

# PAN-CANADIAN PROGRESS REPORT



## Protocol for Agreements on Minority-Language Education and Second-Language Instruction



*2009-2010 to 2010-2011*



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Council of  
Ministers  
of Education,  
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Conseil des  
ministres  
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The Council of Ministers of Education, Canada [CMEC] was founded in 1967 by the provincial and territorial ministers responsible for education, who wished to establish a forum to discuss joint issues, undertake educational initiatives and represent the interests of the provinces and territories to pan-Canadian organizations in the field of education, the federal government, foreign governments and international organizations. CMEC is the pan-Canadian representative of education in Canada and provides a forum for the provinces and territories to work together to reach objectives covering a wide range of elementary, secondary, and postsecondary educational activities.



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© 2013 The Council of Ministers of Education, Canada  
ISBN 978-0-88987-501-2

***Le présent rapport est aussi disponible en français.***

Creative services: MacfarLingua Language Services linguistiques



# PAN-CANADIAN PROGRESS REPORT 2009-2010 to 2010-2011

## **Acknowledgements**

The Council of Ministers of Education, Canada, would like to thank the provincial and territorial officials responsible for official languages in education for their participation in writing this report.

We acknowledge the financial support of the government of Canada through Canadian Heritage.



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# INTRODUCTION

## Historical Justification for Official-Language Instruction

Since the first Official Languages Act was passed in 1969, the provincial/territorial governments and the federal government have cooperated in the funding of official languages in education. The Government of Canada has provided contributions to the costs incurred by the provinces and territories in the delivery of minority-language education<sup>1</sup> and second-language instruction<sup>2</sup>. Initially, on the basis of formulas estimated by the federal government to represent the additional costs involved, the funding was paid and was made available through letters of understanding between the Secretary of State (the precursor to Canadian Heritage, PCH) and the provinces/territories. It was later agreed, however, that there should be consistency and coherence among the bilateral funding agreements. Thus, in 1983, the Department of the Secretary of State and the provinces and territories, through the Council of Ministers of Education, Canada (CMEC), entered into the first *Protocol for Agreements on Minority-Language Education and Second-Language Instruction*.

The *Protocol for Agreements* signed in 1983 represented two historical firsts: it was the first major multilateral agreement signed with the federal government through CMEC, and the first political document to establish pan-Canadian guidelines for federal-provincial/territorial cooperation in an area under provincial and territorial jurisdiction. Consisting of a statement of objectives, programs, allocation arrangements, and undertakings, the protocol has since become a multi-lateral, multi-year tool that sets the main parameters for collaboration between the Government of Canada and the provincial/territorial Ministers of Education in the area of official languages, at the school and postsecondary levels. Each province

and territory, under this general framework, negotiated with the federal government a separate bilateral agreement<sup>3</sup> that was more specific in meeting the unique priorities of the province or territory.

It was initially established that the protocol would cover the period 1983-1985, but it was subsequently extended by two years. Since then, protocols have been signed for the periods of 1988-1989 to 1992-1993, 1993-1994 to 1997-1998, 1998-1999 to 2002-2003, 2005-2006 to 2008-2009 and 2009-2010 to 2012-2013, with interim measures implemented in between the periods in some cases. The fundamental idea of the original protocol has remained the same, but each protocol has been renegotiated to reflect changing circumstances.

## Purpose of the interim report covering the period 2009-2010 to 2010-2011

The *Protocol for Agreements on Minority-Language Education and Second-Language Instruction, 2009-2010 to 2012-2013*, stipulates that:

*Each provincial/territorial government agrees to produce a biennial report presenting the progress made in each outcomes domain funded [... and the report] forwarded to the Department of Canadian Heritage and the CMEC... (Section 8.3)*

It also stipulates that:

*The provincial/territorial governments agree to compile jointly, through CMEC, two reports of pan-Canadian scope for public information purposes during the period of this Protocol. (Section 8.5)*

<sup>(1)</sup> *Minority-language education*: the provision of education in the language of official-language minority communities (Anglophones in Québec and Francophones outside Québec) at all levels of education.

<sup>(2)</sup> *Second-language instruction*: the provision of programs or activities designed to make it possible for Canadians to learn their second official language, be it English or French, at all levels of education.

<sup>(3)</sup> *Bilateral agreement*: an agreement signed by the Government of Canada and each provincial/territorial government, determining the objectives, purpose, and strategic priorities (areas deemed to merit special attention during the period covered by the agreement within the framework of the Protocol).



The *Pan-Canadian Progress Report 2009-2010 to 2010-2011* is thus the first of the two reports to be filed under the protocol now in effect. A second and final report will be filed in the six months following the expiration of the current protocol.

In the *Protocol for Agreements on Minority-Language Education and Second-Language Instruction* for the period 2009-2010 to 2012-2013, acknowledging that education is the exclusive purview of jurisdictions, the provinces and territories and the federal government agreed to pursue two objectives:

## Objective 1

*To provide members of the French or English minority-language community with the opportunity to be educated in their own language and to experience cultural enrichment through exposure to their own culture;*

and

## Objective 2

*To provide the residents of each province/territory with the opportunity to learn English or French as a second language along with the opportunity for cultural enrichment through knowledge of the cultures of the other official-language community.*

To support these objectives, the protocol committed the Department of Canadian Heritage to providing \$1,034,388,000 in funding as a contribution to the costs incurred by the provinces and territories in the provision of minority-language education and second-language instruction over the course of the four fiscal years of the protocol (from 2009-2010 to 2012-2013).

This funding would be allocated based on six broad categories, called outcome domains, for each linguistic objective:

- Student Participation;
- Provision of Programs;
- Student Performance;
- Enriched School Environment;
- Access to Postsecondary Education; and
- Support for Educational Staff and Research.

The federal government would make financial contributions to each provincial and territorial government for implementing the strategic priorities described in the provincial and territorial action plans<sup>4</sup>. The federal government would continue to fund the CMEC for the *Explore* and *Destination Clic* national programs, as well as for *Odyssey*, the official language assistants program.

It should be mentioned that in 2009-2010, 233,111 students were enrolled in minority-language schools and that 2,624,679 students were enrolled in French- or English-second-language instruction programs.

The *Interim Pan-Canadian Report 2009-2010 to 2010-2011* is divided in five sections: an introduction, two chapters (one for each of the linguistic objectives mentioned above), the conclusion and the appendices. Each chapter is divided into six sub-sections, each dealing with one of the six outcome domains identified in the Protocol.

