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de l'Éducation
(Canada)

Protocol for Agreements

For Minority-Language Education and
Second-Language Instruction

2009-2010 to 2012-2013

between the Government of Canada and
the Council of Ministers of Education, Canada



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Preamble

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Constitution*, as well as by the *Official Languages Act*, and whereas the Government of Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS Section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right of Canadian citizens belonging to the English- or French-language minority in a province or territory to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS the Government of Canada is committed to supporting the development of the official-language minority communities and to promoting the recognition and usage of English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage and Official Languages can undertake measures to encourage and assist provincial/territorial governments to offer members of the official-language minority communities education in their own language and to provide everyone with the opportunity to learn French and English as a second language;

WHEREAS, further to the report of the Royal Commission on Bilingualism and Biculturalism, the Government of Canada believes that the provision of minority-language education and second-language instruction results in additional costs for the provincial/territorial governments and is prepared to contribute towards these additional costs;

WHEREAS the Government of Canada and the provincial/territorial governments recognize the importance of learning the other official language of Canada, and that the provincial/territorial governments, in the context of their responsibility for education, agree to foster this learning through second-language instruction programs provided in all provinces/territories of Canada;

WHEREAS the Government of Canada and the provincial/territorial governments wish to foster dialogue and mutual understanding between French- and English-speaking communities;

WHEREAS education, as a provincial/territorial jurisdiction, requires that the provinces and territories determine the objectives, define the contents, set priorities and evaluate their programs in minority-language education and second-language instruction;

WHEREAS the Government of Canada, within the framework of the *Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future* (hereafter referred to as “the Roadmap”) announced on June 19, 2008, will continue to encourage and assist provincial/territorial governments to consolidate and improve the quality of existing programs in minority-language education and second-language instruction, and increase participation in these programs;

WHEREAS the provincial/territorial governments have agreed, for the purposes of this Protocol, to describe the initiatives they intend to carry out and their expected results in multi-year action plans;

WHEREAS it is appropriate that the arrangements for the provision of financial assistance by the Government of Canada be effected through agreements between the Government of Canada and each provincial/territorial government and that such arrangements reflect current administrative requirements for greater efficiency;

WHEREAS such agreements between the Government of Canada and the provincial/territorial governments, as well as contribution agreements with the Council of Ministers of Education, Canada (CMEC), should be further to and consistent with a Protocol compatible with the respective responsibilities and common interests of the parties;

THEREFORE, it is hereby agreed between the Minister of Canadian Heritage and Official Languages, on behalf of the Government of Canada, and the ministers of education, on behalf of their respective provincial/territorial governments, through the Council of Ministers of Education, Canada (CMEC), that the following statement of objectives, programs, funding arrangements and undertakings will constitute this Protocol.

1. Definitions

In this Protocol,

- 1.1 “Bilateral agreement(s)” refers to an agreement or agreements signed by the Government of Canada and each provincial/territorial government, which determines the objectives, initiatives and outcomes domains that receive the Government of Canada's financial support for minority-language education and second-language instruction and sets out commitments and obligations of both parties.
- 1.2 “Outcomes framework” refers to a general framework agreed to by the Government of Canada and the provincial/territorial governments describing, for each linguistic objective, the outcomes domains for which the provinces and territories agree to establish their own performance targets and indicators. The outcomes framework will serve as the basis for the action plan of each provincial/territorial government.

- 1.3 “Action plan” refers to a provincial/territorial action plan that includes a preamble and presents, for each linguistic objective and outcomes domain, initiatives, indicators, targets and projected expenditures.
- 1.4 “Minority language” and “second language” refer to the two official languages of Canada: English and French. “Second language” means the second official language, English or French, as the case may be. The definition of these terms for each province/territory will be as indicated in the bilateral agreement between each provincial/territorial government and the Government of Canada.
- 1.5 Unless otherwise specified, “education” and “instruction” refer to all levels of the educational system – elementary, secondary, postsecondary (colleges and universities) and adult education – according to the definition generally accepted by Statistics Canada or agreed upon by Canada and each provincial/territorial government.
- 1.6 A minority-language education “program” is a set of activities or initiatives that support instruction and learning during an academic cycle offered in the minority language by a minority-language school or by a postsecondary institution. A second-language instruction “program” is a set of activities or initiatives that support second-language instruction and learning during an academic cycle offered by a school or a postsecondary institution.
- 1.7 Unless otherwise specified in this Protocol, in the bilateral agreements or in the contribution agreements with the CMEC, “year” refers to the fiscal year, April 1 to March 31.

