

THE PASSE-PARTOUT PROGRAM

In May 2016, members participating in the FPPE conference in Montréal adopted a resolution to document and promote the implementation of 4-year-old kindergarten to the CSQ and to decision-makers involved in the Passe-Partout program.

Due to the recognized importance of interventions starting in early childhood and of the first school transition, as well as to and the government actions taken in this regard, the upcoming years will be pivotal for Passe-Partout's future.

The FPPE, in collaboration with members of the GTPP (Passe-Partout working group), surveyed preschool education consultants and all professional staff involved with 4-year-olds and their parents. Thank you to those who responded.

We will be presenting the survey results to the Conseil Fédéral of the FPPE soon, and will be adopting an action plan. This information will be available on the FPPE website. We also want to meet with preschool education consultants at their annual conference in April.

A better understanding of the Passe-Partout program's situation and of the different forms of professional intervention with 4-year olds, particularly those that support parental competence, will allow the FPPE to promote these services and have their importance recognized.

Sophie Massé
Vice-president



Decentralization of Budgets Toward School Institutions: A Situation to Be Monitored Closely

A new measure was added this fall to the amended 2016–2017 budgetary rules: measure 30170 “Initiatives of preschool, primary and secondary education establishments.”

Each school obtains a basic amount of \$5000, to which a prorated amount is added based on the school population. Some \$23.7 M have been allocated to this one-time measure. School boards must transfer all of these funds to the institutions.

Projects that meet the following objectives could be funded by this measure:

- ◆ Provide sustained support to students at risk of dropping out in their first year of secondary school;
- ◆ Encourage reading;
- ◆ Provide students with a stimulating learning environment through the funding of concrete, innovative initiatives associated with the use of technology and digital resources for teaching and learning;
- ◆ Support the implementation of intercultural education;
- ◆ Encourage the development of collaborative actions between secondary education establishments and vocational training centres;
- ◆ Support all initiatives designed to promote physical activity and healthy lifestyles in schools;
- ◆ Increase professional development and optimize the functioning of schools.

This new budget measure must be monitored, as it is part of the government's desire to decentralize power and budgets by transferring them from the school boards to the schools.

Rather than calling on the professional services of school boards, it is feared that the decentralization of these budgets will encourage the use of external resources (for-profit or non-profit private services, foundations, community organizations) to carry out short-term local projects.

Let us emphasize that partnerships should always be a complement to and not a substitute for public services offered by the school board, and that is, particularly with community organizations.

The FPPE is keeping a close watch on this situation.

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