



**PAN-CANADIAN REPORT ON
OFFICIAL LANGUAGES IN EDUCATION**

2005-06 to 2008-09

The Council of Ministers of Education, Canada (CMEC), was formed in 1967 by the provincial and territorial ministers responsible for education to provide a forum in which they could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national educational organizations, the federal government, foreign governments, and international organizations. CMEC is the national voice for education in Canada and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.

Note of Appreciation

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2005–06 to 2008–09



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Council of
Ministers
of Education,
Canada

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Introduction

Pan-Canadian commitment to official languages in education

This report, intended for public information purposes, has been compiled jointly by the provinces and territories through the Council of Ministers of Education, Canada (CMEC).

CMEC, an intergovernmental body of which all 13 provinces and territories are members, provides leadership in education at the pan-Canadian and international levels. It was established in 1967 by the ministers of education, who recognized that their individual provincial/territorial efforts would be enhanced by having a forum in which they could speak collaboratively with one another, and in which they could speak collectively with a pan-Canadian voice. Thus, CMEC's existence signifies, first and foremost, that the provinces and territories have a mutual interest in working together — working together to share scarce resources, to learn of best practices, to address issues that are of pan-Canadian concern, and to develop common instruments, activities, and initiatives to benefit all students at the elementary, secondary, and postsecondary levels. ([Please click here for more information about CMEC.](#))

In Canada, education is under the jurisdiction of the provincial/territorial governments, a fact that creates great diversity in the delivery of educational programs across the country. Each province and territory has evolved its own system of education that reflects its geographic, linguistic, and cultural reality. This diversity brings an incredible strength to education in Canada, as education has been developed according to the context of the populations it serves.

At the same time, there are common concerns, challenges, and approaches that all ministers of education share. This is especially true in the area of official languages in education, even though linguistic populations differ across the country. For example, in *Learn Canada 2020*, the joint framework that ministers of education are using to guide enhancements to Canada's education systems, they identify and commit to the common objective of promoting and implementing support programs for minority-language education* and second-language instruction** that are among the most comprehensive in the world. ([Please click here to read the *Learn Canada 2020 – Declaration*.](#))

The actualization of this objective is supported by the Protocol for Agreements for Minority-Language Education and Second-Language Instruction, a multi-year, multilateral agreement between CMEC, on behalf of all provinces and territories, and the Government of Canada. The protocol confirms the shared commitment of provincial and territorial ministers of education to maintaining, developing, improving access to, and enriching minority-language and second-language programs at the elementary, secondary, and postsecondary levels.

* *Minority-language education: the provision of education in the language of official-language minority communities (anglophones in Quebec and francophones outside Quebec) at all levels of education.*

** *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.*

Historical support for official languages in education

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 and second-language instruction. Initially, the funding was paid on the basis of formulas estimated by the federal government to represent the additional costs involved, and it was made available through letters of understanding between the Secretary of State (the precursor to Canadian Heritage) 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 CMEC, entered into the first Protocol for Agreements for Minority-Language Education and Second-Language Instruction.

The protocol represented two historical firsts: it was the first major multilateral agreement with the federal government to be signed through CMEC, and it was the first political document to establish pan-Canadian guidelines for federal-provincial/territorial cooperation in an area of provincial/territorial jurisdiction. Consisting of a statement of objectives, programs, allocation arrangements, and undertakings, the protocol served as a multilateral, multi-year tool that set the main parameters for collaboration between the Government of Canada and the provincial/territorial ministers of education in the area of official languages. Each province and territory, under this general framework, negotiated with the federal government a separate bilateral agreement*** 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 1983–85, but it was subsequently extended for an additional two years. Since then, protocols have been signed for the periods 1988–89 to 1992–93, 1993–94 to 1997–98, 1998–99 to 2002–03, 2005–06 to 2008–09, and 2009–10 to 2012–13, 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.

Continued support for official languages in education

In the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2005–2006 to 2008–2009*, the provinces and territories and the federal government agreed to pursue two objectives:

- to provide members of the French or English minority-language community with the opportunity to be educated in their own language, including cultural enrichment through exposure to their own culture;
- to provide the residents of each province/territory with the opportunity to learn English or French as a second language along with opportunities for cultural enrichment through knowledge of the culture of the other official community.

[\(Click here to read the protocol.\)](#)

*** **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) that underlie the Government of Canada's financial support for minority-language education and second-language instruction and setting out commitments and obligations of both parties. Each jurisdiction also writes an action plan, as part of its bilateral agreement. Although commonalities exist in areas of outcomes/objectives across the country, the bilateral agreements and action plans allow for pan-Canadian diversity in activities and initiatives, and in the funding that is allocated to those activities and initiatives. [\(Please click here to see the provincial/territorial bilateral agreements and action plans for the period of 2005–06 to 2008–09.\)](#)

^{*} **Action plan:** a description, provided by each province and territory as part of its bilateral agreement with the Government of Canada, of a jurisdiction's strategic priorities, desired outcomes, performance indicators, expected investment, and student participation, as related to objectives set out in the protocol. [\(Please click here to see the provincial/territorial bilateral agreements and action plans.\)](#)

To support these objectives, the protocol committed the Department of Canadian Heritage to providing \$1.02 billion 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 (2005–06 to 2008–09). The funding was provided under several categories: regular funds, additional funds, funds for national official-languages programs, and complementary funds. The federal government made contributions from regular funds to each provincial/territorial government for the realization of the strategic priorities described in provincial/territorial action plans,^{*} and it made contributions from additional funds for the realization of additional strategies described in provincial/territorial action plans.

Additional funds were specifically targeted toward minority-language education and second-language instruction. The federal government also provided funding to CMEC for the official-languages programs Explore/Destination Clic and Accent/Odyssey. (Please see “Official Languages Programs” on page 127 for more information on the pan-Canadian programs coordinated by CMEC.) The distribution of regular funds, additional funds, and funds for national official-languages programs over the period of 2005–06 to 2008–09 is shown in the table in Appendix I.

In addition to the funding described above, the federal government made complementary contributions to the provinces/territories according to special arrangements specified in its bilateral agreement with each provincial/territorial government. These contributions addressed the following areas as a priority but did not exclude other areas:

- development of postsecondary education
- infrastructure projects and the promotion of research in minority-language education and second-language instruction
- program growth and quality and cultural enrichment in minority-language education at all levels of instruction
- growth and improvement of second-language programs at all levels of instruction

Reporting on achievements in official languages in education

Clause 7.5 of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2005-2006 to 2008-2009*, indicates that:

[t]he provincial/territorial governments agree to compile jointly, through CMEC, an interim and final summary report of pan-Canadian scope for public information purposes on the implementation of provincial/territorial action plans including a concise description of the achievement of outcomes called for in provincial/territorial action plans.... 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.

The following section constitutes the final report called for in Clause 7.5. It provides a summative description of the achievement of action-plan outcomes for minority-language education and for second-language instruction, at all levels, from 2005–06 to 2008–09. ([Please click here to read the interim report, published in 2009.](#))

This report was prepared by the Steering Committee for the Pan-Canadian Reports on Official Languages in Education, which consists of a representative from every province and territory. (See Appendix II for a list of the committee members and their contact information.)

Note

Clause 3.2 of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2005-2006 to 2008-2009*, states that:

[t]he Government of Canada and each provincial/territorial government agree to identify, within their bilateral agreement(s), the strategic priorities that should receive special attention during the period covered by their bilateral agreement. These strategic priorities could include some or all of those indicated in Clause 3.1 or any other priority corresponding to the particular circumstances of the provincial/territorial government.

For this reason, there is some variation among the headings under which jurisdictions have provided their descriptions of outcomes in the following section.



Achievement of Outcomes, 2005–06 to 2008–09

Enrolment in French-language schools increased to 4,128 students in 2005–06, 4,902 in 2006–07, 5,377 in 2007–08, and 5,573 in 2008–09.



Funding supported the enrolment of an additional 1,968 students in degree courses offered in French in diverse areas such as economics, history, and women's issues.

Alberta

MINORITY-LANGUAGE EDUCATION

Teacher training and development

Education is a constantly changing field, in particular where teaching in the language of the minority is concerned. It is thus essential that teachers be able to meet the challenges involved. This is why it is so important to support their professional growth on the pedagogical, linguistic, and cultural levels.

During implementation of the *Canada–Alberta Agreement on Minority Language Education and Second Official-Language Instruction 2005–06 to 2008–09* (the agreement), a number of francophone teachers received bursaries that enabled them to participate in professional development workshops and to perfect their pedagogical and linguistic knowledge. Their professional development covered, in particular, the teaching of specialized subject matter, the integration of students at risk, intercultural dialogue, and building identity. In 2008–09, approximately 100 teachers applied for an individual bursary for that purpose. The continuing education and professional development programs help to maintain school enrolment and guarantee that enough personnel will be trained to meet the current needs of French-language education. The conferences of the *Association canadienne d'éducation de langue française* [Canadian association for French-language education] (ACELF), of the Canadian Association of Immersion Teachers (CAIT), and of the Alberta Teachers' Association's *Conseil français* [French council] are opportunities for professional development that are very much appreciated by the participants.

Campus Saint-Jean (CSJ) of the University of Alberta continues to be an important faculty of one of Canada's leading universities. CSJ strives to provide, through innovative teaching and research, a quality university education in the French language. CSJ offers undergraduate degree programming in arts, commerce, education, science, nursing, and engineering, as well as graduate degree programming in arts and education.

Teacher education is a strong focus for CSJ. Thanks to federal and provincial funding, more than 260 individuals graduated with a bachelor of education degree over the period 2005–06 to 2008–09. More than 800 teachers participated in language-training sessions or professional-development activities over the same time period.

Following are highlights of the progress made at CSJ between 2005 and 2009:

- The number of undergraduate degree program options increased from 7 to 12. The number of majors, minors, and honours programs also increased substantially; currently, Campus Saint-Jean offers 22 majors and 29 minors within its undergraduate and graduate program offerings.
- Graduate enrolment in the master of education program was increased by a Calgary cohort of 20 students.
- The period 2005–06 to 2008–09 saw the development of an ambitious new plan to launch college-level programming at Campus Saint-Jean. Staff were hired and facility renovations begun. Program implementation will begin in 2010–11 with a diploma offered in business administration. By the end of the current protocol (for 2009–10 to 2012–13), CSJ projects about 100 new enrolments in three to four new certificate or diploma programs.

Student support and development

One of the main objectives of Alberta's action plan in this area is to increase enrolment in French-language schools, in particular by fostering the transition of students from elementary to secondary school, and their retention. Grants made under the bilateral agreement have allowed a full-time kindergarten program to be implemented in all French-language elementary schools. This gives young children the opportunity to attain a good level of language proficiency in French, and thus be ready to enter the French-language school system in Grade 1. From 2005 to 2009, 2,453 students in French-language schools benefited from this improvement, and were thus able to attain a sufficiently high level of proficiency in French to be able to participate fully in classroom activities. Grants also contributed to the development of a larger number of support resources, with a view to more effectively meeting the various needs of francophone students.

In 2004–05, federal and provincial funding covered the needs of the 3,849 students enrolled in French-language schools. This enrolment increased to 4,128 students in 2005–06, 4,902 in 2006–07, 5,377 in 2007–08, and 5,573 in 2008–09.

In addition, Alberta supports efforts to improve retention in the French-language schools by funding language enrichment activities, as well as activities to promote cultural identity. Thanks to this funding, the five regional francophone authorities regularly organize cultural activities in their schools. These activities are made possible by the close collaboration between schools and parents. Over the course of the agreement, students had the opportunity to take part in sociocultural activities facilitated by the *Association canadienne-française de l'Alberta* [French-Canadian association of Alberta] (ACFA), by the *Regroupement artistique francophone de l'Alberta* [Federation of francophone artists of Alberta] (RAFA), and by other organizations. Students, parents, and teachers all expressed their satisfaction with the offering of such activities.