Financial contributions from the federal government and the provinces and territories are stated in the appendices.

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<sup>(4)</sup> *Action plan*: a description, provided by each province and territory as part of its bilateral agreement with the federal government, of its strategic priorities, desired outcomes, performance indicators and planned investments.



# CHAPTER 1

## LINGUISTIC OBJECTIVE 1

### MINORITY-LANGUAGE EDUCATION

#### 1.1 Student Participation

Jurisdictions use the funds allocated to this outcome domain to support efforts to encourage children from families whose dominant language is that of the minority, or children of rights-holders, to study in minority-language schools, all the while respecting the legislative framework of each provincial and territorial government.

As a whole, between 2009 and 2011, jurisdictions succeeded in maintaining the number of students enrolled in minority-language schools and, in most cases, in increasing this number. Initiatives implemented to encourage parents to enroll their children in minority-language schools continue to be successful, especially at the preschool and elementary levels. In general, jurisdictions focused on access to minority-language education and on promotion while encouraging school boards and French-language associations to participate; in Québec, Anglophone school districts are those involved. Francization programs at the kindergarten and early childhood levels were either implemented or supported more strongly, for example, in Newfoundland

and Labrador, Manitoba and British Columbia. Some jurisdictions, such as Prince Edward Island and the Northwest Territories, are putting efforts into identifying rights-holders.

Recruiting and retaining students at the secondary level remains a great challenge, even though overall numbers are increasing. Jurisdictions are putting a considerable effort into retaining students, but there are a number of challenges, including the difficulty faced by small secondary schools in offering an interesting range of optional courses that will capture students' interest. In some remote regions, a great distance may separate the minority-language secondary school from students' homes. As students have to be bused to schools, the latter are unable to offer a broad range of extra-curricular activities, thus making the schools less attractive for students.

Growing urbanization in Canada is also a major challenge for rural minority-language schools. The loss of even one student at any level affects the percentage of retention.

As a whole, between 2009 and 2011, jurisdictions succeeded in maintaining the number of students enrolled in minority-language schools and, in most cases, in increasing this number.



The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$61,485,441 from the federal government and \$76,330,895 from jurisdictions.

Table 1 in Appendix A shows the number of students enrolled in French-language schools outside Québec during 2009-2010 to 2010-2011, as well as the number of students enrolled in English-language schools in Québec. Table 2 shows the funds allocated to this outcome domain.

Despite the challenges, the number of students enrolled in minority-language schools continues to grow

in the provinces and territories, other than in Québec and in New Brunswick. Nationally, however, enrolments declined and went from 233,111 in 2009-2010 to 232,405 in 2010-2011, a difference of 706 students or 0.3%. A large number of jurisdictions expect to reach or even exceed the expected outcome by 2012-2013, or, at the very least, to maintain the percentage level of students enrolled in minority-language schools.

## 1.2 Provision of Programs

Jurisdictions use the funds allocated to this outcome domain to support efforts to meet the needs for minority-language education (infrastructures, programs, etc.).

In this area, a number of jurisdictions increased the number of courses offered online, thus enabling secondary schools to broaden the range of programs offered. Support was also given to school boards offering kindergarten programs, particularly in Manitoba, Alberta and British Columbia, where all minority-language elementary schools now provide full-day kindergarten. In several provinces and territories, including Manitoba and British Columbia, the International Baccalaureate program received support and became a new option at the secondary level. The purchase of resources and the design of new curricula were also supported. Several jurisdictions made efforts in the area of cooperative education and, at the post-secondary level, to support the provision of programs. A number of jurisdictions have continued to increase the number of schools that offer highly specialized programs. Others concentrated on designing and deploying online courses, as well as on designing media resources and posting them online.

The number of students enrolled in minority-language schools continues to grow in all the provinces and territories with the exception of Québec and New Brunswick, which are challenged by decreasing demographics.



All jurisdictions reported that they are well on the way to reaching the objectives related to this outcome domain.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$105,593,258 from the federal government and \$201,823,462 from jurisdictions.

Table 3 in Appendix A shows the funds allocated to this outcome domain.

The quality and quantity of programs offered in Canada are improving and allow minority students to continue their studies in their first language at all levels.

### 1.3 Student Performance

Jurisdictions use the funds allocated to this outcome domain to support efforts to monitor student performance and the level of success of the programs.

Most jurisdictions worked on initiatives allowing students to improve their literacy and mathematics skills. Among these initiatives, the design and administration of provincial exams at the elementary and secondary levels were given priority. Several jurisdictions, including Ontario, Québec and Yukon, turned their attention to support services for students facing learning difficulties, and some jurisdictions also made the services of language assistants available to help students improve their skills and performance in French Language Arts or English Language Arts.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$12,801,360 from the federal government and \$29,283,384 from jurisdictions.

Table 4 in Appendix A shows the funds allocated to this outcome domain.

Despite the difficulties they faced, most jurisdictions succeeded in improving student performance. Data vary from year to year, but as a whole there is an increase in positive results.

### 1.4 Enriched School Environment

Jurisdictions use the funds allocated to this outcome domain to support efforts enabling students to strengthen their cultural identities by offering cultural or extracurricular activities that enrich school programs.

All jurisdictions encourage schools to offer an array of sociocultural activities through which students can increase their knowledge of and familiarity with the cultural references unique to their minority-language community while heightening their pride in their identity and sense of belonging to their community. In this context, *La Semaine de la Francophonie* is widely supported, and a number of activities have been implemented provincially or territorially, often involving joint participation by several school boards.

Despite the difficulties they faced, most jurisdictions succeeded in improving student performance. Data vary from year to year, but as a whole there is an increase in positive results.



Also, since minority-language schools often play the role of public community centres for the minority community, they make great efforts to strengthen identity building among youth and their parents, such as setting up educational daycare services (preschool), language upgrading programs and support programs for newcomers. Many jurisdictions also support intra-provincial and interprovincial exchanges among students, whether using technology (e-mail, videoconferencing) or in person, notably between British Columbia and Québec.

Purchasing additional language assistant positions through the *Odyssey* program (pan-Canadian language assistants program) allowed some jurisdictions, including Québec and Manitoba, to increase

the number of language assistants working in the schools.

