario français did not offer any postsecondary programs in 2018–2019.
- ✧ We were unable to obtain data from Collège de l'Île or data on Education programs at the University of Toronto.
- ✧ We obtained only partial data from Laurentian University, the University of Sudbury and Glendon Campus.

2.3. Interviews

In the winter of 2021, we conducted one- to two-hour semi-structured interviews with 25 administrators of postsecondary institutions that offer French-language postsecondary programs in a minority context. These individuals represented 16 different postsecondary institutions. The institutions were grouped geographically (East, Centre, West and North) and included both colleges and universities. The main topics were governance, mission with respect to the Francophone community, funding, program offerings and student population.

In addition, we conducted information interviews with organizations that were provincial and/or supported the postsecondary sector.

2.4. Financial analyses

The discussion in the section on institutional funding (6.4) is based on an analysis of (1) the interviews, (2) the 2018–2019 budgets shared by institutions, (3) the financial information reported in the Financial Information of Universities and Colleges Survey – 2018–2019, and (4) the bilateral agreements on minority-language education and second-official-language instruction.

3. SURVEY DATA: PROFILE OF THE ENGLISH-SPEAKING POPULATION AND ENGLISH-LANGUAGE POSTSECONDARY EDUCATION IN QUEBEC

Quebec’s English-speaking population is served by prestigious universities and an extensive network of colleges. In order to ensure a solid understanding of the potential audiences of these institutions, various data on the English-speaking population and on the population having studied in English are presented below. These data are drawn from the Census of Population and from surveys conducted by Statistics Canada.

3.1. Age: A younger English-speaking population

Census of Population – 2016

In 2016, the total population of Quebec was 7,965,450, including 1,097,920 people (13.8%) whose FOLS was English. Quebecers with English as their FOLS are less affected by population aging than Quebecers and Canadians as a whole.

The analyses that follow isolate the 15- to 64-year-old population, which is a more likely audience for postsecondary institutions than all age groups combined. Here, 15- to 24-year-olds made up a larger share (18.9%) of the English FOLS 15- to 64-year-old population than of the French FOLS 15- to 64-year-old population (17.2%); a similar gap is observed for the other age groups. This population dynamic may be due in part to the fact that (1) Canada’s immigrant population is younger than the non-immigrant population and (2) the share of the English FOLS population who were immigrants (32.9%) was three times that of the French FOLS population who were immigrants (10.0%).

TABLE 1. Population aged 15 to 64 by first official language spoken and age group. Quebec. Census of Population – 2016

| FOLS | 15 to 19 Years | 19 to 24 Years | 25 to 34 Years | 35 to 44 Years | 45 to 54 Years | 55 to 64 Years | TOTAL, 15 to 64 Years |
|---------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------------|
| English | 8.5% | 10.4% | 20.7% | 20.8% | 21.7% | 17.9% | 773,165 |
| French | 8.0% | 9.2% | 18.7% | 19.7% | 21.2% | 23.1% | 4,500,205 |

Postsecondary Student Information System – 2018–2019

The PSIS data reveal that enrolments in Quebec’s postsecondary institutions in 2018–2019—regardless of language—were composed primarily of individuals 24 years of age or younger, and this was even more true of colleges (81.0%) than universities (52.6%).

3.2. Sex: A higher proportion of men in the English-speaking population

TABLE 2. Population aged 15 to 64 by first official language spoken and sex. Quebec. Census of Population – 2016

| FOLS | Women | | Men | |
|---------|-----------|-------|-----------|-------|
| English | 381,343 | 49.3% | 391,825 | 50.7% |
| French | 2,261,758 | 50.3% | 2,238,455 | 49.7% |

Census of Population – 2016

Men made up a slight majority of the 15- to 64-year-old English FOLS population (50.7%) and accounted for a larger share of that population than of the French FOLS population (49.7%).

Postsecondary Student Information System – 2018–2019

The PSIS data show that women were overrepresented in 2018–2019 enrolments, more so in Quebec (58.0%) than in Canada as a whole (55.9%). While in Canada as a whole, women account for a greater share of university enrolments (56.7%) than of college enrolments (54.5%), in Quebec they are equally represented in universities (58.1%) and colleges (57.9%).

3.3. Certificates, diplomas or degrees: A higher share of English speakers are university graduates

Census of Population – 2016

The English FOLS population are more likely to be university graduates (37.3%) than the French FOLS population (26.9%). A gap of about 10 percentage points is also observed for college graduates but in favour of the French FOLS population (40.4%) as opposed to the English FOLS population (30.1%).

TABLE 3. Population by first official language spoken and highest certificate, diploma or degree earned. Quebec. Census of Population – 2016

| Type of Certificate, Diploma or Degree | FOLS | Quebec |
|---|---------|--------------------|
| College or other non-university institution | English | 193,335 30.1% |
| | French | 1,792,183 40.4% |
| University | English | 239,710 37.3% |
| | French | 1,193,578 26.9% |

3.4. Fields of study: A greater interest in the social and behavioural sciences and law among English speakers

Census of Population – 2016

Like the 15- to 64-year-old French FOLS population, the 15- to 64-year old English FOLS population are most likely to have *business, management and public administration* as their major field of study (22.8% and 23.5%, respectively). A greater interest in *social and behavioural sciences and law* is observed among those whose FOLS is English (15.1%) than among those whose FOLS is French (9.4%). The widest gaps are in the areas of *personal, protective and transportation services* and *agriculture, natural resources and conservation*, where the data show

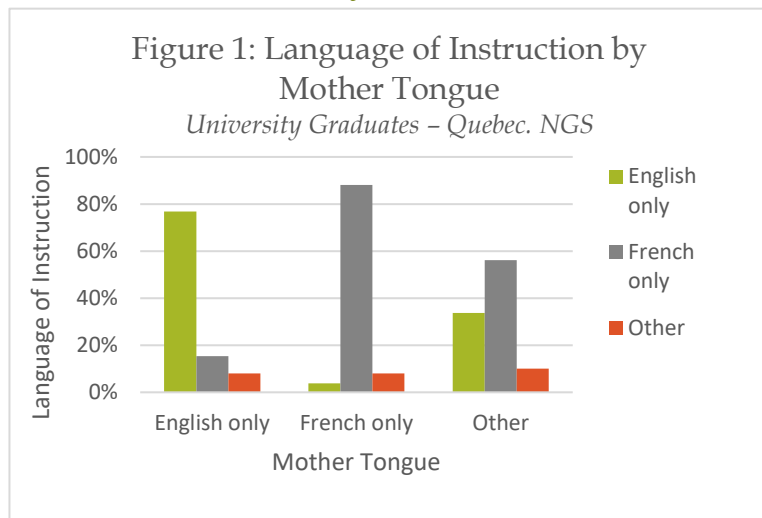
half as much interest among the English FOLS population as among the French FOLS population.

TABLE 4. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Quebec. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|----------------|------------|------------------|------------|
| | Population | Percentage | Population | Percentage |
| Education | 20,945 | 4.4% | 169,420 | 6.0% |
| Visual and performing arts, and communications technologies | 26,930 | 5.6% | 112,975 | 4.0% |
| Humanities | 32,420 | 6.8% | 147,780 | 5.2% |
| Social and behavioural sciences and law | 72,238 | 15.1% | 267,348 | 9.4% |
| Business, management and public administration | 112,265 | 23.5% | 644,970 | 22.8% |
| Physical and life sciences and technologies | 25,970 | 5.4% | 99,905 | 3.5% |
| Mathematics, computer and information sciences | 27,810 | 5.8% | 113,510 | 4.0% |
| Architecture, engineering and related technologies | 81,740 | 17.1% | 616,630 | 21.8% |
| Agriculture, natural resources and conservation | 5,948 | 1.2% | 70,453 | 2.5% |
| Health and related fields | 48,140 | 10.1% | 356,850 | 12.6% |
| Personal, protective and transportation services | 23,585 | 4.9% | 232,510 | 8.2% |
| Other | 50 | 0.0% | 925 | 0.0% |
| TOTAL | 478,040 | | 2,833,275 | |

3.5. Linguistic identity and language of instruction: A weaker correlation for English speakers

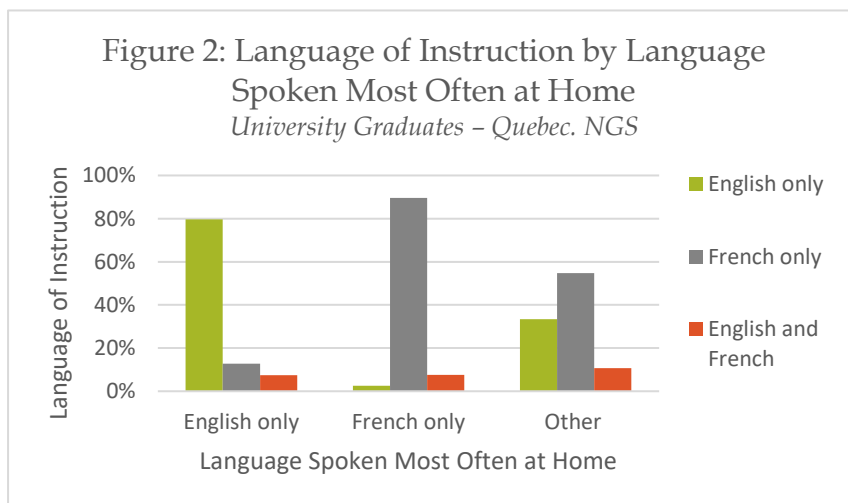
National Graduates Survey – 2018



Most of those who had graduated from university in 2015 and who had only English as their mother tongue¹ or language spoken most often at home had overwhelmingly (76.8% and 79.6% of cases, respectively) received their education in English only.

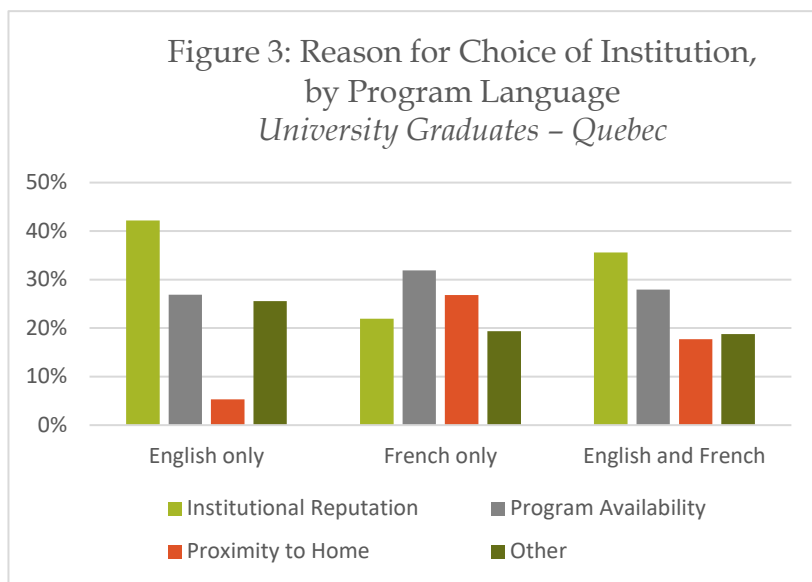
The data also show that those whose linguistic identity combines more than one language are availing themselves, to some extent, of English-language postsecondary programs. Indeed, of those whose mother tongue was not exclusively English or French, 33.8% had studied in English only, while more than half (56.2%) had studied in French only. These proportions are similar for those who spoke a language other than just English or French at home.

Indeed, of those whose mother tongue was not exclusively English or French, 33.8% had studied in English only, while more than half (56.2%) had studied in French only. These proportions are similar for those who spoke a language other than just English or French at home.



¹ The NGS – 2018 statistics, charts and tables analyzing the “mother tongue” or “change of province” variables are derived from data tables prepared by CIRLM on the basis of a custom order placed with Statistics Canada. We thank them for sharing these tables with us.

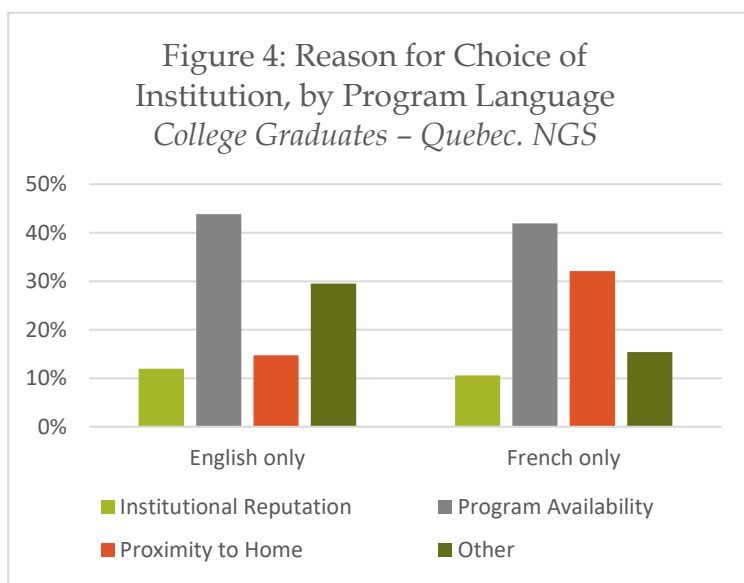
3.6. Reason for choice of institution: More weight given to institutional reputation when program is offered in English



National Graduates Survey – 2018

Those who graduated from university in 2015 and had studied only in English had relied twice as much on the reputation of the institution (42.2%) to guide their choice as those who had studied in French (21.9%) (Figure 3). Like those studying in English only, those studying in a combined English-French environment cited institutional reputation as the most important factor in their

choice (35.6%). In contrast, for those studying in French only, the predominant factor was program availability (31.9%). To some extent, the prestige of the English-language institutions may account for these differences (see Section 4.1).



With respect to college education (Figure 4), institutional reputation was a significantly less important factor, whether for students studying in English (12.0%) or students studying in French (10.6%). Here, program availability was the most important factor, and to a similar degree, for students studying in English (43.8%) and students studying in French (41.9%).

3.7. Switching provinces: A much more common practice among people who study in English and have English as their mother tongue

National Graduates Survey – 2018

Those who had studied in English only and were living in Quebec at the time of the survey were much more likely to have moved to another province for their education (20.9%) than those who had studied in French only (0.8%). The propensity to change provinces to study in English is even higher among those whose mother tongue is English (36.2%). Part of the reason for this greater mobility of English speakers may be the high availability of English-language postsecondary education and the low availability of French-language postsecondary education outside Quebec.

3.8. Student debt: Higher debt for those studying in English

National Graduates Survey – 2018

Student debt is lower in Quebec than in other parts of Canada, and it is lower still for those studying in French in Quebec (Table 5).

For university education, the gaps involved larger amounts of debt: Quebec university graduates who had studied in French had taken on an average debt of \$17,700, while the average debt of those who had studied in English was 1.4 times higher (\$24,000). Meanwhile, average debt for university graduates was higher in Canada as a whole (\$28,000).

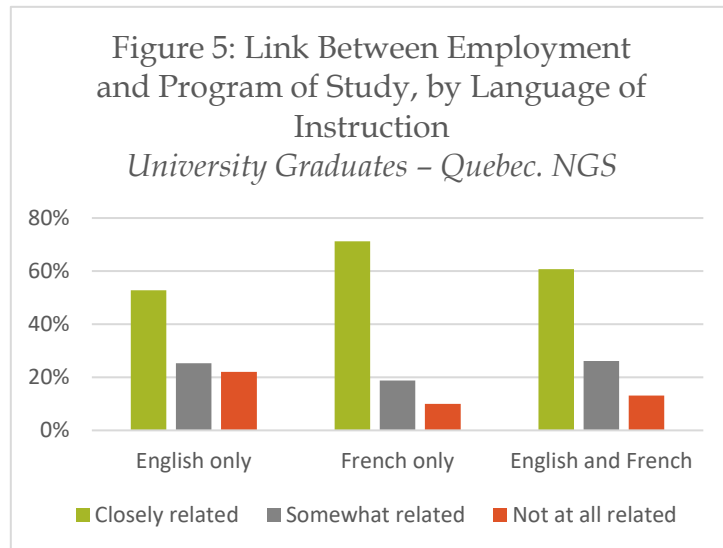
TABLE 5. Student debt at graduation by program language and type of certificate, diploma or degree. Quebec. NGS – 2018

| Program Language | Type of Certificate, Diploma or Degree | Average Debt | Median Debt |
|--------------------|--|--------------|-------------|
| French only | College | \$10,500 | \$8,000 |
| | University | \$17,700 | \$13,500 |
| English only | College | \$11,100 | \$10,000 |
| | University | \$24,000 | \$16,000 |
| French and English | College | \$11,300 | \$8,000 |
| | University | \$22,000 | \$14,700 |

College education in Quebec shows smaller gaps: those who graduated from college in Quebec in 2015 had taken on an average debt of \$10,500 if they had studied in French and \$11,100 if they had studied in English. In Canada as a whole, the average debt of college graduates was much higher, at \$15,100.

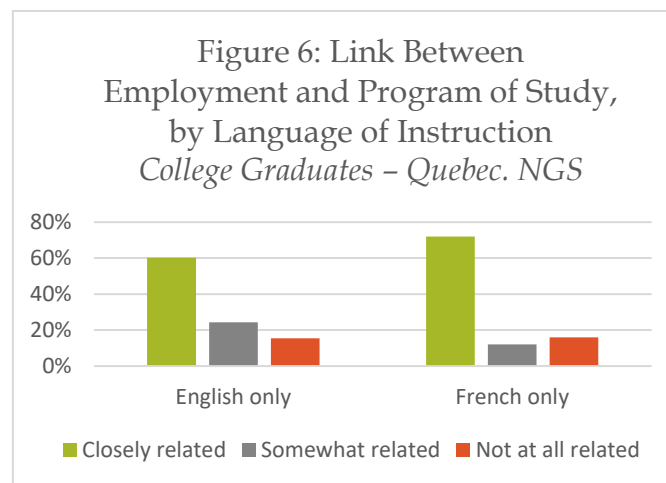
3.9. Employment and program of study: A weaker link for those studying in English

National Graduates Survey – 2018



Those who were employed in 2018 and had graduated from university in 2015 in Quebec after studying in English were less likely (52.7%) to consider their job to be closely related to their program of study than those who had studied in French only (71.2%) (Figure 5).

A similar pattern is observed for college graduates, although the gap between those who had studied in English (60.2%) and those who had studied in French (72.0%) was smaller (Figure 6).



4. PROVINCIAL DATA: PROFILE OF ENGLISH-LANGUAGE POSTSECONDARY EDUCATION IN QUEBEC

An overview of English-language postsecondary education in Quebec shows that the English-speaking population has access to a large volume and wide variety of college and university programs. The data presented below cover the public, government and private education systems.

4.1. University studies

English speakers are well served when it comes to English-language university education in Quebec, which is provided by three institutions: McGill University, Concordia University and Bishop’s University. The fact that McGill

TABLE 6. General overview of university studies. University. Quebec. Provincial data – 2018–2019

| Characteristics | Language of Instruction of Institution | | | | Total |
|--|--|-------|-----------|-------|-----------|
| | English | | French | | |
| Number of institutions | 3 | 15.8% | 16 | 84.2% | 19 |
| Total enrolment | 76,602 | 24.9% | 231,448 | 75.1% | 308,050 |
| Expenditures of institutions in thousands of dollars | 2,515,969 | 32.2% | 5,296,575 | 67.8% | 7,812,544 |

University is among the top 50 universities in the world and among the top 5 in Canada is a considerable boon to English speakers. While enrolments at McGill and Concordia are comparable, enrolments at Bishop’s are much lower, representing less than 10% of the enrolments at either McGill or Concordia.

In 2018–2019, 24.9% of Quebec’s university population were enrolled in English-language studies, while the English FOLS population made up only 13.8% of the total population in 2016. Students enrolled in English were twice as likely (24.8%) to be international students as were students enrolled in French (10.8%). In addition, a majority of students enrolled in English-language studies were women (54.6%), though this majority was slimmer than in French-language studies (59.0%).

The distribution of enrolments across programs of study is similar when we compare those who studied in English with those who studied in French. In addition to the 1% to 4% gaps observed in the three main fields of study (humanities, applied sciences, administrative sciences), students who had studied in English were about half as likely to have taken a health sciences (7.6%), education (4.7%) or law (1.1%) program as those who had studied in French.

TABLE 7. Enrolment profile. University. Quebec. Provincial data – 2018–2019

| Characteristics | | Language of Instruction of Institution | | | |
|--|------------------------|---|-------|---|-------|
| | | English | | French | |
| Student population | Total | 76,602 | | 231,448 | |
| | Full-time | 61,945 | 80.9% | 148,817 | 64.3% |
| | International students | 18,978 | 24.8% | 24,998 | 10.8% |
| | Women | 41,841 | 54.6% | 136,596 | 59.0% |
| | 25 years or younger | 57,689 | 75.2% | 127,410 | 55.0% |
| Fields of study with the highest enrolment | | Humanities (22.2%) Applied Sciences (21.9%) Administrative Sciences (17.2%) | | Administrative Sciences (25.9%) Humanities (17.4%) Applied Sciences (16.2%) | |

4.2. College studies

In 2018–2019, 13 colleges offered English-only instruction, while 22 colleges offered instruction in both English and French.² These institutions made up 14.2% of colleges in Quebec. That said, given that the colleges with the highest enrolment in Quebec are Anglophone (Dawson College and John Abbott College), 19.5% of the college student population is enrolled in an English-language program. This represents 39,937 students. Furthermore, the proportion of people in

TABLE 8. Institutions by language of instruction. College. Quebec. Provincial data – 2018–2019

| Total | English | Bilingual | French |
|-------|---------|-----------|--------|
| 150 | 13 | 22 | 115 |
| 100% | 8.7% | 23.3% | 76.7% |

Quebec whose FOLS was English in 2016 (13.8%) is lower than the proportion of individuals studying in English (19.5%).

Proportionally, the international student population was almost four times larger in English-language studies (13.4%) than

in French-language studies (3.4%). Students in English-language studies are also younger: 87.5% are 25 years of age or younger, compared with 80.9% in French-language studies.

In terms of program families, students studying in English are more likely to be enrolled in the humanities, business administration and science than those studying in French. On the other hand, students studying in English are 1.5 to 2.7 times less likely to choose human sciences, physical sciences, biological sciences and the arts.

² Using the 191 institutions identified by the Ministère de l'Éducation et de l'Enseignement supérieur du Québec as a starting point, we grouped them in such a way as to better represent the operations and governance of the institutions. Thus, in most cases where multiple campuses were associated with the same college, we counted only one institution.

TABLE 9. Enrolment profile. College. Quebec. Provincial data – 2018–2019

| Characteristics | | Language of Instruction | | | |
|---|------------------------|--|-------|---|-------|
| | | English | | French | |
| Student population | Total | 39,937 | | 164,703 | |
| | Full-time | 36,978 | 92.6% | 147,081 | 89.3% |
| | International students | 5,354 | 13.4% | 5,629 | 3.4% |
| | Women | 21,723 | 54.4% | 96,444 | 58.6% |
| | 25 years or younger | 34,934 | 87.5% | 133,165 | 80.9% |
| Program families with the highest enrolment | | Humanities (33.2%) Business administration (19.4%) Science (15.5%) | | Humanities (18.8%) Business administration (16.1%) Human sciences (15.5%) | |

5. SURVEY DATA: PROFILE OF THE FRENCH-SPEAKING POPULATION AND FRENCH-LANGUAGE POSTSECONDARY EDUCATION IN CANADA OUTSIDE QUEBEC

The socio-demographic profile of the Francophone minority population helps us to better understand the characteristics of the main target clientele of a majority of the French-language programs outside Quebec. The other Canadian clientele targeted by these programs are the so-called “Francophiles,” that is, those who have learned French without it being their first official language spoken.

5.1. Age: An older cohort in the French-speaking community

Census of Population – 2016

Table 10 presents the 15- to 64-year-old population outside Quebec by FOLS. This age group comprises the bulk of the potential postsecondary student population. We note that 45- to 64-year-olds make up a greater share of the French FOLS population (48.7%) than of the English FOLS population (41.5%). This difference may be related to the accelerated aging of the Francophone population living outside Quebec due to the significant linguistic assimilation power of English and the proportion of French FOLS immigrants in the population outside Quebec, which is about four times lower (relative to the population as a whole). As a result, 15- to 24-year-olds make up a greater share of the English FOLS population (18.8%) than of the French FOLS population (14.7%). In any case, it is conceivable that the accelerated aging of the Francophone population is eroding the Francophone target audiences for French-language programs outside Quebec.

TABLE 10. Population aged 15 to 64 by first official language spoken and age group. Canada outside Quebec. Census of Population – 2016

| FOLS | 15 to 19 Years | 20 to 24 Years | 25 to 34 Years | 35 to 44 Years | 45 to 54 Years | 55 to 64 Years | TOTAL, 15 to 64 Years |
|---------|----------------|----------------|----------------|----------------|----------------|----------------|-------------------------|
| French | 7.2% | 7.5% | 16.9% | 19.7% | 23.6% | 25.1% | 679,345 |
| English | 9.0% | 9.8% | 20.2% | 19.4% | 21.4% | 20.1% | 16,948,980 ³ |

Postsecondary Student Information System

The PSIS data reveal that in 2018–2019, postsecondary enrolment in Canada outside Quebec—regardless of language—consisted largely of individuals 24 years of age or younger; this was even more true of universities (73.7%) than of colleges (58.9%).

³ The figures in the total-population column for each table in this report are taken from Statistics Canada’s topic-based tabulations. Due to random rounding by Statistics Canada, this column (figure and percentage) may not perfectly match (to the nearest multiple of 5 or 10) the sum of the values shown in the other columns and will not necessarily show the same total as the other tables. For more information, please see [About the Data, Census Profile, 2016 Census](#) by Statistics Canada.

5.2. Sex: Women in the majority

Census of Population – 2016

TABLE 11. Population aged 15 to 64 by first official language spoken and sex. Canada outside Quebec. Census of Population – 2016

| FOLS | Women | | Men | |
|---------|-----------|-------|-----------|-------|
| French | 349,600 | 51.5% | 329,755 | 48.5% |
| English | 8,568,880 | 50.6% | 8,380,050 | 49.4% |

Women make up a larger share of the French FOLS population living in a minority setting (51.5%) than of the English FOLS population (50.6%). The largest differences are to be found in the provinces of Alberta, where women make up the smallest share of the French FOLS population (47.0%); Prince Edward Island, where women

make up the largest share (53.8%); and Ontario (52.9%).