Alberta also contributes to Destination Clic, a pan-Canadian cultural exchange program administered by the Council of Ministers of Education, Canada (CMEC). This program enables francophone students outside Québec to perfect their mastery of their first language. (Please see "Official-Languages Programs on page 127 for more information on the pan-Canadian programs administered by CMEC.)

The postsecondary level saw enrolment increases over the four-year term of the agreement. Overall enrolment at Campus Saint-Jean increased by 32 per cent — from 582 to 770 students. The percentage of new admissions whose mother tongue is French increased from 23.4 per cent in 2005–06 to 30.4 per cent in 2008–09.

CSJ has engaged in a number of activities to recruit and retain French minority students. Visits have increased to francophone schools in Western Canada and to francophone regions in Central Canada (e.g., Québec, Ontario), as has the distribution of promotional material to potential students in francophone countries.

In 2008–09, the graduation rate reported by Campus Saint-Jean was 63 per cent, and the overall retention rate of students from 2007–08 to 2008–09 was 78 per cent. (The graduation rate is defined by Advanced Education and Technology as students who complete a four-year degree program within a seven-year timeframe.) Student satisfaction was listed at 94.4 per cent (the percentage of

students who indicated they would probably or definitely take the same or a different program at CSJ if they had to start again).

Student financial support consists of fellowships for francophone students pursuing full-time studies in French at Alberta institutions (primarily at Campus Saint-Jean) and out of province. Over the period 2005–06 to 2008–09, this funding supported 629 students attending Alberta-based institutions and 80 students in out-of-province programs.

Program development/quality of programs

The province has focused its efforts on the development, promotion, and more extensive offering of high-quality programs of study, from kindergarten to Grade 12. During the agreement, grants were used to support the development of digital resources in mathematics, chemistry, biology, physics, social studies, science, and the courses in the series “*Connaissances et employabilité*” [knowledge and employability]. This made it possible to broaden the range of French-language distance education courses available to students in small schools or schools located in remote areas. Grants also made it possible to offer French-language resources in the fields of social studies and the sciences, at a price comparable to that of the English-language resources.

A key component of Campus Saint-Jean's strategy to achieve the objectives of minority-language postsecondary education has been the *Centre d'enseignement et de recherche en français* (CERF). Between 2005–06 and 2008–09, many activities and services were provided by CERF, including language proficiency testing, and training and research activities. A coordinator of student activities and French language provides students with opportunities to work on written and oral proficiencies in social and classroom settings.

Over 4,250 appointments in French were scheduled at CERF over the four years, which consisted of counselling and French conversational skill sessions. There were also over 1,100 appointments in English scheduled, where, for the most part, francophone students would learn English in one-hour sessions. CSJ also provided counselling in science (including mathematics) in over 2,900 appointments between 2005–06 and 2008–09.

Educational structure and support

During the agreement, special grants made to francophone organizations and educational institutions encouraged the maintenance of quality and the diversity of French-language teaching in Alberta.

Thanks to implementation and maintenance grants, French-language school boards were able to continue offering their French first-language programs, and to broaden the scope of those programs.

During the four-year term of the agreement, staffing levels at CSJ increased by five tenured staff positions — from 24 to 29 positions.

As well, a new *Bureau de l'enseignement et de l'apprentissage* [office for teaching and learning] was created. New centres of research excellence in French-language learning and appropriation, in vocal acoustics, in French-language theatre, in education in a minority and an immersion setting, and in applied mathematics are examples of research developments at CSJ.

Over the four years of the agreement, CSJ took major steps to incorporate technology into all aspects of program delivery. A total of 233 courses were available in an on-line format by the end of this time frame. In 2008–09 a new “smart” classroom was installed, bringing the total of smart classrooms to seven for the campus.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students [*]	Participation rate ^{**}
2005–06	4,128	0.7%
2008–09	5,573	1.0%
Total change	1,445	0.3%

^{*}The number of students represents the total number of students in the province enrolled in French-language schools.

^{**} Participation rates were calculated by dividing the number of students enrolled in French-language schools by the average number of students enrolled in the K–12 system in both English-language and French-language schools, each year of the agreement (i.e., approximately 590,000 students).

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Alberta's contribution
Regular funds	\$ 9,702,000	\$ 19,946,155
Additional funds	\$ 10,049,200	\$ 10,049,200
Total	\$ 19,751,200	\$ 39,697,355

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

Linguistic and pedagogical competence of the teaching staff is an important factor in second-language teaching. Grants in this category have thus provided Alberta's teachers of French as a second language (FSL) and of French immersion with opportunities to perfect their skills in French and in second language pedagogy. For the duration of the bilateral agreement signed with the Government of Canada, teachers of FSL and of French immersion have had the opportunity to obtain bursaries to take courses and attend training workshops, or to pursue master's in education studies.

Grants have also helped to protect against the risk of a shortage of competent FSL teachers by helping school authorities and other organizations to adopt strategies for retaining existing teaching staff and for recruiting new teachers. During the agreement, some 300 teachers took periods of language training and workshops designed to increase the number of qualified teachers. The opportunities for professional development — whether in the form of participation in conferences of ACELF, of the CAIT, or of the *Conseil français*, or in the form of master's courses — are very much appreciated by the participants.

At CSJ, in second-language instruction, work continued on revisions to the program for teacher training and development. Two French programs were redeveloped to ensure that all prospective teachers have a good grasp of the French language. A permanent professorship was created and staffed in the area of testing and education.

Student support and development

Alberta has undertaken to reduce the dropout rate from courses in FSL, particularly at the secondary level, and to increase the percentage of students from the linguistic majority who are able to express themselves in French. Grants made in connection with supporting and expanding the school clientele have funded sociocultural exchanges that have promoted the value of French as a living language and have allowed students to put their linguistic knowledge into practice immediately. Over the course of the agreement, grants enabled some 33 school authorities to support student learning through various projects.

In 2004–05, thanks to federal and provincial grants, 147,111 students were enrolled in French immersion and FSL programs. This number increased to 155,191 in 2005–06, then to 169,706 in 2006–07, to 176,919 in 2007–08, and to 180,564 in 2008–09.

Alberta has also contributed annually to the Explore spring/summer bursary program administered by CMEC. (Please see "Official-Languages Programs" on page 127 for more information on the pan-Canadian programs administered by CMEC.)

Student financial support for FSL consists of fellowships for anglophone students pursuing full-time studies in French at Alberta postsecondary institutions (primarily at CSJ) and out of province. Over the period 2005–06 to 2008–09, this funding supported 956 students attending Alberta-based institutions and 117 students in out-of-province programs.

Program development/quality of programs

Alberta has undertaken to ensure that school authorities can offer students full access to high-quality second-language programs. During the agreement, school authorities received funds covering the additional cost associated with teaching core French programs and French immersion programs at the elementary and secondary levels.

In addition, school authorities offering French immersion programs received funds in order to respond to an increase in demand for early immersion and late immersion programs. For the duration of the agreement, and in order to meet a sustained demand, a number of school boards offered new courses in French as a second language or in French immersion.

A number of postsecondary institutions as well as campuses/departments of the University of Alberta (not including CSJ) received funding over the term of the agreement for the development and implementation of new French programs and the development/renewal of French-language resources for students and teachers. This funding supported the following activities:

- continued development of a French joint bachelor of arts/ bachelor of education degree program at the University of Calgary and a French-as-a-second-language certificate at Grande Prairie Regional College;
- the expansion of language labs, French learning resource facilities, and/or library resources at the University of Alberta (Augustana Campus), University of Calgary, the University of Lethbridge, and Grand Prairie Regional College;
- the enrolment of 6,362 students in French-language for-credit courses (not including enrolment at CSJ) from 2005–06 to 2008–09;
- the enrolment of an additional 1,968 students in degree courses offered in French in diverse areas such as economics, history, and women's issues;
- the provision of exchange and travel opportunities — involving experiential learning activities in Québec and France — to more than 200 students during the 2005–06 to 2008–09 period;

- the training of local examiners for DELF (*Diplôme d'études en langue française*)/DALF (*Diplôme approfondi de langue française*) proficiency certifications. Thirty examiners led examinations in 2008–09, which were taken by 286 students. Annual participation in DELF/DALF training workshops now includes over 100 FSL teachers and 70 French immersion teachers.

At CSJ, activities to support FSL instruction included:

- a broadening of its non-credit offerings to include workplace French courses, offered in conjunction with the federal government; *Français actif*, combining French and recreation; and more FSL courses for practitioners and students in medical sciences;
- the provision of two intensive, two-week FSL programs at CSJ and a five-week summer program in La Pocatière, Québec. Over the course of the agreement, close to 1,200 students from across Canada participated in CSJ's spring and summer French-language programs.

Educational structure and support

From 2005–06 to 2008–09, grants per student made to organizations and educational institutions from kindergarten to Grade 12 that deliver French immersion and FSL programs strengthened support for the quality of the second-language education dispensed to students in Alberta.

Through start-up and support grants, school authorities have continued to provide sustained support for FSL programming.

The University of Calgary receives educational structure/ support grant funding in order to enable the institution to increase its capacity to offer French-language programming. Between 2005–06 and 2008–09, the French Centre at the University of Calgary offered a total of 57 degree courses in French to 1,079 students. Over the same period, 201 students participated in five immersion weekends offered by the French Centre.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005-06	155,191	26%
2008-09	180,564	31%
Total change	25,373	5%

* The number of students represents the total number of students enrolled in FSL programs in the province's anglophone schools.

** Participation rates were calculated by dividing the number of students enrolled in FSL courses and programs by the average number of students enrolled in the K-12 system in both English-language and French-language schools, each year of the agreement (i.e., approximately 590,000 students).

Total Investment: Minority-Language Education

	2005-06 to 2008-09	
	Federal contribution	Alberta's contribution
Regular funds	\$ 22,638,000	\$ 31,079,700
Additional funds	\$ 10,551,378	\$ 10,551,378
Total	\$ 33,189,378	\$ 41,631,078

A total of **11 universities** and colleges in British Columbia received funds over the course of the agreement to offer pre-service and in-service courses in French.



Students had the **opportunity** to pursue postsecondary studies that would enable them to become **educators** in core French and French immersion.

British Columbia

CONTEXT

In recent years, British Columbia has experienced rapid growth of both the minority-language student population and the French-immersion student population; minority-language education programs and French immersion programs are vibrant and have shown a steady increase in enrolment over the past decade. In fact, the demand for French-immersion programs has surpassed the ability of school districts to offer additional classroom seats within the programs, even with the support provided by the federal government through the *Canada–British Columbia Agreement on Minority-Language Education and Second Official-Language Instruction, 2005–06 to 2008–09* (the agreement).

The principal focus of British Columbia's action plan for the period of the agreement was on supporting student achievement and improving outcomes for students across the province. The province's specific priorities were to:

- improve student recruitment and retention for the *Conseil scolaire francophone de la Colombie-Britannique* [francophone school board of British Columbia] (CSF);
- improve access to programs, services, and resources for francophone students in preschool and in the kindergarten-to-Grade-12 system;
- increase student retention numbers at the secondary level in French immersion;
- enhance and expand core French offerings;
- expand programs and services for French-speaking students at the postsecondary level; and
- expand bursary programs for students in teaching programs and for teachers in minority-language education programs and second-language instruction programs.