2. Objectives

- 2.1 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.
- 2.2 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.

3. Outcomes framework

- 3.1 The Government of Canada and the provincial/territorial governments agree to a framework that identifies, for each linguistic objective, six outcomes domains. The provincial/territorial governments shall indicate, in their action plans, the provincial/territorial initiatives to be carried out for each outcomes domain funded during the period covered by this Protocol.
- 3.2 Outcome domains are defined as follows:

3.2.1 Minority Language

Primary and secondary

3.2.1.1 STUDENT PARTICIPATION

- Recruitment, integration and retention of students in minority-language education programs up to secondary school graduation.

3.2.1.2 PROVISION OF PROGRAMS

- Maintenance, development and/or enrichment of programs and educational resources adapted to the minority milieu.

3.2.1.3 STUDENT PERFORMANCE

- Academic achievement of students in minority situations comparable to that of majority-community students.

3.2.1.4 ENRICHED SCHOOL ENVIRONMENT

- Cultural enrichment of school environments through curricular and extra-curricular initiatives.
- Closer ties between schools and communities.
- Language upgrading for preschool-aged minority language children (e.g., francization, classes for parents).

Postsecondary

3.2.1.5 ACCESS TO POSTSECONDARY EDUCATION

- Maintenance, development and/or enrichment of postsecondary education programs and educational resources.
- Improved access for a wide range of student and adult clients to postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries).

Primary, secondary and postsecondary

3.2.1.6 SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

- Development, provision and assessment of staff training (initial and continuous) and development programs adapted to the minority milieu.
- Recruitment and retention of qualified and specialized staff.
- Research with an impact on minority-language education and dissemination of knowledge.

3.2.2 Second Language

Primary and secondary

3.2.2.1 STUDENT PARTICIPATION

- Recruitment and retention of students in second-language education programs up to secondary school graduation.

3.2.2.2 PROVISION OF PROGRAMS

- Maintenance, development, enrichment and/or evaluation of programs and innovative teaching approaches for second-language learning.

3.2.2.3 STUDENT PERFORMANCE

- Acquisition of measurable second-language skills by students.

3.2.2.4 ENRICHED SCHOOL ENVIRONMENT

- Enrichment of second-language learning through curricular and extra-curricular initiatives.

Postsecondary

3.2.2.5 ACCESS TO POSTSECONDARY EDUCATION

- Maintenance, development and/or enrichment of programs or provision of courses in the second language or supporting second-language learning at the postsecondary level.
- Improved access for a wide range of student and adult clients to second-language postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries).

Primary, secondary and postsecondary

3.2.2.6 SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

- Development, provision and assessment of training (initial and continuous) and development programs for staff working in second-language instruction.
- Recruitment and retention of qualified staff.
- Research with an impact on second-language instruction and dissemination of knowledge.

3.3 Appendix A of this Protocol presents, for each outcomes domain, examples of performance indicators that could be used by the provinces and territories when determining their own indicators and targets.

3.4 Provincial/Territorial Action Plans

3.4.1 Each provincial/territorial government agrees to develop a multi-year action plan as part of a bilateral agreement to be signed with the Government of Canada.

- 3.4.2 Provincial/territorial action plans will include a preamble describing the specific context of the province or territory by providing the following information:
- 3.4.2.1 an overview of the province's/territory's minority-language education programs and second-language instruction programs;
 - 3.4.2.2 (baseline) reference data for provincial/territorial performance targets and indicators, the performance measurement strategy used and data sources; and
 - 3.4.2.3 a description of the consultation process established for initiatives undertaken pursuant to the Protocol.
- 3.4.3. Provincial/territorial action plans will present, for each linguistic objective identified in Clause 2 and for the duration of bilateral agreements, the following information:
- 3.4.3.1 provincial/territorial initiatives for each outcomes domain funded;
 - 3.4.3.2 at least one performance indicator and one target for each outcomes domain funded;
 - 3.4.3.3 a breakdown, by fiscal year, of contributions from the Government of Canada and the provincial/territorial government to expenditures projected for each outcomes domain funded as well as total expected annual expenditures by initiative.
- 3.4.4 Each provincial/territorial government will develop its action plan in the manner it deems to be most appropriate to its particular circumstances. It shall present this information using as a model the indicators in Appendix A and the model action plan presented in Appendix B. If there is a need, in the opinion of the Government of Canada, to clarify the information provided, the Government of Canada and the provincial/territorial government will hold discussions to do so and to review the pertinence of this information to the needs of the Government of Canada.
- 3.4.5 Appendix B presents a template for the action plan, the annual report on expenditures and on the status of initiatives, and the biennial report on outcomes. This template will also be included in the bilateral agreements.

