

Project Vision 2020
Ontario, Canada

***Report Presented to the 2nd Organisation for Economic Co-operation
and Development (OECD) Forum
on Schooling for Tomorrow***

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Introduction

In the summer of 2002, the Ontario Ministry of Education was invited by the Organisation for Economic Co-operation and Development (OECD) to take part in its *Schooling for Tomorrow* project. The Ministry, specifically the French Language Education Policy and Programs Branch, was delighted to accept. Six years after Ontario's francophones gained access to school governance, the Ministry, French language educational institutions and the various partners in education felt the need to assess their progress, define the challenges they face in delivering quality French language education and reflect on the future of French language education in this province. This need on the part of the francophone community and its educational institutions to take stock of the future is not new, nor is it unrelated to the situation of French language education in Ontario and elsewhere in Canada.

1. French Language Education in Ontario

A year prior to the 1998 establishment of a separate system for French language schools, members of the French speaking community, including stakeholders and decision makers, convened for a series of visualization exercises called meetings of the *États Généraux*. The *États Généraux* produced a portrait of the nascent French language education system and gave impetus to the creation of school boards. They also helped to give the forward-looking visualization exercises their letters of nobility in French Ontario. At this time the francophone community shared the feeling that anything was possible and that it was at the dawn of something important yet difficult-the birth and implementation of school governance.

Six years later, school governance has made it possible:

- for francophone parents to gain more control over their schools, through French language school boards;
- to improve access to French language schooling, with the opening of many schools;
- for francophones to have greater control over the programs and direction of education for their young people.

The evolution of French language education has, however, demonstrated that school governance has not resolved every issue. While the French language community now governs its own school boards, it faces a set of difficult circumstances and challenges.

The threat of assimilation is the common theme behind all these challenges. The challenges faced by the half-million francophones living in a minority environment in Ontario are similar to those faced globally by the world's minority communities—marginalization and erosion of their linguistic and cultural space. Low francophone birth rates, the arrival of immigrants, a great majority of whom adopt English on their arrival in Canada (nine out of 10 immigrants adopt English), rising rates of exogamous marriage, a small francophone population representing 4.5% (Statistics Canada, 2002) of the total population of Ontario spread over a large predominantly anglophone population and lastly, saturation by English language media, are all factors that contribute to the uncertainty surrounding the long-term continuity of Ontario's French language community. In this context, schools must respond to formidable challenges with respect to transmission of the language, building of a francophone identity, appropriation of the culture, academic performance and success in a minority environment, and recruitment and retention of those students who have the right to receive instruction in the minority language.

Given this context and these challenges, it goes without saying that the participants brought together thus far have been especially sensitive to the issues implicit in the OECD scenarios with respect to the very future of schooling in the larger context of changes that are occurring internationally. The *Schooling for Tomorrow* project and its toolbox of futures scenarios seemed to provide a golden opportunity to resume our reflection on the future of French language education, a reflection that began during the *États Généraux* of 1998, but this time using the scenario approach as part of an international dialogue on the evolution of schooling.

2. Setting-up of the *Vision 2020* Project

In the fall of 2002, the Ontario Ministry of Education launched the *Vision 2020* project to test a forward-thinking exercise using the OECD's proposed scenario-based process.

2.1 Objective of the *Vision 2020* project

The objective of the *Vision 2020* project is as follows:

- **the establishment of dialogue involving the Ministry of Education, education partners and representatives of the "new generation" aimed at the development of a shared vision of French language education in Ontario and joint strategies for its implementation.**

Since school governance has been established as the result of claims that were at last successful, the issue here is to enable the various education partners to make the transition from the claim stage to the stage of the institutionalization of these claims by means of the assumption of governance and the responsibility for developing and actualizing a shared vision (strategic leadership) of French language education. Systemically, then, the issue is one of developing the French language education system's capacity to reflect on its long-term development and engage in open discussion on a matter of public policy with respect to its own vitality and survival. It must ask itself the following question: What kind of French language school do we want in the future? Such a question also calls for an assessment of the methods that could be used to define the parameters of the French language school of tomorrow.

2.2 Developing a shared vision of desired and desirable French language education

The scenario-based approach as a method of visualizing the parameters of the school of the future proved worthwhile in part because it throws into question our tendency to perceive the model of the majority as the ideal model both in the present and for the future. The approach provides an opportunity to consider other options for the school of tomorrow. In addition, forward thinking is a method that allows us to challenge concepts and expectations that limit our ability to act in the present.

