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Council of  
Ministers  
of Education,  
Canada

Conseil des  
ministres  
de l'Éducation  
(Canada)

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# THE UNESCO RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION

The Status in  
Canada  
October 1997

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### **Foreword**

Canada is comprised of ten provinces and two territories, each of which, within the federative system of shared powers, is responsible for education. The Constitution Act, 1867, provides in part that "in and for each province, the Legislature may exclusively make laws in relation to education." Therefore, each of the provinces and territories has developed its own educational structures and institutions; while these are similar in many ways, they reflect the circumstances of regions separated by great distances and the diversity of the country's historical and cultural heritage.

Canada has two official languages: English, the mother tongue of approximately 61 per cent of the population; and French, the mother tongue of approximately 26 per cent. Most French speakers live in Quebec, where they make up 82 per cent of the population, but there are also many French speakers in New Brunswick, Ontario, and Manitoba. In Canada, education is available in both official languages, but to a greater or lesser degree, depending on the region.

The government of Canada has assigned responsibility for the delivery of educational services to the two northern territories through two federal statutes, namely, the Northwest Territories Act and the Yukon Act. It provides funding for education in these territories, each of which has established its own department of education and manages the delivery of educational services. Provincial and territorial authority over education brings with it the power to delegate authority to local school boards or to other bodies set up or recognized by the province or territory.

In all of the provinces and territories, members of school boards (or in the case of New Brunswick, District Parent Advisory Committees) are elected by public ballot. The powers and duties of these boards and bodies are defined in provincial or territorial statutes and are, in general, consistent throughout Canada.

The authority delegated to school boards is thus permissive authority and it is given at the discretion of the provincial or territorial government. The delegation of authority is not a surrender by the province or territory of its authority over school matters, because the provincial and territorial legislatures determine the scope of local control.

School board authority generally includes implementation of curriculum, the operation and administration of school systems, acquisition of required financial resources, initiation of proposals for new construction or other major capital expenditures, and staffing responsibilities.

The Government of Canada (the federal government) is responsible for the education of registered Indians and Inuit people resident on reserve at the elementary and secondary levels, as well as education and training in the Armed Forces, Coast Guard, and Correctional (penitentiary) Services.

### **Pre-elementary education**

Pre-school programs or kindergartens, which are operated by the local education authorities and provide one year of pre-grade one education for 5 year-olds, are offered by all provinces and territories with the exception of Prince Edward Island.

### **Elementary and secondary education**

In each province or territory, a ministry or department of education is responsible for elementary and secondary education. Public education is provided free to all Canadian citizens and permanent residents until the end of secondary school - normally, age 18. The ages for compulsory schooling vary from one jurisdiction to another, generally, it is required from age 6 or 7 to age 16.

Primary education in most jurisdictions covers the first six to eight years of compulsory schooling. Afterwards, children proceed to a secondary education program. A great variety of programs - vocational (job training) as well as academic - are offered at the secondary level. The first years are devoted to compulsory subjects, with some optional subjects included. In the latter years, the number of compulsory subjects is reduced, permitting students to spend more time on specialized programs that prepare them for the job market, or to take the specific courses they need to meet the entrance requirements of the college or university of their choice. Secondary school diplomas are granted to students who pass the compulsory and optional courses of their programs.

Special-needs students, such as the physically or mentally disabled, the gifted, etc., are accommodated in the public schools in various ways. In some cases, separate programs are available to meet their needs; in others, these students are integrated into the regular classroom and, to the extent possible, follow the regular program of instruction.

Private or independent schools, which provide an alternative to publicly funded schools, may operate in any province or territory if they meet the general standards prescribed by that jurisdiction for elementary and secondary schools. Although in most cases they closely follow the curriculum and diploma requirements of the Department or Ministry of Education, they function independently of the public system and charge fees. Five provinces - Alberta, British Columbia, Manitoba, Quebec, and Saskatchewan - provide some form of financial assistance to these schools.

The point of transition from elementary to secondary school may vary from jurisdiction to jurisdiction. Some school boards break up the elementary-secondary continuum into schools that group together, for example, kindergarten to grade six, grades seven to nine (junior high), and ten to twelve (senior level). In Quebec, secondary schooling ends after eleven years of studies.

### **Postsecondary education**

Once secondary school has been successfully completed, a student may apply to a college or a university, depending on the region and on whether he or she qualifies.

Quebec students - again, having completed secondary schooling in 11 as opposed to 12 years - must obtain a college diploma in order to be admitted into a university program. The colleges, called *cégeps* (*collèges d'enseignement général et professionnel*), offer both a general program that leads to university admission, and a professional program that prepares students for the labour force. In Ontario, students must complete six Ontario Academic Credit courses in order to be admitted to a university program. This can be accomplished during the four-year secondary school program, or during an additional year after completion of grade twelve.

Postsecondary education is available in both government-supported and private institutions, some of which award degrees and some of which do not. Colleges such as technical and vocational institutions, community colleges, *cégeps* and other institutes of technology offer programs for continuing education and for developing skills for careers in business, the applied arts, technology, social services and some health sciences. Programs vary in length from six months to three years. There are also private vocational or job training colleges in some provinces. In general, colleges award diplomas or certificates only; they do not award academic degrees. In 1995-96 Alberta started a demonstration project allowing colleges and technical institutions to award applied degrees to enhance career preparation of students.

Many colleges offer, in co-operation with industry and business partners, professional development services or specialized programs in high-technology areas. Technical training and technology programs prepare students for employment in the trades, industry or agriculture, or for a job as a professional technician or technologist. A certificate is granted for programs requiring one year of study (24 to 30 weeks). Two-year or three-year programs lead to a diploma. Some programs last four years; these are made up of courses of an academic rather than job-training nature.

The British Columbia community college system allows students to complete two years of academic course work towards bachelor's degrees. Thus, while some students may decide not to continue, others have the opportunity to go on to complete the third and fourth years at a university-college or university and receive a degree. In many provinces, however, the transfer is not automatic. A student must apply for admission and have his or her college studies evaluated before being granted credit for completed college courses.

Programs leading to degrees are offered in universities or, as they are sometimes known, degree-granting institutions. Most Canadian universities, especially those in the larger cities, offer a complete range of programs. Others are more specialized, and have developed areas of excellence. There are also some specialized institutions that are not campus-based and offer university programs through correspondence courses and distance education.

It is possible to study at three different levels, which lead to a bachelor's, master's or doctoral (Ph.D.) degree. Not all universities offer graduate studies (master's and doctorates). In addition to degree programs, most universities offer diploma and certificate programs. These can be either at the undergraduate or graduate level, and can range from one to three years in duration.

Bachelor's degrees can take either three or four years of study, depending on the program and the province. Universities in some provinces grant general pass degrees in three years and require a fourth year for an honours degree. Other provinces require four years of study regardless of whether it is for a general or an honours degree.

Master's degrees require one or two years of study after completion of a bachelor's degree. Some may require a thesis or professional internship.

Doctoral degrees usually require three years of study after a master's degree. Most students need much more time to complete a Ph.D., the average being four or five years. Doctoral degrees usually involve researching, writing, presenting and defending a thesis, in addition to attending seminars and a specified number of courses.

### **Council of Ministers of Education, Canada**

The Council of Ministers of Education, Canada (CMEC) was established in 1967 by the provincial ministers, with the concurrence of their respective governments. In a context where each province and territory is responsible for its education system, CMEC offers ministries and departments of education the unique opportunity to work collectively.

Through CMEC, cooperation among the provinces and territories is effected in a broad range of activities at the elementary, secondary, and postsecondary levels. An arm of the provinces, CMEC is the ministers' mechanism for consulting on matters of mutual interest, representing

Canadian education internationally, providing liaison with various federal departments and cooperating with other national education organizations.

## **The Government of Canada**

In Canada, as noted above, the provinces and territories are responsible for education at every level. However, since Confederation, and particularly since World War II, the Government of Canada has played an important support role, based on the common federal-provincial/territorial objective of human resource development. This support has been rooted in two concerns deriving from the federal government's overall responsibility for the well-being of the federation -- first, a recognition of the crucial role played by colleges and universities in the creation of an ever more highly trained work force as an essential ingredient in the health of the national economy; and second, a desire that all Canadians in all regions have equivalent access to postsecondary education and learning opportunities. Following from the second concern is the interest of the national government in facilitating the mobility of students within Canada and abroad.

## **Introduction**

The UNESCO Convention and the Recommendation Against Discrimination in Education were adopted by the General Conference in 1960. Since then, five consultations of Member States have been conducted to monitor the progress being made and the obstacles still to be overcome. This sixth consultation will focus on the status of basic education of four population groups: women and girls, persons belonging to minorities, refugees, and indigenous people.

The body of this report will provide an overall picture of the situation in Canada, describing in general terms the legislation and policies underpinning the kinds of actions being undertaken to counter discrimination in education. The results of these initiatives will be summarized. In light of Article 5 of the Convention and Recommendation, effective educational measures will be discussed. Article 5 states that "[e]ducation shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms; it shall promote understanding, tolerance and friendship among all nations, racial and religious groups, and shall further the activities of the United Nations for the maintenance of peace."

UNESCO's suggested framework for response is included in Appendix I. Seven provinces (Nova Scotia, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, and British Columbia) and two federal government departments, Status of Women Canada and Citizenship and Immigration Canada, participated in the survey. A detailed summary of their contribution is presented in Appendix II. Appendix III provides the response from the Ministry of Education of Quebec. Finally, Appendix IV contains the contacts for each of the participating jurisdictions and federal government departments, along with a list of resources.

It should also be noted that many organizations and community groups work directly with the schools and with the teachers in providing in-service teacher training and good quality curriculum materials. It is difficult to track all of these activities and they vary from one school to another. These cooperative partnerships demonstrating community involvement in schools include issues such as women's rights, anti-discrimination against persons belonging to minorities (the March 21 Campaign, led by the Department of Canadian Heritage, for example), refugees and Aboriginal communities.

## SYNOPSIS OF STATUS IN CANADA

### **Introduction**

#### *Background*

The elimination of sanctioned discrimination in education has been achieved virtually everywhere. The goal of UNESCO, with this sixth consultation of Member States, is to assess the progress made to ensure equal opportunity and treatment for all in education and to respond to the problems that still exist. Currently under study are the measures taken favouring women and girls, persons belonging to minorities, refugees, and indigenous people in their pursuit of education.

UNESCO's final report will also include information drawn from national reports submitted to the International Bureau of Education and to UNESCO on the follow-up activities to the Jomtien Conference as well as information received from nongovernmental organizations.