4. Bursary and Language-Assistant Programs

- 4.1 Subject to the funding arrangements and undertakings described in Clauses 6 and 7, the Government of Canada will make support available for the bursary programs for linguistic development and for an official-languages assistant program in school environments. The administration of these programs for the specified period of time will be the responsibility of CMEC according to the terms and conditions of the contribution agreements entered into by the Department of Canadian Heritage, on behalf of the Government of Canada, and CMEC, on behalf of the provincial/territorial governments.
- 4.2 The provincial/territorial governments, through CMEC, agree to conduct a study of the bursary and language-assistant programs, which could result in revised implementation strategies. In the event of a revision, relevant changes are to be reflected in the contribution agreements entered into by the Department of Canadian Heritage and CMEC for the administration of these programs.

5. Inter-Provincial/Territorial and Pan-Canadian Projects

In the interest of increasing inter-provincial/territorial cooperation and encouraging optimum use of resources, the Government of Canada and each provincial/territorial government recognize the importance of undertaking projects or initiatives of an inter-provincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that such projects or initiatives may be coordinated by CMEC, the Government of Canada or by the provinces/territories. The terms and conditions governing these projects or initiatives will be subject to prior agreement between the Government of Canada, the provincial/territorial governments concerned and/or CMEC.

6. Budget

- 6.1 The Government of Canada will provide financial assistance for the initiatives described in the provincial/territorial action plans referred to in Subclause 3.4, for the bursary and language-assistant programs described in Clause 4 and for inter-provincial/territorial projects or projects of pan-Canadian scope described in Clause 5.

6.2 Subject to Parliamentary approval of funds, to the maintenance of current and projected budgetary levels for the Development of Official-Language Communities Program and the Enhancement of Official Languages Program, to the undertakings specified in the present Protocol and to those specified within other agreements, the total budget to be made available to the provinces/territories by the Government of Canada will be a maximum of \$258,597,000 annually or \$1,034,388,000 over four years, as detailed in Appendix C.

7. Funding Arrangements

7.1 Funding for Action Plans

7.1.1 Subject to Clause 6.1 and from within the budget described in Subclause 6.2, the Government of Canada will make the following annual contributions to each provincial/territorial government, for the duration of the present Protocol, for the realisation of the initiatives described in their action plans:

Provinces and Territories	Minority Language	Second Language	Total
Newfoundland and Labrador	1,301,551	2,639,295	3,940,846
Prince Edward Island	1,545,732	1,076,602	2,622,334
Nova Scotia	3,896,725	3,761,355	7,658,080
New Brunswick	16,236,833	5,465,859	21,702,692
Quebec	46,525,473	18,406,662	64,932,135
Ontario	54,992,678	24,090,634	79,083,312
Manitoba	6,774,749	5,540,451	12,315,200
Saskatchewan	2,693,018	4,039,526	6,732,544
Alberta	5,310,966	8,894,859	14,205,825
British Columbia	6,036,572	10,067,846	16,104,418
Yukon	1,135,800	830,823	1,966,623
Northwest Territories	1,148,148	939,407	2,087,555
Nunavut	772,885	434,746	1,207,631
Total	148,371,130	86,188,065	234,559,195

7.1.2 Two years after the signing of the Protocol, a provincial/territorial government may, with the prior agreement of the Government of Canada, make adjustments in its action plan(s) in the context of its bilateral agreement with the Government of Canada with respect to certain performance targets for minority-language education and second-language instruction in order to address its pace of progress.

7.2 Funding for the Bursary and Language-Assistant Programs

7.2.1 Subject to Subclause 6.2 and from within the budget described therein, the Government of Canada will allocate the following funding for the bursary and language-assistant programs for each year of the present Protocol:

7.2.1.1 The yearly contributions to the bursary programs for linguistic development will be \$16,923,407.

7.2.1.2 The yearly contributions to the official-languages assistant program in school environments will be \$7,114,398.

7.3 Complementary Contributions

7.3.1 The Government of Canada reserves the right to approve complementary contributions in addition to the forecasted amounts presented in Subclause 7.1. These contributions will address the following areas as a priority, but not exclusively:

7.3.1.1 growth and improvement of second-language programs at all levels of instruction as well as research in this area;

7.3.1.2 development and innovation in postsecondary education;

7.3.1.3 infrastructure projects;

7.3.1.4 program growth and quality and cultural enrichment in minority-language education at all levels of instruction as well as research in this area.