As part of the *Vision 2020* project, the scenario approach was field-tested using three different approaches:

- The first approach consisted of becoming familiar with the scenario approach and answering the following question: if any of the six OECD scenarios prevailed, what impact would each scenario have on francophone school governance and, more specifically, on the French language school?;
- The second approach consisted of highlighting the scenarios implicit in a *Politique d'aménagement linguistique* (language planning policy) in the education field and evaluating the links between the *Politique d'aménagement linguistique* and the OECD scenarios;
- The third approach consisted of exploring the OECD scenarios through the filter of individual and shared values and developing a seventh scenario for the French language school of the future based on shared values deemed essential and desirable.

Section 3, below, outlines the initiatives and activities that resulted from each of these approaches.

3. Overview of Initiatives and Activities

3.1 First steps: exploration of an approach based on the six OECD scenarios and assessment of their impact on French language education in Ontario

The Ministry's participation in the *Schooling for Tomorrow* project required Ministry employees to familiarize themselves with the approach selected by OECD to define the parameters of the school of the future—the scenario-based approach. The six scenarios of the school of the future that were developed by OECD and submitted for discussion were as follows:

- Scenario 1: Bureaucratic School Systems Continue
- Scenario 2: Extending the Market Model
- Scenario 3: Schools as Core Social Centres
- Scenario 4: Schools as Focused Learning Organisations
- Scenario 5: Learning Networks and the Network Society
- Scenario 6: Teacher Exodus - The 'Meltdown Scenario'

Similar scenarios were presented by OECD to the jurisdictions and countries taking part in the *Schooling for Tomorrow* project as tools to initiate reflection on the parameters of the school of the future.

At the request of the Assistant Deputy Minister, French Language Education and Education Operations, an Expert Panel was assembled with the goal of defining a process for the *Schooling for Tomorrow* project. The questions on which the Expert Panel was to focus were the following: In light of the six OECD scenarios,:

- Where are we?
- Where are we going?
- What is desirable?

At its first meeting on December 2, 2002, the Panel was asked to use the six OECD scenarios to validate an approach and a discussion tool designed to engage the partners in French language education in a provincial dialogue on the French language education system in 2020. Initial discussions focused on the following aspects of the French language education system:

- The governance of the French language schools;
- Collaborative structures for the public and Catholic components of the French language education system;
- Administrative models for the recruitment and training of education leaders;
- The viability of secondary schools and their programs and the prospects for specialized programming;
- The nature of parent/community participation and involvement.

A *Guide de visualisation et d'opérationnalisation* (visualization guide) was presented to the Expert Panel at its meeting in February 2003. The purpose of this tool was to help refine the vision of the French language school of the future developed on the basis of the OECD scenarios and set a course towards the operationalization of this vision.

However, the guide received a mixed reaction from the members of the Expert Panel. Although some thought the guide was well designed, others found that it was premature and that it would be more useful at a later stage in the process. Panel members also wanted more time to investigate the OECD scenarios. It was therefore decided to work from a summary of the OECD scenarios and to use an analytical framework (see Appendix 1, Analytical Framework) to explore the future of school governance under each of the OECD scenarios. In other words, the intent was to determine the fate of school governance if any of the six OECD scenarios were to prevail.

It was also suggested that the scenario-focused activities could eventually incorporate broader discussions that would bring together the “heirs to the system”, or “new generation.” Representatives of the new generation would be individuals destined to become stakeholders in the French language education system in the future, whether as students, young parents and young teachers or as business people or representatives of the various associations that are our partners in education.

3.2 Exploration of the links between the *Politique d'aménagement linguistique* (language planning policy) and the OECD scenarios

By the winter of 2003, the investigation of the OECD scenarios was well underway, another approach to their investigation was introduced and a new discussion tool was developed. The preliminary version of this tool was derived from the draft *Politique d'aménagement linguistique* (language planning policy), which was under development at the Ministry of Education. Two key questions formed the basis of the new approach developed by the *Vision 2020* project:

- How does the *Politique d'aménagement linguistique* incorporate forward thinking?
- What links can be established between the scenarios implicit in the *Politique d'aménagement linguistique* and the OECD scenarios?