MINORITY-LANGUAGE EDUCATION

Improve student recruitment and retention

As of September 30, 2008, there were 4,222 students enrolled in the CSF, an increase of 16 per cent since the 2005–06 school year. The preschool and kindergarten levels certainly witnessed growth. All kindergarten students within the minority-language school system had access to a full-day francophone program, and kindergarten enrolment increased by 20 per cent over the course of the agreement. During the same time period, the CSF opened four new preschools, bringing the total of CSF preschools to 15. The *Fédération des parents francophones de C.-B.* [francophone parents' federation of BC] (FPFCB) actively supported parents in implementing new preschool services. The organization distributed the kit *Francophones aux crayons* to every child registered in kindergarten, and it took part in 13 CSF working committees and offered ongoing training sessions to the CSF's parent advisory council and to the school planning council. It offered workshops such as "What have I got myself into" to exogamous families* and "Paul et Suzanne," a francisation program for parents of preschool children.

* **Exogamous family:** In the context of this report, an exogamous family consists of a francophone parent, a non-francophone parent, and their child(ren).

In order to ensure that students within the minority-language school system had ample opportunities to develop required competencies in French and that they remained in the school system, the Ministry of Education:

- provided access to curriculum documents in French necessary for the delivery of the provincial education program;
- developed, in collaboration with CSF teachers, a new *Français langue première, M à 12^e année* draft curriculum, which was reviewed by external specialists;
- supported the CSF in the implementation of the International Baccalaureate (IB) program in four secondary schools (*École Gabrielle-Roy* in Surrey, *École des Pionniers* in Port Coquitlam, *École Victor Brodeur* in Victoria, and *École secondaire Jules-Verne* in Vancouver) and in its provision of official IB training sessions and a variety of professional development workshops to teachers and principals; and

- provided support for the CSF's virtual resource centre, which was accessible to all students and teachers and for which new pedagogical resources were purchased.

To ensure that francophone children have the reading, writing, and numeracy skills that they need in order to continue within the francophone school system and to realize their full potential, the province:

- supported the CSF in the implementation of the Reading Passport workshops, a popular summer family reading program, and of the provision of easy access to literacy tools — such as *conscience phonologique* [phonological awareness], *stratégies de lecture* [reading strategies], *guide de francisation* [francisation guide], and *acquisition du vocabulaire* [vocabulary building] — to all teachers;
- administered foundation skills assessments in reading, writing, and numeracy to CSF students in Grades 4 and 7; and
- oversaw the translation and adaptation of the performance standards resources in 2005–06, documents that are valuable tools for teachers in terms of monitoring, evaluating, and reporting on individual student performance.

The CSF also provided francisation support to reinforce student retention. It developed new tools to identify students requiring francisation, for example, and it distributed the francisation kit prepared by the Council of Ministers of Education, Canada (CMEC) to all francophone schools; training sessions for school counsellors and teachers were developed by the CSF to assist them in fully implementing this resource in their schools.

To enhance students' learning experience and thus student retention, iBook computers were distributed to 60 students and 300 staff members in 2005–06 and to more than 2,000 students and 300 staff members in 2008–09. The CSF connected schools to Voice-over-IP, new servers, and a wireless network. The CSF offered ongoing technology training sessions to students and staff.

Cultural events are an integral part of francophone program delivery in CSF schools and, in fostering the development of cultural identity, they reinforce student retention and recruitment efforts. In 2008–09, the CSF organized the *Forum scolaire et communautaire* [school and community forum], an occasion for 100 francophone partners to participate in the development of an action plan for the implementation of a cultural and community policy. In the same school year, the

CSF provided training in the development of cultural identity in a minority-language setting to 27 teachers and education advisors; a similar training session was also offered to principals.

Over the course of the agreement, schools organized a variety of sport competitions and cultural activities to celebrate the rich diversity of BC's francophone community, such as *Coup de cœur francophone*, visits to *Francodome*, drama projects, drawing contests, public speaking activities, *Semaine de la francophonie*, a celebration of the franco-Columbian flag, and the unveiling of the song *Franco qu'on est bien*.

CSF students also participated in the following sociocultural activities:

- an outdoor camp in Powell River run by the *Centre de leadership et d'aventures en nature* (CLAN) (180 students);
- the *Camp des Pionniers* program in Saskatchewan (100 students);
- an educational exchange with students in Montreal (14 students);
- a trip to France that enhanced their secondary education and consolidated their identity as francophones (75 students);
- Luc Lainé's conference and workshop on Aboriginal and francophone history (150 students);
- two-day leadership workshops at the CLAN (80 students);
- *Jeux de la francophonie canadienne*, held in Edmonton (75 students);
- various sports such as basketball, soccer, volleyball, badminton, and the francophone Olympics (450 students).

The province supported various francophone organizations in offering annual activities that strengthened and enriched the cultural identity of francophone students in British Columbia. *Théâtre la Seizième* presented a variety of plays to both elementary and secondary students; *Idélire* organized its annual activity, *Avril... le mois du délire*, in which authors and illustrators visit francophone schools; and the *Société francophone de Maillardville* offered an educational program as part of its annual *Festival du Bois* activities.

Increase the number of qualified teachers

From 2005–06 to 2008–09, 92 francophone students applied for bursaries in support of their postsecondary studies to become teachers in the francophone school system. During the same time period, 98 francophone teachers interested in pursuing a master's of education degree applied for bursaries, and 43 francophone teachers applied for bursaries to enable them to take in-service courses in education. Further opportunities for studies in education were provided by the CSF and the *Collège Éducentre*, who partnered together to offer a program leading to teacher-assistant certification.

Over the course of the agreement, the CSF hired 157 new teachers. New teachers participated in a five-day orientation program, training sessions, and a mentoring program.

All teachers in minority-language schools were offered in-service training opportunities for professional growth. New training tools and teaching models for the development of cultural identity in students were developed for francophones in a minority-language educational setting and offered to teachers and principals. The CSF developed a series of professional development workshops on the listening component of the new CMEC francisation kit.

Training opportunities were also provided to special-education teachers and teaching assistants through the *Collège Éducentre* and the CSF. Workshops were offered on autism, behaviour management, and school work modification and adaptation, and some 104 CSF employees attended the workshops. Of the 104 employees, 31 were special education teachers who trained in phonological awareness. Twenty per cent of the employees with special education duties obtained their special education certification. Eighteen CSF employees involved in special education received training in special education in the context of a minority-language education setting, and 25 employees involved in special education received additional training. Four students studying at the *Collège Éducentre* to become special education assistants did their final practicum in CSF schools, and two were hired. Newly hired special education assistants were offered a two-day training session by the CSF's speech therapist.

The province ensured that teachers in minority-language schools had the necessary training to successfully implement learning technology approaches in the classroom. A *cyber pedagogue* [computer specialist] team was created and trained, and it undertook the curriculum renewal project *Pédagogie 2010*. This project identified teaching strategies that would better support student achievement, foster students' development of cultural identity and a sense of belonging to their francophone community, and facilitate the implementation of new learning technologies to better respond to students' needs. Over the course of the agreement, 90 per cent of all CSF teachers used computers in their classroom.

Improve access to postsecondary education

To help francophone secondary students achieve their educational goals, the CSF:

- developed and implemented a distance-education program, the *École Virtuelle*, and a delivery model to provide students with flexible ways by which to pursue their studies;
- offered six distance education courses, through the *École Virtuelle*, to 63 students in 2005–06; 13 courses to 65 students in 2006–07; 22 courses to 91 students in 2007–08; and 28 courses to 206 students in 2008–09;
- hired 10 CSF teachers to facilitate the distance-education program;
- offered, in partnership with the *Collège Éducentre*, two new dual-credit advanced placement courses¹ in 2007–08, and, in 2008–09, six dual-credit advanced placement courses;
- held a university Info-Fair for francophone students.

Over the course of the agreement, Simon Fraser University, with the support of the province:

- developed and delivered French-language education courses for a new minor-in-French program;
- offered the graduate diploma program in French education; and
- delivered the graduate master's program and the French-language doctoral program in educational leadership.

From 2005–06 to 2008–09, over 3,000 residents of British Columbia accessed *Collège Éducentre's* many services and programs, which are supported by funds through the agreement. The college designed and developed or adapted 80 French-language courses for six collegial programs: early childhood education, the specialized learning assistant program, supervision, event management, the resident care attendant program, and the *Perfectionnement de la langue* program. A number of the courses developed for these programs are available on-line through the college's virtual campus; these courses were taken by nearly 800 students. In continuing education, the college offered numerous courses — basic education, French for parents, computer studies — and workshops, such as first aid, WorldHost,² ChildSafe,³ and FoodSafe,⁴ in which an average of 450 students took part each year of the agreement. On a satisfaction scale of 0 to 5, with 5 being the most satisfied, the collegial programs received an impressive average satisfaction rate of 4.2.

A total of 11 universities and colleges in British Columbia received funds over the course of the agreement to offer pre-service and in-service courses in French. Each year of the agreement, an average of 38 francophone students applied for fellowships and travel bursaries to enable them to continue their postsecondary education in their first language.

¹ A student who presents a transcript from a postsecondary institution, showing successful completion of a for-credit postsecondary course that leads to a credential, is entitled to have that course count toward secondary school graduation.

² WorldHost, formerly known as SuperHost, is an internationally recognized customer service training program developed by Tourism BC. It introduces students to the principles of excellent customer service and professional communication techniques, including problem management.

³ ChildSafe is a seminar for parents on child safety issues.

⁴ FoodSafe is a program, certified by the Restaurant and Food Services Association of BC and the provincial Ministry of Health, in which students learn safe procedures for handling foods in order to prevent food poisoning.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*		Participation rate**
	Elementary	Secondary	
2005–06	2,929	702	0.5%
2008–09	3,382	840	0.7%
Total change	453	138	0.2%

*The total number of students who enrolled in minority-language education programs in British Columbia are enrolled in the Conseil scolaire francophone de la Colombie-Britannique [francophone school board of British Columbia]. Student enrolment data were collected by the Ministry of Education through the Student Achievement Data Exchange (SADE).

** Participation rates were calculated by dividing the total number of minority-language students by the total number of students in English-language elementary and secondary schools in British Columbia.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	British Columbia's contribution
Regular funds	\$ 12,059,395	\$ 17,183,993
Additional funds	\$ 10,537,349	\$ 10,537,349
Total	\$ 22,596,744	\$ 27,721,342

SECOND-LANGUAGE INSTRUCTION

Improve core French

School districts were in a position to offer students complete access to quality second-language programs. All students must take a second language as part of their curriculum in Grades 5 to 8. School boards choose which second language(s) will be offered within their communities, with 98 per cent of school boards offering core French, many starting in kindergarten and continuing through to the end of secondary. Over 1,350 public schools offered core French courses to an average of 225,000 students per year. Over 200 independent schools offered core French courses to an average of 38,000 students per year. Funds were disbursed to 57 school districts to enhance and expand existing programs of core French.

The implementation of intensive core French (ICF) was very successful, with district enrolment as follows: SD 36 (Surrey): 396 Grade 6, 7, and 8 students; SD 39 (Vancouver): 78 Grade 6, 7, and 8 students; SD 06 (Rocky Mountain): 28 Grade 8 students. ICF teachers received in-service training: summer institutes in Saskatoon and at UBC, "*Français approfondi*," Literacy in French, "*La langue française dans nos salles de classe*," and training in the marking of writing samples according to national standards. Major cultural activities were offered to ICF students. Mentorship and teacher support were made available, and learning resources were purchased for the new programs.

Canadian Parents for French — British Columbia & Yukon Branch (CPF), has 44 chapters across the province and over 7,000 members. Its newsletter has a distribution of over 5,000. CPF developed and distributed a new resource "survival kit" for home-school students, which provides free lesson plans, quizzes, games, and more. The French "Treasure Kit and Activity Guide" was produced and distributed to all K–7 schools in BC. CPF held 47 meetings in 23 communities to consult about core and intensive French programs. In partnership with the CSF and the FPFCB, a pamphlet

describing all French-language programs in BC was created and 15,000 copies distributed. CPF's "Bilingualism Rocks," a musical show with francophone bands, was attended by 8,500 children in 24 rural and remote communities.