Postsecondary Student Information System – 2018–2019

The PSIS data show that in 2018–2019, women were overrepresented in enrolments in Canada outside Quebec. Indeed, they accounted for 56.7% of university enrolments and 54.5% of college enrolments. The share of university enrolments made up by women was highest in Prince Edward Island (60.3%) and Alberta (58.4%), and lowest in Ontario (55.1%). In colleges, women were more present in Alberta (58.8%) and the territories (58.3%) and less present in Prince Edward Island (43.5%) and Newfoundland and Labrador (46.8%).

5.3. Certificates, diplomas and degrees: More common among Francophones

Census of Population – 2016

TABLE 12. Population by first official language spoken and highest certificate, diploma or degree earned. Canada outside Quebec. Census of Population – 2016

| Type of Certificate, Diploma or Degree | FOLS | Canada Outside Quebec |
|---|------|-----------------------|
| College or other non-university institution | FR | 189,900 21.5% |
| | EN | 4,171,858 20.2% |
| University | FR | 225,430 25.5% |
| | EN | 5,598,795 27.1% |

In 2016, outside Quebec, the share of official language minorities with a college certificate, degree or diploma (30.7%) was greater than the share of the English FOLS population with such credentials. On the other hand, at the university level, the official language minority held proportionally fewer certificates, diplomas and degrees (25.5%) than the majority (27.1%). That said, the situation varies greatly from region to region. In the West and in the Territories, the French FOLS population are more likely to have university credentials. It is in the Atlantic provinces

that official language minorities are least likely to have a high school diploma or equivalent.

TABLE 13. Population aged 15 or older by first official language spoken and highest certificate, diploma or degree earned. Canada outside Quebec. Provinces and territories. Census of Population – 2016

| Type of Certificate, Diploma or Degree | FOLS | NL | PEI | NS | NB | ON | MB | SK | AB | BC | Terr. | Canada Outside Quebec |
|---|------|------------------|-----------------|------------------|------------------|--------------------|------------------|------------------|------------------|--------------------|-----------------|-----------------------|
| None | FR | 353 17.2% | 1,120 27.0% | 5,853 22.3% | 58,338 28.8% | 85,420 18.1% | 7,310 20.7% | 2,225 17.5% | 10,010 14.3% | 7,453 12.8% | 325 11.1% | 178,407 20.2% |
| | EN | 102,033 23.4% | 21,135 18.8% | 147,038 19.7% | 77,758 18.7% | 1,686,500 16.4% | 207,380 21.7% | 172,390 20.5% | 504,630 16.3% | 528,313 14.4% | 24,550 30.3% | 3,471,727 16.8% |
| High school | FR | 365 17.8% | 833 20.0% | 4,940 18.8% | 45,785 22.6% | 115,425 24.5% | 8,953 25.4% | 3,178 25.0% | 16,410 23.5% | 13,063 22.4% | 483 16.4% | 209,435 23.7% |
| | EN | 109,045 25.0% | 30,858 27.5% | 190,650 25.5% | 130,635 31.3% | 2,848,235 27.7% | 284,653 29.8% | 256,938 30.6% | 870,405 28.1% | 1,087,533 29.6% | 16,783 20.7% | 5,825,735 28.2% |
| College or other non-university institution | FR | 553 26.9% | 1,385 33.3% | 9,215 35.1% | 62,483 30.9% | 142,088 30.1% | 10,173 28.9% | 4,000 31.5% | 23,290 33.4% | 17,820 30.6% | 920 31.3% | 271,927 30.7% |
| | EN | 150,058 34.5% | 35,860 31.9% | 236,240 31.6% | 129,048 31.0% | 2,798,893 27.2% | 243,308 25.5% | 231,580 27.6% | 898,450 29.0% | 1,011,100 27.5% | 22,960 28.3% | 5,757,497 27.9% |
| University | FR | 785 38.2% | 818 19.7% | 6,265 23.8% | 35,763 17.7% | 128,485 27.3% | 8,795 25.0% | 3,305 26.0% | 20,075 28.8% | 19,930 34.2% | 1,213 41.2% | 225,434 25.5% |
| | EN | 74,275 17.1% | 24,493 21.8% | 173,090 23.2% | 79,268 19.0% | 2,958,950 28.7% | 220,285 23.1% | 178,795 21.3% | 820,670 26.5% | 1,052,100 28.6% | 16,863 20.8% | 5,598,789 27.1% |

5.4. Fields of study: Higher enrolment in the social sciences and humanities among Francophones

Census of Population – 2016

The Census does not provide information on individuals' language of study. However, it does provide information on their major field of study by FOLS. Both Anglophones and Francophones were most likely to have either *Business, Management and Public Administration* or *Architecture, Engineering and Related Services* as their major field of study. In the provinces, Francophones are generally less likely than Anglophones to have one of these as their major field of study.

The situation is similar in *Health and Related Fields*. The share of Francophones with this as their major field of study ranges from 8.1% (British Columbia) to 18.3% (New Brunswick), while the corresponding share of Anglophones ranges from 12.0% (the Territories) to 18.4% (Manitoba). New Brunswick is the only province where a higher proportion of Francophones (18.3%) than Anglophones (15.8%) have this as their major field of study.

Francophones whose major field of study is *social and behavioural sciences and law, the humanities or education* are proportionally more numerous than Anglophones. The share of Francophones whose major field of study is education varies between 7.1% (New Brunswick) and 15.8% (Prince Edward Island).

National Graduates Survey – 2018

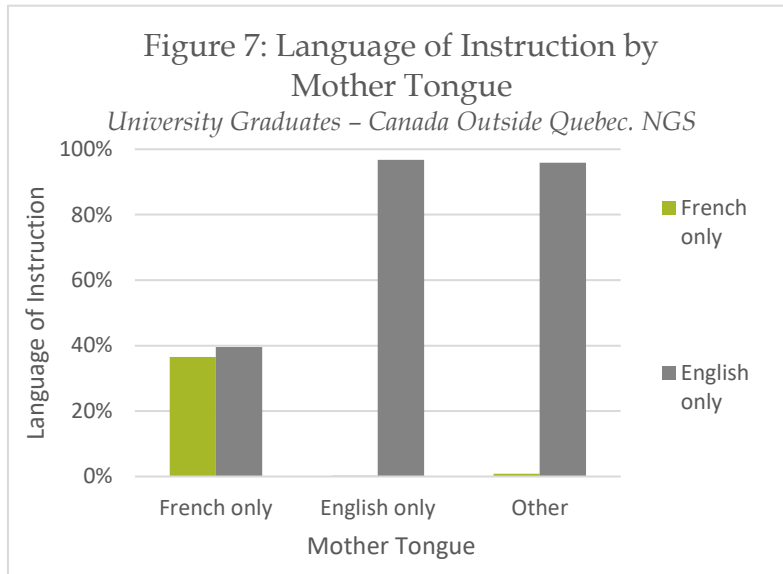
The language of study of those who graduated from university in 2015 contrasts with the 2016 Census data. In general, we see that those who studied in French were more likely (74.2%) to opt for fields related to society, the humanities, education, business and the arts⁴ than English speakers (61.1%).

Again, this interest in the humanities and education observed in the NGS Census data is consistent with French-language program offerings outside Quebec, which tend to focus on these fields as well (6.1).

⁴ More specifically, this grouping incorporates the following fields: personal improvement and leisure; education; visual and performing arts, and communications technologies; humanities; social and behavioural sciences and law; and business, management and public administration.

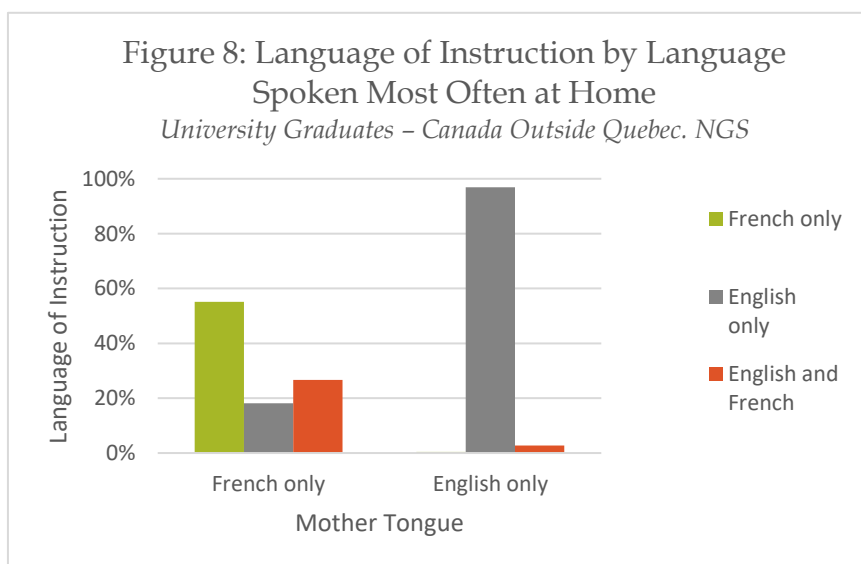
5.5. Linguistic identity and language of instruction: Weak correlation among French speakers

National Graduates Survey – 2018



In Canada outside Quebec, those who spoke French most often at home or who had French as their mother tongue were not very likely to study in French only. Figure 7 shows that 36.5% of those who had only French as their mother tongue had studied only in French; the percentage was 2.6 times higher (96.7%) for those whose mother tongue was English and who had studied in English. Moreover, less than 1% of those with only English or another language as their mother tongue had chosen to study only in French.

When we look instead at those whose language spoken most often at home was French only (Figure 8), we see a slightly stronger correlation: 55.2% of this population had studied only in French. That said, the percentage was much higher for the population who spoke English most often at home (96.9%).

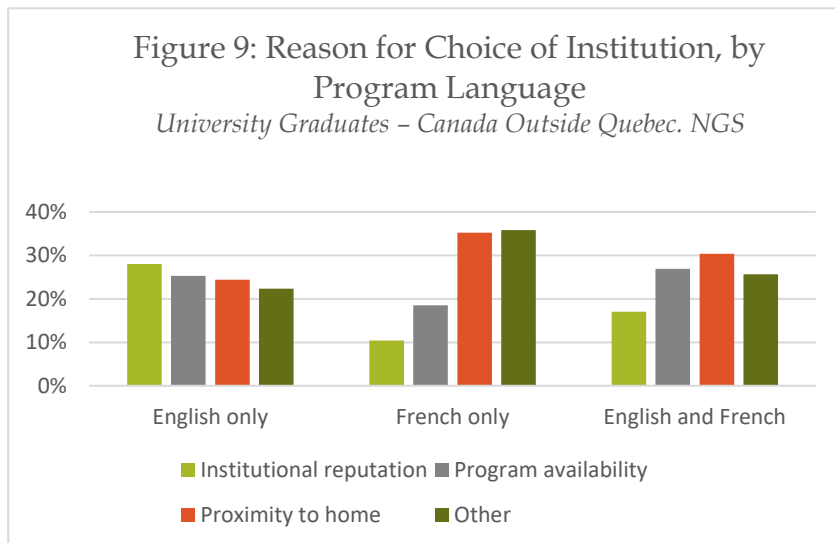


A different picture emerges when we set university graduates' language of instruction as the main variable (Figure 8). On the one hand, regardless of whether instruction is in English only or in French only, participants are overwhelmingly (roughly 70%) people who have the relevant language as their mother tongue.

On the other hand, 65.6% of the population who study only in French also speak only French most often at home. In contrast, this proportion rises to 79.7% for the population for whom English is both the only language of study and the one spoken most often at home.

5.6. Reason for choice of institution: Proximity to home more important for those studying in French

National Graduates Survey – 2018

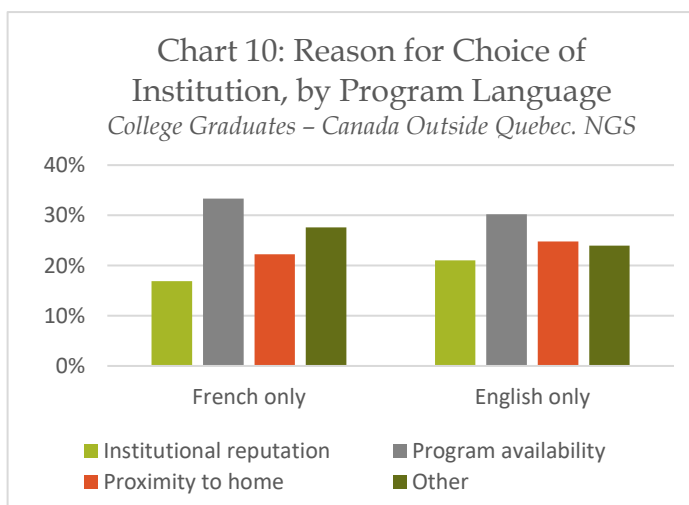


The choice of postsecondary institution is driven by a number of interrelated factors. The NGS addresses this dynamic by asking respondents to identify the factor that most influenced their choice of institution. Figures 9 and 10 show the three factors most frequently cited by respondents.⁵ However, a review of the qualitative research on this topic (Section 6.7) shows that

program availability and identity dynamics also have a significant impact on the choice of students whose mother tongue is French whether or not to study in French.

With respect to university education, Figure 9 shows that institutional reputation was 2.7 times more important for those who chose to study in English only (28.0%) than for those who chose to study in French only (10.4%). On the other hand, proximity to home was the most important factor for those who chose a bilingual (30.4%) or Francophone (35.2%) environment.

The dynamic for college education (Figure 10) was different, in part because institutional reputation generally played a lesser role, although it was more important for those who had studied in English only (21.0%). Here, program availability was the most important factor, both for those who had studied in French (33.3%) and for those who had studied in English (30.2%).



⁵ The six possible responses to the question “What was the most important factor in your choice of postsecondary institution?” were as follows: reputation of institution, availability of program, proximity to home, tuition fees, recommendation of family or friends, other. To ensure data quality, the factors less often selected (tuition fees and recommendation of family or friends) were lumped together under “other.”

5.7. Switching provinces: More common among those whose mother tongue is French

Moving to another region, province or territory to pursue postsecondary education may be an indicator of limited access to this level of education, though other factors can also play a role in this choice.

National Graduates Survey – 2018

Those who had studied in French and graduated in 2015 were almost three times as likely to have done their studies in another province (27.5%) as those who had studied in English only (10.3%). In addition, those whose mother tongue was French, whether they had studied in English (29.2%) or French (27.2%), were at least twice as likely to have moved to another province as those whose mother tongue was English.

5.8. Student debt: Higher for those studying in French

In pursuing a college diploma or bachelor's degree in Canada, about half of individuals, on average, incurred student debt between 2000 and 2015 (Galarneau and Gibson, 2020). Moreover, the size of the median debt remained stable over this period (Galarneau and Gibson, 2020).

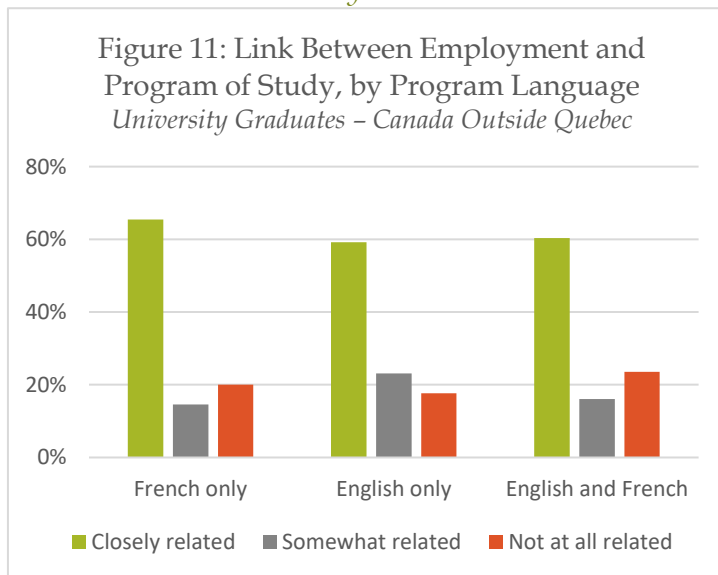
TABLE 14. Student debt at graduation, by program language and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018

| Program Language | Type of Certificate, Diploma or Degree | Average Debt | Median Debt |
|--------------------|--|--------------|-------------|
| French only | College | \$16,800 | \$14,000 |
| | University | \$35,000 | \$26,500 |
| English only | College | \$16,200 | \$12,000 |
| | University | \$31,000 | \$25,000 |
| French and English | College | \$14,600 | \$10,000 |
| | University | \$34,000 | \$28,000 |

A review of average student debt shows that student debt is twice as high for university graduates as for college graduates, regardless of language or region of study in Canada (outside Quebec). A review of average student debt at graduation by program language shows that debt is even higher for those studying only in French than for those studying only in English or in both English and French. When considering broad geographic regions, regardless of program

language, it is in the Atlantic region that university graduates have the highest student debt. In addition, those studying in French in the Atlantic region are, on average, the most indebted group (\$39,000).

5.9. Employment and program of study: A weaker correlation for college graduates



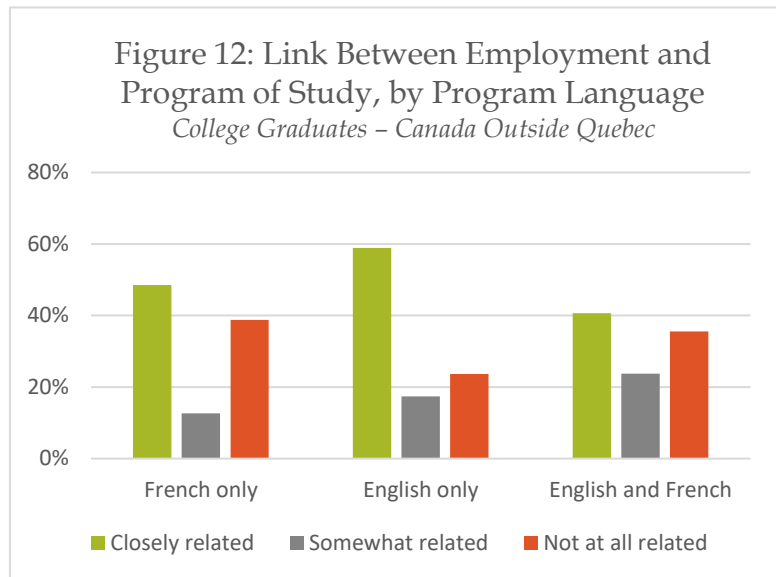
Public policy makers are increasingly eager to assess the fit between education and employment, in order to ensure that program offerings are more closely aligned with the needs of the labour market. In some respects, students, too, are looking for such a fit. Overall, the NGS data show a fairly good match between the college diploma or university degree earned in 2015 and the job held at the time of the survey. This link is stronger in the case of university programs: 65.5% of graduates who had studied in French

only and 59.2% of graduates who had studied in English only held a job that was closely related to their program of study.

The link between education and employment is weaker for college graduates. Moreover, it is programs taken only in English that lead to employment closely related to the diploma or degree obtained (58.9%); the link is weaker where the training is taken in French only (48.5%) or in both English and French (40.7%).

Census of Population – 2016

In 2016, the breakdown of the French and English FOLS populations by field of employment was broadly similar. Professionals made up the largest share of the population, though those with French as their FOLS (20.5%) were slightly more likely to be professionals than those with English as their FOLS (17.8%). The only other field where the gap exceeded 2% was sales: those with English as their FOLS were more likely to be working in this field (10.1%) than those with French as their FOLS (7.7%).



6. INSTITUTIONAL DATA AND ANALYTICAL REVIEW OF POSTSECONDARY EDUCATION IN FRENCH FOR FRANCOPHONE MINORITY COMMUNITIES AND THE FRANCOPHONE COMMUNITY AS A WHOLE

The institutions selected for this analysis have all developed a relatively strong connection with their regional or provincial Francophone community, and to that extent they all share the ambition of contributing more or less directly to enhancing the vitality of FMCs and strengthening French in Canada. That said, the ways in which they have gone about this—in terms of governance, mission, teaching methods and student experience—vary widely from institution to institution.

The analysis that follows does not include English-language universities offering programs to train French teachers. While such programs are key to the development of the immersion systems, which continue to grow in popularity, they do not provide an experience—administration, learning, student life—where French occupies a position conducive to linguistic security and where ties with FMCs are supported and foster a sense of belonging.

Though the analysis presented in this section is informed by all the data collected for this study, it draws most heavily on the interviews we conducted, as well as the scientific literature and institutional data. The data on attendance at colleges and universities offering French-language programs paint a more detailed picture of offerings and associated enrolments by allowing for examination by region or by institution. As noted, the data for the institutions presented in this section are incomplete. For certain statistics, footnotes are used to clarify which institutions are included.

The objective is to shed light on the structure of French-language postsecondary education by describing how it operates, its vulnerabilities and the protections it enjoys. Our analysis was guided by two conceptual approaches, which are presented below.

The place of French in postsecondary institutions: from Francophone autonomy to linguistic cohabitation

We have noted two typical conceptions of the relationship between the institutions studied and the French language / FMCs. Though neither conception is fully embodied by any of the institutional environments we looked at, an examination of their respective foundations will provide a better understanding of the complex dynamics at work in the deployment of “actual” institutional models of French-language postsecondary education.

On the one hand, various conceptual frameworks—with a scientific and legal basis—have contributed to the promotion of autonomy of governance and student independence in French-language postsecondary education, including the maintenance of spaces where students can live in French. In fact, the thinking on OLMCs has focused largely on the importance of achieving a

critical mass of speakers to ensure the development of services and a language's presence in public interactions (Corbeil and Lafrenière, 2010). In addition, recent studies have concluded that French-language education in a Francophone minority setting contributes more to additive bilingualism than comparable education offered in a bilingual setting, not only for Francophones but also for Anglophones and allophones (Landry, 2017). Thus, a critical mass of speakers of a language in a given space is necessary to allow for and plan for full development of a linguistic community. The need for institutional completeness among ethnic communities, as proposed by Breton (1964), has also marked the development of OLMCs. In the last thirty years, such institutional completeness has been achieved through horizontal governance of official language minority communities in which stakeholders have put their expertise to work in building up their institutions (Léger, 2013; Dubois, 2018). In this way, the "by and for Francophones" principle has become the watchword of many organizations in the Francophone community.

On the other hand, the fact that postsecondary education is not enshrined in the *Canadian Charter of Rights and Freedoms* has led to a mixed approach to the languages, both pedagogically and organizationally. It bears repeating that the primary and secondary school systems for French first-language speakers and French second-language speakers have developed in parallel and therefore have distinct governance models. In the postsecondary context, such parallel systems were not contemplated by the *Charter*. For these reasons, as well as for practical and ideological reasons, French-language education at the postsecondary level has evolved in a way that more closely meshes Francophones, Francophiles and Anglophones.

Over the years, many institutions offering French-language education have explicitly sought to recruit and welcome people who have come up through the immersion school systems. It is therefore impossible to discuss the contribution of postsecondary institutions to the vitality of FMCs without discussing their contribution to the development of French as a second language. In this respect, the principles of plurilingualism and pluriculturalism have also had a major impact on the development of French-language postsecondary education outside Quebec. These concepts involve the following dynamics:

[Translation]

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw (Coste, Moore and Zarate, 1997, p. 12, in Tremblay, 2016).

In adopting the principles of plurilingualism, an institutional environment fosters a fluid relationship between the languages in order to encourage the learning of those languages through the intersection of linguistic and cultural referents. Although they have evolved, such

principles have existed for a long time, as Prévost points out when discussing the founding of the College of Bytown:⁶

[Translation]

The College stands out for its bilingualism: the morning classes are taught in French and the afternoon classes in English, in accordance with the wishes of Bishop Guigues, who dreams of reconciling Anglophones and Francophones by requiring them, during their education, not only to live together but also to work together in the same classroom, at times in one language, at times in the other” (2008, p. 16).

To summarize, taking these two ideological and operational perspectives into account allows us to better understand the vulnerabilities peculiar to each conceptual approach. Indeed, environments that fail to address the necessary interactions between the languages—especially in the labour market—pose risks, as do environments where the power dynamics between the languages are given little or no consideration.

Resilience in postsecondary institutions: From vulnerabilities to protections and development

Resilience is a concept used in psychology and urban studies. Urban resilience refers to the ability of a system to withstand, adapt to and develop in spite of chronic stresses and acute shocks (Akkari, 2018). At the level of the individual, resilience refers to the ability of people to regain their vitality and keep moving forward after experiencing hardship or even trauma. In general, “resilient” communities and individuals are better able to cope with complexity, uncertainty and adversity. Climate change (Heinzlef et al., 2020) and the COVID-19 pandemic (Brousselle et al., 2020) have led to increased interest in this concept in Canada.

In the literature on FMCs, the concepts of vitality, development and institutional completeness have tended to shape the public policy agenda. These concepts have the advantage of evoking the ideal sought in an egalitarian relationship between the languages. They have also been instrumental in putting in place policies that focus on FMC development.

French-language postsecondary education appears to be in a precarious situation in a number of settings. Given that the development of that education would benefit from a detailed understanding of the factors that make it vulnerable or help protect it, we have focused on identifying such factors, factors that can be organizational, social, demographic, cultural, economic or political.

It was primarily a recognition of power relationships between English and French in Canada that led us to highlight the vulnerability of French within these relationships and that has led institutions to put in place measures to protect French from the risks created by the close cohabitation of English and French at the postsecondary level. Indeed, even where institutional governance is entirely Francophone, vocational preparation for a largely Anglophone job market

⁶ The College of Bytown was founded in 1848. Saint Paul University can trace its origins directly back to the College of Bytown, which changed names several times before becoming Saint Paul University in 1965. That same year saw the creation of the University of Ottawa, to which Saint Paul University conceded the majority of its holdings. Since that time, Saint Paul University has been affiliated with the University of Ottawa.

and the presence of students who have come up through the immersion system brings students into contact with English at various points.

This report is not an adequate basis for the coherent, comprehensive development of the ecosystem that must be in place to ensure the resilience of FMCs, French speakers and their postsecondary institutions. Nonetheless, the analysis it contains is a step in the right direction in that we attempt to highlight both the vulnerabilities that increase risk and the protection factors most apt to ensure the resiliency of French-language postsecondary education in minority settings. The courses of action proposed at the end of the report focus both on protecting and on ensuring the development of postsecondary education in French.