A number of jurisdictions support offering distance education courses in this domain, especially enriched courses.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$18,825,274 from the federal government and \$70,875,770 from jurisdictions.

Table 5 in Appendix A shows the funds allocated to this outcome domain.

In general, jurisdictions aimed to increase the number of students and schools participating in cultural enrichment activities. All jurisdictions reported that they are on their way to meeting their goals.

## 1.5 Access to Postsecondary Education

Jurisdictions use the funds allocated to this outcome domain to support improved provision of programs at the postsecondary level and to encourage Francophone students to continue their postsecondary

studies in French-language institutions. In Québec and New Brunswick, efforts were made to increase the number of minority-language students enrolled in trades or college programs.

Jurisdictions have undertaken various initiatives related to this outcome domain. Many offer bursaries, either for general university studies or for technical and trades education. Several jurisdictions, such as British Columbia, Alberta, Manitoba, Nova Scotia and Newfoundland and Labrador, offer bursaries to students enrolled in teacher training programs. Support is also offered to enable English-language and French-language postsecondary institutions to design new programs to be offered in French, whether in person or online. Efforts have been made to increase rates of enrolment and retention of students in French-language postsecondary institutions, often by providing educational support services, courses to improve language skills and sociocultural activities that promote identity building.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$46,326,744 from the federal government and \$52,737,168 from jurisdictions.

Table 6 in Appendix A shows the funds allocated to this outcome domain.

All jurisdictions except the Northwest Territories reported that their success reached or exceeded the targets for this outcome domain. The Northwest Territories expect to reach the target before the end of the agreement in 2012-2013.

Many jurisdictions also support intra-provincial and interprovincial exchanges among students, whether using technology (e-mail, videoconferencing) or in person, notably between British Columbia and Québec.



## 1.6 Support for Educational Staff and Research

Jurisdictions use the funds allocated to this outcome domain to support the professional development of teaching staff at all levels and to encourage and support research in the domain of French- or English-language instruction in a minority context.

All jurisdictions support on-site professional development for their teaching staff and offer bursaries to members of the teaching staff who wish to continue their postsecondary training. Implementation of initial and ongoing teacher training programs also attracts major investments, and all jurisdictions are focusing on increasing the percentage of teacher participation in professional development training. Of particular interest is the fact that some jurisdictions, including Nunavut, offer specific training related to teaching in a minority-language environment and the challenges faced by staff.

Some jurisdictions, such as Ontario and Alberta, are conducting research,

the results of which will improve curriculum delivery in minority-language communities. These research projects are often carried out in collaboration with postsecondary institutions.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$30,927,098 from the federal government and \$36,305,940 from jurisdictions.

Table 7 in Appendix A shows the funds allocated to this outcome domain.

Most jurisdictions reported that these targets have been reached to a satisfactory extent. For the period 2009-2011, some have already exceeded the targets set for the end of the Protocol.

Some jurisdictions, such as Ontario and Alberta, are doing research, the results of which will improve curriculum delivery in minority-language communities.



# CHAPTER 2

## LINGUISTIC OBJECTIVE 2

### SECOND-LANGUAGE INSTRUCTION

#### 2.1 Student Participation

Jurisdictions use the funds allocated to this outcome domain to support efforts devoted to increasing the number of students learning French or English as a second language at the school level.

In Québec and New Brunswick, English-second-language programs target students enrolled in French-language schools, and French-second-language programs target students enrolled in English-language schools. French is taught as a second language in all other provinces and territories; it must be noted that other languages are also taught in a number of jurisdictions.

Jurisdictions' targets for student participation in these language learning programs were to maintain or increase the number of students enrolled in second-language programs (English or French) at all levels. The number of students in French immersion programs (or the percentage of students enrolled in these programs) increased in several provinces and territories, but in some cases there was a drop in enrolments due to a

decline in population, especially in the Atlantic Provinces. Enrolment in Core French programs remained fairly stable across the country. As well, in some provinces and territories, such as Newfoundland and Labrador, Nunavut and the Northwest Territories, interest in and support for the Intensive French program (offered in Grade 5 or 6) is increasing.

Jurisdictions have put considerable effort into increasing the retention rate of students in both French immersion and Core French programs at the secondary level. Manitoba undertook a project to revitalize Core French. A promotional video as well as a document aiming to provide a new impetus with respect to teaching Core French were published. In New Brunswick, Intensive French has replaced Core French from Grade 4 to Grade 9; Grade 10 implementation will begin in 2013-2014. In Québec, special efforts were implemented to discourage dropping out.

Enrollment in Core French programs remained fairly stable across the country.





Table 8 in Appendix B shows the number of students enrolled in various second-language programs (English and French) at the end of 2010-2011, compared to enrolments at the end of 2008-2009, the last year of the previous protocol.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$20,202,634 from the federal government and \$36,192,280 from jurisdictions.

Table 9 in Appendix B shows the funds allocated to this outcome domain.

In general, the goal of jurisdictions other than Québec (where French as a second language instruction is compulsory for all students enrolled in minority-language schools) was to increase the number of students enrolled in French-second-language programs (Core French, French immersion) and reduce the drop-out rate, especially at the secondary level. In Québec, second-language learning is compulsory from Grade 1 to the end of secondary school. Some jurisdictions are satisfied with the results of their initiatives, but a number of them report a drop in the number or percentage of students enrolled at all levels. The drop is often caused by population decline in certain provinces and territories.

## 2.2 Provision of Programs

Jurisdictions use the funds allocated to this outcome domain to provide various second-language learning programs (English and French) at all levels.

There is a wide range of second-language programs in Canada, and each jurisdiction implements the programs that meet its needs. All jurisdictions encourage French-as-a-second-language learning or English-as-a-second-language learning. Typically, there are three programs: Core French or English, French or English Immersion, and Intensive French or English. The entry points for the various programs vary from jurisdiction to jurisdiction. In general, they begin at the elementary level.

The target of most jurisdictions was maintaining or increasing the number of school districts or schools offering French- or English-second-language programs, including French immersion. Most jurisdictions have made French-as-a-second-language a mandatory school subject beginning at the elementary level (generally from Grade 4). At the secondary level, however, French remains optional (especially in Grades 11 and 12). Some jurisdictions encourage increasing the provision of the Intensive French program. In New Brunswick, a pre-Intensive French program is mandatory in Grade 4, and Intensive French has become the mandatory program for all students in Grade 5 except for those in early immersion, which starts in Grade 3.