The ministry funded specific innovative proposals from its education partners and from school districts offering French second-language programs: *Collège Éducentre* developed and offered French-for-teachers workshops to 125 core French teachers from four districts; SD 43 (Coquitlam) developed and offered a one-week summer institute to 24 core French teachers; SD 39 (Vancouver) coordinated the offering of a two-week training opportunity for core French and French immersion teachers; 65 teachers were certified in preparing, administering, and marking the *Diplôme d'études en langue française* (DELF); and 20 teachers were certified as trainers for BC French teachers administering the DELF exams.

Revitalize French immersion

School districts offered their students access to quality French immersion programs: 254 public schools offered French immersion programs to 42,474 students; four Independent schools offered French immersion programs to 513 students. School districts offered additional courses in French, such as AP French 12, *Sciences 9 & 10*, *Vidéo production*, Planning and Computer Skills, and the new Math Makes Sense program; many districts implemented new literacy strategies and acquired AIM, a language learning methodology program. In the last 11 years, BC has experienced a 44 per cent increase in enrolment in French immersion programs in the public schools, from 29,432 students in 1998–99 to 42,474 in 2008–09, representing an unprecedented high of 6.5 per cent of the total student population.

The ministry's performance standards in writing, numeracy, and social responsibility, adapted to enable teachers to assess French immersion students' competence in core areas, are now available to all French immersion schools. The ministry also funded proposals from its education partners and from school districts offering French immersion programs: *Collège Éducentre* offered Career Day to over 100 Grade 10 to 12 French immersion students; the University of British Columbia (UBC) and Simon Fraser University (SFU) developed an on-line course, "*Gramligne — Learning and Teaching Grammar*"; SFU offered "Postsecondary in French — Teachers," additional French courses in a new minor in French education, a graduate diploma in French education, and a graduate diploma in pedagogical differentiation to French teachers, as well as

a master's of education program. SD 61 (Greater Victoria) developed a Web site on French immersion, which provides information on literacy, numeracy, science, and social studies, listing books by collection and by level with publisher access information.

In cooperation with SD 41 (Burnaby), the project "Community within a Community" was implemented in all four immersion schools. In SD 22 (Vernon), a mentorship project allowed the project coordinator to work directly with teachers and students in their classrooms to show them how to create an interactive and dynamic learning environment with the use of technology. Their work was posted on the *villageglobal.ca* Web site, and a student from Beirsto Elementary School in Vernon who moved to France was connected via videoconferencing to his class in BC on a weekly basis. This project was a success, and survey results showed that both teachers and students have benefitted from it.

CPF-BC & Yukon Branch organized on average some 50 socio-cultural activities in French for more than 10,000 French immersion students throughout the province: BC Family French Camp, *Rencontre en Plein Air*, *Rencontre française*, French Writers' Festival, Charlotte Diamond, *Carnaval*, Bilingualism Rocks, *Cabane à sucre*, French Film Festivals, French summer camps, and French children's performers. CPF-BC & Yukon Branch also organized provincial activities such as *Concours d'art Oratoire*, BC Family French Camp, and *Rencontre CPF*.

Francophone organizations offered a variety of cultural activities and events, enriching thousands of BC French immersion students' language skills and understanding of French culture: theatrical plays "*Des flacons pour Alicia*," "*Regarde-moi*," "*Le Nez*," and "*Écran de fumée*"; and educational programs "*Le capteur de rêve et le loup : un voyage dans l'imaginaire autochtone*" and "*La Francophonie autour du Globe*." As well, 16 author/illustrators visited 154 BC schools to offer 240 workshops.

Increase the number of qualified teachers

Fifty-eight school districts offered in-service opportunities to French immersion and core French teachers. Teachers attended national (ACPI, National Literacy Forum, and the SMART Conference) and provincial conferences (APPIPC and BCATML), as well as local workshops (“Accelerative Integrated Method: the AIM Gesture approach in second language instruction” and “E-learning Technology for the Second Language Classroom”). School districts organized workshops for their French teachers: French-as-a-second language (FSL) strategies; assessment of oral language; math curriculum implementation; mentorship; and the 2010 Olympics. The British Columbia Language Coordination Association organized a two-day professional development conference on language portfolios, which 50 teachers and district language coordinators attended. The *Association provinciale des professeurs d’immersion et du programme francophone* offered a provincial conference to second-language teachers from across BC with the participation of 190 teachers in 2005–06, 350 teachers in 2006–07, and 634 teachers in 2007–08.

Core French and French immersion teachers had the opportunity to upgrade their teaching and linguistic skills: 130 teachers applied for a bursary in 2005–06; 147 applied in 2006–07; 154 in 2007–08; and 159 in 2008–09. Some teachers took a variety of courses including intensive French immersion programs while others pursued master’s degrees.

Students had the opportunity to pursue postsecondary studies that would enable them to become educators in core French and French immersion: 31 students applied for the French teacher in training bursary in 2005–06; 77 applied in 2006–07; 96 in 2007–08; and 92 in 2008–09.

The University of Victoria is proud to offer, after years of preparatory groundwork, the Professional Specialization Certificate in Teaching French Immersion and the Credential in Teaching French as a Second Language in Middle School, two in-service programs designed to respond to the need for qualified teachers in FSL programs in the Greater Victoria area. Over 100 teachers registered for these programs.

Provide bilingual graduates with opportunities to put their skills to good use

French immersion students reached specific levels of achievement in four key skills in provincial exams. Core French students successfully demonstrated reading and writing skills in provincial exams. Eleven BC postsecondary institutions developed and offered courses in French for students wanting to become French second-language teachers or wanting to improve their French linguistic skills.

SFU developed and expanded French-language programming in the Faculty of Arts & Social Sciences and the Faculty of Education, with support for both faculties provided by an Office of Francophone and Francophile Affairs. A new four-year bachelor’s degree program in public administration and community services was developed and began in 2004. The multidisciplinary curriculum includes courses in political science, history, French, Canadian studies, and the humanities. The majority of the courses are offered in French. This cohort-type program allows 25 students to move together through courses that are designed and scheduled specifically for them.

Collège Éducacentre designed, developed, and adapted French-language collegial programs and courses, on-site in Vancouver, Victoria, Nanaimo, and Prince George, as well as on-line through their “virtual campus.” Every year an average of 5,000 BC residents accessed *Collège Éducacentre’s* accredited collegial programs and non-credit continuing education courses.

French immersion graduates continued their studies in French: 50 students applied for the Fellowship Bursary for postsecondary studies in French in 2005–06; 58 applied in 2006–07; 87 in 2007–08; and 97 in 2008–09. The B.C.–Québec Six-Month Exchange Program continued to attract Grade 10–11 French immersion students from up to 20 schools: 44 students participated in 2005–06; 58 participated in 2006–07; 49 in 2007–08; and 45 students in 2008–09.

Participation Numbers and Rates: Second-Language Instruction, Core French and French Immersion, Elementary and Secondary Levels

	Number of students*		Participation rate**
	Elementary	Secondary	
2005-06	178,953	113,727	44.2%
2008-09	171,829	109,545	43.7%
Total change	-7,124	-4,182	0.2%

*The total number of students who enrolled in French second-language programs in English-language schools in British Columbia was collected by the Ministry of Education through the Student Achievement Data Exchange (SADE).

** Participation rates were calculated by dividing the total number of FSL students by the total number of students in BC English-language elementary and secondary schools.

Total Investment: Second-Language Instruction

	2005-06 to 2008-09	
	Federal contribution	British Columbia's contribution
Regular funds	\$ 25,800,605	\$ 25,800,605
Additional funds	\$ 12,052,703	\$ 12,552,703
Total	\$ 37,853,308	\$ 38,353,308

Federal financial assistance has greatly contributed to the organization of annual provincial conferences for school principals, division managerial staff, education partners, and parents.



Federal funds make it possible to offer support to immersion students who want to continue their studies in French.

Manitoba

CONTEXT

The following document presents some of the results attained between 2005–06 and 2008–09 under the action plan established by Manitoba in connection with the *Canada–Manitoba Agreement on Minority Language Education and Second Official Language Instruction 2005–06 to 2008–09* (the agreement).

MINORITY-LANGUAGE EDUCATION

Educational structure and support

The financial contribution of the federal government is helping Manitoba to attain the objectives it has set for minority-language education. The *Division scolaire franco-manitobain* [franco-Manitoban school division] (DSFM) is the only French-language school division in Manitoba, and its territory extends over a large part of the province. As of September 30, 2008, there were 4,804 students enrolled in the 23 schools of the DSFM, or 38.1 per cent of a potential 12,600 students.

The DSFM makes kindergarten the focus of its recruitment efforts. From 2005–06 to 2008–09, enrolment increased from 4,569 students to 4,804. This was a gain of 235 students, representing an increase of 5.1 per cent.

Since student recruitment efforts are made primarily at the kindergarten level, the province has used part of the funding granted under the agreement to support such organizations as the *Fédération provinciale des comités de parents* [provincial federation of parent committees] (FPCP). The FPCP is very active in the francophone community and carries out a whole range of projects to support parents of pre-school rights holders. Moreover, in April 2007, a new French-language school opened in a thriving community in the southeastern part of the City of Winnipeg — the *Centre*

communautaire Léo-Rémilliard, which accepts students from Grade 8 to Grade 12. This addition does much to help maintain the DSFM's enrolment and also provides another francophone environment for the community.

Thanks to the agreement, the *Direction des ressources éducatives françaises* [French-language education resources branch] (DREF) of the *Division du bureau de l'éducation française* [French-language education bureau] (BEF) of the Department of Education continues to acquire educational and instructional materials for education staff working with students from kindergarten to Grade 12, and to provide them with the services of its library. This makes over 63,000 French-language resources available to the schools and to provincial residents who are interested in them. In 2008–09, the BEF library lent over 31,000 resources to teaching staff in the French schools. Within the DSFM, a library technician acquires educational resources for the schools, catalogues them, and carries out other activities. In 2008–09, the DSFM increased the budget

allocated to educational resources, so that more could become available in the schools.

Out of a concern to promote recruitment and francisation, and to support rights-holder parents, the DSFM continues to offer a full-time kindergarten program. Federal funds can be used to support daycare services managed by the FPCP for infants, pre-schoolers, and children in school with entitlement to French-language education. In total, 18 of the 20 kindergarten to Grade 8 schools administered by the DSFM offer this service, either in adjacent premises or in a space located very close to the school. These daycare centres also offer a pre-kindergarten program. A full-time DSFM counsellor continues to provide information to families where one of the parents is not francophone, to raise their awareness and to educate them as to their rights and the services available to them. The counsellor also offers training sessions to educators and directors of daycares, to pre-kindergarten educators, and to early childhood education workers.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	4,569	36%
2008–09	4,804	38%
Total change	235	2%

*The data on school enrolment come from the database of Manitoba Education (EIS).

**The participation rate is obtained by dividing the number of students attending French-language schools by the potential number of entitled individuals. The latter number is taken from Statistics Canada data for 2006.

Program development/quality of programs

In 2005–06, the DSFM restructured the francisation program for students from kindergarten to Grade 12, paying particular attention to the francisation of students from kindergarten to Grade 2. For their part, the schools conduct interventions with all students, to broaden their repertory of language and thus help them to construct an identity.

The DSFM has partnered with the *Collège universitaire de Saint-Boniface* (CUSB), Saint Boniface's French-language university college, and with the BEF to offer a course in natural sciences to 24 Grade 9 students in four small rural schools. The students in these schools were brought together through virtual collaboration. For this project, entitled *Petites écoles en réseau* [small networked schools] (PEER), each of the teachers had

to act as lead teacher for a period of time, and, after receiving training on a set of concepts, then taught the other teachers in turn. The teacher then led a simultaneous lesson before all the students over the Internet, with the support of the other teachers. All the teachers and students were invited to a meeting at the CUSB, to participate in scientific activities. This meeting, which was very much appreciated by all, also enabled the students to get to know one another. For the teachers, it was an opportunity for professional development and collaboration among colleagues and experts in the field.