6.1. Institutions and enrolment

University studies

On the basis of the criteria discussed earlier, we identified **17 universities** that are able to offer programs of study in French. Note that:

- ✧ six universities offer a French-only administrative and educational environment (Université Sainte-Anne, Université de Moncton, Centre de formation médicale du Nouveau-Brunswick, Université de l'Ontario français, Université de Hearst and Université de Saint-Boniface);
- ✧ five universities offer a bilingual administrative and educational environment (Dominican University College, University of Ottawa, University of Sudbury, Laurentian University and Saint Paul University);
- ✧ three academic units offer a predominantly French-language administrative and educational environment within an English-language university (Cité universitaire francophone, Campus Saint-Jean, and the Office of Francophone and Francophile Affairs [OFFA]);
- ✧ one academic unit offers a bilingual administrative and educational environment within an English-language university (Glendon Campus);
- ✧ two English-language universities offer a mainly English-language administrative environment and a bilingual learning environment in the area of French-language education (University of Toronto and University of British Columbia).⁷

⁷ The University of Prince Edward Island, the University of Calgary, the University of Lethbridge and the University of Victoria offer programs in French second-language education, but they are not included in this analysis because the programs do not provide optimal training for teaching in French-language schools. It bears mentioning that these institutions are nevertheless seeking, to varying degrees, to create environments conducive to learning in French. For example, the University of Prince Edward Island has reviewed various components of its programs in recent years in order to better support students wishing to teach in the province's French-language schools.

TABLE 15. French-language postsecondary enrolment by institution, University, Canada outside Quebec. Institutional data – 2018–2019

| Language of Institution | Province or Territory | Name of Institution | Total Enrolment (full-time and part-time) |
|--|-----------------------|---|---|
| French only (6) | Nova Scotia | Université Sainte-Anne | 387 |
| | New Brunswick | Centre de formation médicale du Nouveau-Brunswick | 105 |
| | | Université de Moncton | 4,610 |
| | Ontario | Université de Hearst | 177 |
| | | Université de l'Ontario français | - |
| | Manitoba | Université de Saint-Boniface | 1,285 |
| | Total | | |
| English and French (9) | Ontario | Glendon Campus – York University | N/A |
| | | Dominican University College | 23 |
| | | University of Ottawa | 11,766 |
| | | University of Sudbury | 460 |
| | | Laurentian University | 1,204 |
| | | Saint Paul University | 507 |
| | Saskatchewan | La Cité universitaire francophone – University of Regina | 157 |
| | Alberta | Campus Saint-Jean – University of Alberta | 784 |
| | British Columbia | Office of Francophone and Francophile Affairs – Simon Fraser University | 280 |
| | Total | | |
| English (education programs: French first-language and French second-language) (2) | Ontario | University of Toronto | N/A |
| | British Columbia | University of British Columbia | 80 |
| | Total | | |
| Total, Canada outside Quebec | | | 21,825 |

In 2018–2019, there were 21,825 people enrolled in a postsecondary program in French at 14 of the 17 institutions surveyed.⁸ More than half of these individuals were enrolled at the University of Ottawa (11,766) and almost a quarter at the Université de Moncton (4,610). It should also be noted that 64.0% of these students—that is, those enrolled at Ontario’s bilingual institutions—may face significant exposure to English in their learning experience. How such bilingualism plays out varies widely from one institution/program/student to another.

College studies

We also identified 10 institutions that offered French-language college studies. This college education was always offered in an administrative and learning environment where French was the exclusive (9 of 10) or dominant (1 of 10) language (Campus Saint-Jean):

- ✧ three institutions in the Atlantic region: Collège de l’Île, Université Sainte-Anne and Collège communautaire du Nouveau-Brunswick;
- ✧ two institutions in Ontario: Collège Boréal and Collège La Cité;
- ✧ five institutions in the West and the North: Université de Saint-Boniface, Collège Mathieu, Campus Saint-Jean, Collège Éducacentre and Collège nordique francophone.

TABLE 16. French-language postsecondary enrolment by institution. College, Canada outside Quebec. Institutional data – 2018–2019

| Language of Instruction | Province or Territory | Name of Institution | Total Enrolment (full-time and part-time) |
|------------------------------|-----------------------|--|---|
| French only (10) | Prince Edward Island | Collège de l’Île | N/A |
| | Nova Scotia | Université Sainte-Anne | 150 |
| | New Brunswick | Collège communautaire du Nouveau-Brunswick | 2,050 |
| | Ontario | Collège Boréal | 1,316 |
| | | Collège La Cité | 6,375 |
| | Manitoba | Université de Saint-Boniface | 142 |
| | Saskatchewan | Collège Mathieu | 237 |
| | Alberta | Campus Saint-Jean | 39 |
| | British Columbia | Collège Éducacentre | 216 |
| | Northwest Territories | Collège nordique francophone | 3 |
| Total, Canada outside Quebec | | | 10,528 |

⁸ We have no data from Glendon Campus or the University of Toronto’s education programs. UOF, for its part, had not yet begun offering postsecondary programs.

In 2018–2019, data collected for nine of the ten institutions identified⁹ show that the total student population (full-time and part-time) consisted of 10,528 individuals, largely concentrated in Ontario (73.1%)—a higher share than for university education.

Francophone enrolment relative to the French FOLS population

In Table 17, the institutional data are cross-tabulated with the PSIS data and the Census of Population data. These data reveal that for Canada outside Quebec, the French-language postsecondary enrolment rate is much lower (2.0%) than the share of the population whose FOLS is French (3.8%). This gap is observed in all provinces and territories.

TABLE 17. Total enrolment by province vs. enrolment in French-language programs of study. College and university. Canada outside Quebec. Institutional data – 2018–2019; PSIS – 2018–2019; Census – 2016

| Province or Territory | College and University Enrolment | | Share of Total Population of Province/Territory | |
|------------------------------|----------------------------------|---|---|---------------------------------|
| | Total (PSIS) | Studying in French (institutional data) | Being Educated in French | French FOLS Population (Census) |
| Newfoundland and Labrador | 24,795 | 0 | 0.0% | 0.5% |
| Prince Edward Island | 7,455 | N/A | N/A | 3.3% |
| Nova Scotia | 54,495 | 537 | 1.0% | 3.2% |
| New Brunswick | 26,790 | 6,765 | 25.3% | 31.8% |
| Ontario ¹⁰ | 889,269 | 21,828 | 2.5% | 4.1% |
| Manitoba | 63,186 | 1,427 | 2.3% | 3.2% |
| Saskatchewan | 59,130 | 394 | 0.7% | 1.3% |
| Alberta | 200,391 | 823 | 0.4% | 2.0% |
| British Columbia | 295,494 | 576 | 0.2% | 1.4% |
| Territories | 4,047 | 3 | 0.1% | 3.1% |
| Total, Canada outside Quebec | 1,625,052 | 32,353 | 2.0% | 3.8% |

⁹ The data for Collège de l'Île are not included.

¹⁰ This figure excludes students at Glendon College and in the University of Toronto's French-language education programs.

6.2. Governance of French-language postsecondary education

The ways in which institutions offering French-language education, including the academic units, are governed differ greatly from one setting to another. The classification proposed in this section aims to highlight the dynamics that best explain how French-language education is delivered and managed.

6.2.1. Francophone colleges

Collège de l'Île, Collège communautaire du Nouveau-Brunswick, Collège La Cité, Collège Boréal, Collège Mathieu, Collège Éducacentre, Collège nordique francophone

There are seven French-language colleges outside Quebec. In provinces where there are no autonomous Francophone colleges, colleges are attached to Francophone universities or academic units, namely, Université Sainte-Anne, Université de Saint-Boniface and Campus Saint-Jean. Consequently, governance of college education is much more in line with the “by and for Francophones” principle than is university education.

All the colleges have a board of governors or board of directors that is responsible for setting policy, making financial decisions and ensuring the performance of the college.

In Canada, colleges have a more pronounced **community dynamic** than universities in that colleges are more concerned with access—physical and financial—to programs and services and with recognizing the needs of local populations in their program and service offerings.

Half of the French-language colleges discussed here have **multiple campuses**: Collège Éducacentre and Collège Mathieu have three, Collège La Cité has four, CCNB has five and Collège Boréal has eight. The development of community services and continuing education at Collège Boréal has led the college to operate at 38 different sites and, in so doing, to remain in close communication with numerous FMCs.

Among the colleges presented here, **Collège Éducacentre** is the only private institution. It was recognized as a non-profit organization in 1992, began offering college programs in 2004 and gained accreditation as a private college in 2015. This recognition has enabled it to develop its own programs. There have been attempts to obtain provincial recognition and funding for the Collège, but none has been successful to date.

6.2.2. Autonomous or affiliated French-language universities

Université Sainte-Anne, Université de Moncton, Centre de formation médicale du Nouveau-Brunswick, Université de l'Ontario français, Université de Hearst, Université de Saint-Boniface

There are three universities outside Quebec whose governance model closely reflects the “by and for Francophones” principle: Université Sainte-Anne, Université de Moncton and Université de l'Ontario français.

Two other universities have a similar model, namely, Université de Hearst and Université de Saint-Boniface, which are **affiliated** with Laurentian University and the University of Manitoba, respectively. These affiliations mean that students enrolled in a program at either institution may take courses at both institutions. In the case of Université de Saint-Boniface, the affiliation also entails a dialogue between the institutions when creating or modifying programs, in order to ensure consistency or originality—depending on the needs identified—in the pathways available to students.

These five universities have a **bicameral system** combining the equivalent of a board of governors, responsible for overall administration, and a senate, responsible for academic affairs. In each of these institutions, the Francophone community is formally represented—primarily through its representative organizations—by two to five voting members on the board of governors. That said, the interviewees assure us that even the provincially appointed members are committed to the development of their respective Francophone communities.

Moreover, at both Université de Saint-Boniface and Université de l'Ontario français, the provincial governments have reduced the number of provincial appointees to the boards of governors in order to honour the special mandates of these institutions and their commitment to the “by and for Francophones” principle.

The specific dynamics of these institutions are largely similar to those of other **small institutions**. Despite having student populations of no more than 1,300 (Université de Moncton excepted), these institutions are expected to provide all the services and possess all the infrastructure of a medium-sized to large university. While these institutions struggle to cover all the needs of their student populations—in the area of mental health, for example—their small size does allow them to offer the “human scale” instruction that their students have, by and large, come to appreciate.¹¹

It was mentioned in the interviews that being able to get to know one another and having access to informal coaching is an asset for Francophones and Francophiles coping with linguistic security or proficiency issues.

The **Centre de formation médicale du Nouveau-Brunswick**, which welcomed its first students in 2006, enjoys special status, being the fruit of a collaborative endeavour between the Government of New Brunswick, the Université de Sherbrooke and the Université de Moncton. Students are members of both universities, benefitting from the infrastructure and services of the Université de Moncton and the academic expertise of the Université de Sherbrooke.

¹¹ Since the beginning of the COVID-19 pandemic, this advantage (human scale, personalized approaches) of the small French-language institutions may have eroded somewhat as a result of distance education.

6.2.3. Francophone academic units within English-language universities

Cité universitaire francophone, Campus Saint-Jean, Office of Francophone and Francophile Affairs

While Campus Saint-Jean celebrates its 112th anniversary in 2021, La Cité universitaire francophone (2003) and OFFA (2004) are among the youngest postsecondary academic units in the Canadian Francophonie. It was in the wake of the first Action Plan for Official Languages and further to sustained advocacy efforts on the part of Francophone communities in these provinces that, in the early 2000s, these academic units were created (OFFA) or underwent major expansion (Cité universitaire francophone and Campus Saint-Jean).

The three universities to which Campus Saint-Jean, La Cité universitaire francophone and OFFA are attached have a conventional **bicameral system**, the University of Alberta having a “General Faculties Council” in place of a senate.

La Cité universitaire francophone and Campus Saint-Jean have **faculty** status and the associated powers. This allows them to create programs with the approval of the senate of their host university, like other faculties. This status also allows them to manage their academic and administrative staff according to their own vision. While the heads of these units both hold the French title “directeur” (Director / Executive Officer), the head of Campus Saint-Jean also holds the French title “doyen” (Dean). Consequently, the head of Campus Saint-Jean is a voting member of his institution’s senate whereas the head of La Cité universitaire francophone does not sit on the senate. That said, a person representing the interests of the Francophone community is appointed to the Senate of the University of Regina by the Assemblée communautaire fransaskoise.

Unlike “regular” faculties, these two faculties are exploring **partnerships** with other faculties at their universities—for example, the faculty of nursing—in order to develop more programs, as they do not always have a sufficient pool of students to be self-sufficient or, conversely, a sufficient number of spots. Furthermore, limited availability of professional expertise or faculty members can make it more difficult to offer a full program. Partnerships between institutions also emerge in certain circumstances. In particular, a **Master of Education degree** has been developed in collaboration with Université de Saint-Boniface, La Cité universitaire, Campus Saint-Jean and OFFA.

OFFA does not have faculty status. As a result, it lacks the independence of La Cité universitaire francophone and Campus Saint-Jean in terms of developing and managing its programs. However, the fact that OFFA reports directly to the Vice-President, Academic, helps ensure that it is not in an overly subordinate position in its collaborations with the faculties hosting its programs.

An **advisory committee/board** has been created for each of these three academic units to ensure ongoing communication with the Francophone community and to address its concerns. In each of the three units, the committee normally meets twice a year. The purpose of the

meetings is to foster the exchange of information, the establishment or sharing of overarching strategies, the identification of the needs of the Francophone community and the implementation of collaborative projects. Committee members are appointed by the heads of the academic units on the strength of their involvement in the Francophone community and their knowledge of the academic unit.

OFFA's advisory committee is closely involved in determining the academic policies and initiatives to be implemented. In contrast, at Campus Saint-Jean and La Cité universitaire francophone, special committees made up of professors have the mandate to plan academic affairs. Nevertheless, in both units, academic initiatives are still discussed with the advisory committees/boards.

In **relations with their host university**, all three academic units must constantly reassert the value of French-language education and, even more so, the special requirements associated with: (a) their French-language operations, (b) their smaller cohorts, and (c) their mission with respect to the Francophone and Acadian communities. In this regard, it is an asset for La Cité universitaire francophone to have a representative of the Francophone community on the University of Regina Senate.

This challenge has been front and centre for **Campus Saint-Jean** in recent years. For example, as part of the ongoing restructuring, the first iteration of the scenarios being studied did not guarantee the relative autonomy of Campus Saint-Jean. Following a number of discussions within the university and public statements by Francophone communities, there appears to have been a change of heart: the second iteration of the proposed scenarios maintained the relative autonomy of Campus Saint-Jean. In addition, in response to the precarious financial situation of Campus Saint-Jean, the Association canadienne-française de l'Alberta (ACFA) filed a lawsuit against the Government of Alberta and the University of Alberta in the summer of 2020. These issues serve as a reminder of the precarious nature of Campus Saint-Jean's administrative and financial dynamics and of this governance model, more broadly.

6.2.4. Affiliated or federated bilingual universities¹²

Saint Paul University, University of Sudbury, Dominican University College

While the University of Sudbury is federated with Laurentian University, Saint Paul University is affiliated with the University of Ottawa, and Dominican University College is affiliated with Carleton University. It is the religious character of these institutions that led to their affiliation or federation, which has allowed them to benefit indirectly from provincial operating grants. While the institutions have distinct organizational models, they all have a bicameral governance structure. It is possible for students of each of these institutions to take courses at the host university and make use of its facilities. The reverse is also true, but given that the host universities are much larger than the institutions being studied here, this option is rarely exercised. These three institutions are autonomous in terms of program development but have specific agreements with their host universities that restrict program development in areas of common expertise (clauses vary from institution to institution).

TABLE 18. Designation of institutions covered by the French Language Services Act. Ontario

| Institution | Type | Year |
|----------------------------------|---------|------|
| Collège Boréal | Full | 2008 |
| Collège La Cité | Full | 2014 |
| Laurentian University | Partial | 2014 |
| University of Ottawa | Partial | 2015 |
| Glendon Campus | Partial | 2016 |
| Saint Paul University | Partial | 2019 |
| University of Sudbury | Partial | 2019 |
| Université de l'Ontario français | Full | 2020 |

Representatives of **Saint Paul University** are appointed to the University of Ottawa Senate and Board of Governors. Of all the bilingual institutions or units studied here, Saint Paul University appears to have the most effective measures in place to protect and promote French. For example, programs of study are always developed in French first and rolled out at least a year before they are offered in English. The organizational culture is also predominantly Francophone: the employees, who are all bilingual, often have French as their preferred official language. Thus, meetings relating to the governance of the University are most often held in French, and the student population benefits from hearing staff members speak to each other mostly in French.

The **University of Sudbury** appoints representatives to the Senate of Laurentian University. The University of Sudbury enjoys less autonomy than Saint Paul University or Dominican University College, since it does not confer its own degrees and enrolment is administered by Laurentian University. As a cost-saving measure, some library services have also been taken over by Laurentian University in recent years.

¹² An affiliated or federated university or college is a postsecondary institution that has the legal power to confer its own degrees but has suspended that power in order to join a publicly funded university so that it can indirectly receive provincial operating grants (HEQCO, 2015).

Dominican University College has no representatives at Carleton University. Its affiliation is more recent (2012), so it is only in the last little while that its full suite of programs have been accredited and funded by the Ministry of Advanced Education and Skills Development. This relationship with Carleton University is largely invisible to the student population. The religious character of the institution remains central to its identity and the programs it offers. Due to its financial situation and recruitment challenges, the institution has expanded its offering of English-language programs over the years. While there are few formal measures in place to protect French, a certain fluidity between the languages continues to characterize daily life, particularly given the historically French-speaking Dominican aspect of the institution.

6.2.5. The bilingual universities

University of Ottawa and Laurentian University

Given its sheer size—approximately 40,000 full- and part-time students—the University of Ottawa occupies a unique place in the Francophone minority postsecondary landscape. Thus, even though Laurentian’s governance model and operations somewhat resemble those of the University of Ottawa, the former’s small size limits the scope for comparisons.

When the **University of Ottawa Act** was passed in 1965, the University of Ottawa reaffirmed its bilingual nature in the objects of that statute, stating that it works to “further bilingualism and biculturalism and preserve and develop French culture in Ontario” (S.O. 1965, C.137). Similarly, the powers of the Senate refer to the importance of complying with the “bilingual character” of the University. While the University of Ottawa was innovative in formalizing and expanding postsecondary immersion opportunities from its very beginnings (Knoerr and Weinberg, 2013), today it continues to enhance the learning experiences of its student population through immersive dynamics in each of the official languages. To this extent, the University of Ottawa is, in many respects, the institution that is working most diligently to embody the principles of plurilingualism and pluriculturalism in its operations and instruction. In fact, it seeks to foster cohabitation of English and French through dynamic interactions between the languages. Here, measures to protect French are generally part of an experiential approach that emphasizes the interactive nature of the languages. Over the years, the operationalization of bilingualism within the institution has developed through increasingly formalized procedures and practices. For example, employee bilingualism is formally assessed; employees who do not meet the minimum thresholds can still be hired, but on the condition that they develop their language skills.

That said, over and above the efforts to ensure bilingualism both within the administration and in the classroom, there are in fact many measures aimed explicitly at protecting French and the presence of Francophones. For example, at the undergraduate level, programs are developed using a mirror approach where students have the opportunity to take a program in the language of their choice. While the relative size of the French-speaking student population has dropped below 30% in recent years, the University is pursuing a range of measures to boost Francophone

enrolment, which include offering bursaries to Canadian and international Francophone students.

The linguistic dynamics of **Laurentian University** are loosely defined in the institution’s enabling statute, which dates from 1960. The statute provides for the establishment and maintenance of instruction, academic units, and research “in either or both of the French and English languages” (S.O. 1960, C. 151). In addition to offering some of its programs entirely in French, the University maintains a French presence in various internal operations and external partnerships. The university also promotes its tricultural character, which includes Francophone, Anglophone and Indigenous cultures. However, supporting the development of the Francophone dimension has not been a central focus of the institution’s overarching policy directions in recent years.

On February 1, 2021, Laurentian University entered into a court-supervised financial restructuring process under the *Companies’ Creditors Arrangement Act*. As of this writing, there are serious concerns about how language of instruction will be taken into consideration in this exercise. Several options for the reorganization of French-language university education for Northern Ontario are being considered.¹³

As was the case for Dominican University College and the University of Sudbury, the interviews conducted and the administrative data consulted for these universities suggest that English-language programs have grown more rapidly than French-language programs in recent years, resulting in increased exposure to English in the student experience of those studying in French.

6.2.6. A bilingual entity within a major English-language university: Glendon Campus

Glendon Campus is recognized as one of 11 faculties of York University. While its host university operates in English only, Glendon Campus offers its students a bilingual environment. What is unique about Glendon campus is its vision of developing the English or French second-language proficiency of its entire student population. In this respect, in 2008, Glendon was named Southern Ontario’s Centre of Excellence for French-language and Bilingual Postsecondary Education. The bilingual dynamic is reflected in Glendon’s student population, which appears to be more Francophile than that of the other institutions and units studied here.¹⁴

The Campus’s integration with York University is an asset for the student population in that they have ready access to the infrastructure and services of the host university. The Campus’s isolation from the rest of the University is equally advantageous for the development of its bilingual identity. In addition, the efforts to promote bilingual activities—from the student radio

¹³ For example, during the round tables at the University of Ottawa’s Collège des chaires de recherche sur le monde francophone (March 2 and 23, 2021): (1) The Challenges Facing French-Language Teaching in Northern Ontario; (2) Funding of Francophone universities in Canada. Is it time for reform?

¹⁴ We were unable to produce a detailed analysis of the origins of the student populations enrolled in the French-language programs. Our remarks are therefore based on fragmentary data.

station to the student newspaper to evening socials—reflect the desire to carve out a safe space for French. Functional bilingualism is the norm for employees at Glendon Campus.

As is the case for the Francophone units, the need for French services and tools means that Glendon Campus is responsible for providing a greater number of tools and services than a typical faculty at York University. In addition, as in the other Francophone units, student cohorts are smaller than in a typical faculty. That said, unlike the Western Francophone units, Glendon Campus must offer its services and tools in *both French and English* as much as possible. Consequently, representatives of Glendon Campus find themselves having to remind the University's central administration again and again of the financial imperatives of bilingualism. What is more, from an operational and service perspective, the imperatives of bilingualism are not always taken into account. For example, the Campus does not have independent control over the management of its cafeteria. Thus, when cafeteria personnel are being hired, bilingualism is not a requirement.

6.3. Distinctive mission with respect to Francophone minority communities, bilingualism and the French language

In the Western World, while universities have seen great stability in their operations and governance models over the last few centuries, their missions have evolved. Since the 1980s, the knowledge society in which we are immersed has given rise to a knowledge economy where [translation] “knowledge serves the economy in every sense of the word” (Charle and Verger, 2012, p. 201). In this sense, without forsaking their teaching and research missions, universities are now partly involved in this knowledge economy. The upshot is that the social mission of universities has also been transformed as a result and is often viewed through the prism of the economic performance of the community or society in which the postsecondary institution operates.

This **economic prism** constrains the development potential of institutions serving minority-language communities, as economic performance is not, at first blush, a primary goal of efforts to enhance FMC vitality. However, as we discuss below, while additional investments are required, it can make perfect sense economically for local communities and for Canada to invest in French-language postsecondary education.

Nevertheless, it is through the lens of the **societal and cultural mission** of FMC postsecondary institutions that we can better grasp the contribution of these institutions to the social and economic sustainability of the communities they serve and of Canada as a whole. These institutions do, in fact, demonstrate value, though that value is to be found not in short-term financial returns but in the ecosystem that the institutions help cultivate.

The interviews revealed that FMC postsecondary institutions seek to contribute explicitly to both the development and vitality of the FMCs they serve and to the vitality of the French language

and bilingualism in general. Institutions or units operating only in French tend to stress the first component of this mission, while institutions promoting a bilingual environment place a little more emphasis on the second component. However, unlike in the primary and secondary education systems, both components are always present and are intertwined.

The **mission statements** of a number of institutions make specific reference to the way in which they are connected with FMCs. For example, according to Collège Boréal’s mission statement, the institution “provides leadership to fulfill the potential and ensure the sustainable development of Ontario’s Francophone communities” (n.d.). For its part, OFFA states that it is “...committed to contributing to the growth and vitality of the Francophonie by establishing strong ties with the community” (n.d.). The Atlantic institutions refer to the intersection of the Acadian and Francophone dynamics: [Translation] “Anchored in Nova Scotia’s Acadian community, Université Sainte-Anne is dedicated to creating and mobilizing knowledge using an original and individualized approach. Proud of its Francophone character, it is a unique place to learn, do research, innovate and thrive in French” (n.d.).

More concretely, the institutions’ role with respect to FMCs can be understood from different angles: institutional completeness of FMCs, knowledge and resources to realize opportunities to live in French, co-development of FMCs, and economic sustainability of FMCs and Canada. We could also have addressed the role of the institutions in identity building, but that dynamic is introduced in Section 6.7.

6.3.1. Institutional completeness

In addition to guaranteeing Francophones an education in their own language, postsecondary institutions contribute greatly to the institutional completeness of communities by increasing the frequency of interpersonal interactions among Francophones and, in so doing, reducing the likelihood of assimilation into the majority group (Breton, 1964). In view of the Montfort Hospital decision, which recognizes the vital role of this institution in the survival of the Franco-Ontarian community (v. Lalonde, 2001), and considering the right to minority-language education guaranteed in the *Canadian Charter of Rights and Freedoms*, it seems reasonable to include postsecondary institutions as part of the institutional environment essential to the vitality of FMCs. To date, however, access to postsecondary education in the minority language is not a legally protected right. That said, FMC stakeholders recognize the institutions as key players in both institutional completeness and the educational continuum (Landry, 2017 and 2008).

6.3.2. Production and use of knowledge and resources

Besides playing this fundamental role with respect to FMCs, postsecondary institutions also contribute to the development of knowledge and resources used by FMCs as well as a range of other actors in Canada and abroad, including various linguistic minority communities. It would be unrealistic to try to illustrate the full implications of this dynamic, as its ramifications are legion. The main point here is that this phenomenon often involves close networking between postsecondary institutions and FMC members in knowledge production and

dissemination/application. In this respect, there are dozens of research centres, groups and chairs operating within these institutions, many of them focusing on a specific aspect of Francophone community development. The establishment of the [Collège des chaires de la francophonie](#) at the University of Ottawa, whose eight chairs cover various aspects of FMC development, is a good example of this dynamism.

While much of this knowledge development directly enhances opportunities to live in French—as evidenced by the knowledge and resources on the active offer of health services in French, identity building, settlement of Francophone immigrants, second-language instruction and assessment, community governance, etc.¹⁵—some of it contributes directly to addressing broader social or economic issues of interest to Canadians.