### **Parameters used in this report**

1. For this report, the term 'basic education' has been defined as the schooling needed for an individual to be prepared to begin postsecondary studies. It has also been interpreted to mean language training for those not fluent in one of the official languages and vocational or technical training to prepare an individual for the labour market. To complete the picture, references to teacher training and statistics on the student population in postsecondary programs have been included.

2. Some national scale initiatives are described in this report such as federal equity policies, science and technology awards, and initiatives developed in cooperation with the provinces and territories, for example, national labour market training strategies. However, since education is a provincial and territorial responsibility in Canada, the majority of the information contained in this report stems from the provinces. Furthermore, the information is specific to the seven responding provinces. It does not represent the situation in all of Canada's provinces and territories, unless stated otherwise.

## **General Measures Favouring All Groups**

The rights of individuals are protected against discrimination in comprehensive legislation such as charters of rights and freedoms and human rights codes at the national and provincial levels. Provinces further protect the rights of individuals in their education acts. For example, the British Columbia School Act ensures that all individuals who are of school age have access to an education program regardless of their gender, race, or place of origin.

Policies outline in more detail the provincial visions to counter discrimination in education. Special committees or ministerial branches are often formed to develop policy and/or to oversee the implementation of these policies and their strategies. In Nova Scotia, an Affirmative Action Committee was established by an agreement among the Department of Education and Culture, the Nova Scotia Teachers Union, and the Nova Scotia School Boards Association.

All provinces review curriculum and learning resources to ensure they are free of racial, ethnic, cultural, gender, and socio-economic bias.

In some jurisdictions, specific learning outcomes on the issue of discrimination in society are included in the school program. For example, the Public School Program in Nova Scotia identifies citizenship as one of the essential graduation learnings. Specific outcomes include examining human rights issues and recognizing forms of discrimination; determining the principles and actions of just, pluralistic, and democratic societies; and demonstrating understanding of their own and others' cultural heritage and cultural identity and the contribution of multiculturalism to society.

A variety of teacher training activities occur in the responding provinces. Pre-service can include courses on race relations and cross-cultural understanding (Nova Scotia); resources such as Teaching Human Rights in Ontario are available to teachers in Ontario; and in-service can include the presentation of guidelines for developing inclusive curriculum for all equity groups (British Columbia).

There is an understanding in the education community that it is not enough to provide equal opportunity and access where "everyone is treated the same." Rather, the goal is to foster "a barrier-free environment where individuals benefit equally" (Saskatchewan). Therefore, schools and school curriculum aim to create an environment characterized by mutual trust, acceptance, and respect. Racial and ethnocultural heritage are valued, and an understanding and appreciation of differences in gender, ability, values, lifestyles, and language are encouraged (Nova Scotia).

## **Specific Measures for Women and Girls**

Provincial jurisdictions and the government of Canada as well, have strategic plans or policy statements protecting the rights of women and girls within the education context.



The Federal Plan for Gender Equality contains over 300 commitments to advance equity for women. A series of statements deals specifically with education and training and collaboration or consultations with the provinces.

While the provinces have comprehensive policy statements, many appear to be focusing their strategies on specific issues. For example, Quebec's Ministry of Education is concentrating some of its energy on the needs of pregnant teenagers and new mothers in an effort to retain them in the education system. Some provinces are emphasizing the encouragement of girls and women to pursue studies in mathematics, science, or technology.

The programs being implemented roughly fall into three categories: direct funding of initiatives to benefit women; support for women in science and technology; and addressing the issue of violence against women.

Direct funding can include the subsidizing of women in their studies or the provision of support such as the building of daycare facilities. For example, Status of Women Canada provides financial and technical assistance to community organizations working to improve the situation of women. A project called New Brunswick Works, initiated by the federal Employment Program and Service Framework, is providing funding over six years for counselling, education, training, and work experience to income assisted recipients, 82 per cent of whom are women. In British Columbia, over \$14 million has been allocated for the provision of 700 new childcare spaces on campuses.

Various programs are aiming to foster an increase in the participation of women in science and technology and non-traditional occupations. For example, at the national level, the Prime Minister's Awards for Excellence in Science, Technology and Mathematics have a strong focus on encouraging girls and women to pursue studies and careers in these fields. Industry Canada administers a program called Career Mentoring for Women in Sciences. In Manitoba, where emphasis has been placed on developing more inclusive and welcoming learning environments for women in science and technology classrooms, activities have included the development of supplementary resources including videos and the development of new curricula that are equitable, relevant to women, and in which women are active participants in the development process. Stepping Stones is a resource used in Alberta schools to promote the idea that career choice is not a gender-linked decision.

The issue of violence against women is addressed in British Columbia with the Safer Campuses Initiative: several campuses are involved in addressing the issue in workshop settings, for example, and in producing videos or offering self-defence programs. Ontario funds a women's safety initiative to improve the campus climate for women workers and students. The initiative provides \$1.45 million per year to Ontario colleges and universities to combat sexual harassment, promote personal safety awareness, and improve physical safety at the institutions. Also, a comprehensive print and multimedia package on sexual harassment prevention has been implemented in Ontario secondary schools and colleges. Under the aegis

of the Ontario government's Violence against Women Prevention Initiative, Ontario supports a multi-year project to encourage young women to enter and remain in mining, natural resources and forestry studies.

Teachers receive their initial training in university faculties of education or teachers' colleges, and further training is available to practising teachers. In Quebec, pre-service training includes sessions on gender equity, notably on discerning different forms of gender-based discrimination and on selecting bias-free teaching materials. In Nova Scotia, an effort has been made to recruit women into the industrial arts/technology education field at the Nova Scotia Teachers College. In British Columbia, training resources and a workshop are being developed for male instructors who teach in historically non-traditional fields for women. Through these means, they will be taught ways to enhance their ability to integrate women into their classrooms.

On October 5, 1996, Industry Canada announced that the Natural Sciences and Engineering Research Council of Canada (NSERC) will fund, over a five-year period, five new Chairs for Women in Science and Engineering at Canadian universities. The Chairs, each to be located in a different region of Canada, will focus on increasing the participation of women in science and engineering.

### *Results*

The proportion of women participating in postsecondary education, overall, and in science and technology is increasing in Canada. The increases can be attributed to the special attention given to women and girls in new or revised curricula and other projects. Despite the improvements, women and girls still have ground to gain in terms of their proportional representation in science and technology studies and in non-traditional training. Women are also under-represented in administrative positions in education.

### **Specific Measures for Persons Belonging to Minorities**

The provinces have plans or policy statements guiding their treatment of persons belonging to minorities. Some have instituted special committees or ministerial branches to oversee policy and implementation. In Nova Scotia, for example, an African Canadian Services Division was established within the Department of Education and Culture, and a Council on African Canadian Education was created as part of the province's new Education Act (1996).

The programs most often offered to persons belonging to minorities and to the student body as a whole are language programs reflecting the variety present in Canadian society. As part of Ontario's International Languages Program (Elementary), 70 language courses are offered in 69 school boards to over 125,000 elementary students. Alberta amended its School Act in 1971 to allow bilingual programs in international languages, that is, one of these languages can be used for instruction during 25 to 50 per cent of the school day. Bilingual programs exist there in

Ukrainian, Arabic, Mandarin, German, Polish, and Hebrew. In addition, fifteen languages are taught as either provincial or locally-developed courses.

Other types of programs attempt to facilitate access to specialized training for persons belonging to minorities. For example, the Education Incentive Fund for Black Students was established in 1965 in Nova Scotia to assist and encourage Black students to continue their education at the postsecondary level. Since 1996, the Department of Education and Culture has provided a number of targeted scholarships to African Canadian Students who wish to pursue degrees in education or science professions in which African Canadians are severely under-represented. In Ontario, over the 1994-96 period, the Ministry of Education and Training has funded a number of projects designed to improve access to the teaching profession for candidates from racial and ethnocultural minority groups.

Teacher in-service in Quebec includes sessions in which teachers are assisted in their adaptation to the needs of multi-ethnic student bodies and in the development of closer school-home relationships. In Manitoba, summer institutes on antiracist and multicultural education are organized by the Ministry of Education and the Faculty of Education at the University of Manitoba. From 1989 to 1994, five three-week courses were held to provide participants in these institutes with the opportunity to explore model schools and learn about innovative programs in Manitoba, Canada, and other nations.

### *Results*

There is a sense that policies and programs are having a positive effect on persons belonging to minorities, on their access to education, and on their integration into the student population. However, few formal evaluations have been conducted. One of the isolated indicators that exist is the fact that in Nova Scotia, despite overall decreasing numbers of teachers, there has been an increase in the number of visible minority teachers and administrators. On the other hand, the overall percentage of visible minority teachers in the system remains very small.

### **Specific Measures for Refugees**

Most programs aimed at refugees (or new immigrants) involve English or French language training. For example, in Manitoba, senior students can take designated English courses to meet credit requirements for graduation. These students are integrated in regular classroom settings, and their graduation requirements can be achieved at a faster pace. In British Columbia, non-English speaking people who arrived in the province in the past and needed job skills were forced to delay entering technical or vocational training until they had achieved fluency in English. Through partnerships with public postsecondary institutions, the province now provides new learning and employment opportunities for adults who have attained at least intermediate level English.

## *Results*

The information available on the effect of English or French language training on newcomers is encouraging. However, as indicated by a study conducted in Quebec, the sooner a child enters language training, the better this child will fare in the education system in terms of keeping up to native English or French speakers.

### **Specific Measures for Indigenous peoples**

Education of Aboriginal peoples in Canada is a complex issue. The federal Department of Indian Affairs and Northern Development is responsible for the elementary and secondary education of on-reserve and Inuit children and provides funding for status Indian and Inuit people who want to pursue full-time or part-time postsecondary studies. However, over the past 20 years, the Government of Canada has favoured the transfer of this responsibility to Native communities. In Ontario, for example, there has been a marked increase in the number of Native students being educated in First Nations Schools. In Quebec, school boards have been created for the Inuit, Cree, and Naskapi nations. These boards operate similarly to other boards in the province. They have, however, three special functions: they can negotiate agreements on postsecondary education; develop programs and learning resources designed to preserve and perpetuate Aboriginal languages and culture; and acquire or build and maintain housing for teaching personnel.

In all provinces, public education is open to Aboriginal students as well. Many provinces have ministerial structures devoted to Aboriginal education such as British Columbia's Field Services and Aboriginal Education Team. As part of Nova Scotia's Education Act, a Council on Mi'kmaq Education was created to advise the minister on policies, programs in public schools, and adult education and a Mi'kmaq Services Division was established within the Department of Education and Culture. In February 1997, a Tripartite Agreement was signed by Mi'kmaq First Nations of Nova Scotia, Canada, and the province of Nova Scotia affirming the province's acknowledgement of Mi'kmaq jurisdiction for education on-reserve in Nova Scotia.