The *Collège Louis-Riel*, an urban educational institution of the DSFM, offers its students the International Baccalaureate Program (IB). This program is of interest not only to the students who attend the college, but also to those in the neighbouring school divisions, for a number of reasons:

the challenge of obtaining this diploma; the sense of camaraderie and of belonging to a group for two years; the fact that the program offers good preparation and easier transition to university; and the possibility of earning up to 24 university credits by the end of Grade 12 and of being eligible for bursaries once the IB is obtained. Students may choose between taking a few courses of the program and taking all the courses required to obtain the IB. Every year, the average obtained in certain courses is similar to the world average, and in many cases exceeds it.

Six schools of the DSFM offer an alternative program to students from Grade 9 to Grade 12 who are seriously behind in their studies. This program, which enables students to earn credits, takes into account their capabilities and offers them instruction that is tailored to their needs. Teaching is dispensed by means of projects extending over a period of four years. The program includes acquisition of work experience with employers in the region, in occupational sectors chosen by the student.

Teacher training and development

DSFM personnel includes a team of education counsellors who provide training to teaching staff and to various other stakeholders in the school system. This training is tied to the implementation of curriculum and initiatives that focus on the success of all students. In 2008–09, for example, the DSFM opened an educational training centre that can accommodate more than 600 participants. One room is reserved for literacy and numeracy training, and is equipped with pedagogical resources in these two fields.

In 2007–08, the BEF organized several training sessions in mathematics for DSFM teachers from kindergarten to Grade 8. This had a positive effect on student performance in the provincial assessments. The results obtained in 2008–09 increased by 11 per cent in Grade 3 and by 10 per cent in Grade 7 compared to the 2007–08 results.

Federal funding has enabled the BEF to develop and distribute, to all DSFM teachers at specific grade levels, a set of resources called *Ensemble d'outils pour l'évaluation de la lecture, de la 1^{re} à la 4^e année, Français langue première* [set of tools for the evaluation of reading, from Grade 1 to Grade 4, French as a first language]. This set includes, in particular, 26 unedited student texts that reflect various degrees of difficulty specific to the school level in question, and that serve as reference points for the assessment of reading. Furthermore, the BEF developed and distributed to all Grade 8 teachers, a set called *Ensemble d'outils*

pour appuyer le projet d'évaluation en lecture et en écriture, Français langue première [set of tools to support the reading and writing assessment project, French as a first language].

Student support and development

The funds allocated under the agreement have allowed support to be offered to francophone students who want to pursue their studies in French. In 2008–09, some 60 graduating students whose first language was French received a bursary for this purpose. This was also the case for 49 postsecondary students who wanted to take a program of study in French that was not offered in Manitoba.

Federal grants also allowed the DSFM to offer a number of cultural activities, which enabled students to strengthen their francophone identity and their feeling of belonging to their language community. For example, the DSFM worked with the school committee of *École de Sainte-Agathe* to organize the *Festival des mots*, or Festival of Words, to celebrate the achievements of students and their success in mastering French, and above all to celebrate the French language itself in all its wealth of words. This festival, organized each year in late May between 2003 and 2007, also gave all students of the DSFM an opportunity to present their artistic work and their talents. It also gave all participants — both young people and adults — an opportunity to perfect their skills through games, workshops, competitions, and shows. The organizing school committee was responsible for inviting all interested parties, namely the members of the various school communities of the DSFM, and their families and friends.

DSFM students from Grade 9 to Grade 12 continue to benefit from the *Ligue d'improvisation secondaire tellement époustouflante* [league of oh-so-amazing secondary improvisation] (LISTE), which teaches them to communicate and to create lasting relationships among themselves. While fostering the development of all kinds of talents in such areas as public speaking and theatre, this league enables them to have casual meetings during which they can talk about their concerns, express their points of view, and have a really great time! Students who participate in the league also enjoy training sessions in improvisation offered by theatre professionals.

The cultural program of the DSFM also has a component that focuses on preparing students from Grade 9 to Grade 12 to become the leaders of tomorrow. The group that works on this component is *Jeunes Manitobains des conseils associés* [young Manitobans of the associated councils] (JMCA), made up of four representatives from each French-language secondary school. The JMCA meet three times during the year to promote French language and culture, to foster understanding of the interests of young people, and to encourage young people to participate in the DSFM. The JMCA thus lead young people to assume their full role as citizens and to be active, responsible, and critical members of franco-Manitoban society. They also provide information exchange between the DSFM and students. Every year, members of student councils, members of LISTE, and members of the JMCA who wish to play an active role in the life of their school may, if they wish, participate in leadership camps for three days and two nights, in beautiful settings. When they return, students must apply what they have learned in their work, within the student council and in other school committees.

In addition to the DSFM, a number of Manitoba's cultural and artistic organizations help to ensure the vitality of the province's francophone community. Federal grants cover part of the cost incurred to support these organizations' school programming, designed for students from kindergarten to Grade 12. In 2008–09, the film festival *Cinémental* welcomed over 1,500 students and 100 teachers in connection with its school programming. Its organizers distributed an instructional booklet to the teachers, so that they could prepare their students before they saw the chosen film. *Le Cercle Molière* (a Manitoba French-language theatre company) is another organization that has been able to make good use of federal funds for its school programming. Throughout the school year 2008–09, more than 2,900 students attended performances given by the *Théâtre du grand cercle* [great circle theatre].

Access to postsecondary education

One of the aims of Manitoba's action plan was to broaden the range of French-language distance education projects offered by the *Collège universitaire de Saint-Boniface* (the College). In June 2006, the College signed a memorandum of understanding with two Canadian community colleges, *La Cité collégiale* in Ontario and the *Collège communautaire* in New Brunswick – Dieppe campus, to offer the certificate of *Webmestre — option Multimédia* [webmaster with multimedia option]. This program is offered entirely over the Internet, and is designed to prepare students to hold a position of webmaster in government or a business that wants to have a presence on the Web. At the end of the program, students will have the basic webmaster skills required to manage Web site and program development projects, update sites and make them secure, create links to databases, incorporate multimedia elements, and construct e-commerce Internet sites. In connection with the partnership created among the three institutions, the College has put in place two courses, *Animation pour Internet I* [Animation for the Internet I] and *Animation pour Internet II* [Animation for the Internet II]. The College is also continuing to contribute actively to the management of the partnership.

In 2008–09, the memorandum of understanding signed with the two partner institutions was revised to give the College a broader role. The College developed two other courses, offered in the fall of 2010. The new memorandum of understanding recognizes the College as a partner in two other components of the webmaster certificate, *Webmestre — général* [webmaster — general] and *Webmestre — programmation* [webmaster — programming]. The four courses under the College's responsibility will henceforth be an integral part of the three components of the *Webmestre* program.

This partnership allows the College to offer a broader range of French-language programs in a collaborative manner, while ensuring a good quality-to-price ratio.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Manitoba's contribution
Regular funds	\$ 14,160,700	\$ 25,091,500
Additional funds	\$ 13,945,000	\$ 13,945,000
Total	\$ 28,105,700	\$ 39,036,500

SECOND-LANGUAGE INSTRUCTION

Educational structure and support

The financial contribution of the federal government is helping Manitoba to attain the objectives it has set for second-language instruction. From 2005–06 to 2008–09, enrolment in the French immersion program increased from 17,604 students to 18,563, a gain of 959 students or 5.4 per cent. In 2008–09, immersion students accounted for 10.3 per cent of all school enrolment (180,098 students throughout the province), and were distributed among 99 schools and 22 school divisions. Of these 99 schools, 36 of them are single-track; in other words, they are exclusively immersion schools or centres. The other 63 schools are double-track. The number of French immersion students who obtained their secondary school diploma increased from 759 students in 2006 to 787 in 2009.

Federal financial assistance enables the department to support several educationally oriented community organizations to promote French in Manitoba. For example, the Web sites of French for Life and French for Career Options, two projects developed by Canadian Parents for French – Manitoba (CPF-MB), the *Association manitobaine des directeurs d'immersion* [Manitoba association of immersion directors] (AMDI), and the Manitoba Association of Teachers of French (MATF), continue to enjoy enormous success in promoting the learning of French. The school divisions offering a French immersion program are also working to maintain their enrolment and to recruit new students, in particular by addressing parents with children of pre-school age. They organize information sessions for these parents to provide them with information, to raise their awareness,

and to educate them about their rights and about the other services that are offered to them. In 2006–07, the *Division du Bureau de l'éducation française* [French-language education bureau] (BEF) of the Department of Education held a forum to promote second-language teaching with school division general managers, school principals, and directors of instruction in French as a second language (FSL) in five regions of Manitoba. Forty-nine persons attended. One representative of the BEF subsequently visited the four divisions that were not represented at the forum.

In 2008–09, the financial support of the province and of Canadian Heritage enabled the BEF to go ahead with the revision, publication, and dissemination of a folder promoting French-language schools, French immersion schools, and core French courses, accompanied by a map indicating all the schools that offer an immersion program in Manitoba. The BEF has distributed this advertising material to schools, to Canadian Parents for French – Manitoba, and to the *Société franco-manitobaine* [franco-Manitoban society], with a view to its broader dissemination to other organizations that promote French in Manitoba.

As noted above, the financial assistance granted under the agreement has helped to enrich the BEF's library with new educational and instructional works for teachers working in Manitoba's elementary and secondary schools, and to offer these educators the services of this library. Of the 63,000 French-language resources made available to the schools and to provincial residents who are interested in them, the library loaned over 39,000 resources to teaching professionals in both French immersion schools and English-language schools in 2008–09.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students ^{**}	Participation rate ^{**}
2005–06	17,604	9.5%
2008–09	18,563	10.3%
Total change	959	0.5%

^{*} The data on school enrolment come from the database of Manitoba Education (EIS).

^{**} The participation rate is obtained by dividing the number of students taking an immersion program by the total enrolment in Manitoba's public schools.

Program development/quality of programs

In 2008–09, the BEF completed its action research project, *Communication orale au quotidien* [oral communication in everyday life]. The funds allocated by the federal government helped to pay part of the cost of the project. The study aimed at assessing the quality of the language used by immersion students, from kindergarten to Grade 12, in their oral interactions in French. The BEF then developed and tested guidelines and possible strategies for filling in the language gaps that were identified. The supporting document resulting from this work was published in the fall of 2010, accompanied by a DVD. This material is intended to help teaching staff define and further develop their teaching methods. This project, and the other action research projects conducted previously, will be used to orient a new project aimed at designing a different approach to the organization and presentation of the curriculum, thus providing better orientation for the teaching of FSL from kindergarten to Grade 12.

With the funds granted under the agreement, the BEF developed and distributed to all immersion school teachers at specific grade levels a document entitled *Ensemble d'outils pour l'évaluation de la lecture, de la 2^e à la 5^e année, Français langue seconde-immersion* [set of tools for the evaluation of reading, from Grade 2 to Grade 5, French as a second language — immersion]. This set includes, in particular, 26 unedited texts of students whose writing reflects various degrees of difficulty corresponding to the school level in question, and which were designed to be used as benchmarks for the evaluation of reading. Several jurisdictions in Canada continue to purchase this set and the set that deals with French as a first language. The BEF also developed and distributed to all Grade 8 teachers a document entitled *Ensemble d'outils pour appuyer le projet d'évaluation en lecture et en écriture, Français langue seconde-immersion* [set of tools to support the reading and writing evaluation project, FSL — immersion] and a DVD, accompanied by a supporting document that presents principles for incorporating evaluation into the day-to-day teaching/learning process, for Grades 5 to 8 French immersion students. Three other tools for evaluating reading comprehension, entitled *Tâches et éléments de réponses qui accompagnent les textes de la Collection de textes* [tasks and answers that accompany the texts of the collection of texts] were also developed and distributed. The first tool is intended for Grade 6 immersion teachers, the second for Grade 7, early immersion, and the third for Grade 7, late immersion.