Although in recent years there has been an increase in research at most of the institutions discussed in this study, it is important to note that all of the small institutions studied in this section continue to possess only limited research capacity.

6.3.3. Co-development of Francophone minority communities

While many research projects involve partnerships with FMCs, other **collaborative projects** involving postsecondary institutions and FMC organizations would be more accurately described as co-development projects. For example:

- ✓ Collège Éducentre, Conseil scolaire francophone de la Colombie-Britannique and Fédération des parents francophones de Colombie-Britannique—development of Francophone daycares and training of educators;
- ✓ Cité universitaire francophone and Association jeunesse fransaskoise—agreement for socio-cultural activities;
- ✓ Campus Saint-Jean and the Centre d'accueil francophone d'Edmonton—collaboration to provide services to international students;
- ✓ Collège de l'Île and Association des centres de la petite enfance francophones de l'Île-du-Prince-Édouard—joint recruitment campaign for the early childhood educator program to address the shortage.

¹⁵ In addition to a dozen scientific journals on FMCs, there have been various knowledge dissemination exercises aimed at wider audiences, including [References on Linguistic Minorities](#) by the Canadian Institute for Research on Linguistic Minorities and the [Savoir-santé en français Portal](#) of the Société Santé en français.

Francophone universities, colleges and academic units, as well as some bilingual institutions, are important Francophone **gathering places** for the student community and, in some cases, the community at large. At times, space is rented out to community organizations, which allows institutions to generate revenue while enhancing the presence and visibility of the Francophone community on campus. Campuses are also ideal locations for organizing socio-cultural activities. For example:

- ✧ the Université de Moncton is central to the cultural life of the Acadian community of southeastern New Brunswick;
- ✧ Campus Saint-Jean and Université de Saint-Boniface are situated in the heart of the Francophone neighbourhoods of their respective municipalities;
- ✧ the Cité universitaire francophone has a space for socializing in French within the University of Regina;
- ✧ in time, the Université de l'Ontario français aims to create a Francophone hub that will host a variety of partners.

Several provincial Francophone representative organizations are working closely to **advocate for** an expanded and better-supported **postsecondary offering** through a variety of means, such as public dialogue, political meetings and court action. For example:

- ✧ in 2020, the ACFA filed a lawsuit against the Government of Alberta and the University of Alberta;
- ✧ for several years now, the AFO has been at the heart of the advocacy efforts leading to the creation of the UOF;
- ✧ the Assemblée fransaskoise sits on the governing bodies of Collège Mathieu and the University of Regina.

Another way that institutions serve communities is by maintaining a **physical presence in the regions**. A number of Francophone institutions have satellite campuses, and the main campuses of Université Sainte-Anne and Collège Mathieu are themselves located in rural areas. This regional presence comes with its share of drawbacks, such as travel constraints and difficulty recruiting staff. According to the stakeholders we met with, these campuses nevertheless play a significant role in the maintenance and cultural and social development of the local Francophone communities, in addition to supporting their economic development. This dynamic is of particular importance in provinces where a significant portion of the Francophone population is rural. What is more, for a significant portion of the student population choosing to study in French, geographic proximity is a deciding factor (Boissonneault, 2016).¹⁶

In many situations, the more community-focused nature of the **colleges** and the fact that they have an autonomous, Francophone governance structure allows them to work very closely with FMCs and respond quickly to community needs. In addition, the colleges have a more flexible

¹⁶ See also Figure 9, which presents the NGS – 2018 data.

structure for implementing new programs or modifying existing ones, allowing them to adapt to market and community needs.

In addition to accredited programs, Francophone postsecondary institutions, especially colleges, offer a wide range of **services—both educational and non-educational—in French**. In many cases, they are the only institutions that offer essential skills-development, continuing-education and professional-development opportunities in French in the regions they serve. A number of institutions also offer French second-language and English second-language training. For example, Collège nordique francophone offers French-language training for territorial government employees in bilingual positions. The institutions also make a variety of other resources available to Francophone communities, including immigrant services and employability services.

6.3.4. Economic development of Francophone minority communities

This collaboration with FMCs also resonates with the **business community** in a number of ways. For example, entrepreneurship and innovation centres, such as those at [CCNB](#) and [Collège La Cité](#), contribute directly to the development of entrepreneurship in French. Various jobs require French-language skills as well as approaches specific to Francophone communities—in early childhood education, teaching and health—that cannot be learned in majority environments.

The benefits to Canada of having a bilingual workforce go beyond direct economic partnerships. People educated in French outside Quebec appear to be making a significant contribution to the Canadian economy, given that bilinguals generate some 10 percent of Canada’s GDP outside Quebec (Conference Board of Canada, 2019a, p. iv). Similarly, one study linked knowledge of French in any given province with an increased propensity for trade with French-speaking countries (Conference Board of Canada, 2013).

6.4. Financial challenges

It was clear from the interviews that the greatest challenge to the sustainability of French-language postsecondary education in minority settings is funding. For some, this precarious situation is threatening the short-term viability of the institution, its programs of study and its student services; for others, it is limiting opportunities for development and innovation.

In order to elucidate the differential impact of funding challenges on French-language education, particularly where such education seeks to provide a safe space for learning in French, we will explore three dynamics: the Canadian postsecondary funding context, the requirements for any framework to support a safe Francophone learning environment, and the requirements for fostering a fulfilling Francophone living environment.

6.4.1. The Canadian funding context

General context

In 2018–2019, **university** revenues came primarily from government sources (45.8%) and tuition (29.4%) (Statistics Canada, 2020). Also according to Statistics Canada, the share of provincial government funding has decreased in recent years, from 38.6% in 2013–2014 to 35.4% in 2018–2019. In contrast, the share of tuition revenues has increased, from 24.7% in 2013–2014 to 29.4% in 2018–2019. It should also be noted that nearly all federal government funding (93.4%) went to funded research.

A report by Higher Education Strategy Associates (HESA, 2020) paints a detailed picture of the evolution of **college and university** funding in Canada. The report highlights the fact that, until the 2008–2009 recession, postsecondary institutions were seeing revenue growth of approximately 5% per year from each of their primary sources: governments, students and self-generated revenues. However, since the financial crisis, government investment has stagnated, while the share of revenue from tuition has grown steadily. This increase is largely attributable to the growth in the international student population: since 2008–2009, international student tuition fees have increased by 350%, while domestic student fees have increased by only 35%. This means that 100% of the growth in postsecondary institution spending over the past six years (2013–2019) has been funded by international student fees. Since 2016, postsecondary institutions in Canada have been receiving less than half of their revenues from governments.

This funding situation has made for greater revenue volatility in Canada's postsecondary institutions. It has also led to increased competition among institutions. As a result, high-enrolment institutions who tend to recruit more abroad are coming out ahead financially.

Impact of this funding context on postsecondary education in French

It bears repeating that this evolution of the funding framework over the past 15 years has taken place in a context where Francophone academic units, particularly in the West, had not yet developed the minimum foundations for resilience: Campus Saint-Jean underwent an expansion phase in the early 2000s; OFFA welcomed its first cohort in 2004 while, in the same year, Collège Éducacentre offered its first college programs; La Cité universitaire francophone came into being in 2015; and, two years later, Collège Mathieu offered its first postsecondary diplomas.

On the whole, institutions involved in French-language education who had smaller enrolments did not fare well. On the one hand, their potential for economies of scale and revenue are limited by the small size of their French-language student cohorts, and to a greater extent than was the case a couple of decades ago, due to government disinvestment and the growing share of institutional budgets that must be covered by tuition fees. On the other hand, the proportion of international students in some settings (see 6.7), especially in the Western academic units, is well below the Canadian average. This lower proportion of international students, combined with the increasing reliance of postsecondary institutions on international student fees, has left institutions who recruit less from abroad with less room to manoeuvre.

6.4.2. The cost of providing a learning environment conducive to linguistic security and a student experience in French

Learning in French and fostering linguistic security

In addition to feeling the impact of Canada's new postsecondary revenue structure more keenly, institutions offering French-language education are forced to invest more resources to meet the demands of providing a safe French-language and, in some cases, bilingual learning environment. French-language education requires a comprehensive supporting framework. While many of the required investments are similar for Francophone and bilingual institutions, some categories of expenditures are higher where French-language education is delivered in a bilingual institutional environment, whether that bilingualism is horizontal (University of Ottawa) or parallel (Campus Saint-Jean).

NATURE of investments in French-language learning

Bilingual institutions

- ✧ Bilingual or Francophone staff: management, administration, technical services, mental health, maintenance, etc.
- ✧ French translation and revision services
- ✧ Programs and courses offered in both languages
- ✧ Francophone gathering spaces
- ✧ Printing in both languages

Francophone or bilingual institutions

- ✧ French-language licences and software (higher costs)
- ✧ Development and procurement of French-language educational resources (higher costs)
- ✧ French-language books (higher costs)
- ✧ Adapted language training for students and staff
- ✧ Tools and strategies for assessing the language skills of staff and students

The following are examples of actions that French-language educational institutions must take that are different or not required in exclusively English-language environments:

- ✧ Campus Saint-Jean has translated admission and residency forms to expand the French-language student experience, while other faculties rely on their central administration for such services.
- ✧ At the University of Ottawa and Saint Paul University, for a student cohort comparable in size to that of a unilingual institution, courses must be offered in both languages.
- ✧ At Université Sainte-Anne, additional expenses are incurred due to the distance from major centres. The Université is also required to translate all documents sent to the province.

Francophone institutions have fewer substantial investments to make to create a safe environment and protect French. That said, the costs associated with remoteness—as a result of the smaller cohorts, for example—are higher. There are also higher costs associated with French-language educational resources. The demographic decline in a majority of regions in Atlantic Canada—older population, higher migration to other provinces, lower international migration—is also causing financial difficulties with a range of impacts. For example, increased tuition fees and reduced program offerings could have a more adverse impact on the attractiveness of the Université de Moncton than on an English-language institution.

Institutions with bilingual governance, such as the University of Ottawa and Laurentian University, incur a variety of expenses in ensuring that as many of their resources as possible are bilingual. The financial challenges facing academic units such as Campus Saint-Jean and Glendon Campus are compounded by the fact that these units are required to invest in the development of French-language resources and services in order to support an environment conducive to linguistic security, despite being funded largely as though they were a standard faculty.

Overall, whatever the governance model, implementing this critical framework involves additional investments in potentially every category of institutional expenditure: from salaries to travel, from printing to communications, and from contracted services to other operating expenses.

Enhancement and development of Francophone minority communities

As mentioned earlier, institutions offering French-language postsecondary education seek both to leverage the potential of FMCs and to contribute to FMC development. In doing so, the networks they develop and the audiences they serve are different from those of their host institution and the other institutions in their respective provinces. This calls for a unique approach.

The following are examples of actions or imperatives applicable to institutions offering French-language education that do not apply to exclusively English-speaking environments:

- ✧ Collège Boréal supports Francophone media to complement its promotional strategies vis-à-vis its target audiences and to maintain recognition within the Francophone community at large.
- ✧ OFFA lacks the resources to implement a sustained international recruitment strategy.
- ✧ The CCNB has set up five academic campuses to reach all of New Brunswick's Francophone and Acadian communities and contribute to their vitality.
- ✧ The Cité universitaire francophone has been expanding its partnerships with FMCs in order to stem the tide of cultural disengagement, especially among high school students.

NATURE of investments in FMC development

Bilingual or Francophone institutions

- ✧ Campuses or institutions in remote areas, including travel costs
- ✧ Bilingual websites
- ✧ Bursaries or incentives to study in French
- ✧ Programs and courses with low enrolment
- ✧ Communication strategies and promotional material in French
- ✧ Travel for the purposes of recruitment in Francophone communities in Canada and abroad
- ✧ Services and space for FMCs
- ✧ Collaborations and activities to enhance FMCs
- ✧ Activities to promote French or bilingualism

Analysis of the additional investments needed to support bilingualism

Using expenditure categories similar to those discussed here, the University of Ottawa assessed its 2014 shortfall in supporting bilingualism within its institution at \$30 million (Mercier and Diaz). In contrast to the previous analysis, which combined bilingual and Francophone institutional environments, this analysis focuses on the costs of horizontal institutional bilingualism, where all activities are potentially affected by bilingualism.

6.4.3. Revenue from the provinces

Education being an exclusively provincial jurisdiction, the bulk of government funding for the postsecondary sector is provided by the provinces. How these grants are distributed to postsecondary institutions varies from province to province.

Some provinces recognize the need for additional investments to support French-language education. For example, the province of Nova Scotia distributes its funding envelope among the province's 10 universities using a funding formula that incorporates a number of factors, including enrolments. The formula also takes into account the specific characteristics of the universities, such as whether they are small institutions or have a special mission. Thus, the small size of Université Sainte-Anne and its mission with respect to the Acadian community are considered by the province. The provinces of Ontario and New Brunswick have a similar approach—although, in the case of Ontario, at least, no specific funding-allocation formula is associated with the various criteria considered.

To our knowledge, British Columbia, Alberta and Saskatchewan provide no additional, ongoing financial support for French-language education at the postsecondary level.

In some cases, provincial support appears to be mixed. For example, in recent years, there have been negotiations between various institutions—notably in Manitoba and Alberta—and their governments to have the unique constraints of French-language postsecondary education reflected in the funding mechanisms and the amounts allocated.

6.4.4. Revenues from the federal government

Various departmental sources

According to one study on federal transfer payments to postsecondary institutions that looked at the main institutions responsible for French-language education outside Quebec (Axion, forthcoming), the following departments made the largest payments in 2018–2019: the Innovation, Science and Economic Development Canada portfolio (58%) and Health Canada (24%). To a lesser extent, Immigration, Refugees and Citizenship Canada (8%), Infrastructure and Communities Canada (5%) and Canadian Heritage (5%) also contributed (Axion, forthcoming). It should be noted that the reality of small institutions is different in that the share of funding from Health Canada and Canadian Heritage is greater.

Canadian Heritage – Stagnating investment and declining value of existing investments

Between 2013 and 2018, the federal government invested \$170.6 million per year (outside Quebec) in the Minority-Language Education and Second-Language Learning components of the Official Languages Support Programs (OLSPs) (Axion, forthcoming). Of these funds, 19% were invested at the postsecondary level and 81% at the elementary and secondary levels (Axion, forthcoming). The contribution amounts and percentages were maintained in 2018–2019 as new agreements were being developed. The amounts allocated under these programs remained unchanged over the period under study (2013 to 2019).

In addition, in 2018–2019, as in past years, Canadian Heritage provided approximately \$15 million, through a complementary funding program, to postsecondary institutions that are members of the Association des collèges et universités de la francophonie canadienne (ACUFC).

These amounts are not included in the provincial and territorial multi-year action plans (Axion, forthcoming) and must be matched by the recipient provincial or territorial governments.

On the whole, considering that inflation rates have ranged from 1.1% to 2.9% over the past 20 years, the value of the Canadian Heritage investments has effectively decreased.

However, Budget 2019 did include additional funding to expand support for minority-language education. Similarly, *Action Plan for Official Languages 2018–2023* provides for three types of investments from which postsecondary institutions may, in part, benefit: new investments in educational and community infrastructure (\$67.3M), a Teacher Recruitment Strategy for FMC schools (\$31.3M) and a Teacher Recruitment Strategy for French immersion and French second-language programs (\$31.3M).

Unpredictable and inconsistent core funding from Canadian Heritage

Besides the funding freeze, another issue associated with the protocol was mentioned repeatedly in the interviews: funds for postsecondary education are included in the same envelope as those for elementary and secondary education; the funds flow through the provinces; and, in many cases, the way in which they are allocated is not transparent. These issues have led to various challenges, foremost among them being a sort of hidden competition between the various players on the education continuum. The funding model associated with the protocol also has the potential to reduce funding to existing institutions as new institutions are added to the list of those offering programs in French. Since the total amounts allocated have been flat for many years now, a larger number of partners are each receiving a smaller piece of the same pie.

The current model also has the effect of increasing the number of players with whom postsecondary institutions must deal, since the funds under the protocol are generally administered by provincial ministries/departments of education, to which the institutions in question do not always report.

Unlike in other provinces, federated institutions in Ontario do not receive funding directly from the provincial government as they deal with the host institution first. The federated structure makes it more difficult to obtain federal grants that require the province to make a matching contribution, as close collaboration is required from the partner institution, which must apply on behalf of the affiliated or federated institution.

Funding of complementary measures: An important but inadequate program

With core funding not increasing since the early 2000s—except recently—complementary funding on a project-by-project basis has come to occupy a growing share of the operating budgets of many institutions, especially those that receive limited provincial funding or that were created after the first Action Plan for Official Languages, such as OFFA and UOF.

Such complementary funding involves reporting requirements or must be applied for, often on an annual basis. What is more, since the provincial governments are responsible for submitting

these applications, close collaboration is required. As a result, this type of funding does not lend itself to future planning, creates uncertainty and demands a significant time investment in a context where human resources are limited. Moreover, as far as human resources are concerned, complementary funding does not provide for job security, which can make it difficult to recruit and retain qualified staff.

The emphasis that this type of funding places on short-term results is hardly conducive to strategic planning and innovation. For example, even though Université Sainte-Anne provides services to a large Francophile student population year after year, it receives only complementary funding and other ad hoc funding for its French second-language courses.

Provincial matching sometimes difficult to obtain

Federal funding programs that require provincial matching would appear to disadvantage some postsecondary institutions, who face challenges convincing their provincial government, and sometimes their host institution, to inject funds into special projects. This issue seems to be more prevalent in the Western provinces. Should the province refuse, institutions may be forced to scale back their proposed projects or abandon them altogether. Infrastructure projects where provincial matching is difficult to obtain are becoming more important.

6.4.5. Revenues related to the commitment to Francophone minority communities

Some activities—such as providing customized training, continuing education, language training, employability services and settlement services for immigrants—can help generate a share of institutional revenues. Institutions also sometimes win public tenders to provide training to provincial or federal government employees. For example, the Collège Éducacentre provides some training to the federal public service, and Collège nordique francophone provides language training to employees of the territorial governments. These activities allow institutions to achieve economies of scale and ensure the financial viability of other initiatives, perhaps by hiring a full-time rather than a part-time employee. Offering a range of services can also help certain small campuses achieve financial viability.

6.4.6. Supporting the development of Francophone minority communities, French first-language learning and French second-language learning

As mentioned earlier, from a legal standpoint, federal support for the development of FMCs is framed chiefly by the *Official Languages Act* and the *Canadian Charter of Rights and Freedoms*. Although some legal uncertainty persists regarding direct support for postsecondary education, the commitment of the federal government and some provinces to the vitality of FMCs may lead to a demolinguistic analysis of expenditures and enrolments associated with French-language postsecondary education outside Quebec.

It therefore seems legitimate to consider **that the share of enrolments and expenditures in the French-language postsecondary sector in a given province could correspond to the proportion of**

Francophones¹⁷ in that province. Such a proposal seems reasonable, especially given that people whose FOLS is French are about as likely to hold a postsecondary diploma, certificate or degree as those whose FOLS is English. In addition, the value of this proposal may lie in the fact that it allows for a clearer understanding of the magnitude of the measures and investments required to ensure equity of supply for those who wish to study in French, as compared with those who wish to study in English.

That being said, this proposal has at least **four important limitations**. First, it ignores the additional investments required to:

- ✧ pursue postsecondary studies in French in a Francophone or bilingual institutional setting;
- ✧ make up for lost time where postsecondary programs in French have been slow to develop;
- ✧ stimulate recruitment among the various target audiences (foreign students, Francophones, Francophiles);
- ✧ stimulate the development of French-language postsecondary education.

Second, because a significant share of the student population enrolled in French consists of international students or students from an immersion background, such a demolinguistic analysis underestimates potential French-language postsecondary expenditures and enrolments. Third, while genuine recruitment challenges exist in some settings, these challenges would benefit from being interpreted in light of the principles of active offer of services, as active *offer* helps boost active *demand* for services (Savard, Drolet, Bouchard, 2017; Cardinal et al., 2013). Fourth, an analysis of expenditures will always be incomplete given that the costs associated with French-language education can only be separated from those associated with English-language education where the institution is autonomous and Francophone.

With these important limitations in mind, here are some data consistent with a demolinguistic analysis of enrolment and expenditures.

Postsecondary enrolment

In 2016, 3.8% of the population of Canada outside Quebec had French as their FOLS. However, in 2018–2019, only about 2% of total postsecondary enrolments (32,353 people) were in a French-language program. It is therefore fair to assume that in 2018–2019, nearly 30,000 Francophones pursued postsecondary studies in English, mainly due to a lack of access to, or a lack of interest in, French-language education.

Expenditures on university studies

Only Nova Scotia, New Brunswick and Manitoba have autonomous French-language universities. In 2018–2019, these provinces' expenditures on French-language university education were 48% (Nova Scotia) or 84% (New Brunswick and Manitoba) of what could have

¹⁷ The questions in Census 2021 will help to better identify the profiles of these populations.

been provided if the weight of the Francophone population within the province had been taken into account. Since the majority of universities in Ontario are bilingual, it is not possible to precisely isolate the amounts allocated to French-language training. In the case of the academic units in Saskatchewan, Alberta and British Columbia, if we add up the amounts spent to an equivalent amount, corresponding to an estimate of the expenditures for the host institution, we find that the expenditures on university studies represent between 5% and 17% of the amounts that could be invested if the French FOLS share of the provincial population were taken into account.

6.5. Fields of study and programs

6.5.1. University studies

There are 859 postsecondary programs offered in French. More than half of these programs are offered by the University of Ottawa (450). We also note that despite the fact that the Francophone population in the West makes up 19.8% of the total FMC population, French-language programs there make up only 7.9% of the total offering in FMCs.

Those enrolled in French are about as likely to study in business, management and public administration (15.5%) as the postsecondary student population as a whole (16.2%).

The field of mathematics, computer sciences and information sciences is 2.5 times less represented in French-language enrolments (2.1%) than in total enrolments (5.3%). Conversely, the field of education is almost three times more represented in French-language enrolments (13.7%) than in enrolments for Canada as a whole outside Quebec (4.8%).

TABLE 19. Number of programs by institution. University. Canada outside Quebec. Institutional data¹⁸

| Name of Institution | Number of Programs | Share |
|---|-----------------------|--------------|
| Université Sainte-Anne | 11 | |
| Centre de formation médicale du Nouveau-Brunswick | 3 | |
| Université de Moncton | 198 | |
| Total - Atlantic | 212 | 24.7% |
| Glendon Campus – York University | 28 | |
| Dominican University College | 14 | |
| University of Ottawa | 450 | |
| Université de Hearst | 3 | |
| Université de l'Ontario français | (4 in September 2021) | |
| University of Toronto (Education) | 3 | |
| University of Sudbury | 5 | |
| Laurentian University | 40 | |
| Saint Paul University | 36 | |
| Total - Ontario | 579 | 67.4% |
| Université de Saint-Boniface | 20 | |
| La Cité universitaire francophone | 4 | |
| Campus Saint-Jean | 14 | |
| Office of Francophone and Francophile Affairs | 29 | |
| University of British Columbia (Education) | 1 | |
| Total - West | 68 | 7.9% |
| Total - Canada outside Quebec | 859 | 100% |

¹⁸ For ACUFC member institutions, the data are taken from the ACUFC website—the information was provided by institutions. For the others institutions, the data come from the institutions' websites. The data we collected agree with the ACUFC data. However, the administrative presentation of the programs is much more detailed than that of the websites, which is why we have favoured a presentation more in line with that found on the institutional websites.

A detailed review of enrolment shows the limited diversity of programs offered in the West. In fact, French enrolment in Education represents 43.3% of total French enrolment in this region. In addition, the following four fields are not represented at all in the West’s academic offerings: agriculture, natural resources and conservation; architecture, engineering and related technologies; visual and performing arts, and communications technologies; and personal, protective and transportation services.

TABLE 20. Enrolment profile by region and specific characteristics. University, Canada outside Quebec. Institutional (French-language programs) and PSIS data (Total) - 2018-2019

| Geography | Program Language | Total Enrolment ¹⁹ | International Students ²⁰ | Fields of Study with the Highest Enrolment ²¹ |
|-----------------------|------------------|-------------------------------|--------------------------------------|--|
| Atlantic | French | 5,102 | 17.7% | Health and related fields (24.7%) Business, management and public administration (24.1%) Social and behavioural sciences and law (13.4%) |
| Centre | French | 14,137 | 16.1% | Social and behavioural sciences and law (38.5%) Business, management and public administration (13.6%) Humanities (9.7%) |
| West | French | 2,586 | 8.5% | Education (43.3%) Humanities (14.8%) Physical and life sciences and technologies (10.7%) |
| Canada outside Quebec | French | 21,825 | 15.6% | Social and behavioural sciences and law (27.8%) Business, management and public administration (15.5%) Education (13.7%) |
| | Total | 1,044,426 | 16.3% | Social and behavioural sciences and law (17.2%) Business, management and public administration (16.2%) Humanities (14.2%) |

Types of credentials

Just like fields of study, credential types are one way to measure the extent of French-language postsecondary offerings. In general, the institutional data show that French-language education is more focused on undergraduate degrees than is the postsecondary sector as a whole. For example, in Canada (outside Quebec), 86.0% of the student population studying in French is enrolled in a program leading to a bachelor’s degree or lesser credential; this proportion is 77.5% when all languages are included. With respect to graduate studies, there is also a significant gap for master’s degrees, where the share of those studying in French who are working towards such degrees (8.0%) is smaller than in the population as a whole (13.0%). Programs offered at the University of Ottawa and the Université de Moncton are important contributors to the higher

¹⁹ Enrolment data are for all institutions except Glendon Campus, the University of Toronto and Université de l’Ontario français (14 of 17 institutions).

²⁰ The data on international students relates to the following 13 institutions: Université Sainte-Anne, Centre de formation médicale du Nouveau-Brunswick, Université de Moncton, Dominican University College, the University of Ottawa, Université de Hearst, Laurentian University, Saint Paul University, Université de Saint-Boniface, La Cité universitaire, Campus Saint-Jean, OFFA and the University of British Columbia.

²¹ These data, along with the data on gender, age group and credential type, are for the following 12 institutions: Université Sainte-Anne, Centre de formation médicale du Nouveau-Brunswick, Université de Moncton, Dominican University College, the University of Ottawa, Université de Hearst, Laurentian University, Saint Paul University, Université de Saint-Boniface, La Cité universitaire, Campus Saint-Jean and OFFA.

relative enrolment in French-language doctoral programs (4.3%) compared with total Canadian enrolments outside Quebec (3.6%).