Under British Columbia's College and Institute Act, two institutions were designated as public Aboriginal controlled institutes in 1995: the Institute of Indigenous Government and Nicola Valley Institute of Technology. Two public schools with an Aboriginal focus in Manitoba have recently been opened. Community schools in Saskatchewan address Aboriginal needs and inequities by providing students with a learning program that is culturally affirming and that respects and reflects their histories, experiences, and educational needs.

Culturally relevant curriculum and resources have been developed or projects are currently under way. For example, Alberta's Native Education program has funded school boards to work with Indian bands to prepare materials for Cree, Blackfoot, , Tsuut'ina (Sarcee), Nakoda (Stoney), and Dené (Chipewyan) including a generic framework for developing Native language and culture programs and resources. Through Alberta Advanced Education and Career Development's Access Fund, training spaces for an additional 10,000 students have been

created. A number of initiatives aimed at Aboriginal students have been approved including programs in areas such as Aboriginal entrepreneurship, business management, addictions, family development in Aboriginal communities, Aboriginal adult basic development, and a petroleum technology program offered in partnership with an Aboriginal-run college.

Teacher training focuses on enhancing teachers' ability to teach in cross-cultural environments. Manitoba's summer institutes on Aboriginal education assist teachers in the development of Aboriginal perspectives, approaches to, and techniques in education.

Special needs are addressed through programs such as the orientation and integration of Quebec Inuit and Indian students in cegeps (postsecondary institutions); the English Language Enrichment for Native students program to meet the linguistic development needs of Manitoba students; new research into Indian and Metis education in Saskatchewan; and an implementation plan in Alberta to address the needs of Aboriginal people with disabilities.

Since 1991-92, Ontario has provided funding to colleges and universities through the Aboriginal Education and Training Strategy. Funding is provided to assist institutions with the development of programs and services that will increase Aboriginal participation and completion rates in universities and colleges; increase sensitivity to Aboriginal cultures; and increase participation of Aboriginal peoples in decisions affecting Aboriginal postsecondary education. For the past three years, Aboriginal educational institutions that have agreements with a provincially assisted college or university were also eligible for funding. In addition, Ontario provides funding to First Nations Technical Institute (FNTI) (Belleville, Ontario) in support of the Fixed-Wing Flight Program offered at FNTI in recognition of its uniqueness as an Aboriginal education program. Targeted funding is also provided in support of Aboriginal teacher education programs and to facilitate access to nursing for Aboriginal people.

Health Canada is funding Head Start Programs for Aboriginal children within urban centres and large Northern communities. The Head Start Program will be operating in approximately 95 sites by 1998-99.

### *Results*

Given the complexity of Aboriginal education in Canada, it is difficult to gauge overall progress. Provincially, a few successes have occurred. In British Columbia, for example, over 90 per cent of its 59 school districts work with the personnel of the Field Services and Aboriginal Education Team of the Ministry of Education, Skills and Training. The designation of public Aboriginality controlled postsecondary institutes can also be seen as a success in the move to promote Native control of education for Native peoples. Despite such gains, Native students generally still face challenges in their goal to achieve parity with non-Native students.

## Assessment of Effective Educational Measures

On the basis of the information provided by the provinces and federal government departments, it can be concluded that there are, in Canada, three measures that could complement the ultimate goal of Article 5 of the UNESCO Convention and Recommendation against discrimination in education, that is, world peace. The three measures are:

- the inclusion of the study of citizenship in the curriculum for the promotion of respect and understanding of others
- the strict adherence to the use of bias-free teaching materials
- a move to create not just open access to education but a welcoming, barrier-free learning environment that recognizes the right for all to benefit equally

Two provinces suggested what they perceive as being the characteristics of successful educational measures to counter discrimination in education.

1. A coordinated response from all agencies and professionals working with population groups such as the ones discussed in this report is beneficial, whether these agencies and professionals are involved directly in education or peripherally, as is the case with social or legal workers.
2. To effectively eliminate systemic forms of discrimination in education, a variety of initiatives need to be implemented.
3. A long-term commitment is needed to effectively address the issue of discrimination. Hand in hand with long-term commitment for initiatives is the need for qualitative and/or quantitative longitudinal evaluations of the initiatives to assess their impact in students' lives over time and to provide the rationale for adjusting existing initiatives or recommending new ones.

Although initiatives to counter discrimination in education are indispensable, the education community generally believes that policy changes are the key to eliminating inequity.

**GUIDELINES**

Please provide concrete examples of whatever measures, legislation and/or programmes exist in your country concerning the following:

A. General measures taken or encouraged, in favour of the population groups, which are the focus of this consultation.

Information might be provided on measures taken for avoiding situations which might lead to unintentional discrimination or unequal treatment, or to compensate for disadvantages a person suffers because of his or her unfavourable start or living conditions with regard to equal access to basic education with an equivalent standard and with equal educational opportunity and treatment.

B. Specific measures taken or encouraged on the following issues:

(a) Women and girls: discouraging them from dropping out of school and encouraging them to pursue their studies in the fields of science and technology, and in those fields which are traditionally occupied by men and boys.

(b) Persons belonging to minorities:(1)

measures and arrangements for using their mother tongue and taking account of their culture, even in the majority curriculum; do they benefit from equal access?

(c) Refugees: do they have the same access to education as that provided to the nationals of the countries which had taken them in; how have the language and culture of refugees been taken into account?

(d) Indigenous people: do they benefit from equal access; what arrangements concerning their language and culture have been made in basic education and also in the curriculum of the majority?

C. Evaluation of results of general and specific measures with statistical data where available.

D. Assessment of the most effective specific educational measures undertaken concerning these four population groups in the light of Article 5 of the Convention and Recommendation.

E. Measures planned in the above areas.

## Appendix II

### **Examples of legislation, policies, programs, and evaluations to counter discrimination in education in Canada**

The following is a sampling of the types of anti-discrimination activities ongoing in Canada. For detailed information or a more in-depth understanding of the situation in individual jurisdictions or at the federal level, readers are invited to contact the representatives and/or consult the resources listed in Appendix III.

#### **General Measures in Favour of All Population Groups**

- The Constitution Act (1982) and the Charter of Rights and Freedoms of Canada represent a legal framework for ensuring equality of access and treatment for all Canadian citizens.
- The Nova Scotia Education Act (1996) stipulates that teachers will "maintain an attitude of concern for the dignity and welfare of each student and encourage in each student an attitude of concern for the dignity and welfare of others and a respect for religion, morality, justice, truth, love of country, humanity, equality, industry, temperance, and all other virtues."
- All curricula and authorized learning materials are reviewed to ensure they are free of racial, ethnic, cultural, gender, and socio-economic bias. Publishers of learning materials are given frequent directions on provincial expectations for bias-free materials.
- The Public School Program identifies citizenship as one of the six essential graduation learnings. Some specific outcomes of citizenship include examining human rights issues and recognizing forms of discrimination; determining the principles and actions of just, pluralistic, and democratic societies; and demonstrating understanding of their own and others' cultural heritage and cultural identity and the contribution of multiculturalism to society.
- The Maritime Provinces have jointly endorsed a resource guide for teachers called Human Rights in the Elementary Classroom.
- Revised teacher education programs require students to take courses on race relations and cross-cultural understanding. All provincial professional development in-services, workshops, and institutes for teachers and administrators include sessions on equity and diversity.
- Since 1990, an Affirmative Action Committee, established by an agreement between the Department of Education and Culture, the Nova Scotia Teachers Union, and the Nova Scotia School Boards Association, has been in existence. Annual reports indicate actions taken, and school boards are urged to encourage more women, Aboriginals, and visible minorities to seek employment and promotion.



- Quebec's Charter of rights and freedoms (Article 10) states that: "" "Every person has a right to full and equal recognition and exercise of his human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex, ..., religion, political convictions, language, ethnic or national origin."
- The Education Act (Loi sur l'instruction publique du Québec) stipulates that all residents have equal access to education, i.e. the status of these persons shall not influence their right to access.
- In 1993, the Ontario Ministry of Education and Training required school boards to develop anti-racism and ethnocultural equity policies aimed at preventing discrimination and harassment and promoting fairness, equal opportunity, and standards of excellence for all students.
- Teaching Human Rights in Ontario (1995) is an education resource package, developed by the Ontario Human Rights Commission in cooperation with the Ministry of Education and Training to introduce students to the provisions of the Human Rights Code.
- Violence Free Schools Policy (1994) requires school boards to address violence, discrimination, and harassment in the school environment.
- Manitoba's Human Rights Code provides a legal framework for ensuring freedom from discrimination and is the vehicle for rectification of discriminatory practices whether intentional or systemic.
- A Foundation for Excellence (1995) outlines the province's commitment to take a strong anti-bias and inclusive approach in curriculum development and educational renewal.
- The Student Support Grants Program provides schools with funding to respond to the needs of students that may be disadvantaged by socio-economic conditions and ethnic or linguistic origins.
- A committee has been established to work toward the development and implementation of strategies intended to enhance the opportunities for success of at-risk students who are often disadvantaged or encounter barriers because of their socio-economic condition, for whom English is an additional language, or who are influenced by other factors related to ethnic and cultural biases.
- Several curriculum development projects have resulted from the Western Canadian Protocol on Collaboration in Basic Education. These projects complement the educational renewal that has begun in Manitoba. A central goal of the renewal process is to make schools more effective learning environments for all students.

- In Saskatchewan, an Equity in Education Working Committee was convened, in 1994, to develop a joint policy and action plan for advancing equity in education across the province.
- The Human Rights Commission recommended in *Renewing the Vision: Human Rights in Saskatchewan*, that "amendments to the Education Act clarify the human rights obligations of individual school divisions and the authority of the Department of Education to implement education equity." The recommendation will be reviewed by the Working Committee.
- Saskatchewan Education ensures that curriculum materials and resources, policies, evaluation, and monitoring mechanisms are equitable and free of bias.
- In Alberta, school jurisdictions may receive funding for projects assisting students with exceptional educational, social, and economic needs, when these students constitute 50 per cent or more of the school population.
- All authorized student and teacher resources are reviewed to ensure they meet provincial tolerance and understanding criteria. Any references to age, gender, race/ethnicity, religion, persons with disabilities or to social, economic, political or belief systems are identified and checked to ensure that they promote respect for the rights and views of all people. As well, several school programs, especially the compulsory social studies program, promote respect for human rights and the multicultural diversity of Canada.
- British Columbia's Human Rights Act, Multiculturalism Act, Public Service Act, Employment Equity Policy, and School Act collectively lay out the province's commitment to equity and diversity. In particular, the School Act ensures that all individuals who are of school age have access to an education program regardless of their gender, race, or place of origin.
- All curricula and recommended or authorized learning resources have undergone revision to ensure they represent the cultural diversity of the province and are free of stereotyping by gender or culture.
- Guidelines for developing inclusive curriculum for all equity groups have been presented to teachers in workshop settings and pilot projects have taken place.