The analysis of the draft *Politique d'aménagement linguistique* showed that the policy implicitly incorporates two scenarios (see Appendix 2, Matrix 2).

The first scenario, which is built on current demolinguisitic and socio-cultural trends, predicts increasing erosion of Ontario's francophone community and the negative impact of assimilation and acculturation on the development of French language education in the province. The second scenario predicates the sustainable development of the francophone community, based on the implementation by educational institutions of targeted actions designed to operationalize the mandate of French language schools to create a francophone space, transmit the language and take ownership of the francophone culture. Under this second scenario, interventions focus specifically on increasing the capacity of educational institutions to:

- support lifelong learning;
- promote identity development;
- provide professional learning opportunities in the area of teaching/learning in a minority environment and promote the development of learning communities;
- promote family/school/community partnerships;
- promote recruitment and retention of the student population, counteract assimilation and make a greater contribution to sustainable development of the francophone community.

Once the scenarios implicit in the draft *Politique d'aménagement linguistique* had been clarified, the remaining task was to identify the links between these scenarios and the OECD scenarios.

The new approach was field-tested in June 2003 with a group of professionals in the Ontario Public Service, and retested in September 2003 with representatives of various sectors of the Franco-Ontarian community with the help of the expanded Expert Panel. The discussions showed that the tool helps participants define the scenarios implicit in the *Politique d'aménagement linguistique* and begin to perceive the vision of French language education contained in the policy.

The discussions also showed that the *Politique d'aménagement linguistique* articulates a value that the French language educational community considers fundamental: that school plays a crucial role in the transmission of the French language and the francophone culture. If one

function of forward thinking is to change the nature of decision-making in the here and now so as to introduce a shift towards a desired future, this policy certainly integrates forward-thinking dimensions. In fact, the key areas of intervention inherent in this policy become preferred means of laying the foundations for tomorrow's schools.

Although the discussions concerning the *Politique d'aménagement linguistique* and its links with the OECD scenarios gave rise to considerable interest in December 2003, they also enabled the Expert Panel to identify certain problems connected with the process.¹ According to the committee members, analyzing the OECD scenarios and the *Politique d'aménagement linguistique* and then comparing the two in the space of a single day made the process cumbersome. Furthermore, the Expert Panel's investigation of the scenarios implicit in the *Politique d'aménagement linguistique* prompted criticism of the OECD scenarios by the members. In their opinion, the scenarios, by failing utterly to consider the problems associated with minority languages and cultures, are adopting a majority perspective, and thus are incapable of measuring the impact of minority problems on the evolution of education systems in various countries. Some of the members in fact expressed a desire for the adaptation of the OECD scenarios to be carried out to mitigate these deficiencies.

The Expert Panel also explored the issue of expanding the consultations on the future of French language education with representatives of the "new generation." The Panel discussed methods that could be implemented to ensure that the groups that were consulted could take ownership of the scenario-exploration approach using a less cumbersome process that would take the minority problem into account. One suggestion for streamlining the process was that the exploration phase extend over a longer period. At the same time, representatives of the Fédération de la jeunesse franco-ontarienne (FESFO) who were active members of the Expert Panel would convey to the Ministry of Education FESFO's interest in field-testing the scenario approach with a group of young people in February 2004, using an innovative approach.

3.3 Exploration of an approach based on shared values

At a meeting between the Ministry of Education and the Fédération de la jeunesse franco-ontarienne (FESFO) in February 2004, the Ministry and FESFO reached an agreement on the goals and objectives of *Forum jeunesse Vision 2020*, the approach, the facilitation formula and the logistics. The Forum's objective was to arrive at a vision of school as seen by a group of 24 francophones between the ages of 14 and 17 recruited by FESFO.² The procedure suggested by FESFO for doing so was the following:

- a) Using FESFO's facilitation tool, identify the individual and shared values of the group of young people.
- b) Using a facilitation framework developed by FESFO, present the six OECD scenarios.

¹ *Vision 2020. Compte rendu analytique de la rencontre du 16 décembre 2003* (Summary of the Meeting of December 16, 2003), Ontario Ministry of Education, February 10, 2004.