6.5.2. College studies

The most popular fields of study for college education are similar across the population: business, management and public administration (27.8%); architecture, engineering and related technologies (15.7%); and health and related fields (14.6%). However, significant regional disparities can be seen in French-language education, especially in the West, where half (6 of 12) of the fields of study are not offered. Here, it is education programs, especially early childhood education, that dominate (70.3%). Across all regions, the international student population is most attracted to programs in business, management and public administration.

TABLE 21. Enrolment profile by region and specific characteristics. College. Canada outside Quebec. Institutional and PSIS data – 2018–2019

| Geography | Program Language | Total Enrolment | International Students | Fields of Study with the Highest Enrolment |
|-----------------------|------------------|-----------------|------------------------|---|
| Atlantic | French | 2,200 | 20.2% | Business, management and public administration (26.1%) Architecture, engineering and related technologies (21.7%) Health and related fields (19.8%) |
| Centre | French | 7,691 | 9.6% | Business, management and public administration (28.8%) Social and behavioural sciences and law (15.5%) Architecture, engineering and related technologies (15.3%) |
| West | French | 637 | 16.3% | Education (70.3%) Business, management and public administration (21.8%) Health and related fields (5.2%) |
| Canada outside Quebec | French | 10,528 | 12.2% | Business, management and public administration (27.8%) Architecture, engineering and related technologies (15.7%) Health and related fields (14.6%) |
| | Total | 580,629 | 20.7% | Business, management and public administration (26.5%) Architecture, engineering and related technologies (16.3%) Health and related fields (15.8%) |

If we consider all of Canada (except Quebec), there are a total of 350 college programs offered in French. While Ontario accounts for 73.1% of the total student population enrolled in French, the province accounts for only 62.9% of total French-language programs. This situation illustrates the smaller size of cohorts in the Western and Atlantic provinces.

TABLE 22. Number of programs by institution. College, Canada outside Quebec. Institutional data – 2018–2019²²

| Name of Institution | Number of Programs | Share |
|--|--------------------|--------------|
| Collège de l'Île | 9 | |
| Université Sainte-Anne | 9 | |
| Collège communautaire du Nouveau-Brunswick | 80 | |
| Total – Atlantic | 98 | 28.0% |
| Collège Boréal | 80 | |
| Collège La Cité | 140 | |
| Total – Ontario | 220 | 62.9% |
| Université de Saint-Boniface | 9 | |
| Collège Mathieu | 10 | |
| Campus Saint-Jean | 3 | |
| Collège Éducacentre | 6 | |
| Collège nordique francophone | 4 | |
| Total – West | 32 | 9.1% |
| Total – Canada outside Quebec | 350 | 100% |

6.5.3. A limited offering of programs and fields of study

A review of available French-language programs showed that the number and diversity of these programs was small. Often, institutions invest in fields of study that are a priority for FMC development, such as education and health. This policy contributes directly to reducing the range of opportunities on the French-language education continuum, including in postsecondary education.

In some fields, notably the social sciences and education, efforts are made to tailor course content to the realities of Francophone communities or to intellectual traditions that are more Francophone.

In the STEM (Science, Technology, Engineering, Mathematics and Computer Science) programs, the need to create a curriculum distinct from that offered in English is not felt as strongly. That said, many institutions—particularly in the Western academic units—choose not to offer such programs because of the investment required and the difficulty in differentiating themselves from English-language institutions.

²² For ACUFC member institutions, the data are taken from the ACUFC website. For the others, the data come from the institutions' websites.

While this may seem like a reasonable policy in that the institutions studied here tend to specialize in the humanities or social sciences, it nevertheless reduces the options available to the student population. In addition, the declining popularity of the programs of study has constrained the growth of most of these institutions, except for Saint Paul University, whose increased enrolment in recent years shows that it has taken advantage of this “constraint.”

Smaller institutions favour cross-disciplinary studies, which allow students to take elective courses in multiple areas and allow faculty to teach in multiple programs.

Institutions facing financial difficulties are sometimes forced to close certain programs to focus their resources on programs with higher enrolment. However, when a French-language program is discontinued, the students who would have taken that program generally have no other equivalent option unless they move to another region.

6.6. Learning environment

6.6.1. Different relationships with respect to French and English

Even in a predominantly French-language learning environment, English is almost never completely absent from the student experience. Examples include attending a French-language institution but doing an internship in a bilingual environment, enrolling in a French-language program but taking a course in English, taking a course in French but submitting an assignment in English, and chatting with friends in French but ordering lunch in English.

In all cases, regardless of the governance and instructional models, on a daily basis various situations and measures have the potential to protect or weaken French.

Institutions where French is in a majority position

Institutions with autonomous, Francophone governance are best positioned to offer a predominantly Francophone learning environment (see Sections 6.2.1 and 6.2.2). As noted earlier, student populations in Francophone environments appear more likely to develop a firm sense of belonging to the Francophone community and to experience linguistic security and additive bilingualism. That said, English is often present during the education process.

On the one hand, English is often incorporated by design and is primarily intended to complement general education or prepare students for the job market. In colleges as well as many universities, English courses are mandatory, and there are often assessments to measure proficiency in both English and French.

In addition, in some programs, particularly in the field of health, proof of English proficiency is required at various stages of training, either at admission, during training or for internships (Forest and Lemoine, 2020). The pedagogical model adopted for the nursing program at Collège Mathieu, whereby students are required to take a portion of their courses in English at a partner institution, is rare among Francophone institutions. This type of offering not only develops the

language skills of the student population and allows for sharing of resources and expertise but also directly addresses the language requirements of professional bodies and the labour market. As a result of these pedagogical models, language requirements and language-training pathways, language barriers persist for a portion of the student population, especially international and immigrant students (Forest and Lemoine, 2020). In most cases, such barriers could be reduced through even better-supported language training and less-stringent language requirements.

On the other hand, according to the interviews, in many institutions English appears to be intruding into student interactions outside of formal educational settings, especially in environments where there are more students who speak French as a second language or whose French has been undermined by extensive exposure to English (e.g. exogamous families, very small FMCs, English-language media, English as a language of work). In such settings, the arrival of international students from French-speaking countries seems to help protect French, as these individuals tend to be less proficient in English.

Francophone academic units

In the Francophone academic units (8.1.3), a variety of strategies are emphasized to create safe spaces for learning and socialization in French. Thus, although program delivery methods vary from institution to institution and even from program to program within the same institution, there is a desire to “francize” the student experience as much as possible, both in and out of the classroom. Similarly, because of governance arrangements, small cohort sizes and the requirements of professional bodies, program offerings are marked by internal and external partnerships. These partnerships sometimes involve exposure to English; for example, there may be a need to attend English-speaking campuses, interact with English-speaking faculty or take courses in English. The examples below illustrate the distinctive flavour of these offerings.

- ✧ Campus Saint-Jean: Students enrolled in the Campus’s programs must complete at least half of their credits at the Campus. A shuttle bus runs back and forth between Campus Saint-Jean and the main campus—where everything is in English—to facilitate travel for students who choose to take a portion of their courses in English.
- ✧ La Cité universitaire francophone and Campus Saint-Jean offer their nursing program in partnership with the faculty of nursing of their host university. Some courses in these programs are offered by the French-language academic unit, in French, while others are offered by the faculty of nursing, in English; this may be related to a professional requirement for English proficiency. In addition, these programs fall under the faculties of nursing, which operate in English.
- ✧ In the case of both OFFA and La Cité universitaire francophone, their education programs fall under the faculty of education of their host institution. That being said, all the courses can be taken in French.

Institutions that offer bilingual learning environments

Learning environments where students must routinely interact in English, or in both languages, in buildings, programs or courses tend to be the norm among the institutions studied here (see Section 8.1).

In institutions where all programs have a Francophone stream, all faculty are expected to be bilingual. How proficiency is assessed varies from institution to institution, with the University of Ottawa having the most rigorous approach. Exceptions to the bilingualism requirement have sometimes been made, such as when hiring specialists in Indigenous issues.

Programs

- ✧ At Saint Paul University and the University of Ottawa, the horizontal institutional bilingualism expected within the administration is also the rule when it comes to organizing educational offerings. In fact, these institutions have adopted a mirror approach where, in the vast majority of cases, programs offered in French are also offered in English, and vice versa. This mirror approach nonetheless allows for the incorporation of specific program features or course content that reflects different scientific and cultural traditions.
- ✧ To showcase the strength of its French-language offering, Saint Paul University develops its programs in French first. Once a program has been running in French for at least a year, the English version is introduced.
- ✧ At Laurentian University, the University of Sudbury, Glendon Campus and Dominican University College, no such mirror approach is taken, even though a significant proportion of programs are offered in English.

Courses

- ✧ At all of these institutions, students can take courses in English even if they are enrolled in a French program. However, some academic units impose limits on the number of courses that can be taken in the other language.
- ✧ Most of the time, all mandatory courses in a “French” program can be taken in French. However, this standard is not always enforced, particularly in the case of some undergraduate programs at Laurentian University and some graduate programs at the University of Ottawa.
- ✧ Given that many students do not follow the recommended academic pathway, given that some elective courses are not offered in French (or only every other year) and given that many students opt for less conventional elective courses, students at bilingual institutions must routinely take courses in English as part of a “French” program.

In the interviews, members of these institutions noted that demand for English-language courses was growing faster than demand for French-language courses, which had led to a greater proportion of courses’ being offered in English. A recent study by Denis Hurtubise (2019) on the

situation at **Laurentian University** lends nuance to this perspective: the study shows how the precariousness of the Francophone stream at Laurentian University between 2001 and 2015 and its subsequent revitalization from 2016 onwards is best understood as being related to a variety of factors. In particular, among the factors contributing to this precarious situation, Hubertise notes the significant rollout of programs offered only in English, as well as a sharp increase in international recruitment (14 times higher in 2015 than in 2000) and the fact that almost all of this clientele (93%) were enrolled in English-language programs. As for the recovery in the share of French-language enrolment beginning in 2016, it can be explained by four factors: the closure of the Barrie campus; a loss of momentum in the English-language programs; a slowdown in the creation of programs designed to be offered in English; and the creation of programs designed to be offered in French.

In many institutions, particularly in Ontario, even if students are enrolled in a French-language program, they are permitted to take courses in English under certain conditions. The interplay between the languages varies widely from one institution to the next. Two institutions shared detailed data that clarify the linguistic experience of their student populations where program language and course language are considered.

For example, in 2018–2019 at **Saint Paul University**, two-thirds of those enrolled in a French-language program took between 90% and 100% of their courses in French. Furthermore, 19% of those so enrolled took fewer than 50% of their courses in French. In contrast, students enrolled in English-language programs (all programs) took fewer than 15% of their courses in French; for 39% of programs, no courses were taken in French.

The **University of Ottawa** differs from Saint Paul University in terms of the available language options for courses and programs. On the one hand, it is possible to enroll in a program under one of three language regimes: English, French or neutral. On the other hand, it is possible to enroll in a course under one of three language modes: English, French or bilingual.²³ A sizeable share of graduate programs are classified as neutral and the courses as bilingual (including courses such as “thesis proposal” or “thesis”). As a blending of the languages tends to be encouraged, it is more difficult to identify the “Francophone” portion of the student experience.

Nevertheless, the University of Ottawa’s enrolment figures show that 31% of students are both enrolled in French and taking 90% of their courses in French or bilingual mode. However, if all courses for those enrolled in French are counted, 69% are in French, and this proportion rises to 79% if bilingual courses are included.

²³According to the University of Ottawa [website](#), a bilingual course is “[a] course or seminar in which teaching and discussion take place alternately and equally in the two official languages, whether it’s one week out of two ... or during a same class Depending on the discipline and the learning experience, documentary resources (reading lists, audiovisual material, etc.) reflect the two official languages as much as possible.” In practical terms, however, considering that courses include theses, thesis proposals and directed readings, it is possible that the learning experience will be exclusively in English or exclusively in French.

Various dynamics may explain the greater propensity of those enrolled in French-language programs to take courses in English. First, people whose mother tongue is French—who make up the majority of the population enrolled in a French-language program—are more likely to be bilingual than their English-speaking counterparts. Given this bilingualism and the fact that there are generally fewer courses available in French, students employ a wide range of strategies when seeking to optimize schedules and learning opportunities and make allowances for their interests.

Students enrolled in a program at one of the **Western academic units** (La Cité universitaire francophone, Campus Saint-Jean, OFFA) or at a university affiliated with an English-language or bilingual university (**Université de Saint-Boniface, Université de Hearst**) can also take courses in English at the host institution. The exceptions to this rule are the nursing programs at Campus Saint-Jean and La Cité universitaire francophone, as well as four business and management programs at Campus Saint-Jean, where several mandatory courses must be taken in English.

6.6.2. Pedagogical innovations

Skills acquisition and transdisciplinarity

UOF and Université de Hearst have many similarities in terms of pedagogy. These universities have an approach that is original compared with what currently exists elsewhere in Canada. They indicate that they offer a learning experience that focuses not only on the acquisition of knowledge but even more on the acquisition of skills through transdisciplinary approaches. In addition, courses are (will be) offered in blocks and in groups of limited size. There is also an emphasis on experiential learning.

Pedagogies of plurilingualism

While institutional bilingualism was integral to the history of Ontario's first postsecondary institutions, in the last twenty years or so this dynamic has been the focus of more scientific research, particularly in pedagogy. In light of this international interest, the University of Ottawa is working more diligently to increase the level of interaction between the languages in its programs, while taking steps to better protect the French language. For example, bilingual courses have been offered for some time now, and based on the issues observed, a working group is making improvements to the standards that apply to these courses and the manner in which they operate in order to ensure greater equality between the languages while protecting French.

The University of Ottawa and Glendon Campus have program offerings directly targeted to French second-language speakers. For example, the University of Ottawa offers a French-immersion regime for more than 75 of its programs. Glendon Campus is the only one to require all students to take courses in each language. The Campus offers several language certification options with requirements that can be very strict or relatively lenient—for example, enrolling in a French-language program, demonstrating the minimum language proficiency and passing six credits in the second language.

6.6.3. Student mobility through articulation agreements and partnerships between institutions

In recent years, many articulation agreements, or student mobility agreements, have been put in place between colleges and universities across Canada. Under this type of agreement, credits for courses taken at another institution may be transferred at the time of application to another postsecondary institution. Such agreements are generally developed between two institutions for specific programs.

Ontario has taken a proactive approach in this respect. In 2017, one study (PGF) identified 262 such agreements, 77% of which involved an institution linked to Ontario's Aménagement Linguistique Policy or another postsecondary institution within the Canadian or international Francophonie. Saint Paul University stands out for the number and range of articulation agreements it has with French-language colleges. Aside from the many agreements in Ontario, there are other agreements that involve the Canadian Francophonie more broadly.

- ✧ Université Sainte-Anne has a collaborative agreement with Laurentian University for its Bachelor of Social Work. The first year, all courses are offered at Université Sainte-Anne, while in the following three years, some courses are offered online by Laurentian University.
- ✧ The Consortium des établissements universitaires de l'Ouest canadien—comprising OFFA, Campus Saint-Jean, La Cité universitaire francophone and Université de Saint-Boniface—was created to ensure the availability of a Master of Education in French.
- ✧ This type of agreement can also be used to develop expertise within a given institution. For example, the welding program at Collège Mathieu was initially offered in partnership with CCNB. After two years, Collège Mathieu had the necessary expertise and was entrusted with management of the program by CCNB; the program was thereafter tailored to local needs.
- ✧ In the case of Collège nordique francophone, which does not yet have the necessary accreditation to offer its own diploma programs, postsecondary training is currently offered through agreements with other institutions in the Canadian Francophonie, such as Collège Éducacentre, Campus Saint-Jean and Université Sainte-Anne.

6.7. Student population and student experience in French

6.7.1. Target populations and recruitment

As this analysis did not take a longitudinal approach, it is not possible to provide precise information on clientele trends in the selected institutions. In general, while recruitment was an issue for all the institutional representatives consulted, these challenges had more to do with development than declining enrolment. The demographic context in New Brunswick, where the population is aging faster and immigration is less robust, seems to be an isolated case.

French-language universities face additional recruitment challenges compared with English-language institutions, especially since the target population in Canada is smaller, more dispersed and less visible. In addition, Francophone units and some bilingual institutions cannot rely on the central administration of their host institution to implement a promotion strategy that fully meets their needs.

The recruitment dynamics can be distinguished according to the three main target populations.

Students from French-language schools

For Canada outside Quebec, Grade 12 enrolment in French-language schools for 2018–2019 was 9,804. These enrolment numbers were down from 2008–2009 (10,470).

TABLE 23. Number of students in official language programs, by grade. Canada outside Quebec. Elementary-Secondary Education Survey – 2018–2019

| Program Type | Grade | School Year | |
|-----------------------------|-------|-------------|-----------|
| | | 2008–2009 | 2018–2019 |
| Immersion | 11 | 14,553 | 19,734 |
| | 12 | 11,991 | 17,217 |
| Minority-language education | 11 | 9,771 | 9,399 |
| | 12 | 10,470 | 9,804 |

As mentioned earlier, the attachment between an institution and its FMC may go back to the very founding of the institution. However, considering the positive impact of active offer on demand for services and the fact that the supply of French-language programs is generally limited, it is difficult to accurately gauge student interest in French-language

postsecondary education. One study of FMCs found that while, on average, just under two-thirds of Grade 12 students attending a French-language school intended to pursue postsecondary education in French, interest was greater in regions where the supply of postsecondary education was more developed, namely New Brunswick and Ontario (Allard, Landry and Deveau, 2009). The limited availability of postsecondary institutions constrains how much those institutions can contribute to the French-language education continuum. In addition to demographic and supply-side challenges, linguistic assimilation and cultural disengagement also pose challenges for the recruitment of students who have come up through the French-language schools.

As mentioned earlier, bursaries are an effective strategy adopted by many academic institutions in FMCs to overcome the unique recruitment challenges they face. Bursaries are often funded through various sources, both public and private. Recently, Canadian Heritage has offered bursaries to students from immersion programs who wish to pursue postsecondary studies in French. While bursaries are among the most effective strategies for targeting specific clienteles, questions were raised during the interviews about the lack of equivalent bursaries for students from French-language schools.

Students from immersion schools

There has been a significant rise in the popularity of immersion programs in Canada. Between 2008–2009 and 2018–2019, total enrolment in these programs increased by roughly 50%. This

increase was less pronounced for Grade 12s, specifically (44%). The only province where enrolment in immersion schools is lower than in French-language schools is New Brunswick. In 2018–2019, immersion enrolment was 76% higher than enrolment in French-language schools.

This popularity of immersion is of growing interest to postsecondary institutions. Besides being a source of enrolment, this population has the potential to raise the public profile of French and bilingualism, as well as interest in, and attachment to, FMCs, while developing future professionals who are better able to provide services and collaborate with Francophones. That being said, most institutions have yet to develop real strategies for recruiting from this population.

Indeed, the trends with respect to feeder schools vary from institution to institution. The figures for 1,773 students enrolled in five institutions in 2018–2019²⁴ for which data were shared show that 43.0% of students were from a French-language school, 42.5% from an immersion school, 4.1% from an English-language school, and 10.4% from another category of institution. Université de Moncton stands apart from the other institutions, with 97.2% of those enrolled having attended a French-language school and 2.8% an English-language school.

International student population

As noted in the section on finance (6.4), international recruitment has grown sharply in Canada and has become a critical piece in the funding of postsecondary institutions. In fact, Statistics Canada has reported that the entire increase in enrolment at Canadian public colleges and universities between 2014–2015 and 2018–2019 was attributable to the increase in international student enrolment (2020, p. 1).

In 2018–2019, international students made up 16.3% of the total university student population in Canada outside Quebec but only 15.6% of the university student population studying in French. However, this similarity masks significant inter-institutional disparities. For example, while the proportion of international students is highest at Université de Hearst (46.9%) and Université Sainte-Anne (30.7%), it is less than 4.6% in the Western academic units (La Cité universitaire francophone, Campus Saint-Jean and OFFA).

²⁴ Office of Francophone and Francophile Affairs (Simon Fraser University), La Cité universitaire francophone (University of Regina), Université de Hearst, Université de Saint-Boniface, Université Sainte-Anne

TABLE 24. International student population. University. Canada outside Quebec. Institutional data – 2018–2019

| Name of Institution | Canadian Citizen / Permanent Resident | International Students |
|---|---------------------------------------|------------------------|
| Université Sainte-Anne | 69.3% | 30.7% |
| Centre de formation médicale du Nouveau-Brunswick | 100.0% | 0.0% |
| Université de Moncton | 83.0% | 17.0% |
| Total – Atlantic | 82.3% | 17.7% |
| Glendon Campus – York University | N/A | N/A |
| Dominican University College | 78.3% | 21.7% |
| University of Ottawa | 83.1% | 16.9% |
| Université de Hearst | 53.1% | 46.9% |
| Université de l'Ontario français | - | - |
| University of Sudbury | N/A | N/A |
| University of Toronto (CRÉFO) | N/A | N/A |
| Laurentian University | 95.8% | 4.2% |
| Saint Paul University | 84.4% | 15.6% |
| Total – Ontario | 83.9% | 16.1% |
| Université de Saint-Boniface | 85.7% | 14.3% |
| La Cité universitaire francophone – University of Regina | 96.2% | 3.8% |
| Campus Saint-Jean – University of Alberta | 97.8% | 2.2% |
| Office of Francophone and Francophile Affairs – Simon Fraser University | 95.4% | 4.6% |
| University of British Columbia (Education) | 100.0% | 0.0% |
| Total – West | 91.5% | 8.5% |
| Total – Canada outside Quebec | 84.4% | 15.6% |

As for colleges in Canada outside Quebec, the proportion of international students was 20.7% in 2018–2019. This figure drops to 12.2% for French-language studies specifically. The situation in the West is mixed, with international students making up 60.3% of the college population at the Université de Saint-Boniface and 38.5% of the college population at Campus Saint-Jean, but 0% at both Collège Éducacentre and Collège nordique francophone, and only 2.1% at Collège Mathieu.

TABLE 25. Student population by student status. College, Canada outside Quebec. Institutional data – 2018–2019

| Name of Institution | Canadian Citizen / Permanent Resident | International Students |
|--|---------------------------------------|------------------------|
| Collège de l'Île | N/A | N/A |
| Université Sainte-Anne | 84.7% | 15.3% |
| Collège communautaire du Nouveau-Brunswick | 79.5% | 20.5% |
| Total – Atlantic | 79.8% | 20.2% |
| Collège Boréal | 94.0% | 6.0% |
| Collège La Cité | 89.7% | 10.3% |
| Total – Ontario | 90.4% | 9.6% |
| Université de Saint-Boniface | 39.7% | 60.3% |
| Collège Mathieu | 97.9% | 2.1% |
| Campus Saint-Jean | 61.5% | 38.5% |
| Collège Éducacentre | 100% | 0.0% |
| Collège nordique francophone | 100% | 0.0% |
| Total – West | 83.7% | 16.3% |
| Total – Canada outside Quebec | 87.8% | 12.2% |

Apart from the financial considerations, the importance of recruiting international students needs to be linked to the issues of ethno-cultural diversity and immigration to FMCs. Indeed, the demographic renewal of Francophone communities needs to be linked to the demographic renewal of Canada’s labour force, which now relies primarily on immigration, knowing that this trend will continue to grow in the coming years (Conference Board of Canada, 2019b; Office of the French Language Services Commissioner, 2018). Here, the transition to permanent residency for international students would benefit from being part of a genuine strategy, given that, depending on the type of credential being sought, up to half of the international student population obtained permanent resident status within 10 years of obtaining their initial study permit (Lu and Hou, 2015).

Although Francophone immigration is one of the priorities of the Action Plan for Official Languages, to date this priority has not been tied to a strategic plan directly targeting international students.

Nevertheless, there are cases that demonstrate the potential of this population. For example, the International Student Retention Program was very successful in helping to keep international students in Atlantic Canada after graduation, through English training, job training, social

integration activities and matching with Anglophone families. Working with local community organizations, Université de Saint-Boniface and Université de Hearst have also had significant success in keeping their international students in Canada.

In Ontario, the provincial government has established *Advantage Ontario*, a consortium that assists with the recruitment of students from abroad and with the worldwide promotion of universities and colleges that offer French-language or bilingual programs. The consortium represents its members at various recruitment fairs and activities abroad. This initiative was viewed positively by those we consulted.

However, for the college and academic units in the West, as well as for some institutions in the Atlantic region, international recruitment strategies are still in their infancy. Those strategies are often limited to the ACUFC initiatives. International recruitment requires a significant mobilization of scarce financial and human resources. A particular challenge for Francophone or bilingual units is that their host institutions do not necessarily focus their international recruitment efforts on Francophone countries.

Student population by gender

In 2018–2019, the proportion of university students studying in French outside Quebec who were women (63.6%) was significantly higher than the Canadian average (56.2%). This proportion was highest in Western Canada, where 74.1% of those studying in French were women. The figures for Ontario (61.7%) and the Atlantic region (62.6%) were similar. Given the gendered nature of some programs of study, it is likely that the greater diversity of programs offered in Ontario and the Atlantic region appeals more to men. By the same token, the smaller number of French-language programs being offered in the STEM fields (science, technology, engineering, mathematics and computer science) could be contributing to lower interest in French-language studies on the part of men, who tend to be overrepresented in these fields.

On average, women make up 53.3% of the total college student population in Canada outside Quebec. That said, students enrolled in a French-language college program are more likely to be women (55.0%) (as is the case for university studies), and it is in the West that women are proportionally most numerous (68.8%).

6.7.2. Choosing whether to study in French: what the scientific literature says

There has been some literature focusing on the choice of language of study for individuals entering a postsecondary program. This literature largely clarifies and qualifies the NGS data, where respondents were asked only for the main reason behind their choice.

Boissonneault (2016) points out that factors such as mother tongue, language of schooling, geographic proximity to a postsecondary institution and community attachment increase the likelihood that an individual will decide to pursue a French education. [Translation] “However, all these factors are insufficient if we do not take into account the barriers associated with the institutions themselves, which can make it less attractive to attend school in French”

(Boissonneault, 2016: 190). For example, the lack of French-language courses or programs in a student's field of interest is an institutional barrier that may explain the choice to attend an English-language institution. According to Allard, Deveau and Landry (2009), this issue of a lack of programs of interest to a portion of the potential Francophone student population is even more acute in the pure and applied sciences, as well as health sciences, compared with the humanities and education.