### **Specific Measures for Women and Girls**

- Status of Women Canada works with other federal departments and provincial and territorial counterparts to promote equality for girls and women in all spheres of Canadian life including education. Internationally, Canadians played an active role at the 4th UN World Conference on Women in Beijing, 1995, shaping proposals included in the Platform for Action: for example, issues of training and lifelong learning were recognized as was the range of barriers to full equality that exist other than gender.

- In preparation for the World Conference, the Government of Canada released its Federal Plan for Gender Equality. Over 300 commitments to advance women's equality are detailed within. In the area of education and training, the government is committed to:

- implementing gender-based analysis, where appropriate, in all economic and socio-economic legislation and policy development, as a means of addressing gender inequalities;

- promoting, in consultation and agreement with the provinces and territories, a lifelong learning approach to labour market participation through the provision of education, training, and retraining programs and employment services targeted at women re-entrants, youth and students, and social assistance recipients;

- exploring, in consultation with the provinces and territories, measures to provide training and services to enable women employed in low-paying vulnerable sectors of the economy to attain better-paying sustainable employment in higher-demand employment sectors;

- supporting and encouraging Canadian students, particularly women, to achieve excellence in science, technology, engineering, and mathematics and to choose careers in science. Programs geared to this include the Science Culture Canada Program, the Partners in Education Program and the Career Mentoring for Women in Sciences Program, administered by Industry Canada;

- promoting, in partnership with the provinces, territories, and women's organizations, the development of resources and tools to address the labour-market training needs of women.

- The federal government has taken measures to enhance girls' and women's access to education. For example,

- Status of Women Canada provides financial and technical assistance to organizations working to improve the situation of women. A wide range of activities are funded including projects designed to increase understanding of women's equality issues both within and outside the formal educational systems.

- The National Research Council Training Program for Women in Science and Engineering supports women undergraduates through research training and funding. The Prime Minister's Awards for Excellence in Science, Technology and Mathematics have a strong focus on encouraging girls and women to pursue studies and careers in these fields.

- A national demonstration project called New Brunswick Works is providing funding over six years in New Brunswick, for counselling, education, training, and work experience to income assistance recipients, 82 per cent of whom are women. The project was initiated by the federal Employment Program and Service Framework.

- Changes in the physics, chemistry and mathematics curriculum in Nova Scotia encourage young women to continue their studies in these fields (for example, use of problems in context and cooperative learning strategies as well as the selection of a diversity of topics).
- An effort was made to recruit women into the Industrial Arts/Technology Education field at the Nova Scotia Teachers College: women have made up about a third of the class in the past three years.
- In Quebec, measures have been taken to eliminate gender stereotyping from programs and learning resources. Pre-service training contains components on gender equality, notably on discerning different forms of gender-based discrimination and on selecting bias-free teaching materials. Professional development has been offered to school personnel on the acquisition of non-sexist attitudes and behaviours and skills to counter sexual and sexist harassment.
- The Ministry of Education has adopted a plan aimed at providing girls, particularly teenaged mothers, an environment conducive to the pursuit of their education.
- Partners in the health and social services fields have joined the Ministry of Education in providing a program on sexuality to address teenage pregnancies, one of the leading causes of school dropout for young women. Two videos have been produced: the first targets young mothers and encourages them to continue their studies in order to become financially self-sufficient; the second video urges school administrators to provide pregnant teenagers or new mothers with specialized services to facilitate their studies through to graduation.
- Several activities have been conducted on non-traditional training for women. For example, documents on trades and science careers have been produced. In partnership with business and industry, contests have been organized and awards have been given to girls already enrolled in programs leading to employment in trades in which women are under-represented; some of the awards consist of intensive job search training.
- The Ontario Women's Directorate promotes and supports equal opportunity in education and training by working in partnership with and providing policy advice to other Ontario ministries working in the area of education and training. For example,
  - In 1993-94, the directorate chaired an Inter-ministerial Committee on Gender Equity in Education and Training, with a focus on mathematics, science, and technology. This committee made a submission to the Royal Commission on Learning. The directorate also sat on the Access and Equity and Entry and Re-entry subcommittees to assist in the development of an orientation structure and process on training for women and their access to the labour market.
  - With the Ontario Secondary School Teachers' Federation and the Ministry of Education and Training, and in consultation with school board trustees, teachers' federations, and administrators, work was undertaken on raising awareness to the issue of student-to-student sexual harassment in secondary schools. *Joke's Over: Student to Student Sexual Harassment in*

Secondary Schools, a kit of resources for students, parents, teachers, and administrators in secondary schools, was produced.

- Background Materials and Curriculum Resources to Encourage Females into the Fields of Mathematics, Science and Technology: An Annotated Bibliography, was produced.
- The Non-traditional Career Events: How to Kit describes how to plan and implement a non-traditional career event on career opportunities overlooked by young women.
- Two videos with accompanying manuals were produced to promote the creation and implementation of role-modelling programs: Eight Hours a Day describes the problem of sex-role stereotyping and depicts successful women in non-traditional occupations and enthusiastic program organizers; and More Than Just a Job shows successful women and men in non-traditional occupations.

The directorate is also involved in gender issues at the national level through its involvement in the work of the Federal/Provincial/Territorial Ministers Responsible for the Status of Women. For example, Ontario has taken a lead in the Working Group on Education and Training Equity to encourage collaborative initiatives in education and to develop mechanisms to influence ministers of education.

- The directorate co-hosted, with the University of Waterloo, in 1993, the international biennial GASAT (Gender and Science and Technology) conference.

- In 1976, a Women's Studies position was created in the Curriculum Development and Implementation Branch of the Ministry of Education and Training in Manitoba. Since then, considerable emphasis has been placed on developing more inclusive and welcoming learning environments for women in schools as a whole and in science and technology classrooms. Manitoba has placed considerable emphasis on developing more inclusive and welcoming learning environments for girls and women in science and technology classrooms, as well as developing gender neutral curriculum. Activities have included:

- identification of bias in learning resources and selection of resources to encourage women to participate in the study of science and mathematics;

- development of supplementary resources including videos;

- professional development opportunities and conferences on women in science and technology; and

- development of new curricula that are equitable, relevant to women, and in which women are active participants in the development process.

- Saskatchewan Education released its Gender Equity Policy in 1991 for implementation in elementary and secondary schools. Kits of materials are available to aid in the implementation of gender equity. Guidelines for selecting learning materials, Selecting Fair and Equitable Learning Materials are available as well. The Saskatchewan Teachers' Federation offers workshops for administrators on gender equity and sexual harassment.
- In the mid-1980s, the University of Alberta developed a committee called WISEST - Women in Scholarship, Engineering, Science and Technology. The mandate of the committee is to initiate action to increase the percentage of women in decision-making roles in all fields of scholarship. Attention, however, is focussed on fields where women are under-represented. Programs are offered to girls and women to introduce them to non-traditional careers in science and engineering. WISEST Summer Research Program provides paid research experience for female high school students over a six-week period at the University of Alberta. UAYS - University of Alberta Women in Science and Technology is an ongoing learning and support group. SET and CHOICES offer one-day workshops for high school and elementary girls to provide them with the opportunity to briefly experience what it feels like to work in science, engineering, and technology.
- Stepping Stones is a resource developed by Alberta Community Development in consultation with teachers, Alberta Education, and Alberta Advanced Education and Career Development. Designed for use in the classroom by high school teachers, Stepping Stones promotes the idea that career choice is not a gender-linked decision. Students are encouraged to fully consider their many career options and to make their career decisions free of bias based on gender.
- British Columbia's gender equity's goal is to improve the opportunities, access, and support for all girls and women in its educational system by promoting the principles of gender equity in curriculum revision and resource development.
- The postsecondary resource, Curriculum Guide and Resource Book with Special Emphasis on the Needs of Women, will be updated to national standards.
- To improve access to postsecondary education, child care centres have been built at 12 campuses and three more are under construction. Over \$14 million has been provided for a total of 700 new child care spaces.
- The Safer Campuses Initiative addresses campus violence and promotes safer campuses for women. Several institutions have embarked on safe campus programs or activities, for example, the Nicola Valley Institute of Technology held a successful safety week and poster contest; and the British Columbia Institute of Technology was funded by the Safer Campuses Initiative to develop training resources for a workshop for male instructors who teach in historically non-traditional fields for women. The men learn how to enhance their ability to integrate women into their classrooms.

## *Results*

- Statistics Canada findings show that there is a difference in high school graduation rates for girls and boys, with girls having the higher rates across the country, by a margin of about 2 per cent to over 15 per cent.
- Some progress has occurred in the rate of women's participation in postsecondary education and in non-traditional fields. For example, the proportion of women in undergraduate, master's and doctoral programs rose on average about 5 per cent between 1981 and 1992, to represent in 1992 about 53 per cent, 46 per cent and 35 per cent, respectively; and the proportion of women in engineering and applied sciences programs increased from 10 per cent to 18 per cent over the same period.
- Despite gains in non-traditional fields of study, between 1971 and 1991, women still favoured the social sciences, humanities, education, and health. During the same period, the proportion of male students enrolled in areas that were traditionally under-represented by men has continued to drop (A Report on Education in Canada 1995, Council of Ministers of Education, Canada).
- Visible minority women, by a margin of about 6 per cent, are more likely than other Canadian women to have a university degree and tend to obtain their education in science-related fields more frequently than other women. In 1991, 20 per cent of visible minority women with university degrees had graduated from a science program compared with 11 per cent of other women graduates.
- Despite these statistics on visible minority women overall, Aboriginal women tended, in 1991, to have less formal education than other women in Canada: 6 per cent of Aboriginal women had a university degree compared to 13 per cent of non-Aboriginal women.
- The proportion of female teachers in administrative positions rose from 15 per cent in 1981-82 to 29 per cent in 1992-93. However, much ground is yet to be gained considering that women constitute 61 per cent of all full-time educators.
- In Nova Scotia, the number of women who take chemistry in high school is equal to the number of men; women who take biology outnumber men by one third, however, men outnumber women in physics by one third; the number of women who take technology courses in high schools is very small compared to men.
- The number of women administrators has increased in recent years but still remains significantly lower than males at 31 per cent.
- In Quebec, women now represent the majority of students at the college and bachelor's levels at university. At the master's level, they are equally represented, while at the doctoral

level they represent 38 per cent of students. In 1993, 58 per cent of college graduates were women. At the university level, 57.5 per cent of bachelor degrees were granted to women; 49 per cent of masters degrees and 31 per cent of doctoral degrees were awarded to women.