From 2005–06 to 2008–09, in order to support the school divisions that implemented the Intensive French (IF) and Enhanced French (EF) pilot projects, the BEF carried out an oral and written evaluation of the students enrolled in these courses, assuming responsibility for administering the tests, for correcting them, and for performing the statistical analysis of the results. The BEF adopted the statistical method used by researchers Claude Germain and Joan Netten to analyze the results for the students in IF and EF, and is now able to offer this service to the schools that offer these courses. It is thus able to provide them with a division report and a descriptive profile for each student enrolled in the IF or EF course. School principals can inform parents of their children's progress.

Teacher training and development

Federal financial assistance has greatly contributed to the organization of annual provincial conferences for school principals, division managerial staff, education partners, and parents, in order to inform them about recent developments in immersion. In December 2007, the BEF announced the launch of the book *French Immersion in Manitoba, A Handbook for School Leaders*. On that occasion, 175 people attended an orientation session in order to become familiar with this new work. The BEF has developed supporting documents, such as the guide *À vos marques, prêts, partez! A Must-Have Guide for Teachers* [On your mark, get set, go! A Must Have Guide for Teachers]. This guide was produced in 2008–09 in collaboration with school division education counsellors and the Canadian Association of Second Language Teachers, and was printed in 10,000 copies, in order to support the teaching and learning of core French. In addition, the BEF has put together a team that can offer professional training and support sessions for implementing intensive French (IF) and enhanced French (EF). It has also put together a team that can offer training sessions on oral evaluation and correction of written materials for IF and EF. The statistical analyses of student results will enable schools to keep informed about how effective the implementation of their approach to teaching IF and EF has been.

In 2007–08, the BEF set up the Collabaunord project, which targets the teaching staff in the elementary schools administered by the three school divisions in northern Manitoba. Two groups of education counsellors travelled to these divisions to offer orientation and training sessions. The aim is to establish communities of education professionals and thus give a new impetus to the French immersion program and to the teaching of core French courses.

Student support and development

Federal funds make it possible to offer support to immersion students who want to continue their studies in French. In 2008–09, some 60 bursaries were awarded to students who were graduating from immersion schools, and 12 bursaries were granted to postsecondary students who wanted to take a program of studies in French that was not offered in Manitoba.

Federal and provincial funds also make it possible to support the school programming of various cultural and artistic organizations intended for immersion students and those who are taking the core French program. For example, as part of its school program *Théâtre du grand cercle* [great circle theatre], the *Cercle Molière* continues to offer performances for students from Grade 7 to Grade 12, to arrange school tours for students from Grade 4 to Grade 6, and to organize the *Festival théâtre-jeunesse* [youth theatre festival]. The *Festival théâtre-jeunesse* is a large gathering of young people from Grades 7 to 12 in Manitoba's French-language and immersion schools, who have been joined since 2008–09 by students from schools in Saskatchewan and Nunavut. At the festival, students present their own plays (often collective creations) to their peers, their parents, and the general public. In 2009, this festival was in its 39th season. For its part, Canadian Parents for French – Manitoba (CPF–MB) continues to organize various activities: a public speaking competition in French — a one-day event in May with 25 categories of competition — and *Camp Soleil* [camp sun], a one-week summer camp for immersion students from nine communities across the province. CPF–MB has also been able to offer workshops on such varied themes as conversation, arts and crafts, theatre, nature study, and athletic activities such as swimming and other sports and games. For immersion students, CPF has also organized *Camps d'improvisation* [improvisation camps] in French that take place on the weekend, with workshops focusing on communication games, sports, and team games; *Tournées*

culturelles [cultural tours] that take place in the spring and fall, with workshops featuring singers, dance companies, and actors; and finally *Ateliers de théâtre* [theatre workshops], directed by specialists from *Chiens du soleil* [dogs of the sun] (the CUSB theatre company), the *Danseurs de la Rivière Rouge* [Red River dancers] (a French-Canadian dance company), and the *Cercle Molière*.

Access to postsecondary education

The agreement has made it possible to maintain and develop the capacity of the *Service de perfectionnement linguistique* [linguistic proficiency upgrading service] (SPL) of the *Collège universitaire de Saint-Boniface*. The SPL is a service that supports teaching; its mandate is to evaluate students' language skills and to offer means of language enrichment. The SPL strives to meet the linguistic needs of the College's undergraduate and master's program student population with as much flexibility as possible. Although most of the services and programs offered by the SPL primarily address the student clientele, some of them also meet the needs of the College's faculty members.

Integration of French into the various disciplines is a priority focus of development for the SPL. The working committee set up in the fall of 2007 is continuing its work, and pilot projects have been launched in nursing and in sociology. Thanks to the positive evaluation of these projects, which was conducted in the spring of 2008, the projects were continued and expanded in 2009–10.

In short, the SPL is an important resource for the College on several levels: linguistic services for students, support for language teaching, writing support for faculty, and evaluation of language proficiency for both the College and external partners.

Total Investment: Second-Language Instruction

	2005–06 to 2008–09	
	Federal contribution	Manitoba's contribution
Regular funds	\$ 15,189,300	\$ 27,855,700
Additional funds	\$ 5,055,000	\$ 5,055,000
Total	\$ 20,244,300	\$ 32,910,700

There were 23 classes of intensive French in 2005–06, and 44 classes in 2006–07; all teachers of these classes received training in the pedagogy underlying the program.



In 2008–09, the francophone sector comprised five school districts, 98 schools, and 31,119 students.

New Brunswick

CONTEXT

One of the most important characteristics of New Brunswick's school system is what is called duality. This means that each official language community in New Brunswick has its own governance structure and its own system of elementary and secondary schools. This duality also applies to the province's Department of Education. There are thus two parallel language sectors, each with its own deputy minister. Each language sector is responsible for developing its programs of study and evaluation. In 2008–09, the francophone sector comprised five school districts, 98 schools, and 31,119 students. In the anglophone sector, there were 77,272 students in 232 schools within 9 school districts.

As part of the *Canada–New Brunswick Agreement on French First-Language Education and French Second-Language Instruction, 2005–06 to 2008–09* (the agreement), the province implemented two separate four-year action plans for French first-language education and French second-language instruction, one for regular programs and one for additional strategies. Both were in line with the priorities set out in the province's Quality Learning Agenda for 2002 to 2012, and both were developed in the context of the province's unique nature.

MINORITY-LANGUAGE EDUCATION

Teacher training and development

To enrich the learning environment of students, province-wide initiatives have been taken to offer New Brunswick's francophone teachers the means to diversify their pedagogical methods and modernize their teaching.

Since 2004, New Brunswick's main objective has been to improve students' results and to put in place the required services so that everyone can succeed in school. This high ambition to enhance the quality of learning is supported by a set of activities designed to perfect teaching methods, for the various stakeholders in the system.

In 2005–06 and 2006–07, priority was given to specific fields of training: literacy, mathematics teaching methods, science teaching methods, new programs of study, and francisation. Several hundred teachers, from kindergarten to Grade 8, took part in literacy training. Work continued to improve the quality of interventions with students having trouble reading. Significant improvement in results obtained was noted between 2004–05 and 2008–09. The following table gives the percentages of students who reached or exceeded the expected level for reading aloud:

2004–05	51%
2005–06	58%
2006–07	63%
2007–08	70%
2008–09	72%

The following are the results for silent reading:

2004–05	60%
2005–06	63%
2006–07	70%
2007–08	73%
2008–09	73%

All mathematics and science teachers from Grade 6 to Grade 8 received seven days of professional development relating to teaching methods in their respective disciplines. Elementary school teachers were also able to take training days in mathematics, more precisely on the new PRIME detection and intervention kit. Training has naturally been offered to support implementation of programs of study in various disciplines: French, the arts, English as a second language, science, mathematics, humanities, personal and social skills, trades, and physical education. It should be noted that this professional training largely targeted secondary school teachers, to help them implement the programs modified as a result of the reform at that level.

New Brunswick has a university system that enables its citizens to study at this level in either of the official languages. The *Université de Moncton*, which is the only general studies university operating exclusively in French outside Québec, offers a variety of programs and courses to New Brunswick's Acadian and francophone citizens on its three campuses, located at Edmundston, Shippagan, and Moncton. Regarding training for school principals, funds allocated under the agreement were invested in the school administrators' training program offered by the province's university system. Moreover, the Edmundston campus took steps to support university teaching by developing a bank of on-line educational resources and by offering its staff professional development and exchange activities on the issue. From 2005–06 to 2008–09, the *Université de Moncton* offered some 50 education training workshops at that campus, and developed new educational resources in order to improve the quality of teaching and to support professors.

The province's community colleges inaugurated a training program for their teaching staff, so that they could acquire the basic skills required to use educational technologies. Teaching staff of the *Collège communautaire du Nouveau-Brunswick* [community college of New Brunswick] (CCNB) received continuing professional training in a variety of forms, including *Formation de base en éducation des adultes* [basic training in adult education] (FBÉA) for new teachers, training in the use of technology in the classroom with widespread use of the "blackboard" system, and various workshops on pedagogical tools and methods.

During the period covered by the agreement, and thanks to the partnership established with the *Université de Moncton*, the CCNB had 139 teachers enrolled (including those in the first and second years of the program) in FBÉA. This program enables any new teacher who does not have training in education to add teaching skills to the technical skills for which he or she was hired.

The development of technical skills was also pursued during this period, in order to ensure better integration of technologies in the classroom. Teaching workshops likewise enabled teachers to stay abreast of trends in this field.

Student support and development

Increasing the number of students in minority-language schools is one of the main objectives of New Brunswick in this area. The actions undertaken aimed at supporting retention, and above all at creating a focus on cultural development where every student can construct his or her identity.

From 2005–06 to 2008–09, a series of actions was undertaken at the provincial level, and also in the school districts, to ensure a significant presence of francophone culture, from Acadia and elsewhere, in the French-language schools. To this end, many shows and events of a cultural nature were presented to all New Brunswick students. In addition, from 2005–06 on, cultural facilitators worked in a large number of schools to define their cultural profile and help them define their needs. From this period also, activities were organized from a learning perspective, through which pedagogical facilitation acquires a new meaning.

Through the program ArtsSmarts, the arts became more of a presence in classrooms. This program offers young people the opportunity to work with established artists to carry out artistic projects associated with the various subject matters of the curriculum. ArtsSmarts fosters greater appreciation of culture and the arts, awakens students' creativity, and allows them to get acquainted with artists and their milieu. Between September 2005 and June 2009, more than 250 projects were carried out.

The *Semaine du patrimoine* [heritage week] and the *Semaine provinciale de la fierté française* [provincial French pride week] have continued to hold an important place in all of New Brunswick's French-language schools. Students have been able to experience these significant moments during which culture and language occupy centre stage.

At the university level, during the years 2005–06 to 2008–09, the *Université de Moncton* adapted 10 courses for distance delivery. This led to the launch, in the fall of 2007, of the new master's program in business administration. The first cohort to take this program comprised 80 students; by 2008–09, the number of enrolments in the various courses of the program was approximately 267. Also of note is the development, in collaboration with the community colleges, of a new undergraduate program in criminology; the creation of two new master's programs in Acadian studies; and the development and launch, in the engineering faculty, of a new program with a minor in technology, in collaboration with the faculty of education sciences.