7.3.2 In addition to the funding provided for in Subclause 6.2, the Government of Canada undertakes to consider as a priority increasing its contribution to initiatives described in territorial action plans in recognition of the unique context of the territories. All increases will be agreed to bilaterally, will be attributed to complementary funding and will be approved on a multi-year basis.

7.3.3 The provision of complementary contributions as described in Paragraphs 7.3.1 and 7.3.2 will not result in any adjustment to the funding provided for within the budgets described in Subclauses 6.1 and 6.2.

7.4 Transfers

7.4.1 Transfers Between the Bursary and the Language-Assistant Programs

The Government of Canada and the provincial/territorial governments, through CMEC, may agree to transfer from the bursary programs to the language-assistant program and vice versa, portions of the funds identified for these programs. These transfers will be made subject to the prior agreement of the two parties.

7.4.2 Transfer of Action Plan Funding to the Bursary and Language-Assistant Programs

A provincial/territorial government that so wishes may allocate funds to the bursary and language-assistant programs from the federal contribution received for the implementation of its action plan pursuant to Subclause 7.1. To that end, each government will make arrangements with CMEC enabling it to directly transfer these funds annually and will indicate, in its annual financial reports, any transfer made to CMEC for the purposes of these programs. In the event of changes to provincial or territorial contributions envisaged, the provincial/territorial government may update its action plan. The CMEC shall report, in the financial reports presented to the Government of Canada for bursary and language-assistant programs, all provincial/territorial contributions received in excess of the amounts allocated to these programs pursuant to Subclause 7.2 of this Protocol.

7.4.3 Transfers within Provincial/Territorial Action Plans

7.4.3.1 Transfers of funds between outcomes domains under the same linguistic objective may be made at the discretion of the provincial/territorial government.

7.4.3.2 Transfers of funds between linguistic objectives may be made by the provincial/territorial governments with the prior agreement of the Government of Canada.

7.4.3.3 All governments recognize the importance of respecting, for the duration of the Protocol, the overall distribution of funding between the linguistic objectives presented in Subclause 7.1.

7.4.4 Residual Funds from the Bursary and Language-Assistant Programs

The provincial/territorial governments, through CMEC, may make proposals each year, for approval by the Government of Canada before the end of the fiscal year, for the utilization of unspent funds from the amounts allocated for that year for the bursary and language-assistant programs.

8. Public Reporting

- 8.1 The Government of Canada and the provincial/territorial governments agree that the principles of transparency, accountability, consistency, accuracy, timeliness and clarity will guide public reporting related to this Protocol. The provision of information by the parties will be compatible with their respective policies and legislation on the protection of privacy and freedom of information.
- 8.2 Each provincial/territorial government agrees to produce an annual report containing a financial statement of actual expenditures and contributions related to its action plan as well as a brief status update on initiatives recorded therein, with an explanation in the event of discrepancy with respect to forecast implementation.
- 8.3 Each provincial/territorial government agrees to produce a biennial report presenting the progress made in each outcomes domain funded based on the indicators and targets identified in its action plan. This report shall explain any discrepancy with respect to targets established. The report will be prepared after the second and fourth years of the Protocol and forwarded to the Department of Canadian Heritage and CMEC within six months of the end of the period covered, as specified in the bilateral agreements.
- 8.4 Each provincial/territorial government will provide the information referred to in Subclauses 8.2 and 8.3 in the manner considered by the provincial/territorial government to be most appropriate to its particular circumstances. To that end, it may follow the model reports provided in Appendix B. Following presentation of such information, if there is a need, in the opinion of the Government of Canada, to clarify the information provided, the Government of Canada and the provincial/territorial government will hold discussions to do so and to review the pertinence of such information to the needs of the Government of Canada.