- Progress is slower in non-traditional vocational and technical training. At the secondary level, sciences and technology courses are virtually shunned by girls: they prefer to opt for, at a rate of 92 per cent, 3 types of programs out of 21, notably, secretarial studies, esthetics, and restaurant and hospitality service programs.
- Qualitative indicators show that progress is occurring in Manitoba. Increasingly, schools have developed and implemented specific strategies intended to encourage girls' and women's participation in mathematics, science, and technology. This has ranged from the implementation of 'women only' classrooms to special units and learning resources.
- A larger proportion of women than men in Alberta are writing diploma examinations and
- The average score for males tends to be higher on the 1997 Alberta diploma examinations with the exception of English examinations
- There is a greater proportion of females than males completing Biology 30 while the reverse is true in Physics 30
- On the grades 3, 6, and 9 Alberta language arts achievement tests, a greater proportion of females achieve the acceptable standard than males, but in the grades 6 and 9 science test more males than females achieve the standards
- Evaluations of the WISEST Summer Research Program indicate that supervisors at the University of Alberta believe the students show as much interest and are as capable as or even more capable than they expected. These supervisors are also willing to be responsible for other summer students in the program and often employ those students at the end of the program's six weeks. Of the former students who participated in the program (49 respondents), 98 per cent have attended university and 85 per cent have majored in science or engineering.
- In evaluations of CHOICES, a high percentage of girls indicated that discovering and learning are two elements that appealed to them about the prospect of becoming scientists. They also realized that science is an activity in which both girls and women can participate and contribute. Teachers observed a noticeable effect on the girls who attended the workshops; for example, the girls exhibited a more positive attitude towards learning.
- Enrolment in British Columbia in science up to grade 10 is compulsory for girls and boys. For grades 11 and 12, science courses are optional. Since 1990-91, female participation in mathematics and science has increased one to five percentage points and for the first time in the 1994-95 school year, the participation of girls and boys in chemistry was the same.



## **SPECIFIC MEASURES FOR PERSONS BELONGING TO MINORITIES**

- The Nova Scotia Department of Education and Culture is developing a comprehensive race relations and multicultural education policy. School boards have already developed their own race relations policies. The department will be providing increased funding over the next three years for specialized programs, services and scholarship programs for visible minority and Aboriginal students.
- The Department of Education and Culture established an African Canadian Services Division in 1996 to implement the department's response to the Black Learners Advisory Committee (BLAC Report on Education). The African Canadian Services Division is responsible for providing leadership, direction, and planning for the development and implementation of policies, procedures, programs and services to ensure that African Nova Scotians benefit from a fully supportive learning environment. Curriculum and learning materials that reflect and promote African Canadian history and culture will be developed.
- The Education Incentive Fund for Black Students was established in 1965 to assist and encourage Black students to continue their education in universities and other approved postsecondary institutions. Since 1996, the Department of Education and Culture has provided a number of targeted scholarships to African Canadian students who wish to pursue degrees in education or science professions in which African Canadians are severely under-represented.
- In 1996, legislation was passed as part of the new Education Act creating a Council on African Canadian Education. The council will provide guidance to the minister on policies, programs, and services in public schools and on adult education.
- The department instituted a Provincial School Discipline Policy, a component of which deals specifically with racial incidents.
- The government of Quebec recognizes, through the unanimous voice of its "National Assembly, "by a unanimous vote of all its members, has recognized the principle that all human beings are equal in worth and dignity" and "categorically censures all forms of racism and racial discrimination."
- Schools with multi-ethnic populations are funded to provide professional development aimed at helping teachers adapt to the needs of these populations and to develop closer school-home relationships.
- Schools in Quebec offer a program on international languages (Programme d'enseignement des langues d'origine). Approximately 6,000 students are involved. The ethnic language program, organized by ethnic associations, reaches 15,000 students per year (Programme de langues ethniques).

- Parents can choose either enseignement moral or enseignement religieux within the context of the public education system. Parents can also opt to send their children to state-subsidized private schools that offer religious teachings related to their own convictions. These private schools must, however, follow the Ministry of Education's curricula.

- In 1993, school boards in Ontario were instructed to develop policies and implementation plans on antiracism and ethnocultural equity in education. To assist the school boards, the Ministry of Education and Training developed and distributed guidelines entitled Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation. A curriculum resource document, Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural-Equity Education, provides suggestions for educators to integrate antiracist and ethnocultural equity education into all aspects of the school and classroom.

- In 1994-96, the ministry funded a number of projects designed to improve access to the teaching profession for candidates from racial and ethnocultural minority groups. These projects include a pre-service program to encourage faculties of education to admit qualified racial and ethnocultural minority candidates; orientation programs for teachers trained outside of Ontario; upgrading programs for teachers who need qualifications in a second division in order to be granted a Letter of Eligibility to teach in Ontario; and outreach programs for racial and ethnocultural minority youth. Ontario has also adapted its teacher certification process to accommodate entry of racial and ethnocultural minority groups into specific teaching areas such as international languages.

- The International Languages Program (Elementary) is supported by legislation and ensures that language programs are offered whenever the parents of twenty-five students make a request for a particular language. Currently, 70 languages are offered in 69 school boards to over 125,000 elementary students. The program is open to all, irrespective of linguistic heritage.

- Multicultural Education: A Policy for the 1990's was released in Manitoba in 1992. Schools in the province are encouraged to develop their own policies and take actions to create school and learning environments that welcome diversity; challenge discrimination, especially racism and sexism; and support the attainment of an equitable opportunity for success for all students. Professional development activities were provided to support the implementation of the policy.

- The province co-sponsors extensive summer institutes on antiracist and multicultural education with the Faculty of Education of the University of Manitoba. From 1989 to 1994, five 3-week summer institutes were held to provide participants with the opportunity to explore model schools and learn about innovative programs in Manitoba, Canada, and other nations.

- Manitoba Education and Training became a member of a provincial network formed to promote March 21, the UN International Day for the Elimination of all Forms of Discrimination.

Learning resources were distributed and assistance provided for the organization of student conferences on the theme of antiracism education.

- Amendments to the Public School Act in 1991-92 removed the provisions for mandatory religious exercises. Guidelines, released in 1993, recognize the cultural and religious diversity present in Manitoba schools and outline how optional religious exercises can be provided outside regular school hours.
- In 1992, the province also reaffirmed its commitment to heritage language education with the Policy for Heritage Language Instruction. Bilingual programming is offered in three languages: German, Hebrew, and Ukrainian. Other language courses are also offered, for example, revised Spanish curricula and a new Japanese program have been piloted. Professional development is provided, for example, teachers of Ukrainian, in 1995, participated in a two-day workshop on computer-assisted language learning and the Internet.
- In Saskatchewan, one of the Common Essential Learnings in each of the elements of the core curriculum is Personal and Social Values and Skills. Respect for persons is stressed as is increasing students' understanding of how culture shapes thought and values.
- The Alberta School Act was amended in 1971 to allow bilingual programs in international languages: one of these languages can be used for instruction up to 50 per cent of the school day. In 1974, a provincial Ukrainian program was initiated. Local bilingual programs exist in Arabic, Mandarin, German, Polish, and Hebrew.
- Provincial second language courses in German, Ukrainian, Italian, Spanish, Latin, and Japanese are being developed, and locally developed courses in Chinese (Mandarin and Cantonese), Greek, Hebrew, Polish, Arabic, Portuguese, and Swedish are being approved.
- Alberta joins other provinces and territories through the Western Canadian Protocol for Collaboration in Basic Education in a range of projects to further develop the curricula for international languages (both second language and bilingual programs), create a shared database, and produce a Ukrainian learning resource.
- A manual to help school systems develop local language and culture programs was developed in 1994. An information pamphlet on international language offerings in Alberta schools, *Language Studies: Giving our Students a Global Advantage*, is also available.
- The Language Education Policy and Guidelines Handbook for Parents and Communities was developed to recognize the linguistic diversity of British Columbia. It encourages all students to develop skills in languages other than English to assist them to live and function more effectively in British Columbia's ethno-culturally diverse environment.

## *Results*

- Despite decreasing numbers of teachers overall, in Nova Scotia schools, there has been an increase in the number of visible minority teachers and administrators. However, the overall percentage of visible minority teachers in the system remains small.
- Enrolments in bilingual heritage programming in Manitoba have remained relatively stable, and there are indicators suggesting there will be an increase in enrolments in the future; for example, all school divisions offering bilingual programs have reported a significant increase in the kindergarten enrolment in the 1996-97 school year.
- Teachers participating in the evaluation of Saskatchewan's health education curriculum were asked to what extent they agreed or disagreed with the statement, "Cultural considerations and their influence on student learning are an important part of my unit planning." Sixty-four per cent of the teachers agreed with the statement; 16 per cent strongly agreed with it; 29 per cent disagreed, and 3 per cent strongly disagreed.

## **SPECIFIC MEASURES FOR REFUGEES**

- By law, Canada's immigration policy and its rules and regulations are designed "to ensure that any person who seeks admission to Canada on either a permanent or temporary basis is subject to standards of admission that do not discriminate in a manner inconsistent with the Canadian Charter of Rights and Freedoms."
- A 21-minute video was produced by Citizenship and Immigration Canada. Education in Canada: A Newcomer's Introduction is available in English, French, Arabic, Cantonese, Punjabi, Somali, Vietnamese, and Spanish with an accompanying presenter's guide.
- In Nova Scotia, local school boards fund and support English as a Second Language (ESL) learning.
- French language classes are offered to immigrants opting for French language education in Quebec. Linguistic support and other services are available.
- English as a Second Language/Actualisation Linguistique en Français programs are available to refugee students who have had their status regularized. Additional support for social and cultural integration is often provided through immigration and settlement programs as well as by local community organizations.
- A summer Institute on ESL was offered in 1995 by Manitoba Education and Training and the Faculty of Education of the University of Manitoba. Participants were encouraged to explore the FORESEE teaching approach. This approach integrates content-based instruction and language training.