² Ontario Ministry of Education. *Compte rendu analytique du Forum Jeunesse Vision 2020* (Summary of the *Forum Jeunesse Vision 2020*), February 27-29, 2004, Toronto, May 5, 2004, pp. 3-4

- c) Following the presentation of the six OECD scenarios, ask the participants to develop stories.
- d) Using the stories as they have been developed, encourage the group, firstly, to identify the values implicit in each story and, secondly, to identify those values that it considers essential and fundamental.
- e) If time permits, ask the group to develop a seventh scenario that would set out the parameters for the French language school of the future, based on the values that the group considers essential and fundamental.

In adopting such an approach, FESFO and the Ministry were counting on the participants engaging, by means of the identification of shared values, through the filter of individual and shared values, in their own reading of the OECD scenarios that would take the Franco-Ontarian dimension into account, and developing their own vision of the French language school of the future through the creation of a seventh scenario.

Following *Forum jeunesse Vision 2020*, which took place in a school in Toronto in February 2004, the Ministry produced an analysis of the content of the Forum and FESFO carried out a process analysis, resulting in the development of a vision of the future of the Franco-Ontarian education system produced by francophone young people.

According to the Ministry's *Compte rendu analytique*, or summary, the 10 values the participants considered to be most important for the future of French language education are, in order of priority:³ vitality, equality, flexibility, excellence, teamwork, creativity, a sense of belonging, commitment, community and innovation. A seventh scenario for the French language school of the future would be developed by the participants based on these values, which are deemed essential and fundamental.

One finding of the analysis of the values considered most important and their related scenarios is that the scenarios within which the largest number of values deemed essential and fundamental with respect to the French language school of the future are clustered, are the following: Schools as Core Social Centres, Schools as Focused Learning Organisations and Bureaucratic School Systems Continue. These are the same scenarios that were identified by both the *Vision 2020* Expert Panel and participants in events involving community representatives as the preferred scenarios. Another scenario that was also associated with a good number of values that were considered important is the Teacher Exodus scenario, because the young people identified values that would enable them to cope with the situation it described.

The vision⁴ that emerges from the discussions concerning the scenarios and related values is both a vision of school as it is experienced and a vision of what the students would like, which is not what they are experiencing. The students' comments articulated a judgement concerning the quality of school life (often disrupted by a curriculum considered overwhelming, performance standards deemed overly demanding and stressful, hierarchical relationships that are experienced

³ *ibid.*, p. 19

⁴ *ibid.*, pp. 23-24

as detrimental to self-esteem) and the changes sought. The wish is for school to be not only an environment for academic learning but also a life environment. This is what underlies young people's questioning of the hierarchy between academic and extracurricular pursuits and the devaluing of extracurricular pursuits in favour of academic pursuits. The desirable school of tomorrow is a school for the acquisition of knowledge, with reasonable, less stressful standards of excellence and performance and a curriculum that recognizes participation in activities outside the classroom.

According to the participants, in addition to being a place for the acquisition of academic knowledge, the school of tomorrow must also be an environment where students, together, can learn how to be and how to become (for example, through access to extracurricular activities such as art and sports and learning activities in the community). Furthermore, young people's perception of the school of tomorrow includes not just teachers, but teachers who are qualified, dynamic and committed; and teachers who are not just representatives of authority but are also partners in young people's learning. Young people prefer public schools to private schools, and want public schools that are closer to the needs of young people and of the communities the schools serve. The issue of access to adequate material and human resources to ensure quality French language education in Ontario is of particular concern to them.

4. Roles of the Independent Panel and the Ministry Working Group

The *Vision 2020* project is headed by an Expert Panel made up of academics, public servants, parents, teachers, students and education system administrators. The Panel acts independently. Panelists are there by invitation of the Ministry and do not represent any organization or interest group. Using the *Schooling for Tomorrow* scenarios and Ministry-developed tools, the Panel's mandate is to help visualize desirable futures for French language education. A target date of 2020 was selected partly because 20/20 vision, in optometry, signifies clear sight.

In addition to being called upon to contribute, through its comments, to the development of preferred tools and a process, the Expert Panel gradually became more and more open to the outside by becoming active in forums that included public service employees, members of education partner associations and representatives of the new generation. During the forums, Expert Panel members had the role of helping the people added to the discussion groups to familiarize themselves with the scenario approach and the tools being used and also helping them to familiarize themselves with and understand the process under way and the role they were expected to play. Overall, in addition to making recommendations about the tools and the evolution of the process, this group played a facilitation role with respect to the new participants as well as the role of reference group (or common thread) as the approach with diversified groups of participants has evolved.