- 8.5 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. These reports shall reflect the outcomes framework and be based on the contents of the reports of each provincial/territorial government as outlined in Subclause 8.3. The funding for producing such reports will be provided by the Government of Canada in arrangements to be entered into and concluded between the Government of Canada and CMEC. Prior to their public release, such reports will be made available to the Government of Canada for review.
- 8.6 The Government of Canada may also combine the provincial/territorial reports described in Clause 8.3 into one pan-Canadian summary that may be made public once validated by each province and territory.
- 8.7 The Government of Canada will produce an annual financial statement for public information purposes.
- 8.8 Provincial/territorial governments will endeavour, through CMEC, to establish comparable pan-Canadian measures of student participation and performance in minority-language education and second-language instruction programs.
- 8.9 The Government of Canada will make available on its web site this Protocol and all bilateral agreements and action plans. Provincial/territorial governments will make available this Protocol and their respective bilateral agreements and action plans on their respective web sites and/or will provide on their respective web sites a link to the Government of Canada web site.
- 8.10 The CMEC and the Department of Canadian Heritage may publish information on specific themes relating to minority-language education and second-language instruction.
- 8.11 All the provinces and territories agree to recognize the Government of Canada's participation when conducting publicity for all programs for which financial assistance was provided by the Government of Canada.

9. Consultation

- 9.1 Federal officials and officials from all provinces/territories will meet during the term of this Protocol to discuss the programs and initiatives undertaken as a result of this Protocol.

- 9.2 Officials of the Government of Canada and of the provincial/territorial governments will hold bilateral talks annually to discuss the implementation of the provincial and territorial action plans.
- 9.3 The Government of Canada intends to consult with interested associations and groups about the programs provided for in this Protocol and towards which it provides a financial contribution. When possible, consultations with national organizations will be conducted jointly with CMEC and the provinces and territories.
- 9.4 Similarly, each provincial/territorial government agrees to consult, as deemed necessary, with interested associations and groups about the programs and initiatives carried out under its action plan. When possible, these consultations will be held annually and may be conducted jointly by the federal and provincial/territorial governments. The preamble to the provincial/territorial action plan, as noted in Paragraph 3.4.2 will outline the consultation process established for initiatives undertaken pursuant to this Protocol and, as deemed necessary, the partners consulted.

10. Evaluation

- 10.1 The Government of Canada and CMEC may conduct a joint evaluation of the effectiveness and efficiency of implementing this Protocol, prior to its termination.
- 10.2 Programs of the Government of Canada, including the Development of Official-Language Communities Program and Enhancement of Official Languages Program, are routinely subject to evaluation by the federal departments concerned. The Government of Canada agrees to consult the provincial/territorial governments and CMEC on the design of any future evaluation of its programs and to seek their views during the course of such an evaluation.

11. Duration

- 11.1 The Government of Canada and the provincial/territorial governments agree that this Protocol will cover a four-year period from 2009-10 to 2012-13. The contribution agreements with the Corporation of the CMEC for the administration of the bursary and language-assistant programs will also cover a four-year period.
- 11.2 The Government of Canada and the provincial/territorial governments agree that the bilateral agreements between the Government of Canada and each provincial/territorial government, including the provincial/territorial action plans, will cover a four-year period from 2009-10 to 2012-13.

12. Agreements

- 12.1 In conformity with this Protocol, each provincial/territorial government is to enter into a bilateral agreement with the Government of Canada.

- 12.2 In conformity with this Protocol and in accordance with Clause 4, the Government of Canada is to enter into contribution agreements with CMEC, through its corporate body, the Corporation of the CMEC, with respect to the bursary and language-assistant programs.