- Through an ESL support program, schools are funded to develop learning or human resources.
- ESL designated courses can be used by senior students to meet credit requirements necessary for graduation. The integration of ESL students in regular classroom settings is facilitated, and completion of graduation requirements can be achieved at a faster pace.
- In Alberta, an ESL grant is available to school boards for three years for non-English-speaking immigrant students to give them special assistance so they can be integrated rapidly into the regular school program and into the community. ESL curricula and learning resources at the elementary and secondary levels continue to be developed.
- Through the Adult Development Program, immigrants can obtain basic skill development, job skills training, academic upgrading, and ESL training. The Community Adult Learning Program provides adult basic literacy courses, citizenship courses for New Canadians, and ESL training.
- Immigrant Settlement Services assist immigrants to access opportunities, services, and resources available to all residents. These services are offered in seven Alberta cities. Refugees are a stated priority group for this program.
- Language Training Programs, specifically aimed at immigrants, provide language and vocational assessments and counselling services. Individuals are assisted in accessing educational and student support services.
- Assessments of the needs of refugees and immigrants are under way in Edmonton and Calgary and could result in the planning of new measures for refugees.
- ESL program needs are expected to continue to grow in British Columbia. The Ministry of Education, Skills and Training is developing policy to further guide school districts in the provision of services.
- A policy framework for English Language Training (ELT) for adults is being designed to recognize cultural diversity and acknowledge the contribution of immigrants to the social, cultural, and economic fabric of society.
- Funding is provided to 17 institutions to deliver a wide range of ELT programs to Canadian citizens, landed immigrants, and convention refugees who are eligible to register for ELT courses at the institutions.
- In the past, people who came to British Columbia and needed job skills were forced to delay entering technical or vocational training until they had achieved fluency in English. Through partnerships with public postsecondary institutions, the province now provides new learning and employment opportunities for ELT learners who have attained at least intermediate level English. Examples of programs offered at Vancouver Community College are accounting, food and beverage service, resident care, and electronics.

## *Results*

- The progress of immigrant children in Quebec who have participated in French language training is encouraging. Of students who entered kindergarten in 1990 and participated in the training, 70.6 per cent are at the same level as their non-immigrant counterparts five years later; 26 per cent are behind one year; while 3.4 per cent are behind two years. On the other hand, immigrant children entering the school system during the primary years (6-11 years of age) and who also participated in the language programs did not fare as well: five years later, in 1995, 37 per cent were keeping up; 40.2 per cent were behind one year; and 22.8 per cent lagged behind two years. Students arriving during secondary school years had even more difficulty: after five years in the system, over 95 percent had fallen behind.
- The progress of the children of second and third generation non-francophone immigrants is equal to that of their classmates of French origin.
- The response to Manitoba's ESL (E) course designation in the Senior Years, initiated in 1995-96 has been positive. Statistics are not yet available.
- In 1995-96, 5,194 (41 per cent) of the clients of Immigrant Settlement Services in Alberta were new refugees from the former Yugoslavia, Somalia, Iran, and Iraq and refugees who are longer-term Canadian residents originating from Cambodia and El Salvador. Client evaluation questionnaires indicated that 70 per cent found services to be helpful.
- Thirty-four per cent of the new clients assessed, counselled, and referred to ESL programs were refugees. Of the clients contacted three to six weeks after the initial interview, 65 per cent were enrolled in an ESL class.
- From 1992 to 1996, enrolment in ESL programs in British Columbia increased by over 78 per cent, and funding to school districts to provide services for these students has increased by over 99 per cent. In the 1994-95 school year, students for whom English is an additional language fared as well as, or better than, the rest of the student population when rates for successful advancement to a higher grade were compared.

### **Specific Measures for Indigenous Peoples**

- Health Canada is funding Head Start Programs for Aboriginal children within urban centres and large Northern communities. The Head Start Program will be operating in approximately 95 sites by 1998-99.
- The federal Department of Indian Affairs and Northern Development funds elementary and secondary education of on-reserve and Inuit children, and provides funding for status Indian and Inuit people who want to pursue full-time or part-time postsecondary studies. Currently, under the Postsecondary Education program, nearly two-thirds of the participants are women.

- In 1996, legislation was passed in Nova Scotia as part of the new Education Act creating a Council on Mi'kmaq Education. The Mi'kmaq Services Division of the council will provide guidance to the minister on policies, programs, and services in public schools and on adult education. The Department of Education and Culture works closely with the Mikmaw Kina'matnewey to develop programs and materials for Aboriginal students both in Native run schools and in the public school system.
  
- In cooperation with the Native Band Council, an access program for Native students was offered at the Nova Scotia Teachers' College. This program provided an opportunity for students to upgrade their language and writing skills and to take postsecondary courses.
  
- The James Bay and Northern Quebec (1975) and the Northeastern Quebec (1978) Conventions led to the creation of school boards in Quebec for the Inuit, Cree, and Naskapi nations. These boards operate similarly to other boards in the province. They have, however, three special functions: they can negotiate agreements on postsecondary education; develop programs and learning resources designed to preserve and perpetuate Aboriginal languages and culture; and acquire or build and maintain housing for teaching personnel.
  
- The federal government is responsible for education for other Aboriginal nations in Quebec. However, over the past 20 years, the Government of Canada has favoured the transfer of this responsibility to Native communities. The Ministry of Education assists when possible by providing expertise in the development of resources or services appropriate to Native students and their families.
  
- The ministry has embarked on the development and distribution of a series of documents on First Nations, specifically on the Inuit, Montagnais, Abenakis, Algonquins, Attikameks, and Huron-Wendats. These materials are intended for grade 2 teachers and their students.
  
- Beginning in 1994-95, several measures were taken to facilitate the integration of Aboriginal students into the postsecondary education system:
  - orientation and integration of Inuit and Indian students in cegeps (postsecondary institutes);
  - tailored nursing program for Aboriginal students;
  - student exchange programs at the cegep level;
  - development of a certificate in social work for Inuit students at the university level;
  - Aboriginal student support services (Concordia University); and
  - conservation measures and promotion of Aboriginal culture (Université du Québec à Chicoutimi).

- Native students in Ontario attend elementary and secondary schools in any of three distinct educational jurisdictions: First Nations operated by a First Nations Education Authority; federal schools operated by Indian and Northern Affairs Canada; and provincial schools operated by a public or separate board of education.

\* With the federal government's Native education policy (1973) on the principle of Indian control of Indian education, there is a marked increase in the number of Native students being educated in First Nations schools. However, First Nations schools are still in the developmental stage: they lack the human and fiscal resources of their provincial counterparts and are often dependent on outside agencies for the resources they need for the delivery of their educational services.

- While the percentage of Native students enrolled in provincial schools has declined, the province continues to provide educational services to a little more than half of the Native students in the province. This is especially true at the secondary level.

- Initiatives of the Ministry of Education and Training include the preparation of curriculum guidelines for the Native Studies area, which provides for the inclusion of a Native cultural component in the curricula of provincial schools; the adoption of a policy for the teaching of Native languages and cultures as subjects of instruction during the regular school day; and the establishment of a training and certification program for Native education counsellors.

- A Native Education Branch was formed in Manitoba in the early 1970s and reorganized into the Native Education Directorate in 1994.

- Summer institutes on Aboriginal education focus on the development of Aboriginal perspectives, approaches, and techniques in education.

- Native Studies resources help teachers integrate Aboriginal content and perspectives that complement the curriculum whether or not Aboriginal students are present. In-service for implementation of the first document in the series was offered in the 1995-96 school year.

- An English Language Enrichment for Native Students program is offered to students for whom English is not the first language in order to meet their language development needs.

- In 1996, Manitoba established an Aboriginal Steering Committee that works with curriculum development to ensure the integration of Aboriginal perspectives in all core curriculum.

- In Saskatchewan, both curriculum and assessment materials concentrate on positive images of Indian and Metis people; reinforce and complement the beliefs and values of Indian and Metis peoples; include historical and contemporary issues; and, reflect the legal, cultural, historical, political, social, economic, and regional diversity of Indian and Metis people.



- As part of the Saskatchewan Community Schools Program, community schools address Aboriginal needs and inequities by providing students with a learning program that is culturally affirming and that respects and reflects their histories, experiences, and educational needs. As of 1996, this program was extended to a total of 26 schools.

- The Indian and Metis Education Development program assists school divisions, through a variety of projects, in meeting the needs of schools where enrolment of students of Indian and/or Metis ancestry is at least 10 per cent of the total enrolment.

\* The Indian and Metis Staff Development Program enhances teachers' ability to teach in a cross-cultural environment.

- Saskatchewan Education is funding research into Indian and Metis education to explore the nature and quality of Indian and Metis students' educational experience; what factors contribute to Indian and Metis students' success in school; and what are the experiences and attitudes of Aboriginal teachers in the provincial system.

- Alberta's Native Education Project has funded school boards to work with Indian bands to prepare materials for Cree, Blackfoot, Tsuut'ina (Sarcee), Nakoda (Stoney) and Dené (Chipewyan) including a generic framework for developing Native language and culture programs and resources. A generic curriculum framework for Aboriginal language and culture programs for use in a wider geographical area is being developed through the Western Canadian Protocol for Collaboration in Basic Education.

- In 1993, the Premier's Council on the Status of Persons with Disabilities initiated a project to obtain information on the availability of programs and services for Aboriginal people with disabilities. In 1994, the minister of education tabled an implementation plan in Responses to Removing Barriers for Aboriginal People with Disabilities. Several departments and agencies are involved.

- A monograph and video is being developed for parents of Aboriginal students with disabilities that describes the School Act and Alberta Education's expectations for programs, funding, services and resources, roles, and responsibilities, as well as strategies for communication between home and school.

- Alberta Advanced Education and Career Development has conducted several surveys, most recently in 1994, of the public postsecondary institutions in the province to obtain the most accurate and current information available on enrolments and the programs and services offered by each of the institutions to accommodate students of Aboriginal ancestry.

- Postsecondary institutions have increased their focus on the needs of Aboriginal students. This includes initiatives such as Native Studies as a major field of study at several of the universities, the implementation of Aboriginal language programs, and special support services including the employment of full-time Aboriginal liaison workers and counsellors.