The *Université de Moncton* has also completely restructured its Web site to focus on the needs of students. It has been able to counter the impact of the province's demographic decline through new recruitment initiatives. These have made it possible to maintain enrolment above 5,000 students, attain a record penetration rate of 31 per cent in New Brunswick's French-language secondary schools and increase enrolment by 9 per cent in the master's and doctoral programs.

Between 2005–06 and 2008–09, the *Université de Moncton* awarded some 1,300 scholarships to promote access to university studies in French. This initiative targeted certain groups, especially francophone students from the minority regions of Canada; students doing master's studies in law and public administration; foreign students; students in translation, forestry, and agroforestry; and women studying engineering.

Furthermore, 2005–06 saw the launch of a new program to support success in university studies. This program included a gateway project between the secondary schools and the university, measures of integration and adaptation to university life for new students, the opening of several success centres in various faculties, and the academic and social guidance required to ensure student success. The establishment of this program enabled the *Université de Moncton* to significantly improve its student retention rate, particularly in first year. The overall retention rate is now 87.1 per cent.

For its part, the CCNB counted on various services to ensure the best possible integration of its student population, in particular students with special needs. The learning help centres put in place on every campus of the CCNB aim to encourage detection of issues where necessary and to put services in place for the needs already identified.

Student services have emphasized, in particular, support for student governance, leadership activities, and inter-campus exchanges. In 2008–09, 91 per cent of respondents said they were satisfied with the quality of student activities.

Moreover, a whole range of initiatives were undertaken to make the reality of postsecondary college studies better known to the people of New Brunswick, to those in other provinces and territories, and even in other countries, and to promote access to this level of studies. Every possible effort was made to attain these objectives. A few examples include participation in job fairs; dissemination of the program *L'étudiant d'un jour* [student for a day], which enables secondary school students to spend a day at the CCNB; constant improvement of CCNB's Web site; and the adjustment of its marketing campaigns. As mentioned above, the assistance provided to integrate persons with learning or other difficulties has also encouraged greater student retention. Finally, the increase in the number of on-line courses has played an important role in the efforts made to offer broader access to postsecondary college studies.

Program development/quality of programs

To foster the success of all students, the Department of Education undertook to offer additional programs allowing schools to take into account the particular characteristics of their respective communities. Because of the diversity of social and linguistic environments existing in the province, it is necessary to offer services and programs that take this diversity into account.

In kindergarten, the level of preparation of the children varies greatly from one child to another. In recognition of the fact that a child's development in the years preceding entry into kindergarten is critical, the department developed a family literacy program to support parents and their children. Ten preschool intervention counsellors were hired to work in the school districts with families with children at risk, in the year preceding the children's entry into kindergarten. The role of these counsellors was to give parents the necessary tools to be able to stimulate the development of their child.

It is also the responsibility of the French-language schools to accommodate the children of rights-holder parents who speak little or no French, by offering the children the services they need to strengthen their knowledge and command of the minority language. The number of students receiving francisation services significantly increased during the term of the agreement, from 500 students in 2005–06, to nearly 800 in 2008–09.

In New Brunswick, on-line courses enable rural schools to offer a range of elective courses, from Grade 10 to Grade 12, that they would otherwise not be able to provide. In each of the four years of the agreement, more than 1,400 francophone students were able to take one or more of the 21 courses offered on-line.

At the higher education level, the *Université de Moncton*, which offers all its students a mandatory French-language training program, developed a wide-ranging reform project to adapt this program to the various disciplines taught and to improve students' oral and written communication. In the period from 2005–06 to 2008–09, the *Université de Moncton* also implemented four new part-time and distance training programs. The number of distance education courses offered increased to over 80. More than 1,600 students took these courses. This reflects an increase in the order of 73 per cent in the number of part-time and distance education enrolments.

In the arts and culture field, the province's francophone student population carried out some 50 artistic and cultural activities, including the annual presentation of an opera workshop in the secondary schools.

In accordance with the action plan created under the agreement, the *Université de Moncton* greatly intensified its research program in humanities and education, tripling the number of its publications to about 300 scientific productions per year. The university thus became more competitive with the major grant-awarding councils like the Social Sciences and Humanities Research Council. To support its research programs, the university enriched its electronic and printed library resources, including those of the *Centre d'études acadiennes* [Acadian studies centre], and implemented a process of digitizing documents to ensure better access to library resources.

Furthermore, to provide technologically leading-edge education, the *Université de Moncton* has equipped many classrooms, and has improved its communications network and wireless network infrastructures.

At the college level, the CCNB put 20 new programs in place during the agreement to ensure a better match between training and the job market. It increased its admissions capacity by 493 additional regular places, to a total of 2,776 (apart from CCNB's general education, pre-technology, and second-language training programs). Work continued on adapting programs and courses for on-line delivery, and, as a result, 20 programs and nearly 300 college courses became available on-line.

Educational structure and support

In September 2003, the province's francophone education sector initiated the gradual implementation of a new educational system based on the division of the school year into two school terms with five courses each. This change required that all programs of study from Grade 9 to Grade 12 be updated. During the period from 2005–06 to 2008–09, the French-language schools implemented the new programs of study for all disciplines. In addition, a number of elective courses were developed and implemented in the following disciplines: trades, science, mathematics, second and foreign languages, the arts, and the humanities. At the elementary level, programs of study were updated and implemented in mathematics, English as a second language, personal and social skills, science, and art education.

In July 2007, the Department of Education launched *Histoire des Acadiens et des Acadiennes du Nouveau-Brunswick* [history of the Acadians of New Brunswick], produced by the publishing house *La Grande Marée*. This textbook has since been used in Grades 3, 4, and 5. In 2007 as well, a project was started to produce a collection of Acadian plays. More than 200 plays have been inventoried for evaluation. It is also worth noting that many resources have been purchased to support the implementation of the new programs of study, which are being adapted, where necessary, to respond more effectively to the needs and the reality of New Brunswick's young people.

Also of importance is the fact that the *Université de Moncton* has managed to offer a school administration training program, intended for school principals, to some 20 full-time students and more than 125 part-time or distance education students. During the period covered by the agreement, 73 francophones were trained and certified to assume the responsibilities of school principal or assistant principal. In addition, the university offered training in French-language resources to 20 or so students enrolled full-time, to some 60 others enrolled part-time or in distance education, and to francophone resource teachers, in order to enhance their skills in this field and meet the needs of the schools.

From 2005–06 to 2008–09, the CCNB put in place a new governance structure after duality was inaugurated at the community college level. This new duality structure comprises two separate entities, the CCNB and the New Brunswick Community College (NBCC). The period of transition to autonomy of each entity was marked by a complete revision of programs and of the policies and procedures relating to the delivery of training. The development of central services like *Services éducatifs* [educational services] and the adoption of a marketing plan by student services are among the measures that have made it possible to meet the challenges of student recruitment. In 2008–09, 88 per cent of students said they were satisfied with the quality of teaching, and 91 per cent said they were satisfied with the services they received.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	33,460	29.14%
2006–07	32,353	28.88%
2007–08	31,725	28.77%
2008–09	31,119	28.71%
Total change	-2,341	-0.43%

* The number of students is based on the student population enrolled in the French-language schools on September 30 of each school year.

** The participation rate is calculated by dividing the number of students enrolled in the French-language schools by the entire student population of the province as of September 30 of each school year.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	New Brunswick's contribution
Regular funds	\$ 53,172,302	\$ 460,297,715
Additional funds	\$ 11,965,698	\$ 30,208,772
Total	\$ 65,138,000	\$ 490,506,487

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

The pedagogical skills and linguistic proficiency of classroom teachers are critical to successful second-language instruction. Bursaries are therefore made available to New Brunswick teachers who wish to pursue studies in French language and pedagogy. From 2005–06 to 2008–09, a total of 163 teachers received summer bursaries to participate in French-second-language (FSL) programs. Participation in French language training through the support of the bursaries was as follows: summer of 2005 — 43 teachers; summer of 2006 — 41 teachers; summer of 2007 — 40 teachers; and summer of 2008 — 39 teachers. In all years of the program, teachers attended training either at *Université de Moncton–Shippagan* or the *Centre nautique de l'Istorlet, Îles de la Madeleine*.

Funds were also provided directly to school districts to support the upgrading of teachers' proficiency in French and their second-language teaching skills. All nine school districts provided such workshops.

The 2005–06 and 2006–07 school years marked the fourth and fifth years of the pilot of intensive French in Grades 4 and 5. There were 23 classes of intensive French in 2005–06, and 44 classes in 2006–07; all teachers of these classes received training in the pedagogy underlying the program. Administrators of the schools involved in the pilot also received some training in the program in order to support teacher observations, as did the FSL learning specialists in each of the nine school districts.

In the 2007–08 school year, intensive French was designated as a regular FSL program, and schools were permitted to move forward with implementation even though an official review of FSL programming had begun and the recommendations were unknown. All nine anglophone school districts became involved with intensive French at this time. A total of 38 new classes of intensive French began during this school year.

Following extensive consultation, a revised model for FSL learning was announced in August 2008. One of the facets of the new FSL programming was that all students in the English prime program would participate in intensive French, a five-month, literacy-based approach to teaching French (a minimum of 270 hours), followed by an additional 45 hours in the second term.

Schools had the option of implementing the new program over a three-year period, but in September 2008, all but 14 schools housing Grade 5 students implemented intensive French as the regular FSL program for English prime students. Intensive French was implemented in 71 new schools in 2008–09. Implementation of intensive French required extensive professional development. All teachers who began the program received five days of training.

As students complete the intensive French program at Grade 5, they may select either post-intensive or late French in Grade 6. Post-intensive French modules for Grades 6–8 were developed and piloted between 2005–06 and 2008–09; some work began on modules for Grades 9 and 10. Training of post-intensive French teachers began in 2005–06 and continued through 2008–09. During the 2008–09 school year, there were approximately 60 new post-intensive French classes at the Grade 6 level in 42 different schools; 25 new post-intensive French classes at the Grade 7 level in 20 different schools; and 15 new post-intensive French classes at the Grade 8 level in 15 different schools. This represented a significant increase at the Grade 6 level and a steady increase at the Grade 7 and Grade 8 levels. Teachers new to the teaching of post-intensive French received four days of training. School districts received funding to provide follow-up support to intensive and post-intensive French teachers who received initial provincial training.

In the spring of 2005, teachers of core French in Grades 1 to 4 received training on the new core French curriculum to support its implementation in September 2005. In some school districts, teachers of core French were provided with sessions on AIM (Accelerated Integrated Method), the language-learning methodology in the new curriculum. Middle-school core French teachers (Grades 6 to 8) were introduced to a new core French curriculum in September 2005. This was followed by the introduction of new curricula and resources at the high school level in following years.

With the announcement of changes to FSL programming in August 2008 came the introduction of learning experiences to introduce French language and culture K–Grade 3. Grade 1 teachers received training on the use of such experiences in December 2008 and from January to March 2009.

Over the course of the agreement, extensive teacher training in the area of literacy development took place, particularly at the primary level (Grades 1 to 3). This training focused on a balanced approach to literacy, with an emphasis on shared reading, guided reading, shared writing, and independent writing. In the latter years of the agreement, there was also a focus on ensuring that teachers (Grades 4–6) has a solid understanding of the most effective practices to teach reading and writing. Literacy across the curriculum strategies were emphasized at the middle and high school levels.

Beginning teachers of both core French and French immersion participated in a beginning teacher induction program that paired them with a subject area and grade mentor. The development of Professional Learning Communities (PLCs) was emphasized throughout the system between 2007 and 2009. A new leadership program entitled the New Brunswick Educational Leadership Academy was launched, and some French immersion educators participated in the training.