**OUTCOMES FRAMEWORK
 PROTOCOL FOR AGREEMENTS FOR OFFICIAL LANGUAGES IN EDUCATION**

OUTCOMES DOMAINS	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
MINORITY LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> ◦ Recruitment, integration and retention of students in minority-language education programs up to secondary school graduation. 	<ul style="list-style-type: none"> ◦ Proportion of eligible enrolled students ◦ Retention rate of students from one school level to the next ◦ Graduation rate
PROVISION OF PROGRAMS <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of programs and educational resources adapted to the minority milieu. 	<ul style="list-style-type: none"> ◦ Number of programs ◦ Proportion/number of programs with enrichment activities ◦ Number of program enrichment activities and innovations (e.g., programs, methods, technologies, educational resources)
STUDENT PERFORMANCE <ul style="list-style-type: none"> ◦ Academic achievement of students in minority communities comparable to that of majority community students. 	<ul style="list-style-type: none"> ◦ Students' results in primary and secondary school (e.g., provincial/national/international tests)
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> ◦ Cultural enrichment of school environments through curricular and extracurricular initiatives. ◦ Closer ties between schools and communities. ◦ Language upgrading for preschool-aged minority language children (e.g., francization, classes for parents) 	<ul style="list-style-type: none"> ◦ Proportion/number of schools providing learning enrichment initiatives ◦ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ◦ Proportion/number of schools providing preschool language upgrading activities ◦ Proportion of preschool-aged children ready to enter the minority school system ◦ Number of school-community centres or other school/community partnerships
Postsecondary	
ACCESS TO POSTSECONDARY EDUCATION <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of postsecondary education programs and educational resources. ◦ Improved access for a wide range of student and adult clients to postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ◦ Graduation rate by program of study ◦ Enrolment rate for postsecondary programs ◦ Number of programs offered in the minority language ◦ Proportion/number of programs with enrichment activities ◦ Number of program enrichment activities and innovations (e.g., methods, technologies, partnerships)
Primary, secondary and postsecondary	
SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH <ul style="list-style-type: none"> ◦ Development, provision and assessment of staff training (initial and continuous) and development programs adapted to the minority milieu. ◦ Recruitment and retention of qualified and specialized staff. ◦ Research with an impact on minority-language education and dissemination of knowledge. 	<ul style="list-style-type: none"> ◦ Proportion/number of postsecondary institutions providing initial training ◦ Graduation rate for students in teaching programs ◦ Proportion/number of continuous training and development programs and activities ◦ Proportion/number of schools providing continuous training and development activities for staff ◦ Vacancy and retention rates for teaching staff ◦ Number of research and knowledge dissemination activities

Appendix A

OUTCOMES DOMAINS	PERFORMANCE INDICATORS BASED ON TARGETS SET BY JURISDICTIONS
DEFINITIONS	EXAMPLES
SECOND LANGUAGE	
Primary and secondary	
STUDENT PARTICIPATION <ul style="list-style-type: none"> ◦ Recruitment and retention of students in second-language education programs up to secondary school graduation. 	<ul style="list-style-type: none"> ◦ Proportion of enrolled students ◦ Retention rate of students from one school level to the next
PROVISION OF PROGRAMS <ul style="list-style-type: none"> ◦ Maintenance, development, enrichment/or and evaluation of programs and innovative teaching approaches for second-language learning. 	<ul style="list-style-type: none"> ◦ Number of programs (core, intensive, immersion) ◦ Proportion/number of core, intensive and immersion programs with enrichment activities and innovations ◦ Number of learning enrichment activities and innovations (e.g., programs, innovative teaching approaches, methods, technologies)
STUDENT PERFORMANCE <ul style="list-style-type: none"> ◦ Acquisition of measurable second-language skills by students. 	<ul style="list-style-type: none"> ◦ Reference framework for assessing language skills ◦ Students' results compared with the desired language proficiency at the end of primary and secondary school (e.g., provincial tests) ◦ Proportion of students achieving the desired proficiency
ENRICHED SCHOOL ENVIRONMENT <ul style="list-style-type: none"> ◦ Enrichment of second-language learning through curricular and extra-curricular initiatives. 	<ul style="list-style-type: none"> ◦ Proportion/number of schools providing learning enrichment initiatives ◦ Proportion/number of schools providing extracurricular activities (e.g., cultural and sport activities) ◦ Number of interactions between language groups
Postsecondary	
ACCESS TO POSTSECONDARY EDUCATION <ul style="list-style-type: none"> ◦ Maintenance, development and/or enrichment of programs or provision of courses in the second language or supporting second-language learning at the postsecondary level. ◦ Improved access for a wide range of student and adult clients to second-language postsecondary programs (e.g., technologies, language upgrading, partnerships between institutions, financial incentives and bursaries) 	<ul style="list-style-type: none"> ◦ Proportion of students enrolled in second-language programs at the postsecondary level ◦ Number of postsecondary second-language courses or programs ◦ Proportion/number of programs with enrichment activities and innovations ◦ Number of enrichment activities for postsecondary programs and innovations (e.g., methods, technologies)
Primary, secondary and postsecondary	
SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH <ul style="list-style-type: none"> ◦ Development, provision and assessment of training (initial and continuous) and development programs for staff working in second-language instruction. ◦ Recruitment and retention of qualified staff. ◦ Research with an impact on second-language instruction and dissemination of knowledge. 	<ul style="list-style-type: none"> ◦ Proportion/number of postsecondary institutions providing initial training ◦ Graduation rate for students in teaching programs ◦ Proportion/number of continuous training and development programs and activities ◦ Proportion/number of schools providing continuous training and development activities to staff ◦ Vacancy and retention rates for teaching staff ◦ Number of research and knowledge dissemination activities