- Many institutions have modified their programs to meet the specific language and cultural needs of Aboriginal students, for example, the offering of Cree to students in the University/College Entrance Preparation program; Native Women Career Preparation program; and Management Studies, Social Work, Teacher Assistant, Correction Services, Early Childhood Development.
- Through the department of Advanced Education and Career Development's Access Fund, which was designed to increase the number of training spaces through the adult learning system by an additional 10,000 students, a number of initiatives were approved primarily to accommodate Aboriginal students. These included programs in areas such as Aboriginal entrepreneurship, business management, addictions, family development in Aboriginal communities, Aboriginal adult basic development, and a petroleum technology program offered in partnership with an Aboriginal-run college.
- The Field Services and Aboriginal Education Team of British Columbia's Ministry of Education, Skills and Training was created to
  - improve the relevance and responsiveness of the public school system for Aboriginal learners;
  - increase the awareness of all learners about the historical and contemporary realities of Aboriginal peoples;
  - assist Aboriginal peoples in preserving and revitalizing their languages and cultures; and
  - establish the kind of achievement and graduation rates for Aboriginal learners that one would expect from a typical population of learners.
- The Aboriginal Postsecondary Education and Training Policy Framework provides strategies to improve access to postsecondary education for Aboriginal students; strengthen public postsecondary institutions in meeting the education and training needs of Aboriginal people; stabilize partnership agreements between public and private deliverers of postsecondary education for Aboriginal people; and provide for the designation of public Aboriginally controlled institutions.
- Under British Columbia's College and Institute Act, two Aboriginal educational institutes were designated as public postsecondary institutions in 1995. The mission of the Institute of Indigenous Government is to provide an accredited, specialized program of postsecondary education, skills training, and research opportunities dedicated to empowering Aboriginal peoples to exercise effectively their right of self-determination. Nicola Valley Institute of Technology provides postsecondary education and training relevant to the diverse and evolving needs of Aboriginal people in an environment that fosters student success.

## *Results*

- Statistics Canada surveys quoted in A Report on Education in Canada 1995 (Council of Ministers of Education, Canada) show that more than half of the Aboriginal adult population does not complete high school.
- Aboriginal representation in postsecondary institutions has been growing in Manitoba and there is some indication that dropout rates have decreased. Schools have undertaken initiatives to provide a more responsive and welcoming environment. Two relatively new schools with an Aboriginal focus, in Winnipeg, (Children of the Earth and Niji Mahkwa) have been successful in attracting and retaining Aboriginal students.
- Administrators participating in an evaluation of the Saskatchewan health education curriculum for grades 7, 8, and 9 were asked about the availability of resources to support the inclusion of Indian and Metis content and perspectives: 41 per cent rated availability of resources at average or better.
- The three surveys conducted by Alberta Advanced Education and Career Development over the period 1988 to 1994 revealed the following:
  - the full and part-time enrolment of Aboriginal students increased from 4,308 in 1987-88 to 12,218 in 1992-93;
  - the number of institutions providing special support services for Aboriginal students increased from 9 to 12;
  - the enrolments in programs (full/part-time and workshops) offered on reserve by the postsecondary institutions increased from 1,335 to 1,714. The number of graduates increased from 143 to 458.
- Over 90 per cent of British Columbia's 59 school districts work with the personnel of the Field Services and Aboriginal Education Team of the Ministry of Education, Skills and Training.
- Over the past seven years, there have been yearly increases in the participation by Aboriginal students in language and culture programs.

## APPENDIX III

### REPLY OF THE QUEBEC MINISTRY OF EDUCATION

to the Sixth Consultation of UNESCO Member States on Implementation of the Recommendation Against Discrimination In Education

#### **A. GENERAL MEASURES TAKEN OR ENCOURAGED IN FAVOUR OF:**

##### a) Women and Girls

- The Quebec Charter of Rights and Freedoms prohibits any form of discrimination, including gender-based discrimination.

- It is government policy to work towards improving the status of women. Under this policy, the Ministry of Education has adopted a ministerial action plan containing measures designed to create for girls, and especially for teenage mothers, an environment in which they are encouraged to pursue their studies.

- The government of Quebec has adopted the Action Plan for Women throughout Quebec 1997-2000, which comprises three major commitments of which two involve the education sector. The first is to promote the progress of girls in science and technology, and the second is to prevent early pregnancies and support teenage mothers. Other commitments involve diversifying girls' educational choices and promoting gender equality.

- There are no legislative or regulatory provisions in Quebec that could be discriminatory within the meaning of Article 1 of the Recommendation Against Discrimination in Education.

##### b) Persons Belonging to Minorities(2)

- Section 1 of the Quebec Education Act provides that "Every person is entitled to the educational services of preschool developmental and cognitive learning services and elementary and secondary school instructional services provided for by this Act...". Section 3 further provides that "The educational services contemplated in section 1 and offered pursuant to this Act shall be provided free to residents of Québec". Tuition fees are normally charged to all those who are not considered to be residents of Quebec.

- Section 10 of the Quebec Charter of Human Rights and Freedoms provides that "Every person has a right to full and equal recognition and exercise of his or her human rights and freedoms, without distinction, exclusion or preference based on race, colour, sex [...], religion, political convictions, language, ethnic or national origin [...]".

- The Declaration by the Government of Quebec on Ethnic and Race Relations, adopted unanimously by the National Assembly, recognizes "the principle that all human beings are

equal in worth and dignity" and "categorically censures all forms of racism and racial discrimination".

- School boards have implemented special measures for underprivileged groups, in order to prevent difficult socioeconomic circumstances from becoming an obstacle to education for the groups involved.
- Measures are taken to assist in the acquisition of the language of instruction (i.e. French), including classes, special measures for new arrivals, francization, language support.
- Special budgets are made available to the multicultural sector for the promotion of sensitivity in teaching, for teacher development, and for the promotion of closer relationships between home and school.

### Educational Services for Anglophones

In Quebec, students meeting the conditions set out in the Charter of the French Language may be educated in English upon request by one parent. Among those eligible are children whose father or mother is a Canadian citizen and who received elementary education in English in Canada, and children whose father or mother is a Canadian citizen and who have received or are receiving an elementary education in English in Canada.

Anglophone students follow the same curriculum as francophones, with the obvious exception of language of instruction and second-language programs. The teaching of French as a second language is compulsory from grade 1 to the end of secondary school, as well as at the college level.

The government of Quebec funds approximately 82 per cent of school boards' operating costs. This funding is based on student numbers and is identical for both language sectors.

The anglophone system is served by all of the ministry's elementary and secondary sector units. In addition, the Ministry of Education includes two administrative units with specific responsibility for minority schools. The Direction de la production en langue anglaise (DPLA) translates and adapts ministry products and assesses the quality of educational materials submitted for ministerial assessment or approval. The Direction des politiques et des projets (DPP) identifies issues specific to the anglophone system and implements appropriate solutions or services, in concert with other units. It is also responsible for specific projects, in particular on small schools, school accountability, and professional development for school teams. An assistant deputy minister, Services to the English-speaking Community, coordinates services and acts as the minister's representative to the anglophone minority.

Since January 1993, an Advisory Board on English Education has been mandated to advise the minister on issues relating to the quality of services provided in English-language schools and to provide advice when requested by the minister.

### c) Refugees(3)

The general measures described above also apply to refugees.

### d) Indigenous peoples

The ten Indian nations and the Inuit nation represent approximately 1 per cent of the Quebec population. These groups are very diverse linguistically and geographically dispersed. They are also significantly younger than the overall population of the province (over half are under 25).

The James Bay and Northern Quebec (1975) and the Northeastern Quebec (1978) Conventions led to the creation of school boards in Quebec for the Inuit, Cree, and Naskapi nations and are funded jointly by the governments of Quebec and Canada. These boards operate similarly to other boards in the province. They have, however, three special functions. They can:

- negotiate agreements on postsecondary education;
- develop programs and learning resources designed to preserve and perpetuate Aboriginal languages and culture; and
- acquire or build and maintain housing for teaching personnel.

The federal government is responsible for education for other Aboriginal nations in Quebec. However, over the past 20 years, the Government of Canada has favoured the transfer of this responsibility to Native communities. The Ministry of Education assists schools in these communities whenever possible by providing expertise in the development of educational resources designed to improve educational services to these groups.

## **B. SPECIFIC MEASURES TAKEN OR ENCOURAGED ON THE FOLLOWING ISSUES:**

a) Women and girls: discouraging them from dropping out of school and encouraging them to pursue their studies in the fields of science and technology, and in those fields that are traditionally occupied by men and boys.

1. Under the Education Act, school attendance is compulsory until the age of 16.
2. Measures have been taken to eliminate gender stereotyping from programs and learning resources.
3. At the elementary and secondary levels, the sexual education portion of the personal and social skills curriculum addresses teenage pregnancies, one of the leading causes of school dropout for young women. An early-pregnancy prevention program for school systems is one of

the projects in which partners in the health and social services fields have joined the Ministry of Education.

4. Two promotional videos have been produced: the first targets young mothers and encourages them to continue their studies in order to become financially self-sufficient; the second video urges school administrators to provide pregnant teenagers or new mothers with specialized services to facilitate their studies through to graduation.

5. The Quebec Ministry of Education recommends that universities include in teacher pre-service training components on gender equality, for example on discerning different forms of gender-based discrimination and on selecting bias-free teaching materials (Ref. Ministerial orientations with respect to the competencies expected of future teachers).

6. Professional development has been offered to school personnel on the acquisition of non-sexist attitudes and behaviours and skills to counter sexual and sexist harassment.

7. Several activities have been conducted on non-traditional training for women. For example, brochures and fact sheets on some trades and brochures on science careers have been produced. In partnership with labour market partners, contests have been organized and awards have been given to girls already enrolled in programs leading to employment in trades in which women are under-represented; some of the awards consist of intensive job-search training.

b) Persons belonging to minorities: measures and arrangements for using their mother tongue and taking account of their culture, even in the majority curriculum; do they benefit from equal access?

1. Schools in Quebec offer a program on international languages (Programme d'enseignement des langues d'origine). Approximately 6,000 students are involved each year.

2. The ethnic language program, organized by ethnic associations, reaches 15,000 students per year (Programme de langues ethniques).

c) Refugees: do they have the same access to education as that provided to the nationals of the countries that took them in; how have the language and culture of refugees been taken into account?

Specific measures set out above also apply to refugees.

d) Indigenous people: do they benefit from equal access; what arrangements concerning their language and culture have been made in basic education and also in the curriculum of the majority?

1. To promote a better understanding of Quebec's Native peoples within the school system, the ministry is participating in the development and distribution of a series of documents on First Nations, showing the current lifestyle of six Native groups in the province (Inuit, Montagnais, Abenakis, Algonquins, Attikameks, and Huron-Wendats). These cultural discovery materials are intended for grade 4 to 6 teachers and students.