Jurisdictions are satisfied with the results of their initiatives, but a number indicate a decrease in the number or the percentage of students enrolled, due to decreasing demographics.

Some jurisdictions are satisfied with the results of their initiatives, but a number of them report a drop in the number or percentage of students enrolled at all levels. The drop is often caused by population decline in certain provinces and territories.

In Ontario, an Enriched French program is also offered. An Intensive English program has existed for some years in some school boards, and in New Brunswick, an Intensive English program has been implemented by one French-language school district.

Design and implementation of the post-Intensive French program, which follows the Intensive French program (neurolinguistic approach) have begun in a number of jurisdictions, which have actively collaborated to this effect.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$95,416,447 from the federal government and \$217,451,004 from jurisdictions.

Table 10 in Appendix B shows the funds allocated to this outcome domain.

All the jurisdictions targeted maintaining or increasing the number of school boards or schools offering second-language programs, and all reported having reached or exceeded their target.

## 2.3 Student Performance

Jurisdictions use the funds allocated to this outcome domain to support efforts to monitor student performance and the program success rates.

The initiatives implemented in most provinces and territories focus on measuring the reading and writing skills of students enrolled in French Immersion programs. Some jurisdictions also evaluate oral skills, both for immersion students and for those enrolled in other French- or English-second-language programs. In general, jurisdictions focus on maintaining or improving the

percentage of students who reach the target learning outcome of each program. The learning outcomes are designed by jurisdictions; in some cases, skill levels defined by international bodies are used as a reference. In Nova Scotia and New Brunswick, for example, the Common European Framework of Reference for languages (CEFR) is used throughout the system, and the DELF (Diplôme élémentaire de langue française) is used in a number of jurisdictions, such as British Columbia.

Several jurisdictions have established their own scales for oral skill and have designed literacy and numeracy performance criteria for various levels.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$11,426,173 from the federal government and \$16,112,205 from jurisdictions.

Table 11 in Appendix B shows the funds allocated to this outcome domain.

All jurisdictions report reaching or exceeding the targets for 2012-2013, no matter what scale was used to assess skills.

All jurisdictions report reaching or exceeding the targets for 2012-2013, no matter what scale was used to assess skills.

## 2.4 Enriched School Environment

Jurisdictions use the funds allocated to this outcome domain to provide sociocultural activities for students enrolled in second-language programs, including exchanges. The funds are also used to provide online courses, whether to improve the provision of programs in remote areas or to offer enriched courses.

All jurisdictions encourage and support their school districts or boards in organizing sociocultural activities for students enrolled in second-language programs (English and French). In

some cases, students can also participate in programs like *French for the Future* and *Viewfinders*. The number of students participating in interprovincial exchanges

between Québec and other provinces and territories continues to increase, and some jurisdictions also offer intraprovincial exchanges. There are also, notably in British Columbia, internet-based exchange programs (using e-mail or videoconferencing) between Anglophones and Francophones where all participants may communicate in their second language.

A number of jurisdictions allocate funds from this outcome domain to the *Odyssey* program (funded by the federal government) to increase the number of positions for second-language assistants working with students. To increase the number of bursaries offered by the *Explore* program (funded by the federal government), certain jurisdictions also transfer additio-

nal funds to this program so that more Grade 11 and Grade 12 students may attend annual French or English summer immersion programs.

Interestingly, in Nova Scotia and in British Columbia, Grade 11 students who participate in the *Explore* program earn credits toward graduation. As well, some jurisdictions, such as Newfoundland and Labrador and New Brunswick, have established three- or four-week French or English summer immersion programs for students in Grades 9, 10 or 11 (depending on the program).

Funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$16,395,878 from the federal government and \$17,338,050 from jurisdictions.

Table 12 in Appendix B shows the funds allocated to this outcome domain.

All jurisdictions report that the targets were reached or greatly exceeded thanks to the efforts put into this domain.

## 2.5 Access to Postsecondary Education

Jurisdictions use the funds allocated to this outcome domain to support improvements to the provision of postsecondary French- and English-second-language programs and to encourage students to continue studying French as a second language or English as a second language at the postsecondary level.

The number of students participating in interprovincial exchanges between Québec and other provinces and territories continues to increase, and some jurisdictions also offer intraprovincial exchanges.

Besides bursaries offered by some jurisdictions (for example, British Columbia, Manitoba and Newfoundland and Labrador), support for the design and implementation of new French-second-language courses offered by educational establishments or online, or of courses in other subjects taught in French for students whose first language is not French (Alberta, Ontario), expands the scope of offerings at the postsecondary level. All jurisdictions work towards increasing the number of students enrolled in second-language instruction programs at the postsecondary level. The success of professional activities for teachers, organized by postsecondary institutions, should also be noted, as well as the success of one-semester French immersion programs for university students. In a number of provinces and territories, support is provided to students whose first language is neither French nor English to pursue their second language learning in English or in French. In Québec, the focus was placed on the development of evaluation and teaching tools, as well as the integration of technologies in teaching and learning.

To increase the number of bursaries offered under the *Explore* program (funded by the federal government), some jurisdictions transfer funds to this program for postsecondary students who can then take advantage of immersion programs in French or English during the spring or the summer.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$12,156,101 from the federal government and \$13,666,543 from jurisdictions.

Table 13 in Appendix B shows the funds allocated to this outcome domain.



As a whole, jurisdictions aimed to increase the number of students enrolled in postsecondary French- or English-second-language programs and to improve performance. All jurisdictions report that the targets have been reached or exceeded.

## 2.6 Support for Educational Staff and Research

Jurisdictions use the funds allocated to this outcome domain to support professional development for teaching staff at all levels, and to encourage and support research in the field of French-second-language and English-second-language instruction.

Most jurisdictions support on-site professional development for teaching staff and offer bursaries to members of the teaching staff who wish to enhance their second-language skills as well as their knowledge of second-language instruction (Ontario, New Brunswick). Some jurisdictions, such as Manitoba and British Columbia, also offer bursaries to students studying to become French-second-language teachers.

Some jurisdictions, such as Manitoba and British Columbia, also offer bursaries to students studying to become French-second-language teachers.