MODEL FOR ACTION PLAN, ANNUAL REPORT (EXPENDITURES AND STATUS REPORT) AND BIENNIAL OUTCOMES REPORT

LINGUISTIC OBJECTIVE [2 linguistic objectives]	Minority language/Second language
OUTCOMES DOMAINS [6 outcomes domains per linguistic objective]	Student participation; Provision of programs; Student performance; Enriched school environment; Access to postsecondary education; and Support for educational staff and research

Action Plan		Biennial Report (end of 2nd and 4th years)	
Performance indicator(s)	Performance target(s)	Progress	Explanation of discrepancy
Examples Number of students enrolled in minority schools in relation to desired number and % progress.	Examples Increase by xx% the number of students enrolled in minority schools by 2012-13 with reference to xxx students registered in 2008-09.		

Action Plan				Annual Report			
Planned investments by outcomes domain				Actual expenditures			
Year	Federal	Provincial	Total	Year	Federal	Provincial	Total
2009-2010	\$000,000,000	\$000,000,000	\$000,000,000				
2010-2011	\$000,000,000	\$000,000,000	\$000,000,000				
2011-2012	\$000,000,000	\$000,000,000	\$000,000,000				
2012-2013	\$000,000,000	\$000,000,000	\$000,000,000				
Total	\$000,000,000	\$000,000,000	\$000,000,000				

Action Plan		Annual Report		
Planned initiatives	Total projected contributions by initiative (annual or by year if amounts differ)	Total actual contributions	Status report (1, 2 or 3*)	Explanation of discrepancy
Initiative 1: (description)	\$3,000,000			
Initiative 2: (description)	\$2,000,000			

Legend for status report: 1 - Initiative completed or on schedule 2 - Initiative delayed 3 - Implementation compromised
* Explanation required if level 2 or 3.

Approved by: _____ (authorized senior program officer)
Approved by: _____ (certified financial officer)

Date: _____
Date: _____

**Protocol for Agreements
between the Government of Canada and the Provincial/Territorial Governments
For Minority-Language Education and Second-Language Instruction**

Total Budget 2009-2010 to 2012-2013

Provinces and territories	Annual Federal Contributions		
	Minority Language	Second Language	Total
Newfoundland and Labrador	1,301,551	2,639,295	3,940,846
Prince Edward Island	1,545,732	1,076,602	2,622,334
Nova Scotia	3,896,725	3,761,355	7,658,080
New Brunswick	16,236,833	5,465,859	21,702,692
Quebec	46,525,473	18,406,662	64,932,135
Ontario	54,992,678	24,090,634	79,083,312
Manitoba	6,774,749	5,540,451	12,315,200
Saskatchewan	2,693,018	4,039,526	6,732,544
Alberta	5,310,966	8,894,859	14,205,825
British Columbia	6,036,572	10,067,846	16,104,418
Yukon	1,135,800	830,823	1,966,623
Northwest Territories	1,148,148	939,407	2,087,555
Nunavut	772,885	434,746	1,207,631
Subtotal	148,371,130	86,188,065	234,559,195

Pourcentage L1/L2	63.26%	36.74%	100.00%
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National Programs	
Explore/Destination Clic	16,923,407
Odyssée	7,114,398
Subtotal	24,037,805

Total Budget	258,597,000
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Total over 4 year		
Minority Language	Second Language	Total
5,206,204	10,557,180	15,763,384
6,182,928	4,306,408	10,489,336
15,586,900	15,045,420	30,632,320
64,947,332	21,863,436	86,810,768
186,101,892	73,626,648	259,728,540
219,970,712	96,362,536	316,333,248
27,098,996	22,161,804	49,260,800
10,772,072	16,158,104	26,930,176
21,243,864	35,579,436	56,823,300
24,146,288	40,271,384	64,417,672
4,543,200	3,323,292	7,866,492
4,592,592	3,757,628	8,350,220
3,091,540	1,738,984	4,830,524
593,484,520	344,752,260	938,236,780

63.26%	36.74%	100.00%
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	67,693,628
	28,457,592
	96,151,220

1,034,388,000