Samson's Ontario study looks more directly at the non-cognitive factors involved in the decision to study in French, arguing that these factors also affect academic success and perseverance: [Translation] "Students with higher levels of social support (parents, teachers and guidance counselors) will have a stronger vocational identity, a greater determination to pursue postsecondary education in French and a deeper sense of personal well-being" (Samson, 2014, p. V). That being the case, [translation] "speaking French at home and at school is also predictive of whether a person will pursue studies in French" (p. 23). Samson goes on to say that the choice to study in French can also be linked to a sense of proficiency in French, a sense of belonging to the Francophone community, and an awareness of the calibre of Francophone or bilingual educational institutions. Concerning the sense of proficiency, some of the interviewees stressed how problematic this dynamic was during recruitment, given the high number of people who were reluctant to enroll in a French-language program.

6.7.3. Development of a sense of belonging and linguistic security

The scientific literature recognizes that this role of French-language postsecondary education with respect to FMCs has a direct impact on the development of a sense of language proficiency, cultural and linguistic identity building, life satisfaction, career preparation, and economic opportunities (Jean-Pierre, 2017; Mougéon and Nadasdi, 2010; Pilote and Joncas, 2016; Pilote and Magnan, 2012; Samson, 2021; Villeneuve, 2018). For example, Jean-Pierre (2017: 144) notes that [translation] "the institutional contribution of colleges and universities to meaningful socialization experiences is important on an individual and a collective level because it strengthens language attachment." This study also adds that factors such as opportunities to socialize in French and the inclusion of Franco-Ontarian realities in curricula help build linguistic security, while incidents of linguistic bullying tend to undermine such security. In the same vein, a study by Pilote and Joncas (2016) illustrates that Francophones who have received a university education in French have a much greater sense of belonging to the linguistic minority than those who have received their education in English. While ethno-linguistic identity has a positive influence on the choice to study in French at the postsecondary level, Francophones who study in French at the postsecondary level are more likely to stay in school, succeed academically and thrive in the labour market (Samson, 2021).

7. FINDINGS AND AVENUES FOR REFLECTION

The data presented and the content analyzed in this study make it possible to outline general findings related to postsecondary education in English in Quebec and in French outside Quebec. Avenues for reflection are also proposed with a view to developing knowledge and improving the offer of postsecondary studies in French outside Quebec.

7.1. Findings on enrolment and postsecondary programs in English in Quebec in 2018–2019

Overall, access to postsecondary education in English in Quebec is significant, in terms of the number of institutions, the diversity of programs offered and the reputation of the institutions.

Significant opportunities for postsecondary education in English. In Quebec, 1,097,920 people speak English as their FOLS, which represents 13.8% of the total population. That said, 24.9% of university students and 19.5% of college students study in English.

Significant incentives to study in English. Those who studied only in English at university had relied twice as much on institutional reputation (42.2%) in choosing their institution as had those who studied in French (21.9%). This gap may be related to the greater prestige of the English-language institutions, both for university and college studies. Additionally, the number of institutions, the number of programs offered and the diversity of those programs contribute to the interest in studying in English.

Higher average debt for English studies. With respect to student debt, although it is lower on average in Quebec than in the rest of Canada, the average debt of Quebec university graduates who studied in English is 1.4 times higher (\$24,000) than that of graduates who studied in French (\$17,700). Similar, although smaller, gaps also existed for college education.

7.2. Findings on enrolment and postsecondary programs in French in Canada outside Quebec in 2018–2019

In general, access to postsecondary education in French in Canada outside Quebec is limited in terms of the number of institutions, the diversity of programs offered and the reputation of the institutions.

Limited access to postsecondary education in French. A variety of data point to limited postsecondary education opportunities in French outside Quebec for the Francophone and Francophile population. In fact, 36.5% of those whose mother tongue is French studied only in French at university, while the proportion of those whose mother tongue is English and who studied only in English was about 2.6 times higher (96.7%). Furthermore, in 2018–2019, approximately 2% of the students enrolled in colleges and universities were studying in French,

while the French FOLS population represented 3.8% of the total population, according to the 2016 Census.

Diversification of audiences for French-language postsecondary education. The target audiences for postsecondary programs offered in French include not only people whose FOLS is French but also Francophiles and the Francophone international student population. More and more Francophiles want to study in French at the elementary and secondary levels, as evidenced by the approximately 50% increase in immersion students between 2008 and 2018. While the international student population makes up an average of 15.6% of the student population enrolled in French, this proportion is growing. These audiences are increasingly on the radar of postsecondary institutions. That being said, a number of institutions have yet to develop genuine strategies for recruiting Francophile and international students.

Less incentive to study in French. The lesser reputation of French-language postsecondary institutions and the higher cost of such an education may be deterrents when it comes to choosing a program. In fact, those who studied only in English at a Canadian university outside Quebec had relied twice as much on the reputation of the institution (28.0%) to guide their choice as had those who studied in French (10.4%). In addition, those who had studied in French only at university had a higher average debt (\$35,000) than those who had studied in English only (\$31,000). Similar, although smaller, gaps also existed for college education.

Limited variety of programs offered in French. STEM fields are underrepresented in French-language postsecondary offerings. This dynamic is illustrated by the share of enrolments in the social sciences field, which is 1.6 times higher in French-language education (27.8%) than in Canada as a whole outside Quebec (17.1%). Similarly, the field of education accounts for almost three times as many French-language enrolments (13.7%) as enrolments in Canada as a whole outside Quebec (4.8%). Conversely, the field of mathematics, computer sciences and information sciences is 2.5 times less represented in French-language enrolments (2.1%), when compared with total enrolments (5.3%).

Student population less likely to be men or international students. Given the overrepresentation of women in non-STEM programs, it is not surprising to see an overrepresentation of women in French-language university (63.6%) or college (55.0%) studies relative to the Canadian average outside Quebec for university (56.2%) and college (53.3%) programs. At the same time, the complexity and cost of recruiting international students may account for the lower proportion of international students studying in French at universities (15.6%) and colleges (12.2%) compared with the proportion of international students in the total student population of universities (16.3%) and colleges (20.7%).

Benefits in terms of sense of belonging, linguistic security and professional life. The scientific literature recognizes that, for Francophones, pursuing postsecondary education in French is directly related to the development of a sense of language proficiency, cultural and linguistic identity building, life satisfaction, career preparation, and economic opportunities (Jean-Pierre,

2017; Mougeon and Nadasdi, 2010; Pilote and Joncas, 2016; Pilote and Magnan, 2012; Samson, 2021; Villeneuve, 2018).

7.3. Findings on institutions offering postsecondary education opportunities in French

An analysis of the survey data, administrative data, literature and interviews shows that many postsecondary institutions offering French-language education outside Quebec have certain vulnerabilities.

Difficult funding environment. The greatest challenge to the sustainability of postsecondary education in French in a minority context is funding. For some, this precarious situation is threatening the short-term viability of the institution, its programs of study and its student services; for others, it is limiting opportunities for development and innovation. The growing share of postsecondary institutions' revenues related to tuition fees, particularly those from international students, makes some programs or institutions more vulnerable—particularly those that have lower enrolments or cannot deploy an international student recruitment strategy. In addition, it is important for institutions that provincial governments and federal departments recognize the cost of providing a safe French-language learning environment and student experience, as well as of supporting FMC development. That being said, such recognition varies from government to government and from department to department. What is more, the associated funding often falls short of the identified needs.

Need for measures to protect French and to recognize the dynamics of language interaction. Depending on the governance model, different measures are being taken, or ought to be taken, to protect French through student experiences and learning experiences. Where governance is bilingual, such measures may include the translation of administrative resources, the development of programs tailored to the needs of Francophones, a bilingualism requirement for all staff, etc. Moreover, given the varying English and French language skills of student populations, a variety of measures and resources are available, or ought to be made available, to ensure linguistic security and to develop the skills of the student population for their academic and professional careers. It is also important to guarantee places and activities where French is protected.

Distinctive mission with respect to FMCs. Institutions that offer postsecondary education in French in a minority context all seek to contribute explicitly to the vitality of the FMCs they serve and to the vitality of the French language. The factors that seem to help protect and enhance this mission of service to the Francophone community are many: an institutional mission statement that specifies its commitment to FMCs; official representation of the FMC in governance; formal and diversified links between postsecondary institutions and FMC organizations; knowledge production and mobilization resources, directed toward FMCs; the use of postsecondary institution space for FMC organizations and events; the presence of campuses

in the regions; the provision of services to FMCs; economic partnerships; collaborative agreements between institutions offering postsecondary studies in French that promote program development and student mobility, etc.

Distinct recruitment and related challenges. Universities and colleges offering French-language studies face additional recruitment challenges compared with English-language institutions, especially considering that the target populations are smaller, more dispersed and less visible. In addition, Francophone units and some bilingual institutions cannot rely on the central administration of their host institution to implement a promotion strategy—in Canada and internationally—that fully meets their needs. For example, while recruiting international students has become an essential link in the funding of postsecondary institutions in Canada, one challenge for Francophone or bilingual academic units is that their home institution does not have an international recruitment strategy that includes Francophone countries.

7.4. Avenues of reflection to protect and develop postsecondary education in French

To conclude, this study's analyses show that actions can be taken to protect postsecondary education in French in a minority context and ensure its development.

Examine the possibilities for improving the funding arrangements and the amounts dedicated to French-language studies. The examination of the funding contexts of postsecondary institutions revealed two dynamics that create particular challenges for institutions offering French-language education. On the one hand, the funding model for postsecondary education has evolved in such a way that it favours institutions with large enrolments and significant numbers of international students. On the other hand, additional investments are required to: provide postsecondary education in French, enable the expansion of opportunities to study in French (particularly in the STEM fields) and make up for historical gaps. In this context, the Canadian Heritage funding programs could also be reviewed, both in terms of the amounts allocated and the funding arrangements.

Pursue research on postsecondary education in French. Our review of the literature and the data collected in this study provide information about how French-language postsecondary education is unfolding, as well as clues about the factors contributing to its vulnerability, its protection and its development. However, several questions remain unanswered and merit further investigation in subsequent work. For example, it might be useful to conduct:

- ❖ a comparative study on the factors contributing to the protection and the vulnerability of the student experience and learning in French in the different governance settings of French-language postsecondary education;

- ✧ a longitudinal study of postsecondary education in French, which would make it possible to better target variations in clientele and programs, as well as the effects of various contexts (demographics, public policy, funding, etc.) on this sector;
- ✧ a comparative study of the impact of English- and French-language education on career paths in different provinces and territories;
- ✧ a study which provides an overview of the state of research on FMCs conducted in French outside Quebec, with a view to ensuring the development of that research, particularly in small institutions and especially with regard to knowledge mobilization.

Examine the possibility of a recruitment strategy for the international student population aligned with a strategy to support this population on the pathway to permanent residency. Action Plan for Official Languages 2018–2023 emphasizes immigration as a way to strengthen the vitality of FMCs, and the international student population constitutes a pathway to beneficial immigration. At the same time, the funding model for postsecondary institutions in Canada requires significant revenues from tuition fees, which are typically higher for international students than for Canadian students. While the international student population at some postsecondary institutions offering French-language studies was significant, less than 4% of enrolment in the Western academic units consisted of international students.

8. BIBLIOGRAPHY

ALLARD, R., LANDRY, R., and DEVEAU, K. (2009). *Étude pancanadienne des aspirations éducationnelles et intentions de faire carrière dans leur communauté des élèves de 12^e année d'écoles de langue français en situation minoritaire* [Pan-Canadian study of Grade 12 students in French-language minority schools: educational aspirations and plans to pursue a career in their community].

AXION (forthcoming). *Study on the additional costs associated with French-language or bilingual postsecondary education*. Prepared for the Association des collèges et universités de la francophonie canadienne.

BOISSONNEAULT, J. (2016). "Études universitaires en français en Ontario : entre motivations personnelles et contraintes institutionnelles" [University studies in French in Ontario: Reconciling personal motivations and institutional constraints]. *Cahiers Charlevoix*. 11: 157–191.

BRETON, R. (1964). "Institutional Completeness of Ethnic Communities and the Personal Relations of Immigrants." *American Journal of Sociology* 70, 2: 193–205.

BROUSSELLE, A., et al. (2020). "Beyond COVID-19: Five commentaries on reimagining governance for future crises and resilience." *Canadian Public Administration* 63, 3: 369–408.

CANADIAN HERITAGE (2021). *English and French: Towards a Substantive Equality of Official Languages in Canada*.

CARDINAL, L., et al. (2013). *Coalition des intervenantes et intervenants francophones en justice: a community innovation to increase the offer of French-language services in Ontario*. University of Ottawa.

CHARLE, C., and VERGER, J. (2012). *Histoire des universités. XIIIe-XXIe siècle*. [History of universities. From the 12th to the 21st centuries]. Presses universitaires de France, Collection Quadrige.

CONFERENCE BOARD OF CANADA (2013, June). *Canada, Bilingualism and Trade*. Report presented to RDÉE Canada, CEDEC and Industry Canada.

CONFERENCE BOARD OF CANADA (2019a). *English-French Bilingualism Outside Quebec: An Economic Portrait of Bilinguals in Canada*. Report prepared for the Association des collèges et universités de la francophonie canadienne.

CONFERENCE BOARD OF CANADA (2019b, May). *Can't Go it Alone. Immigration Is Key to Canada's Growth Strategy*.

CORBEIL, J.-P., and LAFRENIÈRE, S. (2010). *Portrait of Official-Language Minorities in Canada: Francophones in Ontario*. Statistics Canada catalogue no. 89-642-X.

DROLET, M., BOUCHARD, P., and SAVARD, J. (eds.) (2017). *Accessibility and Active Offer: Health Care and Social Services in Linguistic Minority Communities*. University of Ottawa Press.

DUBOIS, J. (2018). "[Comment faire communauté autrement au sein de l'État anglo-dominant canadien ? Le cas des Fransaskois](#)" [Doing community differently in an Anglo-dominant Canadian state. The case of the Fransaskois]. *Politique et Sociétés* 37, 3: 77–98.

FOREST, M., and LEMOINE, M.-P. (2020). *État des lieux. Les exigences linguistiques en anglais des programmes du Consortium national de formation en santé (CNFS) et les barrières linguistiques qu'elles engendrent pour les populations étudiante et diplômée* [Taking stock. English-language requirements of Consortium national de formation en santé (CNFS) programs and the language barriers they create for the student and graduate populations]. Report prepared for the Association des collèges et universités de la francophonie canadienne.

GALARNEAU, D., and GIBSON, L. (2020, August 25). *Trends in student debt of postsecondary graduates in Canada: Results from the National Graduates Survey, 2018*. Insights on Canadian Society. Statistics Canada catalogue no. 75-006-X.

HEINZLEF, C., et al. (2020). "[Operating urban resilience strategies to face climate change and associated risks: some advances from theory to application in Canada and France](#)." *Cities* 14, 102762.

HIGHER EDUCATION QUALITY COUNCIL OF ONTARIO (2015). *Affiliated and Federated Universities as Sources of University Differentiation*.

HURTUBISE, D. (2019). "[Développement institutionnel et francophonie en situation minoritaire : le cas de l'Université Laurentienne](#)" [Institutional development and Francophone minority communities: The case of Laurentian University]. *Linguistic Minorities and Society* 11: 74–94.

JEAN-PIERRE, J. (2017). "[Le rêve inachevé d'étudier et de socialiser en français en toute sécurité linguistique : les perspectives d'étudiants franco-ontariens](#)" [The unrealized dream of studying and socializing in French with linguistic security: Perspectives of Franco-Ontarian students]. *Canadian Journal of Higher Education/Revue canadienne d'enseignement supérieur* 47, 3: 120–135.

KNOERR, H., and WEINBERG, A. (2013). "[L'immersion à l'Université d'Ottawa : une innovation héritée du passé](#)" [Immersion at the University of Ottawa: A legacy innovation]. *Recherches en didactique des langues et des cultures* 10, 3.

LANDRY, R. (2008). "Au-delà de l'école : le projet politique de l'autonomie culturelle" [Beyond school: The political project of cultural autonomy]. *Francophonies d'Amérique* 26: 149–183.

LANDRY, R. (2016). *La vie dans une langue officielle minoritaire au Canada* [Living in a minority official language in Canada]. Presses de l'Université Laval.

LANDRY, R. (2017). *Éducation postsecondaire bilingue et francophonie minoritaire* [Bilingual postsecondary education and the Francophone minority community]. Canadian Institute for Research on Linguistic Minorities. Prepared for the Association des collèges et universités de la francophonie canadienne.

LÉGER, R. (2013). "[La nouvelle gouvernance des langues officielles au Canada : entre exigences et circonstances](#)" [A new governance structure for official languages in Canada: Reconciling requirements and circumstances]. *Canadian Public Administration* 56, 3: 414–432.

LOU, Y., and HOU, F. (2015). *International students who become permanent residents in Canada*. Statistics Canada catalogue no. 75-006-X.

MERCIER, P., and DIAZ, V. (2014). *Costs and Benefits of Bilingualism at the University of Ottawa*.

MOUGEON, R., and NADASDI, T. (2010). *The sociolinguistic competence of immersion students*. Bristol.

OFFICE OF THE FRENCH LANGUAGE SERVICES COMMISSIONER OF ONTARIO (2018). *2017–2018 Annual Report: Looking ahead, getting ready*. Toronto, Ontario.

PGF (2017). *État des lieux des parcours scolaires offerts en langue française au postsecondaire en Ontario* [Current state of educational pathways available in French at the postsecondary level in Ontario].

PILOTE, A., and JONCAS, J.-A. (2016). "[La construction identitaire linguistique et culturelle durant un programme universitaire d'éducation en français en milieu minoritaire](#)" [Linguistic and cultural identity construction in the course of a French-language university program in a minority setting]. *Linguistic Minorities and Society* 7: 142–169.

PILOTE, A., and MAGNAN, M.-O. (2012). "[La construction identitaire des jeunes francophones en situation minoritaire au Canada : négociation des frontières linguistiques au fil du parcours universitaire et de la mobilité géographique](#)" [Identity construction among young Francophones in minority settings in Canada: Negotiating linguistic boundaries throughout the university experience and geographic mobility]. *Canadian Journal of Sociology* 37, 2: 169–195.

SAMSON, A. (2014). *Les Transitions scolaires des études secondaires vers les programmes de formation postsecondaire : une étude qualitative et quantitative* [Transitions from secondary school to postsecondary programs: A qualitative and quantitative study]. Research report.

SAMSON, A., MAISONNEUVE, A. R., and SAINT-GEORGES, Z. (2021). "[Ethnolinguistic Identity and Vocational Readiness as Non-Cognitive Factors Related to College Adaptation and Satisfaction with Life Among Franco-Ontarian Postsecondary Students Living in an Anglo-Dominant Context](#)." *Canadian Journal of Career Development* 20, 1: 17–27.

STATISTICS CANADA (2017, November 3). "[Elementary–Secondary Education Survey for Canada, the provinces and territories, 2015/2016.](#)" *The Daily*. Component of Statistics Canada catalogue no. 11-001-X.

STATISTICS CANADA (2020, November 25). "[International students accounted for all of the growth in postsecondary enrolments in 2018/2019.](#)" *The Daily*. Component of Statistics Canada catalogue no. 11-001-X.

STATISTICS CANADA (2020, October 8). "[Financial information of universities for the 2018/2019 school year and projected impact of COVID–19 for 2020/2021.](#)" *The Daily*. Component of Statistics Canada catalogue no. 11-001-X.

STATISTICS CANADA Table 37-10-0015-01. [Postsecondary enrolments, by credential type, age group, registration status, program type and gender.](#) Postsecondary Student Information System.

STATISTICS CANADA. Data tables from a custom order for Canadian Heritage. National Graduates Survey – 2018.

STATISTICS CANADA. Data tables from a custom order for CIRLM. National Graduates Survey – 2018.

STATISTICS CANADA. Table 37-10-0027-01. [Expenditures of universities and degree-granting colleges \(x 1,000\).](#) Financial Information of Universities and Colleges Survey.

STATISTICS CANADA. Table 37-10-0029-01. [Expenditures of community colleges and vocational schools \(x 1,000\).](#) Financial Information of Universities and Colleges Survey.

STATISTICS CANADA. Table 37-10-0036-01. [Student debt from all sources, by province of study and level of study.](#)

STATISTICS CANADA. Table 37-10-0163-01. [Postsecondary enrolments, by International Standard Classification of Education, institution type, Classification of Instructional Programs, STEM and BHASE groupings, status of student in Canada, age group and gender.](#) Postsecondary Student Information System.

STATISTICS CANADA. Table: 37-10-0009-01. [Number of students in official languages programs, public elementary and secondary schools, by program type, grade and sex.](#)

THOMAS, I., and DA CUNHA, A. (Ed.) (2018). [La ville résiliente. Comment la construire?](#) [How to building a resilient city]. Presses de l'Université de Montréal.

TREMBLAY, C. (2016). [Qu'est-ce que le plurilinguisme?](#) [What is plurilingualism?].

USHER, A. (2020). [The State of Postsecondary Education in Canada, 2020.](#) Toronto: Higher Education Strategy Associates.

VILLENEUVE, A. J., and ELATIA, S. (2018). "L'acquisition de la compétence sociolinguistique en contexte minoritaire : l'apport potentiel de la communauté" [Acquiring sociolinguistic competency in a minority setting: The potential for community contribution] in El Atia, S. (ed.). *L'éducation supérieure et la dualité linguistique dans l'Ouest canadien. Défis et réalités* [Higher education and linguistic duality in Western Canada: Challenges and realities]. Presses de l'Université Laval.

9. ANNEX: DATA TABLES

9.1. Census of Population – 2016. Quebec

TABLE 26. Population aged 15 to 64 by first official language spoken and age group. Quebec. Census of Population – 2016

| First Official Language Spoken | 15 to 19 Years | 19 to 24 Years | 25 to 34 Years | 35 to 44 Years | 45 to 54 Years | 55 to 64 Years | Total 15 to 64 Years |
|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------------|
| French | 8.0% | 9.2% | 18.7% | 19.7% | 21.2% | 23.1% | 4,500,205 |
| English | 8.5% | 10.4% | 20.7% | 20.8% | 21.7% | 17.9% | 773,165 |

TABLE 27. Population aged 15 to 64 by first official language spoken and sex. Quebec. Census of Population – 2016

| First Official Language Spoken | Women | | Men | |
|--------------------------------|-----------|-------|-----------|-------|
| French | 2,261,758 | 50.3% | 2,238,455 | 49.7% |
| English | 381,343 | 49.3% | 391,825 | 50.7% |

TABLE 28. Population aged 15 to 64 whose first official language spoken is English, by immigrant status²⁵ and highest certificate, diploma or degree earned. Quebec. Census of Population – 2016

| Total Population | | Population with a College Certificate, Degree or Diploma | | Population with a University Certificate, Degree or Diploma | |
|------------------|-----------|--|-----------|---|-----------|
| Non-immigrant | Immigrant | Non-immigrant | Immigrant | Non-immigrant | Immigrant |
| 63.3% | 36.7% | 31.7% | 23.5% | 27.3% | 42.3% |

²⁵ "Immigrants" includes persons who are, or who have ever been, landed immigrants or permanent residents. Such persons have been granted the right to live in Canada permanently by immigration authorities. Immigrants who have obtained Canadian citizenship by naturalization are included in this category.