Project *Vision 2020* has also benefited from the contribution of a working group of Ministry employees. To date the responsibilities assumed by this group have included technical support as well as support for research, tools development and the coordination and facilitation of Expert Panel activities and discussion forums with representatives of the new generation.

5. The *Vision 2020* Project's Target Population

The commitment to the scenario-based process was gradual. Right at the start we had to familiarize ourselves with the scenarios, master this approach and field-test it, before bringing into this process of long-term reflection the people working within the French language education system on a daily basis. First, we wanted to work with the Expert Panel, a small group of individuals who had a direct or indirect interest in French language education in a minority environment, including students, academics and senior education administrators. Some of the people on this Panel were Ontarians; others were not. They agreed to participate on a personal basis because of their thinking on and involvement in French language education.

Subsequently we decided to broaden the discussions and invite professionals from various ministries, members of partner organizations in education and representatives of what we referred to as the new generation—students, new teachers, young parents and so on. Close to 20 people took part in the first forum in June 2003, close to 30 responded to our invitation in September 2003 and close to 40 people attended *Forum jeunesse Vision 2020* as participants, facilitators and observers in February 2004.

6. Desired Spin-offs

Ultimately, we would like to develop a shared vision of a desirable future for French language education. To accomplish this, we would like to develop a tool that groups in the francophone community could use to carry out a large-scale consultation on this issue. At this stage, we feel that the approach used with Franco-Ontarian youth (see Appendix 3, FESFO's report entitled, *Rapport sur les résultats de la première consultation : Vision 2020 effectuée auprès des jeunes franco-ontariens en février 2004, le 4 mai 2004* [Report on the Findings of the First *Vision 2020* Consultation Involving Young Franco-Ontarians in February 2004, May 2004]), which we plan to test with a group of parents and young teachers, is the one most conducive to the development of a vision of the future of French language education.

7. Evolution of the Process and Preferred Techniques

Since the *Vision 2020* project first began, we assumed that our use of the scenario-based approach would be experimental, but we can consider the experimentation as a three-step process.

7.1 Step 1

The first step in our process for Project *Vision 2020* was to take ownership of the OECD scenarios and evaluate their impact on French language education in Ontario. This process enabled us to focus our thinking primarily on the current state of school governance, assess the contradictions inherent in this system and define the impact of these contradictions on its development. Our preferred scenarios turned out to be the re-schooling ones, even though all of the scenarios found some support among the Expert Panel members. The one exception, however, was Scenario 2 (Extending the Market Model), which had no advocate. The notion of

attachment to the community was identified as central to any desirable role for French language education.

The exercise showed that the majority of participants thought that the education system as it is now resembled Scenario 1, Bureaucratic School Systems Continue. However, their description of the content of this scenario was somewhat different from the OECD's description, as participants emphasized the role of the government in delivering equality of opportunity and the importance of the government's role in maintaining minority language and cultural rights. With respect to the trends the current education system will follow in the future, Scenario 2, Extending the Market Model, was dominant compared with the other suggested scenarios. The most desirable scenarios were Scenario 3, Schools as Core Social Centres, and Scenario 4, Schools as Focused Learning Organisations. With regard to Scenario 3, participants stressed the fact that if schools as core social centres are essential for the linguistic and cultural development of the French language community, they should not focus exclusively on the local, regional or even provincial community, but must also be core social centres for the "national community," in other words, they must participate in identity development and the development of the francophone community across Canada.

7.2 Step 2

Step 2 of the process was to update the scenarios implicit in the *Politique d'aménagement linguistique*. Updating the scenarios highlighted the importance of the problem of identity, of the minority/majority dynamic and of issues related to the reproduction of the "national community" in any exploration of the role and future of French language schools. It is in these dimensions that we find both the originality of the process implicit in the *Vision 2020* project and its link with concerns encountered internationally. In the context of globalization and increasing pressures for linguistic and cultural uniformity, the *Vision 2020* project raises the issue of the survival and development of a minority linguistic and cultural community and explores the role of schools in the reproduction of the "national community." It was just such concerns that led the *Vision 2020* working group to ask the following question:

All around the world schools have historically been at the centre of the reproduction of the "national community." Since in the context of globalization this national community is increasingly multilingual, multiethnic and multi-religious, it is time to ask ourselves about the role of the school in building collective identities. This question is moreover at the heart of the concerns raised by the Netherlands and Ontario (*Vision 2020*). However, the OECD scenarios do not seem to raise this issue. Where do OECD and the Centre for Educational Research and Innovation (CERI) stand on this issue?