2. In 1994-95, several measures were taken to facilitate the integration of Aboriginal students into the postsecondary education system:

- orientation and integration of Inuit and Indian students in CEGEPs (postsecondary institutes);
- tailored nursing program for Aboriginal students in one of these CEGEPs;
- student exchange programs at the CEGEP level;
- a field trip to Northern Quebec offered to students at one CEGEP;
- development of a certificate in social work for Inuit students at the university level;
- Aboriginal student support services (Concordia University); and
- conservation measures and promotion of Aboriginal culture (Université du Québec à Chicoutimi).

### **C. & D. EVALUATION OF RESULTS OF GENERAL AND SPECIFIC MEASURES IN EDUCATION IN FAVOUR OF THESE FOUR GROUPS**

#### **a) Women and Girls**

Overall, women have made strides in education. They now represent the majority of students at the college and bachelor's and master's levels at university, while at the doctoral level they represent about 40 per cent of students. In 1994, 59 per cent of college graduates were women. At the university level, 59 per cent of bachelor degrees were granted to women; 50 per cent of master's degrees and 32 per cent of doctoral degrees were awarded to women. In terms of completion rates, in 1987, 20.7 per cent of women and 17.2 per cent of men earned a bachelor's degree; the proportions had risen to 33.1 per cent for women and 22.3 per cent for men, a gain of 12.4 per cent for women and 5.1 per cent for men.

Progress is slower in non-traditional vocational and technical training. At the secondary level, sciences and technology courses are virtually shunned by girls: they prefer to opt for, at a rate of 92 per cent, 5 types of programs out of 21, notably, secretarial studies, esthetics, and restaurant and hospitality service programs.



While women do tend to diversify their choices at the postsecondary level, the proportion of women is less than 15 per cent in physical/technical areas at the collegiate level and only 16 per cent in engineering, 27 per cent in computer science, and 34 per cent in physical sciences among 1992 undergraduate degree holders.

The ministry has no specific data on the dropout rate for teenage mothers.

#### b) Anglophone Minority

The success rate of anglophone students in single provincial examinations tends to be lower than that of francophone students. The graduation rate by cohort in the anglophone school system, however, is higher than the overall total. According to the 1991 census, 29 per cent of the population 15 and older stating English as a mother tongue had reached university, as compared to 18 per cent for the total population of Quebec.

#### c) Ethnic Groups and Refugees

- The progress of immigrant children in Quebec who have participated in French-language training is encouraging. Of students who entered kindergarten (at age 5) in 1990 and participated in the training, 70.6 per cent are at the same level as their non-immigrant counterparts five years later; 26 per cent are behind one year; while 3.4 per cent are behind two years. On the other hand, immigrant children entering the school system during the primary years (6-11 years of age) and who also participated in the language programs did not fare as well: five years later, in 1995, 37 per cent were keeping up; 40.2 per cent were behind one year; and 22.8 per cent lagged behind two years.

- Students arriving during secondary school years who required measures to assist them in acquiring the language of instruction had even more difficulty: after five years in the system, over 95 per cent had fallen behind.

- The results set out above mostly concern newcomers and non-immigrant students with an insufficient mastery of French. Results for students from ethnic communities in general (both newcomers and second- and third-generation Quebec residents) are comparable to those of francophone Quebec students.

In respect of Article V of the Convention and Recommendation:

- Parents can choose either enseignement moral or enseignement religieux within the context of the public education system, in furtherance of freedom of worship (cf. Article 5).

- Parents can also opt to send their children to state-subsidized private schools that offer religious teachings related to their own convictions. These private schools must, however, follow the same curricula as public schools, to ensure equal treatment and equality of opportunity.

#### d) Indigenous Peoples

Since the education of Native peoples is the responsibility either of relatively autonomous school boards or of the federal government, the Ministry of Education does not have qualitative or quantitative information on the results of measures taken to ensure access to education and non-discrimination in education for these groups.

#### Appendix IV

#### **Contacts and Resources**

##### Nova Scotia

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Resources:

BLAC Report on Education, Black Learners Advisory Committee  
Community Resources for Multicultural/Anti-Racism Education, August 1996  
Human Rights in the Elementary Classroom, Maritime provinces  
Multicultural Education Resource Listing, August 1996

##### Quebec

Contact:

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Ministry of Education  
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Resources:

Charte des droits et libertés de la personne du Québec  
Declaration by the Government of Québec on Ethnic and Race Relations

Quebec Education Act  
Ministerial orientations with respect to the competencies expected of future teachers, Quebec  
Ministry of Education  
Action Plan for Women throughout Québec 1997-2000

## Ontario

### Contact:

Ms. Kamala-Jean Gopie  
Operations and Field Services Branch  
Telephone (416) 314-2969  
Fax (416) 325-2517

### Resources:

Aircraft Maintenance Engineer (video), and facilitator's guide, Ontario Women's Directorate  
with the Aircraft Maintenance Engineers' Association

Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and  
Implementation, Ministry of Education and Training, 1993

Background Materials and Curriculum Resources to Encourage Females into the Fields of  
Mathematics, Science and Technology: An Annotated Bibliography, Ontario Women's  
Directorate Be All You Can Do, Ontario Women's Directorate

Changing Perspectives: A Resource Guide for Antiracist and Ethnocultural-Equity Education,  
Ministry of Education and Training

Common Curriculum: Policies and Outcomes, Grades 1-9, Ministry of Education and Training,  
1995

Development and Implementation of School Board Policies on Antiracism and Ethnocultural  
Equity, Policy/Memorandum No. 119, Ministry of Education and Training, July 1993

Eight Hours a Day (video), Ontario Women's Directorate  
Empowering minority students: A framework for intervention, Harvard Education Review, 56(1)  
by Jim Cummins, 1986

Gender Socialization: New Ways, New World, Ministers Responsible for the Status of Women,  
1993

Joke's Over: Student to Student Sexual Harassment in Secondary Schools, Ontario Women's  
Directorate with the Ontario Secondary School Teachers' Federation and the Ministry of  
Education and Training

Meeting Women's Training Needs: Case Studies, Federal/Provincial/Territorial Joint Working  
Group of Status of Women and Labour Market Officials

More Than Just a Job (video), Ontario Women's Directorate

Non-traditional Career Events: How-to Kit, Ontario Women's Directorate Working Group of Status of Women

Teaching Human Rights in Ontario, Ontario Human Rights Commission in cooperation with the Ministry of Education and Training, 1995

### Manitoba

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#### Resources:

A Foundation for Excellence, Manitoba Education and Training, 1995  
Manitoba Human Rights Code  
Multicultural Education: A Policy for the 1990's, Manitoba Education and Training, 1992

Policy for Heritage Language Instruction, Manitoba Education and Training, 1992

Renewing Education: New Directions, Manitoba Education and Training

### Saskatchewan

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#### Resources:

Education Act

Selecting Fair and Equitable Learning Materials, Saskatchewan Education

## Renewing the Vision: Human Rights in Saskatchewan, Saskatchewan Human Rights Commission

### Alberta

#### Contact:

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Alberta Education  
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#### Resources:

Annual Report, 1996-1997, Alberta Education

Annual Report, Diploma Examinations Program, Alberta Education  
Achievement Testing Program Provincial Report, Alberta Education  
Guidelines for Tolerance and Understanding, Alberta Education, 1984  
Language Studies: Giving our Students a Global Advantage, Alberta Education

Stepping Stones, Alberta Women's Secretariat

### British Columbia

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#### Resources:

Aboriginal Postsecondary Education and Training Policy Framework, Ministry of Education, Skills and Training, 1995  
Charting a New Course, Strategies for British Columbia's College Institute and Agency System, Ministry of Education, Skills and Training  
College and Institute Act  
Curriculum Guide and Resource Book, Special Emphasis on the Needs of Women, Ministry of Education, Skills and Training  
Employment Equity Policy

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Language Education Policy and Guidelines and Handbook for Parents and Communities,  
Ministry of Education, Skills and Training  
Multiculturalism Act

Public Services Act

Putting Policies into Practice Implementation Guide, Ministry of Education, Skills and Training,  
1994  
School Act

Council of Ministers of Education, Canada

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Resources:

A Report on Education in Canada 1995, Council of Ministers of Education, Canada

A Statistical Portrait of Education at the University Level in Canada, Canadian Education  
Statistics Council, Statistics Canada and Council of Ministers of Education, Canada, First Edition,  
September 1996.

A Statistical Portrait of Elementary and Secondary Education in Canada, Canadian Education  
Statistics Council, Statistics Canada and Council of Ministers of Education, Canada, Third Edition,  
April 1996.

Education Indicators in Canada, Pan-Canadian Education Indicators Program, Canadian  
Education Statistics Council and Council of Ministers of Education, Canada, 1996.

### Status of Women Canada

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Resources:

Charter of Rights and Freedoms of Canada

Closing the Gender Gap: Educating Girls, Population Action International, 1994

Constitution Act, 1982

Federal Plan for Gender Equality, Government of Canada, 1995

Meeting Women's Training Needs: Case Studies in Women's Training, Status of Women Canada, 1994

Raising Young Voices (video), Status of Women Canada, 1995

Rethinking Training: Meeting Women's Needs, Status of Women Canada, 1994

Platform for Action, 4th UN World Conference on Women in Beijing, 1995

Women in Canada: A Statistical Report, Statistics Canada, August 1995

Citizenship and Immigration Canada

Contact:

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Director

Policy, Education and Promotion

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Fax (613) 952-0594

Resources:

Education in Canada: A Newcomer's Introduction (video available in English, French, Arabic, Cantonese, Punjabi, Somali, Vietnamese and Spanish), Citizenship and Immigration Canada  
Canada: Day to Day (video available in English, French, and 6 additional languages), Citizenship and Immigration Canada.

1. Article 27 of the International Covenant on Civil and Political Rights (United Nations, 1966). See also Vienna Declaration and Programme of Action, World Conference on Human Rights (Vienna, 1993).

2. The UNESCO document is based on a definition of minorities that we believe refers to so-called national minorities. In Quebec, for example, Native peoples and anglophones are national minorities. In this response, however, we define the concept of "minority" more broadly, as a community of immigrants. We consider that groups who immigrated to Quebec one or two generations ago and who continue to preserve and share cultural and religious characteristics and to use their mother tongue in private and community life, are minorities in this sense.

3. The UNESCO document refers to Geneva Convention refugees. It should be noted that Canada hosts not only convention refugees but also refugee claimants (persons who are presumed to be refugees but whose cases have not been assessed by Immigration Canada and whose status is pending). In youth education, the government of Quebec does not distinguish between the two categories; refugees and refugee claimants are treated equally, both in

respect of anti-discrimination measures and under specific measures dealing with use of mother tongue and sensitivity to culture of origin.