TABLE 29. Population aged 15 or older by first official language spoken and highest certificate, diploma or degree earned. Quebec. Census of Population – 2016

| Type of Certificate, Diploma or Degree | FOLS | Quebec |
|---|------|--------------------|
| None | FR | 1,139,135 20.2% |
| | EN | 150,385 16.1% |
| High school | FR | 1,189,485 21.0% |
| | EN | 229,665 24.6% |
| College or other non-university institution | FR | 2,032,405 36.0% |
| | EN | 250,185 26.8% |
| University | FR | 1,291,190 22.8% |
| | EN | 302,595 32.4% |

TABLE 30. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and location of study. Quebec. Census of Population – 2016

| First Official Language Spoken | Location of Study in Canada: Province or Territory of Residence | Location of Study in Canada: Different from Province or Territory of Residence | Location of Study Outside Canada |
|--------------------------------|---|--|----------------------------------|
| French | 90.6% | 2.4% | 7.1% |
| English | 66.1% | 10.5% | 23.4% |

TABLE 31. Population aged 15 to 64 by first official language spoken and field of employment. Quebec. Census of Population – 2016

| Main Field of Employment | English | | French | |
|--------------------------------|---------|-------|---------|-------|
| Management | 71,070 | 11.7% | 340,895 | 9.2% |
| Professional | 123,955 | 20.4% | 648,680 | 17.6% |
| Technical and paraprofessional | 60,820 | 10.0% | 446,315 | 12.1% |

| | | | | |
|---|---------|-------|-----------|-------|
| Administration and administrative support | 81,030 | 13.3% | 463,970 | 12.6% |
| Sales | 63,515 | 10.4% | 369,610 | 10.0% |
| Personal and customer information services | 118,725 | 19.5% | 638,020 | 17.3% |
| Industrial, construction and equipment operation trades | 26,485 | 4.4% | 300,420 | 8.1% |
| Workers and labourers in transport and construction | 30,815 | 5.1% | 227,770 | 6.2% |
| Natural resources, agriculture and related production occupations | 7,085 | 1.2% | 65,130 | 1.8% |
| Occupations in manufacturing and utilities | 24,525 | 4.0% | 192,130 | 5.2% |
| TOTAL | 608,025 | | 3,692,940 | |

9.2. National Graduates Survey – 2018 Quebec

TABLE 32. Mother tongue by language of instruction. University graduates. Quebec. NGS – 2018

| Language of Instruction | Mother Tongue | | | |
|-------------------------|---------------|--------------|-------|----------------|
| | French Only | English Only | Other | Weighted Total |
| French only | 83.4% | 1.9% | 13.2% | 6,020 |
| English only | 16.5% | 43.3% | 36.8% | 13,050 |

TABLE 33. Language of instruction by mother tongue. University. Quebec. NGS – 2018

| Mother Tongue | Language of Instruction | | |
|---------------|-------------------------|--------------|----------------|
| | French Only | English Only | Weighted Total |
| French only | 88.1% | 3.7% | 57,500 |
| English only | 15.4% | 76.8% | 7,360 |
| Other | 56.2% | 33.8% | 14,220 |

TABLE 34. Language spoken most often at home, by language of instruction and type of certificate, diploma or degree. Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Language Spoken Most Often at Home | | |
|---|--|------------------------------------|-------------|-------|
| | | English Only | French Only | Other |
| English only | College | 45.0% | 12.7% | 42.2% |
| | University | 58.0% | 11.5% | 30.4% |
| French only | College | 0.8% | 88.4% | 10.8% |
| | University | 2.0% | 87.3% | 10.7% |
| French and English | College | 14.7% | 66.8% | 18.5% |
| | University | 10.9% | 69.4% | 19.7% |
| TOTAL (includes other languages of instruction) | College and university | 10.1% | 75.3% | 14.6% |

TABLE 35. Change of province, by language of instruction and mother tongue. University graduates. Quebec. NGS – 2018

| Language of Instruction | Mother Tongue | Change of Province | Same Province | Weighted Frequency |
|-------------------------|------------------|--------------------|---------------|--------------------|
| French only | French only | 0.8% | 99.2% | 48,760 |
| | English only | 0.0% | 100.0% | 1,030 |
| | Total population | 0.8% | 99.2% | 57,320 |
| English only | French only | 7.0% | 93.0% | 2,010 |
| | English only | 36.2% | 63.8% | 5,110 |
| | Total population | 20.9% | 79.1% | 11,100 |

TABLE 36. Classification of Category A or B programs, by language of instruction and mother tongue. University graduates. Quebec. NGS – 2018

| Language of Instruction | Mother Tongue | A | B | Weighted Frequency |
|-----------------------------------|---------------|-------|-------|--------------------|
| French only | French only | 65.9% | 34.1% | 50,650 |
| | English only | 61.1% | 38.2% | 5,650 |
| English only | French only | 54.9% | 45.1% | 2,150 |
| | English only | 61.8% | 38.2% | 5,650 |
| TOTAL (includes "other language") | | 64.0% | 36.0% | 80,660 |

TABLE 37. Reason for choice of institution, by language of instruction and type of certificate, diploma or degree. Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Institutional Reputation | Program Availability | Proximity to Home | Other |
|---|--|--------------------------|----------------------|-------------------|-------|
| English only | College | 12.0% | 43.8% | 14.7% | 29.5% |
| | University | 42.2% | 26.9% | 5.3% | 25.6% |
| French only | College | 10.6% | 41.9% | 32.1% | 15.4% |
| | University | 21.9% | 31.9% | 26.8% | 19.4% |
| French and English | College | 15.1% | 44.8% | 16.5% | 23.6% |
| | University | 35.6% | 28.0% | 17.7% | 18.8% |
| TOTAL (includes other languages of instruction) | College and university | 22.1% | 34.0% | 24.4% | 19.5% |

TABLE 38. Median student debt at graduation, by language of instruction and mother tongue. Quebec and Canada outside Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Quebec | | Canada Outside Quebec | |
|--|--|--------------|-------------|-----------------------|-------------|
| | | Average Debt | Median Debt | Average Debt | Median Debt |
| French only | College | \$10,500 | \$8,000 | \$16,800 | \$14,000 |
| | University | \$17,700 | \$13,500 | \$35,000 | \$26,500 |
| English only | College | \$11,100 | \$10,000 | \$16,200 | \$12,000 |
| | University | \$24,000 | \$16,000 | \$31,000 | \$25,000 |
| French and English | College | \$11,300 | \$8,000 | \$14,600 | \$10,000 |
| | University | \$22,000 | \$14,700 | \$34,000 | \$28,000 |
| Total weighted frequency (includes “other language”) | College | 12,400 | | 54,230 | |
| | University | 38,170 | | 97,910 | |

TABLE 39. Link between employment or business and program of study. Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Closely Related | Somewhat Related | Not at all Related |
|---|--|-----------------|------------------|--------------------|
| English only | College | 60.2% | 24.4% | 15.4% |
| | University | 52.7% | 25.3% | 22.0% |
| French only | College | 72.0% | 12.1% | 16.0% |
| | University | 71.2% | 18.8% | 10.0% |
| French and English | College | 69.2% | 9.4% | 21.4% |
| | University | 60.7% | 26.2% | 13.1% |
| TOTAL (includes other languages of instruction) | College and university | 68.1% | 18.4% | 10.3% |

9.3. Provincial data – 2018–2019 Quebec. University.

TABLE 40. Institutions offering English-language education, University, Quebec. Provincial data – 2018–2019

| Language of Instruction | Name of Institution |
|-------------------------|----------------------|
| English only | Bishop's University |
| | Concordia University |
| | McGill University |

TABLE 41. Student population age groups by language of instruction, University, Quebec. Provincial data – 2018–2019

| Age Group | Language of Instruction of Institution | | | |
|----------------|--|-------|---------|-------|
| | English | | French | |
| Under 20 | 13,433 | 17.5% | 11,788 | 5.1% |
| 20 to 22 years | 29,173 | 38.1% | 65,121 | 28.1% |
| 23 to 25 years | 15,083 | 19.7% | 50,501 | 21.8% |
| Over 25 | 18,913 | 24.7% | 104,038 | 45.0% |
| Total | 76,602 | | 231,448 | |

TABLE 42. Field of study, by language of instruction and student status. University. Quebec. Provincial data – 2018–2019

| Field | Language of Instruction of Institution | | | | | |
|----------------------------|--|-------|------------------------|-------|---------|-------|
| | English | | | | French | |
| | Total | | International Students | | | |
| Administrative sciences | 13,162 | 17.2% | 2,759 | 14.5% | 59,852 | 25.9% |
| Applied sciences | 16,758 | 21.9% | 6,552 | 34.5% | 37,459 | 16.2% |
| Arts | 4,334 | 5.7% | 715 | 3.8% | 6,321 | 2.7% |
| Cross-disciplinary studies | 2,684 | 3.5% | 748 | 3.9% | 4,942 | 2.1% |
| Education | 3,591 | 4.7% | 401 | 2.1% | 21,967 | 9.5% |
| Health sciences | 5,803 | 7.6% | 987 | 5.2% | 27,951 | 12.1% |
| Humanities | 16,999 | 22.2% | 3,150 | 16.6% | 40,353 | 17.4% |
| Law | 849 | 1.1% | 124 | 0.7% | 6,566 | 2.8% |
| Letters | 3,518 | 4.6% | 603 | 3.2% | 7,667 | 3.3% |
| Not applicable | 2,763 | 3.6% | 1,355 | 7.1% | 9,078 | 3.9% |
| Pure sciences | 6,141 | 8.0% | 1,584 | 8.3% | 9,292 | 4.0% |
| Total | 76,602 | | 18,978 | | 231,448 | |

TABLE 43. Type of credential, by language of instruction and student status. University. Quebec. Provincial data – 2018–2019

| Type of Credential | Language of Instruction of Institution | | | | | |
|--------------------|--|-------|------------------------|-------|---------|-------|
| | English | | | | French | |
| | Total | | International Students | | | |
| Designation | 0 | 0.0% | 0 | 0.0% | 15,727 | 6.8% |
| Certificate | 3,169 | 4.1% | 222 | 1.2% | 40,996 | 17.7% |
| Diploma | 1,394 | 1.8% | 147 | 0.8% | 10,503 | 4.5% |
| Bachelor's degree | 55,918 | 73.0% | 10,947 | 57.7% | 117,751 | 50.9% |
| Master's degree | 10,192 | 13.3% | 4,755 | 25.1% | 32,613 | 14.1% |
| Ph.D. | 5,094 | 6.6% | 2,389 | 12.6% | 12,161 | 5.3% |
| Indeterminate | 835 | 1.1% | 518 | 2.7% | 1,697 | 0.7% |
| Total | 76,602 | | 18,978 | | 231,448 | |

9.4. Provincial data – 2018–2019. Quebec. College

TABLE 44. Institutions offering English-language education. College. Quebec. Provincial data – 2018–2019

| Language of Instruction | Name of Institution | |
|----------------------------|---|--|
| English only (13) | Centennial College | Champlain Regional College – Lennoxville |
| | Dawson College | Champlain Regional College – St. Lawrence |
| | John Abbott College | Champlain Regional College – Saint-Lambert |
| | Heritage College | TAV College |
| | Marianopolis College | Vanier College |
| | Macdonald College – McGill University | Syn Studio |
| English and French (21) | Air Richelieu | Matrix College of Management, Technology and Healthcare Inc. |
| | Cargair Ltd | Montreal College of Information Technology |
| | Cégep de la Gaspésie et des Îles | Ellis College |
| | Cégep de Saint-Félicien | Herzing College |
| | Cégep de Sept-Îles | Inter-Dec College |
| | Cégep Marie-Victorin | LaSalle College |
| | Cégep Saint-Jean-sur-Richelieu | O’Sullivan College |
| | First Nations Collegial Studies Centre (Montréal) | Saint Hubert Flying College |
| | Collège April-Fortier inc. | École nationale d’aérotechnique |
| | BCM College | Institut Trebas Québec Inc. |
| | Canada College | |

TABLE 45. Student population age groups by language of instruction and student status. College. Quebec. Provincial data – 2018–2019

| Age Group | Language of Instruction of Institution | | | |
|----------------|--|-------|---------|-------|
| | English | | French | |
| Under 20 | 25,432 | 63.7% | 89,417 | 54.3% |
| 20 to 22 years | 6,267 | 15.7% | 31,031 | 18.8% |
| 23 to 25 years | 3,235 | 8.1% | 12,717 | 7.7% |
| Over 25 | 5,003 | 12.5% | 31,538 | 19.1% |
| Total | 39,937 | | 164,703 | |

TABLE 46. Program families by language of instruction and student status. College. Quebec. Provincial data – 2018–2019

| Program Family | Language of Instruction of Institution | | | |
|-------------------------|--|-------|---------|-------|
| | English | | French | |
| Artistic sciences | 1,951 | 4.9% | 10,736 | 6.5% |
| Arts | 315 | 0.8% | 3,130 | 1.9% |
| Arts and letters | 2,456 | 6.1% | 6,733 | 4.1% |
| Biological sciences | 2,094 | 5.2% | 23,362 | 14.2% |
| Business administration | 7,735 | 19.4% | 26,568 | 16.1% |
| Human sciences | 3,366 | 8.4% | 25,506 | 15.5% |
| Humanities | 13,252 | 33.2% | 30,896 | 18.8% |
| Multiple | 548 | 1.4% | 1,434 | 0.9% |
| Physical sciences | 2,024 | 5.1% | 15,976 | 9.7% |
| Science | 6,196 | 15.5% | 20,362 | 12.4% |
| Total | 39,937 | | 164,703 | |

9.5. Census of Population – 2016. Canada outside Quebec.

TABLE 47. Population aged 15 to 64 by first official language spoken and age group. Canada outside Quebec. Census of Population – 2016

| Province or Territory | First Official Language Spoken | 15 to 19 Years | 19 to 24 Years | 25 to 34 Years | 35 to 44 Years | 45 to 54 Years | 55 to 64 Years | Total: 15 to 64 Years |
|------------------------------|--------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|--------------------------|
| Newfoundland and Labrador | French | 5.0% | 4.3% | 22.9% | 24.1% | 24.8% | 18.9% | 1,615 |
| | English | 7.9% | 8.1% | 16.7% | 18.9% | 23.6% | 24.7% | 340,650 |
| Prince Edward Island | French | 8.2% | 4.7% | 13.6% | 16.7% | 27.8% | 29.0% | 2,970 |
| | English | 9.4% | 9.4% | 16.7% | 18.4% | 22.3% | 23.8% | 87,775 |
| Nova Scotia | French | 5.1% | 6.5% | 14.8% | 17.9% | 26.0% | 29.7% | 18,385 |
| | English | 8.6% | 9.3% | 17.5% | 18.0% | 22.6% | 24.0% | 581,545 |
| New Brunswick | French | 6.8% | 7.5% | 16.0% | 18.7% | 23.6% | 27.4% | 153,475 |
| | English | 9.1% | 9.0% | 16.8% | 19.2% | 22.8% | 23.2% | 327,340 |
| Ontario | French | 8.0% | 7.9% | 16.1% | 19.5% | 24.3% | 24.2% | 364,035 |
| | English | 9.2% | 10.2% | 19.6% | 19.1% | 22.0% | 19.9% | 8,431,915 |
| Manitoba | French | 6.9% | 7.2% | 18.5% | 17.5% | 22.0% | 28.0% | 25,570 |
| | English | 10.0% | 10.5% | 20.7% | 19.3% | 20.1% | 19.4% | 788,130 |
| Saskatchewan | French | 4.5% | 5.9% | 18.6% | 18.7% | 22.0% | 30.4% | 8,540 |
| | English | 9.6% | 9.9% | 21.8% | 19.2% | 19.4% | 20.1% | 689,170 |
| Alberta | French | 5.7% | 7.1% | 21.9% | 23.3% | 21.2% | 20.7% | 58,085 |
| | English | 8.7% | 9.5% | 23.2% | 21.1% | 19.8% | 17.7% | 2,671,665 |
| British Columbia | French | 5.9% | 6.2% | 19.3% | 21.5% | 21.6% | 25.5% | 43,990 |
| | English | 8.6% | 9.5% | 20.2% | 19.0% | 21.4% | 21.3% | 2,957,195 |
| Territories | French | 5.0% | 5.4% | 25.4% | 25.2% | 19.4% | 19.6% | 2,680 |
| | English | 10.1% | 10.6% | 23.5% | 19.9% | 19.6% | 16.2% | 73,595 |
| TOTAL, Canada outside Quebec | French | 7.2% | 7.5% | 16.9% | 19.7% | 23.6% | 25.1% | 679,345 |
| | English | 9.0% | 9.8% | 20.2% | 19.4% | 21.4% | 20.1% | 16,948,980 ²⁶ |

²⁶ The figures in the total-population column for each table in this report are taken from Statistics Canada's topic-based tabulations. Due to random rounding by Statistics Canada, the figures and percentages in this column may not perfectly match (to the nearest multiple of 5 or 10) the sum of the values shown in the other columns and will not necessarily show the same total as the other tables. For more information, please see [About the Data, Census Profile, 2016 Census](#) by Statistics Canada.

TABLE 48. Population aged 15 to 64 by first official language spoken and sex. Canada outside Quebec. Census of Population – 2016

| Province or Territory | First Official Language Spoken | Women | | Men | |
|------------------------------|--------------------------------|-----------|------------|-----------|------------|
| | | Count | Percentage | Count | Percentage |
| Newfoundland and Labrador | French | 775 | 47.8% | 845 | 52.2% |
| | English | 166,485 | 48.9% | 174,150 | 51.1% |
| Prince Edward Island | French | 1,600 | 53.8% | 1,375 | 46.2% |
| | English | 45,125 | 51.4% | 42,655 | 48.6% |
| Nova Scotia | French | 9,255 | 50.3% | 9,130 | 49.7% |
| | English | 299,150 | 51.4% | 282,380 | 48.6% |
| New Brunswick | French | 78,305 | 51.0% | 75,165 | 49.0% |
| | English | 166,840 | 51.0% | 160,490 | 49.0% |
| Ontario | French | 192,450 | 52.9% | 171,580 | 47.1% |
| | English | 4,286,040 | 50.8% | 4,145,875 | 49.2% |
| Manitoba | French | 12,990 | 50.8% | 12,580 | 49.2% |
| | English | 395,430 | 50.2% | 392,685 | 49.8% |
| Saskatchewan | French | 4,195 | 49.1% | 4,355 | 50.9% |
| | English | 343,640 | 49.9% | 345,525 | 50.1% |
| Alberta | French | 27,315 | 47.0% | 30,775 | 53.0% |
| | English | 1,324,955 | 49.6% | 1,346,710 | 50.4% |
| British Columbia | French | 21,435 | 48.7% | 22,555 | 51.3% |
| | English | 1,504,510 | 50.9% | 1,452,700 | 49.1% |
| Territories | French | 1,280 | 47.9% | 1,395 | 52.1% |
| | English | 36,705 | 49.9% | 36,880 | 50.1% |
| TOTAL, Canada outside Quebec | French | 349,600 | 51.5% | 329,755 | 48.5% |
| | English | 8,568,880 | 50.6% | 8,380,050 | 49.4% |

TABLE 49. Population aged 15 to 64 whose first official language spoken is French, by immigrant status²⁷ and highest certificate, diploma or degree earned. Canada outside Quebec. Provinces and territories. Census of Population – 2016

| Province or Territory | Total Population | | Immigrant Population with a University Certificate, Degree or Diploma | | Non-Immigrant Population with a University Certificate, Degree or Diploma | |
|-------------------------------------|------------------|--------------|---|--------------|---|--------------|
| | Non-Immigrant | Immigrant | College | University | College | University |
| Newfoundland and Labrador | 84.6% | 15.4% | 17.0% | 59.6% | 32.1% | 37.0% |
| Prince Edward Island | 94.7% | 5.3% | 34.4% | 46.9% | 37.2% | 21.0% |
| Nova Scotia | 94.2% | 5.8% | 23.7% | 54.9% | 39.3% | 26.4% |
| New Brunswick | 97.7% | 2.3% | 27.4% | 41.2% | 33.6% | 18.6% |
| Ontario | 82.2% | 17.8% | 22.5% | 51.2% | 34.1% | 25.0% |
| Manitoba | 87.7% | 12.3% | 22.8% | 42.3% | 30.9% | 25.9% |
| Saskatchewan | 82.6% | 17.4% | 21.7% | 43.4% | 36.4% | 26.7% |
| Alberta | 74.5% | 25.5% | 24.5% | 46.5% | 37.7% | 24.3% |
| British Columbia | 72.7% | 27.3% | 21.7% | 53.5% | 34.1% | 30.8% |
| Territories | 90.4% | 9.6% | 25.5% | 50.9% | 32.4% | 40.9% |
| TOTAL, Canada outside Quebec | 85.1% | 14.9% | 22.9% | 50.1% | 32.7% | 27.4% |

²⁷ "Immigrants" includes persons who are, or who have ever been, landed immigrants or permanent residents. Such persons have been granted the right to live in Canada permanently by immigration authorities. Immigrants who have obtained Canadian citizenship by naturalization are included in this category.

TABLE 50. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Newfoundland and Labrador. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|----------------|------------|--------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 12,735 | 6.7% | 95 | 8.1% |
| Visual and performing arts, and communications technologies | 3,215 | 1.7% | 45 | 3.8% |
| Humanities | 5,690 | 3.0% | 85 | 7.3% |
| Social and behavioural sciences and law | 12,470 | 6.6% | 140 | 12.0% |
| Business, management and public administration | 40,685 | 21.5% | 160 | 13.7% |
| Physical and life sciences and technologies | 4,885 | 2.6% | 110 | 9.4% |
| Mathematics, computer and information sciences | 7,765 | 4.1% | 35 | 3.0% |
| Architecture, engineering, and related technologies | 50,910 | 26.8% | 270 | 23.1% |
| Agriculture, natural resources and conservation | 3,155 | 1.7% | 40 | 3.4% |
| Health and related fields | 27,325 | 14.4% | 95 | 8.1% |
| Personal, protective and transportation services | 20,780 | 11.0% | 95 | 8.1% |
| Other | 0 | 0% | 0 | 0% |
| TOTAL | 189,615 | | 1,170 | |

TABLE 51. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Prince Edward Island. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|---------------|------------|--------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 3,205 | 6.6% | 280 | 15.8% |
| Visual and performing arts, and communications technologies | 1,155 | 2.4% | 35 | 2.0% |
| Humanities | 2,165 | 4.4% | 60 | 3.4% |
| Social and behavioural sciences and law | 4,465 | 9.2% | 90 | 5.1% |
| Business, management and public administration | 11,880 | 24.4% | 530 | 29.9% |
| Physical and life sciences and technologies | 2,080 | 4.3% | 60 | 3.4% |
| Mathematics, computer and information sciences | 1,730 | 3.5% | 100 | 5.6% |
| Architecture, engineering, and related technologies | 9,185 | 18.8% | 270 | 15.3% |
| Agriculture, natural resources and conservation | 1,340 | 2.7% | 70 | 4.0% |
| Health and related fields | 8,060 | 16.5% | 160 | 9.0% |
| Personal, protective and transportation services | 3,470 | 7.1% | 115 | 6.5% |
| Other | 10 | 0% | 0 | 0% |
| TOTAL | 48,745 | | 1,770 | |

TABLE 52. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Nova Scotia. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|----------------|------------|---------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 19,745 | 6.0% | 1,140 | 9.3% |
| Visual and performing arts, and communications technologies | 8,955 | 2.7% | 310 | 2.5% |
| Humanities | 14,335 | 4.3% | 515 | 4.2% |
| Social and behavioural sciences and law | 34,605 | 10.5% | 1,015 | 8.3% |
| Business, management and public administration | 70,705 | 21.4% | 2,585 | 21.1% |
| Physical and life sciences and technologies | 12,345 | 3.7% | 480 | 3.9% |
| Mathematics, computer and information sciences | 13,945 | 4.2% | 420 | 3.4% |
| Architecture, engineering, and related technologies | 70,720 | 21.4% | 2,815 | 23.0% |
| Agriculture, natural resources and conservation | 6,365 | 1.9% | 165 | 1.3% |
| Health and related fields | 52,475 | 15.9% | 1,595 | 13.0% |
| Personal, protective and transportation services | 25,890 | 7.8% | 1,190 | 9.7% |
| Other | 50 | 0% | 0 | 0% |
| TOTAL | 330,135 | | 12,230 | |

TABLE 53. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. New Brunswick. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|----------------|------------|---------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 11,030 | 6.5% | 5,710 | 7.1% |
| Visual and performing arts, and communications technologies | 3,900 | 2.3% | 1,515 | 1.9% |
| Humanities | 7,910 | 4.7% | 1,795 | 2.2% |
| Social and behavioural sciences and law | 15,690 | 9.3% | 5,585 | 6.9% |
| Business, management and public administration | 36,505 | 21.6% | 19,450 | 24.1% |
| Physical and life sciences and technologies | 4,945 | 2.9% | 1,550 | 1.9% |
| Mathematics, computer and information sciences | 7,700 | 4.6% | 2,655 | 3.3% |
| Architecture, engineering, and related technologies | 37,245 | 22.1% | 18,065 | 22.4% |
| Agriculture, natural resources and conservation | 3,550 | 2.1% | 1,720 | 2.1% |
| Health and related fields | 26,670 | 15.8% | 14,765 | 18.3% |
| Personal, protective and transportation services | 13,725 | 8.1% | 7,795 | 9.7% |
| Other | 20 | 0% | 20 | 0.0% |
| TOTAL | 168,890 | | 80,625 | |

TABLE 54. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Ontario. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|------------------|------------|----------------|------------|
| | Population | Percentage | Population | Percentage |
| Education | 234,975 | 4.8% | 16,505 | 7.3% |
| Visual and performing arts, and communications technologies | 210,520 | 4.3% | 7,335 | 3.3% |
| Humanities | 275,440 | 5.7% | 12,560 | 5.6% |
| Social and behavioural sciences and law | 684,500 | 14.0% | 30,830 | 13.7% |
| Business, management and public administration | 1,049,395 | 21.5% | 48,445 | 21.5% |
| Physical and life sciences and technologies | 209,700 | 4.3% | 8,095 | 3.6% |
| Mathematics, computer and information sciences | 253,320 | 5.2% | 10,605 | 4.7% |
| Architecture, engineering, and related technologies | 896,885 | 18.4% | 40,890 | 18.2% |
| Agriculture, natural resources and conservation | 86,435 | 1.8% | 3,855 | 1.7% |
| Health and related fields | 692,845 | 14.2% | 30,855 | 13.7% |
| Personal, protective and transportation services | 278,730 | 5.7% | 14,910 | 6.6% |
| Other | 1,280 | 0% | 60 | 0% |
| TOTAL | 4,874,025 | | 224,945 | |

TABLE 55. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Manitoba. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|----------------|------------|---------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 31,065 | 8.0% | 1,730 | 11.7% |
| Visual and performing arts, and communications technologies | 11,230 | 2.9% | 325 | 2.2% |
| Humanities | 18,070 | 4.6% | 725 | 4.9% |
| Social and behavioural sciences and law | 39,550 | 10.1% | 1,520 | 10.3% |
| Business, management and public administration | 77,105 | 19.8% | 3,265 | 22.1% |
| Physical and life sciences and technologies | 13,390 | 3.4% | 500 | 3.4% |
| Mathematics, computer and information sciences | 16,230 | 4.2% | 610 | 4.1% |
| Architecture, engineering, and related technologies | 76,340 | 19.6% | 2,515 | 17.0% |
| Agriculture, natural resources and conservation | 12,015 | 3.1% | 395 | 2.7% |
| Health and related fields | 71,815 | 18.4% | 2,295 | 15.5% |
| Personal, protective and transportation services | 22,845 | 5.9% | 920 | 6.2% |
| Other | 50 | 0% | 0 | 0% |
| TOTAL | 389,705 | | 14,800 | |

TABLE 56. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Saskatchewan. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|----------------|------------|--------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 28,505 | 8.2% | 730 | 13.4% |
| Visual and performing arts, and communications technologies | 7,815 | 2.3% | 140 | 2.6% |
| Humanities | 12,530 | 3.6% | 230 | 4.2% |
| Social and behavioural sciences and law | 27,035 | 7.8% | 535 | 9.8% |
| Business, management and public administration | 71,810 | 20.7% | 1,005 | 18.5% |
| Physical and life sciences and technologies | 9,895 | 2.9% | 180 | 3.3% |
| Mathematics, computer and information sciences | 10,615 | 3.1% | 105 | 1.9% |
| Architecture, engineering, and related technologies | 77,360 | 22.4% | 1,200 | 22.1% |
| Agriculture, natural resources and conservation | 14,145 | 4.1% | 215 | 4.0% |
| Health and related fields | 61,110 | 17.7% | 775 | 14.2% |
| Personal, protective and transportation services | 25,230 | 7.3% | 325 | 6.0% |
| Other | 35 | 0% | 0 | 0% |
| TOTAL | 346,085 | | 5,440 | |

TABLE 57. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Alberta. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|------------------|------------|---------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 91,035 | 6.1% | 3,045 | 8.1% |
| Visual and performing arts, and communications technologies | 43,720 | 2.9% | 1,005 | 2.7% |
| Humanities | 57,895 | 3.8% | 1,595 | 4.3% |
| Social and behavioural sciences and law | 141,725 | 9.4% | 3,445 | 9.2% |
| Business, management and public administration | 310,610 | 20.6% | 7,570 | 20.2% |
| Physical and life sciences and technologies | 63,085 | 4.2% | 1,695 | 4.5% |
| Mathematics, computer and information sciences | 55,290 | 3.7% | 1,290 | 3.4% |
| Architecture, engineering, and related technologies | 391,440 | 26.0% | 10,065 | 26.9% |
| Agriculture, natural resources and conservation | 37,570 | 2.5% | 835 | 2.2% |
| Health and related fields | 230,555 | 15.3% | 4,515 | 12.0% |
| Personal, protective and transportation services | 81,635 | 5.4% | 2,410 | 6.4% |
| Other | 140 | 0% | 0 | 0% |
| TOTAL | 1,504,700 | | 37,470 | |