Ultimately, therefore, it is the very future of schools as socializing institutions and drivers for the development of collective identities that is being questioned.

And with the aim of successfully integrating such dimensions and concerns, a new process was developed for *Forum Jeunesse Vision 2020* in February 2004, based on an exploration of the six OECD scenarios from the standpoint of shared values, and on the development of a seventh

scenario defining the French language school of the future on the basis of values deemed essential and desirable by the participants.

7.3 Step 3

This process has proven the most conclusive to date because the young people using the approach were able not only to further explore the OECD scenarios and assess their impact on French language education but to develop a seventh scenario, based on values they considered essential and fundamental, that reflected their vision for the future of French language education. Using this approach, participants are able to take ownership of the exploration of the French language school of the future through the consideration of individual and shared values. The further exploration of the OECD scenarios through the values filter enables participants to critique the scenarios and highlight both the advantages and the challenges they involve. On the basis of the values deemed essential and fundamental by the participants, a seventh scenario was developed, one that reflected their vision for the French language school of the future.

The Ministry's positioning in this approach has been co-monitoring of the process, in conjunction with FESFO. Whereas FESFO focused on the facilitation process and the organization of the overall logistics of the forum, the Ministry opted for active listening by means of an approach based on observation and systematic note-taking during a weekend-long consultation. In addition to making it possible to document the forum, the Ministry's positioning avoids any impression of seeking to impose through a vision, the challenge rather being the management of reflection by the participants themselves. The forum is documented from an action research perspective. The collection and analysis of the data make it possible not only to define the unique nature of the discourse arising therefrom but also potentially to compare it with that of other groups of participants. The relevance of the facilitation process will be judged on its ability to enable participants to work towards the development of a vision of the French language school of the future.

Overall, in our opinion, this most recent approach proposed by FESFO:

- streamlines the process in terms of both content and time by extending the consultation over a weekend this time;
- allows the participants to perceive the scenarios through a filter of personal and shared values, with the result that the participants themselves adapt the scenarios;
- enables the Ministry to co-monitor a consultation process while adopting a position of active listening during the forum.

8. Evaluation of Results Obtained and Anticipated

We believe that the *Vision 2020* project is evolving in a positive fashion towards the development of a vision for French language schooling in 2020, in part because of the new tool we have developed. With this tool, which is based on shared values, we can not only further develop the OECD scenarios but go on to develop a seventh scenario for the French language school of the future, based on values that we consider essential and desirable. After initial testing of this

approach with a group of young people in February 2004, we must now retest the tool in the spring and fall of 2004, organizing consultation forums with other representatives of the new generation, such as a group of parents and a group of new teachers. During the process, we will compare the visions that emerge from each group to verify the extent to which they are, or are not, complementary. In 2005, we would like to test the approach with heterogeneous groups to obtain the perspective of the broader francophone community concerning their wishes for the school of the future.

Conclusion

In conclusion, we may ask ourselves to what extent the *Vision 2020* project is progressing towards the development of a tool that may prove relevant for reflecting on the school of tomorrow. We may also ask ourselves to what extent the tools developed thus far as part of the *Vision 2020* project can contribute to the development of an international toolbox.

In answer to the question whether the *Vision 2020* project is progressing towards the development of a relevant tool for reflection on the parameters of the French language school of tomorrow, we feel that the most recent tool that was developed jointly with FESFO is the most conducive to enabling participants to work towards the development of a scenario for the French language school of the future. This tool is in the developmental stages, however, and still needs to be tested with other representatives of the new generation, but also with heterogeneous groups. Concerning the contribution made by our approach to the development of an international toolbox, we believe that we can contribute to the awareness of the need for a recognition of minority problems and linguistic and cultural issues in the development of such tools.

Appendix 1:
Analytical Framework

Analytical Framework



Dimension	Continuum of options we would like to visualize
Philosophy/objectives of system	
Curriculum and programming	
Structures and governance	
Institutional roles: <ul data-bbox="663 1666 839 1957" style="list-style-type: none">• Community• Ministry• School board• School• Church	
<ul data-bbox="855 1655 959 1957" style="list-style-type: none">• Teachers• Parents• Administrators	
Risks	

Appendix 2:

Matrix 2