The retention rate of teachers is a concern in several provinces and territories, for example in Yukon, and efforts are made in this area as well as with regard to increasing the number of professors qualified to teach second-language courses, or courses offered in the second language at the postsecondary level. Other jurisdictions, such as Newfoundland and Labrador, contribute funds to encourage participation in national conventions by members of the teaching staff at the school level, a form of continuing professional development. Québec also encourages professional development activities, as they remain a priority in its action plan.

resources, both physical and virtual, and on sharing knowledge in the area of learning and teaching second languages.

The funds allocated to this outcome domain from 2009-2010 to 2010-2011 were \$29,046,772 from the federal government and \$31,586,114 from jurisdictions.

Table 14 in Appendix B shows the funds allocated to this outcome domain.

Most jurisdictions indicate that the targets have been reached or exceeded.

Research in the area of second language teaching and learning is funded, either in part or in whole, by a number of jurisdictions. This re-

search aims to improve the quality of second-language teaching methods. In New Brunswick, among other initiatives, there is a focus on strengthening permanent library

The retention rate of teachers is a concern in several provinces and territories.



# CONCLUSION

The *Protocol for Agreements on Minority-Language Education and Second-Language Instruction 2009-2010 to 2012-2013* emphasizes the desire of the provinces and territories to advance the teaching of French and English. By means of the Protocol, the Ministers of Education collectively recognize the importance of improving the quality of minority-language education and second-language instruction at all levels.

In order to give an overview of the initiatives implemented by the provinces and territories with respect to minority-language education and second-language instruction, the CMEC has chosen, for its reports on the *Protocol for Agreements 2009-2010 to 2012-2013*, to paint a pan-Canadian picture based on the outcome domains that were the subject of bilateral agreements between the Canadian government and a provincial or territorial government.

This picture shows that there are both commonalities and diversities in the provinces' and territories' efforts to provide minority-language education and second-official-language instruction. For example, all jurisdictions promote access to minority-language education to minority populations, but by different means. Similarly, all jurisdictions put a great deal of effort into teaching the second language to the majority population at all levels of instruction.

The various actions undertaken by jurisdictions meet the needs of each one while taking into account the outcome domains that were agreed upon. These domains allow jurisdictions to target their actions to ensure pupil and student participation in minority-language education and second-language instruction (English and French) by offering a wide variety of interesting programs, while at the same time ensuring that their interventions and actions are successful in improving performance. To enrich the learning experience, jurisdictions have not only facilitated sociocultural activities and exchanges among language groups, they have implemented support programs to assist stu-

dents facing learning challenges. All jurisdictions have set up incentives for young people to pursue postsecondary education in the minority language or in their second language. They have also supported research on improving the provision of language programs and continuing development for teaching staff at all levels of instruction. Every possible effort has been made, and continues to be made, to improve the delivery of programs and to offer young Canadians opportunities to enrich their lives.

All jurisdictions face numerous challenges, including specific population characteristics, cultural contexts and systems for delivering educational services. In recent years, economic challenges in parts of the country have also had an effect on the maintenance and development of minority-language education and second-language instruction programs, and CMEC salutes the efforts of all jurisdictions to ensure that these programs are maintained and continue to grow.

The results compiled for the purposes of this document are preliminary with respect to the targets described in the bilateral agreements with the government of Canada. Not all initiatives are presented here, although the financial report for the first two years of the Protocol takes each outcome domain into account. However, the picture presented in this report indicates that the targets are well on their way to being reached. The final report on this protocol will examine jurisdictions' various initiatives more closely. Table 15 in Appendix C shows the overall contributions for 2009-2010 to 2010-2011.

CMEC deeply appreciates the government of Canada's continued contribution to the provinces and territories ongoing efforts in minority-language education and in second-language instruction. These efforts help ensure that minority-language education and second-language instruction programs are held in high esteem around the world.







# CONTACT PERSONS

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# APPENDIX A

## LINGUISTIC OBJECTIVE 1

### MINORITY-LANGUAGE EDUCATION

Table 1: Enrolments, 2009 - 2010, 2010 - 2011

Table 2: Funds Allocated to Outcome Domain 1.1

Table 3: Funds Allocated to Outcome Domain 1.2

Table 4: Funds Allocated to Outcome Domain 1.3

Table 5: Funds Allocated to Outcome Domain 1.4

Table 6: Funds Allocated to Outcome Domain 1.5

Table 7: Funds Allocated to Outcome Domain 1.6

# TABLE 1

## SCHOOL ENROLMENTS – MINORITY LANGUAGE EDUCATION\*

<i>Jurisdiction</i>	<i>2009 - 2010</i>	<i>2010 - 2011</i>
British Columbia	4 369	4 469
Alberta	5 549	5 699
Saskatchewan	1 236	1 295
Manitoba	5 223	5 236
Ontario	92 976	94 849
Québec (EN)	87 510	84 833
New Brunswick (FR)	30 420	29 842
Nova Scotia	4 446	4 634
Prince Edward Island	715	820
Newfoundland and Labrador	255	266
Nunavut	51	62
Northwest Territories	192	199
Yukon	170	185
<b>Total</b>	<b>233 112</b>	<b>232 389</b>

\*The number of students is defined here as the number of students enrolled in all minority-language schools.

## TABLE 2

### FUNDS ALLOCATED TO OUTCOME DOMAIN 1.1: STUDENT PARTICIPATION\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	2 535 900	2 535 900	2 535 900	2 535 900	10 143 600
Alberta	898 316	898 316	898 316	898 316	3 593 264
Saskatchewan	1 037 611	780 000	1 060 011	780 000	3 657 622
Manitoba	3 441 102	1 752 498	3 676 443	1 757 323	10 627 366
Ontario	21 000 000	20 623 950	21 000 000	20 623 950	83 247 900
Québec	1 914 000	1 914 000	189 000	189 000	4 206 000
New Brunswick	4 992 024	1 700 000	5 306 752	1 150 000	13 148 776
Nova Scotia	256 000	256 000	256 000	256 000	1 024 000
Prince Edward Island	234 010	434 588	320 000	480 000	1 468 598
Newfoundland and Labrador	200 000	235 000	200 000	235 000	870 000
Nunavut	25 000	25 000	25 000	25 000	100 000
Northwest Territories	1 931 343	602 850	2 167 828	602 850	5 304 871
Yukon	113 958	97 000	116 381	97 000	424 339
<b>Total</b>	<b>38 579 264</b>	<b>31 855 102</b>	<b>37 751 631</b>	<b>29 630 339</b>	<b>137 816 336</b>

\*Partial portrait of sums invested in minority-language education, as certain jurisdictions invest more than is indicated here.