TABLE 58. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. British Columbia. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|------------------|------------|---------------|------------|
| | Count | Percentage | Count | Percentage |
| Education | 95,005 | 5.6% | 2,350 | 7.8% |
| Visual and performing arts, and communications technologies | 83,735 | 5.0% | 1,685 | 5.6% |
| Humanities | 96,510 | 5.7% | 2,070 | 6.9% |
| Social and behavioural sciences and law | 206,790 | 12.3% | 3,735 | 12.5% |
| Business, management and public administration | 342,675 | 20.4% | 5,670 | 18.9% |
| Physical and life sciences and technologies | 69,595 | 4.1% | 1,565 | 5.2% |
| Mathematics, computer and information sciences | 70,055 | 4.2% | 1,245 | 4.2% |
| Architecture, engineering, and related technologies | 322,785 | 19.2% | 5,445 | 18.2% |
| Agriculture, natural resources and conservation | 40,510 | 2.4% | 820 | 2.7% |
| Health and related fields | 255,915 | 15.2% | 3,345 | 11.2% |
| Personal, protective and transportation services | 98,440 | 5.9% | 2,015 | 6.7% |
| Other | 290 | 0% | 10 | 0% |
| TOTAL | 1,682,305 | | 29,955 | |

TABLE 59. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and major field of study. Territories. Census of Population – 2016

| Major Field of Study | English | | French | |
|---|---------------|------------|--------------|------------|
| | Number | Percentage | Number | Percentage |
| Education | 3,310 | 9.2% | 215 | 10.8% |
| Visual and performing arts, and communications technologies | 1,000 | 2.8% | 65 | 3.3% |
| Humanities | 1,510 | 4.2% | 140 | 7.1% |
| Social and behavioural sciences and law | 4,105 | 11.4% | 300 | 15.1% |
| Business, management and public administration | 7,310 | 20.3% | 290 | 14.6% |
| Physical and life sciences and technologies | 1,310 | 3.6% | 130 | 6.5% |
| Mathematics, computer and information sciences | 860 | 2.4% | 70 | 3.5% |
| Architecture, engineering, and related technologies | 7,310 | 20.3% | 370 | 18.6% |
| Agriculture, natural resources and conservation | 1,495 | 4.2% | 55 | 2.8% |
| Health and related fields | 4,330 | 12.0% | 230 | 11.6% |
| Personal, protective and transportation services | 3,400 | 9.5% | 120 | 6.0% |
| Other | 0 | 0% | 0 | 0% |
| TOTAL | 35,940 | | 1,985 | |

TABLE 60. Population aged 15 to 64 with a postsecondary certificate, degree or diploma, by first official language spoken and location of study. Canada outside Quebec. Census of Population – 2016

| Province or Territory | First Official Language Spoken | Location of Study in Canada: Province or Territory of Residence | Location of Study in Canada: Different from Province or Territory of Residence | Location of Study Outside Canada |
|------------------------------|--------------------------------|---|--|----------------------------------|
| Newfoundland and Labrador | French | 83.8% | 12.9% | 3.2% |
| | English | 21.9% | 61.4% | 16.7% |
| Prince Edward Island | French | 63.3% | 28.9% | 7.7% |
| | English | 49.1% | 44.0% | 6.8% |
| Nova Scotia | French | 75.5% | 18.3% | 6.2% |
| | English | 63.0% | 32.2% | 4.8% |
| New Brunswick | French | 72.1% | 21.6% | 6.3% |
| | English | 83.4% | 14.7% | 1.9% |
| Ontario | French | 74.9% | 5.2% | 19.9% |
| | English | 70.2% | 17.9% | 11.9% |
| Manitoba | French | 72.6% | 10.0% | 17.3% |
| | English | 75.8% | 15.6% | 8.6% |
| Saskatchewan | French | 69.5% | 17.3% | 13.1% |
| | English | 49.4% | 37.0% | 13.5% |
| Alberta | French | 61.4% | 19.4% | 19.2% |
| | English | 39.1% | 42.6% | 18.3% |
| British Columbia | French | 62.7% | 15.8% | 21.5% |
| | English | 32.8% | 44.6% | 22.6% |
| Territories | French | 28.3% | 59.8% | 11.9% |
| | English | 8.1% | 83.6% | 8.3% |
| TOTAL, Canada outside Quebec | French | 70.3% | 11.2% | 18.6% |
| | English | 66.4% | 22.6% | 11.0% |

TABLE 61. Population aged 15 to 64 by first official language spoken and field of employment. Major regions of Canada outside Quebec. Census of Population – 2016

| Main Field of Employment | Atlantic | | Ontario | | West and North | | Canada Outside Quebec | |
|---|----------|--------|---------|--------|----------------|--------|-----------------------|--------|
| | English | French | English | French | English | French | English | French |
| Management | 8.9% | 7.5% | 10.9% | 10.7% | 10.9% | 11.2% | 10.7% | 10.0% |
| Professional | 15.4% | 15.5% | 19.4% | 23.2% | 16.4% | 20.2% | 17.8% | 20.5% |
| Technical and paraprofessional | 10.7% | 9.9% | 9.9% | 11.0% | 9.9% | 11.3% | 10.0% | 10.8% |
| Administration and administrative support | 11.3% | 11.5% | 12.1% | 14.0% | 12.2% | 11.5% | 12.1% | 12.8% |
| Sales | 10.3% | 8.4% | 10.4% | 7.8% | 9.7% | 6.5% | 10.1% | 7.7% |
| Personal and customer information services | 19.5% | 18.8% | 17.3% | 16.4% | 18.2% | 16.8% | 17.8% | 17.1% |
| Industrial, construction and equipment operation trades | 8.3% | 8.8% | 6.8% | 6.6% | 8.9% | 10.2% | 7.8% | 7.9% |
| Workers and labourers in transport and construction | 7.4% | 7.7% | 6.3% | 5.4% | 7.3% | 7.1% | 6.8% | 6.4% |
| Natural resources, agriculture and related production occupations | 4.4% | 5.0% | 1.7% | 2.1% | 3.1% | 2.6% | 2.5% | 3.0% |
| Occupations in manufacturing and utilities | 4.0% | 6.9% | 5.2% | 2.7% | 3.3% | 2.4% | 4.3% | 3.7% |

9.6. National Graduates Survey – 2018. Canada outside Quebec

TABLE 62. Mother tongue by language of instruction. University. Canada outside Quebec. NGS – 2018

| Language of Instruction | Mother Tongue | | | Weighted Total |
|-------------------------|---------------|--------------|-------|----------------|
| | French Only | English Only | Other | |
| French only | 71.1% | 8.6% | 14.0% | 3,360 |
| English only | 1.4% | 69.9% | 27.6% | 184,670 |

TABLE 63. Language of instruction by mother tongue. University. Canada outside Quebec. NGS - 2018

| Mother Tongue | Language of Instruction | | |
|---------------|-------------------------|--------------|----------------|
| | French Only | English Only | Weighted Total |
| French only | 36.5% | 39.5% | 6,550 |
| English only | 0.2% | 96.7% | 133,480 |
| Other | 0.9% | 95.9% | 53,110 |

TABLE 64. Language spoken most often at home, by language of instruction and type of certificate, diploma or degree. Canada outside Quebec. NGS - 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Language Spoken Most Often at Home | | |
|---|--|------------------------------------|-------------|-------|
| | | English Only | French Only | Other |
| English only | College | 78.1% | 0.5% | 21.3% |
| | University | 79.7% | 0.4% | 19.9% |
| French only | College | 13.5% | 76.2% | 10.2% |
| | University | 16.2% | 65.6% | 18.3% |
| French and English | College | 42.0% | 33.0% | 25.0% |
| | University | 64.0% | 16.7% | 19.2% |
| TOTAL (includes other languages of instruction) | College and university | 77.5% | 2.2% | 20.3% |

TABLE 65. Change of province, by language of instruction and mother tongue. University. Canada outside Quebec. NGS - 2018

| Language of Instruction | Mother Tongue | Change of Province | Same Province | Weighted Frequency |
|-------------------------|------------------|--------------------|---------------|--------------------|
| French only | French only | 27.2% | 72.8% | 2,320 |
| | English only | 14.3% | 85.7% | 280 |
| | Total population | 27.5% | 72.5% | 3,200 |
| English only | French only | 29.2% | 70.8% | 2,330 |
| | English only | 11.0% | 89.0% | 123,550 |
| | Total population | 10.3% | 89.7% | 167,890 |

TABLE 66. Classification of Category A²⁸ or B²⁹ programs, by language of instruction and mother tongue. University. Canada outside Quebec. NGS – 2018

| Language of Instruction | Mother Tongue | A | B | Weighted Frequency |
|---------------------------------|---------------|-------|-------|--------------------|
| French only | French only | 73.6% | 26.4% | 2,390 |
| | English only | 79.3% | 20.7% | 290 |
| English only | French only | 50.6% | 49.4% | 2,590 |
| | English only | 61.3% | 38.7% | 129,140 |
| TOTAL (includes other language) | | 60.1% | 39.9% | 195,580 |

TABLE 67. Reason for choice of institution, by language of instruction and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Institutional Reputation | Program Availability | Proximity to Home | Other |
|---|--|--------------------------|----------------------|-------------------|-------|
| English only | College | 21.0% | 30.2% | 24.8% | 24.0% |
| | University | 28.0% | 25.3% | 24.4% | 22.3% |
| French only | College | 16.9% | 33.3% | 22.2% | 27.6% |
| | University | 10.4% | 18.5% | 35.2% | 35.8% |
| French and English | College | 9.1% | 22.7% | 42.0% | 26.1% |
| | University | 17.0% | 26.9% | 30.4% | 25.7% |
| TOTAL (includes other languages of instruction) | | 18.6% | 39.0% | 22.0% | 20.3% |

²⁸ This grouping includes the following fields: personal improvement and leisure; education; visual and performing arts, and communications technologies; humanities; social and behavioural sciences and law; and business, management and public administration.

²⁹ This grouping includes the following fields: physical and life sciences and technologies; mathematics, computer and information sciences; architecture, engineering, and related technologies; agriculture, natural resources and conservation; health and related fields; personal, protective and transportation services; other.

TABLE 68. Median student debt at graduation, by language of instruction and type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Atlantic Provinces | | Ontario | | Western Provinces, Territories | |
|--|--|--------------------|-------------|-----------------|-------------|--------------------------------|-------------|
| | | Average Debt | Median Debt | Average Debt | Median Debt | Average Debt | Median Debt |
| French only | College | \$15,200 | \$12,000 | \$17,700 | \$16,000 | .. ³⁰ | .. |
| | University | \$39,000 | \$38,000 | \$35,000 | \$20,000 | \$21,000 | \$18,500 |
| English only | College | \$15,900 | \$12,000 | \$16,300 | \$12,000 | \$16,000 | \$12,000 |
| | University | \$37,000 | \$30,000 | \$30,000 | \$25,000 | \$32,000 | \$23,000 |
| French and English | College | \$14,700 | \$12,000 | X ³¹ | X | X | X |
| | University | \$33,000 | \$30,000 | \$36,000 | \$28,000 | \$28,000 | \$20,000 |
| Total weighted frequency (includes "other language") | College | 4,790 | | 31,050 | | 18,390 | |
| | University | 9,260 | | 59,050 | | 29,600 | |

TABLE 69. Link between employment or business and program of study, by type of certificate, diploma or degree. Canada outside Quebec. NGS – 2018

| Language of Instruction | Type of Certificate, Diploma or Degree | Closely Related | Somewhat Related | Not at all Related |
|---|--|-----------------|------------------|--------------------|
| English only | College | 58.9% | 17.4% | 23.7% |
| | University | 59.2% | 23.1% | 17.7% |
| French only | College | 48.5% | 12.7% | 38.8% |
| | University | 65.5% | 14.5% | 20.0% |
| French and English | College | 40.7% | 23.7% | 35.6% |
| | University | 60.3% | 16.1% | 23.6% |
| TOTAL (includes other languages of instruction) | College and university | 58.9% | 20.6% | 20.5% |

³⁰ Not available for a specific reference period.

³¹ Confidential under the *Statistics Act*.

9.7. Institutional data - 2018-2019. Canada outside Quebec. University

TABLE 70. Student population age groups. University. Canada outside Quebec. Institutional data - 2018-2019³²

| Age Group | Region | | | |
|----------------|----------|---------|-------|-----------------------|
| | Atlantic | Ontario | West | Canada Outside Quebec |
| Under 20 | 31.6% | 26.7% | 19.8% | 27.0% |
| 20 to 22 years | 35.9% | 37.9% | 29.6% | 36.3% |
| 23 to 25 years | 15.4% | 15.3% | 18.1% | 15.7% |
| Over 25 | 17.1% | 20.1% | 32.5% | 21.0% |

TABLE 71. Student population by sex. University. Canada outside Quebec. Institutional data - 2018-2019³³

| Sex | Region | | | |
|-------|----------|---------|-------|-----------------------|
| | Atlantic | Ontario | West | Canada Outside Quebec |
| Women | 62.6% | 61.8% | 74.1% | 63.6% |
| Men | 37.2% | 36.7% | 25.8% | 35.4% |
| Other | 0.2% | 1.5% | 0.1% | 1.0% |

³² These data relate to the following 12 institutions (12 of 17): Université Sainte-Anne, Centre de formation médicale du Nouveau-Brunswick, Université de Moncton, Université de Hearst, Dominican University College, University of Ottawa, Saint Paul University, Université de Saint-Boniface, La Cité universitaire, Campus Saint-Jean, OFFA and University of British Columbia (Education).

³³ These data, along with the data on gender, age group and credential type, are for the following 12 (12 of 17) institutions: Université Sainte-Anne, Centre de formation médicale du Nouveau-Brunswick, Université de Moncton, Université de Hearst, Dominican University College, University of Ottawa, Saint Paul University, Université de Saint-Boniface, La Cité universitaire, Campus Saint-Jean, OFFA and University of British Columbia (Education).

TABLE 72. Types of credentials, University, Canada outside Quebec, Institutional data – 2018–2019³⁴

| Type of Credential | Region | | | |
|--------------------|----------|---------|-------|-----------------------|
| | Atlantic | Ontario | West | Canada Outside Quebec |
| Certificate | 1.0% | 0.4% | 5.8% | 1.3% |
| Diploma | 1.0% | 0.3% | 8.0% | 1.5% |
| Bachelor's degree | 83.5% | 86.5% | 67.0% | 83.2% |
| Master's degree | 10.0% | 7.4% | 6.9% | 8.0% |
| Ph.D. | 4.0% | 5.3% | 0.3% | 4.3% |
| Indeterminate | 0.5% | 0.1% | 11.9% | 1.7% |

³⁴ These data relate to the following 12 institutions (12 of 17): Université Sainte-Anne, Centre de formation médicale du Nouveau-Brunswick, Université de Moncton, Université de Hearst, Dominican University College, University of Ottawa, Saint Paul University, Université de Saint-Boniface, La Cité universitaire, Campus Saint-Jean, OFFA and University of British Columbia (Education).

TABLE 73. Field of study in French, by student status. University. Canada outside Quebec. Institutional data – 2018–2019

| Field of Study | Atlantic | | | Ontario ³⁵ | | | West | | | Canada Outside Quebec | | |
|---|--------------------------|---------------------------------------|------------------------|--------------------------|---------------------------------------|------------------------|--------------------------|---------------------------------------|------------------------|--------------------------|---------------------------------------|------------------------|
| | Total Student Population | Canadian Citizen / Permanent Resident | International Students | Total Student Population | Canadian Citizen / Permanent Resident | International Students | Total Student Population | Canadian Citizen / Permanent Resident | International Students | Total Student Population | Canadian Citizen / Permanent Resident | International Students |
| Agriculture, natural resources and conservation | 1.4% | 1.5% | 1.0% | 0.7% | 0.7% | 1.0% | - | - | - | 0.8% | 0.8% | 0.9% |
| Architecture, engineering, and related technologies | 7.3% | 5.6% | 15.1% | 8.5% | 6.6% | 17.7% | - | - | - | 7.1% | 5.4% | 15.8% |
| Visual and performing arts, and communications technologies | 2.3% | 2.7% | 0.4% | 0.3% | 0.2% | 0.3% | - | - | - | 0.7% | 0.8% | 0.3% |
| Other | 2.1% | 2.2% | 1.4% | - | - | - | 12.3% | 9.7% | 38.8% | 2.1% | 1.9% | 3.0% |
| Business, management and public administration | 24.1% | 20.1% | 42.6% | 13.6% | 10.6% | 27.9% | 7.8% | 6.7% | 19.2% | 15.5% | 12.4% | 31.4% |
| Education | 12.7% | 15.2% | 1.2% | 7.9% | 9.3% | 1.5% | 43.3% | 46.7% | 8.2% | 13.7% | 16.0% | 1.9% |
| Mathematics, computer and information sciences | 2.1% | 1.1% | 6.7% | 2.5% | 1.7% | 6.0% | 0.5% | 0.4% | 0.9% | 2.1% | 1.4% | 5.8% |
| Health and related fields | 24.7% | 28.3% | 7.7% | 9.4% | 10.8% | 2.6% | 5.8% | 6.3% | 0.5% | 12.8% | 14.6% | 3.9% |
| Humanities | 4.5% | 4.5% | 4.7% | 9.7% | 10.6% | 5.2% | 14.8% | 14.0% | 23.7% | 9.0% | 9.6% | 6.3% |
| Physical and life sciences and technologies | 5.5% | 5.2% | 6.8% | 8.9% | 9.4% | 6.8% | 10.7% | 11.1% | 6.4% | 8.3% | 8.6% | 6.8% |
| Social and behavioural sciences and law | 13.4% | 13.7% | 12.4% | 38.5% | 40.0% | 31.1% | 4.8% | 5.0% | 2.3% | 27.8% | 28.6% | 24.0% |
| Personal, protective and transportation services | - | - | - | - | - | - | - | - | - | - | - | - |

³⁵ For this table, it was impossible to obtain data from Laurentian University, University of Sudbury, Glendon Campus and University of Toronto.

9.8. Institutional data - 2018-2019. Canada outside Quebec. College³⁶

TABLE 74. Student population age groups. College. Canada outside Quebec. Institutional data - 2018-2019

| Age Group | Region | | | |
|----------------|----------|---------|-------|-----------------------|
| | Atlantic | Ontario | West | Canada Outside Quebec |
| Under 20 | 28.7% | 19.4% | 9.9% | 21.3% |
| 20 to 22 years | 25.3% | 31.8% | 33.7% | 30.4% |
| 23 to 25 years | 12.1% | 13.6% | 24.3% | 13.5% |
| Over 25 | 33.9% | 35.1% | 32.0% | 34.8% |

TABLE 75. Student population by sex. College. Canada outside Quebec. Institutional data - 2018-2019

| Sex | Region | | | |
|-------|----------|---------|-------|-----------------------|
| | Atlantic | Ontario | West | Canada Outside Quebec |
| Women | 52.5% | 55.1% | 68.8% | 55.0% |
| Men | 47.5% | 44.9% | 30.7% | 44.9% |
| Other | 0.0% | 0.0% | 0.6% | 0.1% |

³⁶ For all tables presenting institutional data on college studies, Collège de l'île enrolment is excluded.

TABLE 76. Enrolment by field of study and student status. College, Canada outside Quebec. Institutional data – 2018–2019

| Field of Study | Atlantic ³⁷ | | | Ontario | | | West | | | Canada Outside Quebec | | |
|---|--------------------------|---------------------------------------|------------------------|--------------------------|---------------------------------------|------------------------|--------------------------|---------------------------------------|------------------------|--------------------------|---------------------------------------|------------------------|
| | Total Student Population | Canadian Citizen / Permanent Resident | International Students | Total Student Population | Canadian Citizen / Permanent Resident | International Students | Total Student Population | Canadian Citizen / Permanent Resident | International Students | Total Student Population | Canadian Citizen / Permanent Resident | International Students |
| Agriculture, natural resources and conservation | 1.6% | 1.5% | 2.3% | 2.1% | 2.2% | 1.4% | - | - | - | 1.9% | 1.9% | 1.6% |
| Architecture, engineering, and related technologies | 21.7% | 22.7% | 17.8% | 15.3% | 14.3% | 24.2% | 0.6% | 0.4% | 1.9% | 15.7% | 15.1% | 20.1% |
| Visual and performing arts, and communications technologies | 2.6% | 3.0% | 1.4% | 3.4% | 3.6% | 1.8% | - | - | - | 3.0% | 3.2% | 1.5% |
| Other | - | - | - | 0.0% | 0.0% | 0.3% | - | - | - | 0.0% | 0.0% | 0.2% |
| Business, management and public administration | 26.1% | 20.2% | 49.5% | 28.8% | 27.6% | 40.6% | 21.8% | 8.9% | 84.8% | 27.8% | 25.1% | 47.3% |
| Education | 11.6% | 13.5% | 4.1% | 3.9% | 4.2% | 0.5% | 70.3% | 84.0% | 3.8% | 9.5% | 10.6% | 2.0% |
| Mathematics, computer and information sciences | 5.4% | 3.3% | 13.7% | 2.5% | 2.2% | 5.6% | 0.9% | 0.0% | 5.7% | 3.0% | 2.3% | 8.4% |
| Health and related fields | 19.8% | 23.3% | 6.1% | 13.9% | 14.6% | 7.1% | 5.2% | 5.9% | 1.0% | 14.6% | 15.8% | 6.2% |
| Humanities | - | - | - | 1.4% | 1.3% | 1.5% | - | - | - | 1.0% | 1.0% | 0.9% |

³⁷ The data for Collège de l'Île are not available for this table.

| | | | | | | | | | | | | |
|--|------|------|------|-------|-------|-------|------|------|------|-------|-------|------|
| Physical and life sciences and technologies | 1.2% | 0.8% | 2.9% | 1.1% | 1.1% | 1.6% | - | - | - | 1.1% | 1.0% | 1.9% |
| Social and behavioural sciences and law | 1.7% | 2.1% | 0.2% | 15.5% | 15.6% | 14.0% | 1.1% | 0.7% | 2.9% | 11.7% | 12.2% | 8.3% |
| Personal, protective and transportation services | 8.2% | 9.7% | 2.0% | 12.1% | 13.2% | 1.6% | - | - | - | 10.6% | 11.8% | 1.6% |

9.9. Aggregated data. Canada outside Quebec. University and college

TABLE 77. Enrolment by field of study and language of instruction. University. Canada outside Quebec. Institutional and PSIS data – 2018–2019

| Field of Study | Atlantic | | Ontario | | West | | Canada Outside Quebec | |
|---|--------------------|-------|--------------------|-------|--------------------|-------|-----------------------|-------|
| | Studying in French | Total | Studying in French | Total | Studying in French | Total | Studying in French | Total |
| Agriculture, natural resources and conservation | 1.4% | 2.4% | 0.7% | 1.5% | - | 2.2% | 0.8% | 1.9% |
| Architecture, engineering, and related technologies | 7.3% | 10.2% | 8.5% | 11.9% | - | 7.6% | 7.1% | 10.1% |
| Visual and performing arts, and communications technologies | 2.3% | 2.2% | 0.3% | 3.5% | - | 3.3% | 0.7% | 3.4% |
| Other | 2.1% | 0.6% | - | 1.5% | 12.3% | 2.0% | 2.1% | 1.6% |
| Business, management and public administration | 24.1% | 19.0% | 13.6% | 16.4% | 7.8% | 15.5% | 15.5% | 16.2% |
| Education | 12.7% | 6.8% | 7.9% | 3.4% | 43.3% | 6.3% | 13.7% | 4.8% |
| Mathematics, computer and information sciences | 2.1% | 4.4% | 2.5% | 6.1% | 0.5% | 4.5% | 2.1% | 5.3% |
| Health and related fields | 24.7% | 15.9% | 9.4% | 12.5% | 5.8% | 11.8% | 12.8% | 12.5% |
| Humanities | 4.5% | 12.3% | 9.7% | 9.7% | 14.8% | 20.6% | 9.0% | 14.2% |
| Physical and life sciences and technologies | 5.5% | 13.1% | 8.9% | 12.3% | 10.7% | 11.3% | 8.3% | 12.0% |
| Social and behavioural sciences and law | 13.4% | 12.9% | 38.5% | 20.3% | 4.8% | 14.0% | 27.8% | 17.2% |
| Personal, protective and transportation services | - | 0.3% | - | 0.8% | - | 0.8% | - | 0.8% |

TABLE 78. Enrolment by field of study and language of instruction. College, Canada outside Quebec. Institutional and PSIS data – 2018–2019

| Field of Study | Atlantic | | Ontario | | West | | Canada Outside Quebec | |
|---|--------------------|-------|--------------------|-------|--------------------|-------|-----------------------|-------|
| | Studying in French | Total | Studying in French | Total | Studying in French | Total | Studying in French | Total |
| Agriculture, natural resources and conservation | 1.6% | 1.9% | 2.1% | 1.2% | - | 1.9% | 1.9% | 1.5% |
| Architecture, engineering, and related technologies | 21.7% | 22.8% | 15.3% | 17.6% | 0.6% | 13.2% | 15.7% | 16.3% |
| Visual and performing arts, and communications technologies | 2.6% | 4.2% | 3.4% | 6.8% | - | 2.5% | 3.0% | 5.1% |
| Other | - | 13.5% | 0.0% | 0.8% | - | 7.7% | 0.0% | 3.9% |
| Business, management and public administration | 26.1% | 21.7% | 28.8% | 29.2% | 21.8% | 23.0% | 27.8% | 26.5% |
| Education | 11.6% | 0.7% | 3.9% | 0.5% | 70.3% | 2.2% | 9.5% | 1.1% |
| Mathematics, computer and information sciences | 5.4% | 6.3% | 2.5% | 5.3% | 0.9% | 3.8% | 3.0% | 4.8% |
| Health and related fields | 19.8% | 12.9% | 13.9% | 16.1% | 5.2% | 15.6% | 14.6% | 15.8% |
| Humanities | - | 4.5% | 1.4% | 4.4% | - | 16.2% | 1.0% | 8.7% |
| Physical and life sciences and technologies | 1.2% | 0.6% | 1.1% | 1.3% | - | 2.5% | 1.1% | 1.7% |
| Social and behavioural sciences and law | 1.7% | 5.1% | 15.5% | 9.3% | 1.1% | 6.6% | 11.7% | 8.1% |
| Personal, protective and transportation services | 8.2% | 5.9% | 12.1% | 7.6% | - | 4.9% | 10.6% | 6.5% |