## TABLE 3

### FUNDS ALLOCATED TO OUTCOME DOMAIN 1.2: PROVISION OF PROGRAMS\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	721 672	721 672	721 672	721 672	2 886 688
Alberta	1 700 000	1 700 000	1 700 000	1 700 000	6 800 000
Saskatchewan	466 237	450 000	476 941	450 000	1 843 178
Manitoba	2 048 272	1 552 276	2 102 878	1 532 542	7 235 968
Ontario	11 205 000	10 875 000	11 205 000	10 675 000	43 960 000
Québec	31 373 420	31 373 420	28 615 217	28 615 217	119 977 274
New Brunswick	45 759 109	4 261 180	49 298 274	2 775 329	102 093 892
Nova Scotia	1 754 725	1 754 725	1 754 725	1 754 725	7 018 900
Prince Edward Island	241 500	448 500	276 000	414 000	1 380 000
Newfoundland and Labrador	1 530 000	673 000	1 550 000	728 000	4 481 000
Nunavut	1 222 000	473 000	1 222 000	473 000	3 390 000
Northwest Territories	37 567	155 000	33 662	155 000	381 229
Yukon	2 090 100	580 500	2 737 491	580 500	5 988 591
<b>Total</b>	<b>100 149 602</b>	<b>55 018 273</b>	<b>101 693 860</b>	<b>50 574 985</b>	<b>307 436 720</b>

\*Partial portrait of sums invested in minority-language education, as certain jurisdictions invest more than is indicated here.

## TABLE 4

### FUNDS ALLOCATED TO OUTCOME DOMAIN 1.3: STUDENT PERFORMANCE\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	200 000	200 000	200 000	200 000	800 000
Alberta	201 644	201 644	201 644	201 644	806 576
Saskatchewan	866 763	600 000	907 253	600 000	2 974 016
Manitoba	933 528	550 939	1 045 694	563 017	3 093 178
Ontario	6 550 000	2 110 000	6 550 000	2 110 000	17 320 000
Québec	355 000	355 000	361 472	361 472	1 432 944
New Brunswick	3 637 946	1 200 000	5 651 075	1 820 000	12 309 021
Nova Scotia	620 000	620 000	620 000	620 000	2 480 000
Prince Edward Island	102 008	189 444	90 400	135 600	517 452
Newfoundland and Labrador	14 040	11 960	17 360	10 640	54 000
Nunavut	20 000	20 000	20 000	20 000	80 000
Northwest Territories	0	0	0	0	0
Yukon	57 247	50 000	60 310	50 000	217 557
<b>Total</b>	<b>13 558 176</b>	<b>6 108 987</b>	<b>15 725 208</b>	<b>6 692 373</b>	<b>42 084 744</b>

\*For the purposes of this report, certain jurisdictions have chosen to indicate all their annual investments, while others have provided only the data that corresponds to federal contributions.



## TABLE 5

### FUNDS ALLOCATED TO OUTCOME DOMAIN 1.4: ENRICHED SCHOOL ENVIRONMENT\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	1 139 000	1 139 000	1 139 000	1 139 000	4 556 000
Alberta	382 285	382 285	382 285	382 285	1 529 140
Saskatchewan	310 522	310 000	310 867	310 000	1 241 389
Manitoba	898 199	578 169	869 230	574 523	2 920 121
Ontario	25 420 000	1 230 000	25 417 546	1 350 000	53 417 546
Québec	2 272 618	2 272 618	2 349 254	2 349 254	9 243 744
New Brunswick	3 648 991	1 260 000	3 760 658	2 300 000	10 969 649
Nova Scotia	366 200	366 200	366 200	366 200	1 464 800
Prince Edward Island	70 000	130 000	100 000	150 000	450 000
Newfoundland and Labrador	244 080	207 920	272 180	166 820	891 000
Nunavut	75 000	75 000	75 000	75 000	300 000
Northwest Territories	335 740	274 000	116 249	274 000	999 989
Yukon	309 770	311 500	244 896	311 500	1 177 666
<b>Total</b>	<b>35 472 405</b>	<b>8 536 692</b>	<b>35 403 365</b>	<b>9 748 582</b>	<b>89 161 044</b>

\*Partial portrait of sums invested in minority-language education, as certain jurisdictions invest more than is indicated here.

## TABLE 6

### FUNDS ALLOCATED TO OUTCOME DOMAIN 1.5: ACCESS TO POSTSECONDARY EDUCATION\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	1 078 000	1 078 000	1 078 000	1 078 000	4 312 000
Alberta	1 000 000	1 000 000	1 000 000	1 000 000	4 000 000
Saskatchewan	312 589	239 000	498 126	250 000	1 299 715
Manitoba	2 374 213	1 886 053	2 907 748	1 886 048	9 054 062
Ontario	9 760 630	9 480 625	9 760 630	9 480 625	38 482 510
Québec	2 193 716	2 193 716	1 658 000	1 658 000	7 703 432
New Brunswick	10 299 110	6 015 230	6 646 698	6 132 595	29 093 633
Nova Scotia	860 000	860 000	860 000	860 000	3 440 000
Prince Edward Island	134 750	250 250	154 000	231 000	770 000
Newfoundland and Labrador	11 789	23 211	22 609	12 391	70 000
Nunavut	0	0	0	0	0
Northwest Territories	102 560	180 000	20 000	180 000	482 560
Yukon	2 000	176 000	2 000	176 000	356 000
<b>Total</b>	<b>28 129 357</b>	<b>23 382 085</b>	<b>24 607 811</b>	<b>22 944 659</b>	<b>99 063 912</b>

\*Partial portrait of sums invested in minority-language education, as certain jurisdictions invest more than is indicated here.

## TABLE 7

### FUNDS ALLOCATED TO OUTCOME DOMAIN 1.6: SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	362 000	362 000	362 000	362 000	1 448 000
Alberta	1 128 721	1 128 721	1 128 721	1 128 721	4 514 884
Saskatchewan	419 730	314 018	390 724	303 018	1 427 490
Manitoba	1 135 940	454 914	1 019 236	461 296	3 071 386
Ontario	7 015 000	5 673 103	7 015 000	5 750 649	25 453 752
Québec	4 388 024	4 388 024	5 169 718	5 169 718	19 115 484
New Brunswick	2 483 045	1 927 034	2 788 772	2 185 520	9 384 371
Nova Scotia	40 000	40 000	40 000	40 000	160 000
Prince Edward Island	41 300	76 700	80 088	120 132	318 220
Newfoundland and Labrador	176 040	149 960	241 800	148 200	716 000
Nunavut	280 000	179 885	280 000	179 885	919 770
Northwest Territories	139 219	171 000	150 827	171 000	632 046
Yukon	15 570	20 800	14 465	20 800	71 635
<b>Total</b>	<b>17 624 589</b>	<b>14 886 159</b>	<b>18 681 351</b>	<b>16 040 939</b>	<b>67 233 038</b>

\*Partial portrait of sums invested in minority-language education, as certain jurisdictions invest more than is indicated here.

# APPENDIX B

## LINGUISTIC OBJECTIVE 2

### SECOND LANGUAGE EDUCATION

Table 8: Enrolments in Second-Language Programs, 2008 - 2009, 2010 - 2011

Table 9: Funds Allocated to Outcome Domain 2.1

Table 10: Funds Allocated to Outcome Domain 2.2

Table 11: Funds Allocated to Outcome Domain 2.3

Table 12: Funds Allocated to Outcome Domain 2.4

Table 13: Funds Allocated to Outcome Domain 2.5

Table 14: Funds Allocated to Outcome Domain 2.6

## TABLE 8

### ENROLMENTS IN SECOND-LANGUAGE PROGRAMS 2008-2009, 2010-2011

<i>Jurisdiction</i>	<i>2008 - 2009</i>	<i>2010 - 2011</i>
British Columbia	241 928	233 025
Alberta	180 564	190 319
Saskatchewan	61 083	62 417
Manitoba	84 156	81 775
Ontario	970 648	978 464
Québec FSL	110 320	105 377
Québec ESL	940 667	699 550
New Brunswick FSL	108 407	104 421
New Brunswick ESL	26 198	21 095
Nova Scotia	68 596	64 893
Prince Edward Island	12 119	11 583
Newfoundland and Labrador	42 601	40 930
Nunavut	235	183
Northwest Territories	2 616	2 496
Yukon	2 625	2 668
<b>Total</b>	<b>2 852 763</b>	<b>2 599 196</b>



## TABLE 9

### FUNDS ALLOCATED TO OUTCOME DOMAIN 2.1: STUDENT PARTICIPATION\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	2 843 866	2 843 866	2 843 866	2 843 866	11 375 464
Alberta	4 657 687	4 657 687	4 657 687	4 657 687	18 630 748
Saskatchewan	7 479 253	845 000	7 187 699	845 000	16 356 952
Manitoba	158 361	158 361	129 814	129 813	576 349
Ontario	2 013 733	170 889	1 654 029	260 566	4 099 217
Québec	0	0	0	0	0
New Brunswick	354 522	250 000	271 928	270 000	1 146 450
Nova Scotia	130 000	130 000	130 000	130 000	520 000
Prince Edward Island	140 284	260 527	160 535	240 802	802 148
Newfoundland and Labrador	300 000	324 000	315 000	372 000	1 311 000
Nunavut	12 000	12 000	12 000	12 000	48 000
Northwest Territories	234 077	286 500	263 347	286 500	1 070 424
Yukon	129 337	107 785	113 255	107 785	458 162
<b>Total</b>	<b>18 453 120</b>	<b>10 046 615</b>	<b>17 739 160</b>	<b>10 156 019</b>	<b>56 394 914</b>

\*Partial portrait of sums invested in second-language education, as certain jurisdictions invest more than is indicated here.

# TABLE 10

## FUNDS ALLOCATED TO OUTCOME DOMAIN 2.2: PROVISION OF PROGRAMS\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	4 970 275	4 970 275	4 909 025	4 909 025	19 758 600
Alberta	342 550	342 550	342 550	342 550	1 370 200
Saskatchewan	716 524	637 000	716 107	600 000	2 669 631
Manitoba	3 624 840	2 792 429	3 747 735	2 728 569	12 893 573
Ontario	54 624 019	13 104 535	59 608 029	13 021 798	140 358 381
Québec	16 850 904	16 850 904	19 559 481	19 559 481	72 820 770
New Brunswick	11 992 122	1 212 630	13 408 911	1 082 630	27 696 293
Nova Scotia	3 170 355	3 170 355	3 170 355	3 170 355	12 681 420
Prince Edward Island	150 500	279 500	227 200	340 800	998 000
Newfoundland and Labrador	788 840	1 343 160	794 362	1 242 463	4 168 825
Nunavut	78 800	556 859	78 800	556 859	1 271 318
Northwest Territories	1 248 703	658 000	1 364 191	658 000	3 928 894
Yukon	5 061 947	642 400	5 903 879	643 320	12 251 546
<b>Total</b>	<b>103 620 379</b>	<b>46 560 597</b>	<b>113 830 625</b>	<b>48 855 850</b>	<b>312 867 451</b>

\*Partial portrait of sums invested in second-language education, as certain jurisdictions invest more than is indicated here.

# TABLE 11

## FUNDS ALLOCATED TO OUTCOME DOMAIN 2.3: STUDENT PERFORMANCE\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	25 000	25 000	20 000	20 000	90 000
Alberta	398 750	398 750	398 750	398 750	1 595 000
Saskatchewan	857 778	775 000	880 970	816 000	3 329 748
Manitoba	595 288	165 251	569 575	160 955	1 491 069
Ontario	2 494 460	182 869	2 085 151	856 742	5 619 222
Québec	2 254 840	2 254 840	1 742 356	1 742 356	7 994 392
New Brunswick	1 433 737	1 420 000	1 606 409	1 440 000	5 900 146
Nova Scotia	125 000	125 000	125 000	125 000	500 000
Prince Edward Island	101 500	188 500	116 800	175 200	582 000
Newfoundland and Labrador	7 400	12 600	7 800	12 200	40 000
Nunavut	24 000	20 000	24 000	20 000	88 000
Northwest Territories	0	0	0	0	0
Yukon	110 775	45 580	106 866	45 580	308 801
<b>Total</b>	<b>8 428 528</b>	<b>5 613 390</b>	<b>7 683 677</b>	<b>5 812 783</b>	<b>27 538 378</b>

\*Partial portrait of sums invested in second-language education, as certain jurisdictions invest more than is indicated here.

# TABLE 12

## FUNDS ALLOCATED TO OUTCOME DOMAIN 2.4: ENRICHED SCHOOL ENVIRONMENT\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	899 926	899 926	924 926	924 926	3 649 704
Alberta	1 735 700	1 735 700	1 735 700	1 735 700	6 942 800
Saskatchewan	393 599	338 000	363 361	338 000	1 432 960
Manitoba	1 040 251	441 361	919 697	361 419	2 762 728
Ontario	1 585 059	1 417 966	1 456 641	1 383 721	5 843 387
Québec	1 766 691	1 766 691	1 842 480	1 842 480	7 218 342
New Brunswick	396 837	390 000	452 744	390 000	1 629 581
Nova Scotia	102 000	102 000	102 000	102 000	408 000
Prince Edward Island	52 500	97 500	60 000	90 000	300 000
Newfoundland and Labrador	427 350	727 650	482 040	753 960	2 391 000
Nunavut	130 000	44 800	13 000	44 800	232 600
Northwest Territories	183 457	110 205	192 925	110 205	596 792
Yukon	46 895	123 434	32 271	123 434	326 034
<b>Total</b>	<b>8 760 265</b>	<b>8 195 233</b>	<b>8 577 785</b>	<b>8 200 645</b>	<b>33 733 928</b>

\*Partial portrait of sums invested in second-language education, as certain jurisdictions invest more than is indicated here

# TABLE 13

## FUNDS ALLOCATED TO OUTCOME DOMAIN 2.5: ACCESS TO POSTSECONDARY EDUCATION\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	593 500	593 500	593 500	593 500	2 374 000
Alberta	625 264	625 264	625 264	625 264	2 501 056
Saskatchewan	625 131	608 000	852 166	677 000	2 762 297
Manitoba	1 499 326	994 896	1 654 613	1 005 892	5 154 727
Ontario	2 319 375	2 319 375	2 319 375	2 319 375	9 277 500
Québec	267 810	267 810	575 000	575 000	1 685 620
New Brunswick	578 632	300 914	329 359	300 914	1 509 819
Nova Scotia	0	0	0	0	0
Prince Edward Island	31 500	58 500	36 000	54 000	180 000
Newfoundland and Labrador	61 455	113 445	70 628	118 372	363 900
Nunavut	0	0	0	0	0
Northwest Territories	0	0	0	0	0
Yukon	5 025	3 000	3 620	2 080	13 725
<b>Total</b>	<b>6 607 018</b>	<b>5 884 704</b>	<b>7 059 525</b>	<b>6 271 397</b>	<b>25 822 644</b>

\*Partial portrait of sums invested in second-language education, as certain jurisdictions invest more than is indicated here.



# TABLE 14

## FUNDS ALLOCATED TO OUTCOME DOMAIN 2.6: SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH\*

<i>Jurisdiction</i>	2009 - 2010		2010 - 2011		<i>TOTAL</i>
	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	<i>Contribution by Jurisdiction</i>	<i>Federal Contribution</i>	
British Columbia	735 279	735 279	776 529	776 529	3 023 616
Alberta	1 134 908	1 134 908	1 134 908	1 134 908	4 539 632
Saskatchewan	1 119 580	836 526	1 327 378	763 526	4 047 010
Manitoba	1 931 107	988 154	1 948 992	1 153 804	6 022 057
Ontario	5 973 193	6 895 000	6 711 443	6 248 432	25 828 068
Québec	1 351 250	1 351 250	1 870 457	1 870 457	6 443 414
New Brunswick	1 947 281	1 765 704	2 064 205	1 855 704	7 632 894
Nova Scotia	234 000	234 000	234 000	234 000	936 000
Prince Edward Island	103 425	192 075	117 200	175 800	588 500
Newfoundland and Labrador	69 560	118 440	89 700	140 300	418 000
Nunavut	6 000	16 087	6 000	16 087	44 174
Northwest Territories	225 115	150 000	226 264	150 000	751 379
Yukon	142 785	54 901	105 555	54 901	358 142
<b>Total</b>	<b>14 973 483</b>	<b>14 472 324</b>	<b>16 612 631</b>	<b>14 574 448</b>	<b>60 632 886</b>

\*Partial portrait of sums invested in second-language education, as certain jurisdictions invest more than is indicated here.

# APPENDIX C

Table 15: Total Contributions

## TABLE 15

### TOTAL CONTRIBUTIONS\*

Outcome Domain	2009 - 2010		2010 - 2011		TOTAL for Jurisdictions over 2 years	TOTAL for Federal Government over 2 years	Grand Total per Outcome Domain
	Contribution by Jurisdictions	Federal Contribution	Contribution by Jurisdictions	Federal Contribution			
1.1	38 579 264	31 855 102	37 751 631	29 630 339	76 330 895	61 485 441	137 816 336
1.2	100 149 602	55 018 273	101 693 860	50 574 985	201 843 462	105 593 258	307 436 720
1.3	13 558 176	6 108 987	15 725 208	6 692 373	29 283 384	12 801 360	42 084 744
1.4	35 472 405	8 536 692	35 403 365	9 748 582	70 875 770	18 285 274	89 161 044
1.5	28 129 357	23 382 085	24 607 811	22 944 659	52 737 168	46 326 744	99 063 912
1.6	17 624 589	14 886 159	18 681 351	16 040 939	36 305 940	30 927 098	67 233 038
2.1	18 453 120	10 046 615	17 739 160	10 156 019	36 192 280	20 202 634	56 394 914
2.2	103 620 379	46 560 597	113 830 625	48 855 850	217 451 004	95 416 447	312 867 451
2.3	8 428 528	5 613 390	7 683 677	5 812 783	16 112 205	11 426 173	27 538 378
2.4	8 760 265	8 195 233	8 577 785	8 200 645	17 338 050	16 395 878	33 733 928
2.5	6 607 018	5 884 704	7 059 525	6 271 397	13 666 543	12 156 101	25 822 644
2.6	14 973 483	14 472 324	16 612 631	14 574 448	31 586 114	29 046 772	60 632 886

		<b>Grand Total, Jurisdictions, 2 years</b>	<b>799 722 815</b>		
		<b>Grand Total, Federal Government, 2 years</b>		<b>460 063 180</b>	

<b>Overall Total</b>			<b>1 259 785 995</b>		
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\*Partial portrait of sums invested, as certain jurisdictions invest more than is indicated here.