Professional development opportunities were offered in areas linked to French-immersion academic programs, specifically Grades 3–9 social studies, middle-level health, Grades 9–10 science, middle-level science, Grade 11 biology, and health and physical education at the Grade 9 and Grade 10 levels. Teachers and FSL learning specialists received training in the use of the French assessment kit *Trousse d'appréciation de rendement en lecture: Immersion française — Quatrième à la sixième année* developed for Atlantic Canada to support the monitoring of students' reading development in Grades 4 to 6. The introduction of new mathematics curricula resulted in extensive professional development for teachers at the Grade 4, 5, 7, and 8 levels.

Professional development focusing on effective use of technology was a focus for teachers across the province of New Brunswick. The goal was to ensure teachers made most effective use of their notebook computers to support teaching and learning.

The Second Language Research Institute of the University of New Brunswick (UNB) hired an associate of the faculty to help teach FSL methodology courses. The associate developed more than 50 educational training workshops, which were offered to approximately 1,500 teachers of FSL during the course of the agreement. The institute also developed new pedagogical resources to improve the quality of teaching and to support teaching staff both provincially and nationally.

Over the four years of the agreement, the *Université de Moncton* joined with the University of Prince Edward Island to provide training to 59 teachers assigned to teach immersion programs in the English-language schools of the province.

Student support and development

Participation in sociocultural activities strengthens language skills at the same time as it raises students' awareness of their cultural environment. A portion of the OLEP funding in New Brunswick was allocated to school districts in each of the school years (2005–06, 2006–07, 2007–08, and 2008–09) to provide French cultural learning experiences for students. These varied learning experiences included writers in schools; artists in schools (art, music, dance, and drama presentations and workshops); field trips to French communities and historic sites (e.g., Québec City, Acadian Village, *Le pays de la Sagouine*, *Les Dunes de Bouctouche*, *La Savonnerie Olivier*); outdoor experiential learning immersion camps; public speaking competitions; participation in the

French for the Future conference (high school students) and heritage fairs; and preparation of French cuisine. There was also collaboration between francophone and anglophone students coordinated through Dialogue New Brunswick. Some school districts implemented a Good for Kids project involving activities presented in French to encourage oral language development, cultural awareness, and development of reading strategies.

In the 2008–09 school year, some school districts purchased French music CDs, subscriptions to French newspapers (e.g., *L'Acadie Nouvelle*), French magazines, French calendars, French posters, and French books to support appreciation and understanding of the French culture.

Another new initiative in a couple of school districts for the 2008–09 school year was the provision of professional development opportunities for administrators and some teachers on effective ways to create a bilingual learning environment and thus promote French language and culture. This was part of a pilot to prepare for the provincial implementation of a Bilingual Learning Environment Policy in September 2010.

An exchange program with students from the province of Québec continued for high school students in Grades 10 and 11. Students from New Brunswick twinned with students from Québec and spent three months in each other's province. During the 2005–06 school year, 21 New Brunswick students were involved in the exchange, and during the 2006–07 school year, 17 students participated. The 2007–08 school year saw a drop in participation to 11 students. In 2008–09, interest returned to the more typical numbers of 22 students.

During the school years between 2005–06 and 2008–09, New Brunswick participated in the federal government's language assistant programs, Accent and Odyssey, and the Explore student bursary program, which are administered through the Council of Ministers of Education, Canada (CMEC). (Please see "Official-Languages Programs" on page 127 for more information on the pan-Canadian programs coordinated by CMEC.)

A student bursary program was available to core French and French immersion students (Grades 9 and 10) to attend a four-week immersion program at *Université de Moncton* in the month of July. In 2005–06, 90 students participated, and 94 students were involved in 2006–07. Similar numbers were seen in 2007–08 and 2008–09: 92 students, and 89 students, respectively. The challenge is to ensure 100 per cent of students remain in the program for the full four weeks.

During the agreement, UNB awarded four bursaries to enable students to pursue higher studies in second-language teaching methods, and also contributed two bursaries a year to support the bachelor's program in teaching FSL.

Program development/quality of programs

During the school years between 2005–06 and 2008–09, New Brunswick continued its work in the area of program development in FSL. A new curriculum document was drafted to support late immersion French language arts. As well, work continued on the development of the interprovincial intensive French program guide (Grade 5) and modules to support post-intensive French in Grades 6–8. Some initial work began on a post-intensive French module for Grades 9 and 10. To support a research study on the implementation of intensive French in Grade 4 in one of the school districts, instructional modules were developed for this level. The Province of New Brunswick also drafted an intensive French curriculum guide to support the interprovincial intensive French program guide for Grade 5.

In the summer of 2008, as a result of extensive consultation, the anglophone sector of the New Brunswick Department of Education announced a number of changes to French second-language programming with a view to ensuring that 70 per cent of all high school graduates will function effectively when speaking their second official language. Changes included:

- replacement of Grade 1 French immersion with a Grade 3 entry point;
- development of learning experiences to introduce students to French language and culture from kindergarten to Grade 3;
- introduction of pre-intensive French (Grade 4), intensive French (Grade 5), and post-intensive French (Grades 6–12) as a replacement for core French (Grades 1–12);
- introduction of a Bilingual Learning Environment Policy; and
- introduction of a blended FSL program in Grades 11 and 12 in which students who achieved intermediate-level core French could participate in courses with French immersion students.

During the 2008–09 school year, extensive development was completed on the pre-intensive French program for Grade 4 as well as the Learning Experiences program to introduce French language and culture in Grade 1. The FSL learning specialists and other Department of Education learning specialists worked with a group of FSL experts to create a framework to guide the development of the new French immersion program (Grade 3 entry).

In October 2008, the Minister of Education named a Minister's Advisory Committee on French Second Language Education with a critically important two-year mandate:

- to advise the minister on broad direction for FSL curriculum development, implementation, and assessment, and
- to advise the minister on the development of a Bilingual Learning Environment Policy to be implemented in all schools where FSL is taught.

New programs were introduced in French immersion in 2005–06 and 2006–07, in social studies for Grades 6, 7, and 9, and in middle-level health education. New mathematics curricula (FI) were developed for Grades 4 and 7 (2007–08) and Grades 5 and 8 (2008–09). New curricula for physical education and health Grades 9 and 10 and Biology 11 and 12 were developed and translated for use in French immersion classes between 2007 and 2009.

Textual resources to support the following subject areas in French immersion classrooms were purchased in 2005–06 for social studies and science, Grades 1 and 2; in 2005–06, for Grades 3 and 4 mathematics; in 2006–07, for Grades 5 and 6 mathematics; in 2005–06, for Grade 7 social studies; in 2006–07, for Grade 6 social studies; and for writing resources at the elementary level in 2005–07.

During the 2007–08 fiscal year, the following were the main French resources purchased centrally for schools in support of curricular programs: top-ups of social studies resources for Grades 7 and 9 (French immersion) and of mathematics resources for Grades 4, 6, and 7 (French immersion); the mathematics professional development resource *Enseignement Mathématiques* (Grades 1–3 French immersion); core French resources for Grades 10 and 11 — *Ça marche* and *Communi-Quête*; and *Ma trousse d'écriture* for Grades 7, 8, 9, and 10.

In 2008–09 French resources were purchased to support curricular programs: new mathematics texts for Grades 5 and 8 (French immersion); resources to support the learning experiences for Grade 1 students (new program) to introduce French language and culture (e.g., big books, little books, CDs of songs and related music resources for teachers, CDs of French dances and accompanying support material, on-line resources); French physical education charts; and French resources for the health and physical education course for Grades 9 and 10. New resources to support late immersion at the Grade 6 level were acquired. Schools purchased additional supplementary literacy resources.

As additional classes of intensive and post-intensive French were introduced across the province, resources were provided to teachers to support the implementation of the defined outcomes. With the extensive implementation of intensive French at the Grade 5 level in the 2008–09 school year, this resulted in significant purchases of related resources.

In addition to program development, direct support in the form of grants was provided to school districts for the implementation of any new classes in French immersion.

Further funding was provided to school districts to support students in the early French immersion program who were experiencing difficulties with French language learning. Some 28 literacy lead teachers were hired across the province to provide interventions for students and to coach French immersion teachers on effective pedagogical approaches in 2005–06. By 2008–09, this number had changed to 20 literacy leads. However, coaches were made available to support interventions for students struggling with mathematics in Grades 3–5.

The Department of Education assesses the learning of French immersion students in reading, writing, mathematics, and science. In addition, the department assesses the oral proficiency of students in core French, intensive French, and French immersion. In each of the school years between 2005–06 and 2008–09, Grade 2 French immersion students were assessed in French language arts, both reading and writing. Results have shown continued growth. Beginning in 2006–07, Grade 4 French immersion students were assessed in French language arts, both reading and writing; this continued in successive years with students showing continued improvement. French immersion students in Grades 5 and 8 were also assessed in mathematics between 2005–06 and 2008–09. A Grade 6 science assessment was

piloted in 2006–07 and continued in pilot through to 2008–09. In each of the school years between 2005–06 and 2008–09, Grade 10 French immersion students were assessed in reading and writing.

At the end of Grade 12, the Department of Education assesses students' oral proficiency. This occurred in each of the school years between 2005–06 and 2008–09. Students who continue to participate in core French or French immersion courses are eligible to participate in these interviews, and virtually all students take advantage of this opportunity. In 2005–06, 1,200 students participated in the interview; 1,345 students participated in 2006–07. In 2007–08, 1,501 students were interviewed, and 1,471 were interviewed in 2008–09.

In Grade 10, approximately 10 per cent (a random sample) of both core French and French immersion students are asked to participate in oral interviews. The oral interviews in Grade 10 are completed every second year; and 530 Grade 10 students were assessed in 2005–06. The 2007–08 school year marked the third time a random sample of Grade 10 students was assessed on French oral proficiency; a total of 671 students from core French, early French immersion, and late French immersion programs participated in the interviews.

Students who participated in the pilot of intensive French at Grade 5 and post-intensive French subsequently in Grades 6 to 8 were assessed in two different ways: students were involved in interviews to assess their oral proficiency; they also completed an independent writing assignment. These two types of assessments were completed in both 2005–06 and 2006–07.

The pilot of intensive French showed that the oral proficiency target of basic-low was achievable by at least 70 per cent of students. At basic-low students are able to use simple sentences and maintain very simple conversation with some spontaneity. Results of the 2008–09 oral proficiency assessments showed that 58 per cent of students interviewed achieved or surpassed the provincial oral proficiency target of basic-low (20 per cent achieved; 38 per cent surpassed).

During the agreement, the *Université de Moncton* had a total of 1,646 students enrolled full-time or part-time in FSL, and adapted three of its FSL courses for on-line delivery. It also implemented a support program for secondary school students who had taken a French immersion program in order to facilitate their entry to a French-language university. More particularly, the program supported the students' enrolment

in the courses of *Groupe-pont* (the bridge group), which each year welcomes 40 or so students with a high level of French as a second language. As far as English as a second language is concerned, a significant improvement in access to courses in this subject was noted on the three campuses, with total enrolment exceeding 1,000 students per year. Finally, the *Université de Moncton* alternated with Mount Allison University in carrying out 27 activities of various kinds, some cultural and some curriculum related. Projects of collaboration among professors were also initiated between these two language communities, with a view to promoting better relations between these two universities.

Educational structure and support

French learning specialists are in place in each of the nine school districts to support French second-language programs in schools across the province. With the proposed changes to FSL programming announced in 2008, an additional FSL learning specialist was allocated to each school district to support implementation of the programs. In the spring of 2008, two permanent FSL learning specialists were hired at the Department of Education. One of the learning specialists has lead responsibility for French immersion, and the other manages the intensive French programs: pre-intensive, intensive, and post-intensive French.

Given the changes to FSL programming announced in August 2008, as a result of extensive consultation, the following are the French programs offered in the anglophone sector of New Brunswick: early French immersion (now being grandfathered) and late French immersion (beginning in Grade 6), core French, and intensive French. The Grade 1 entry was eliminated in September 2008, as was core French in Grades 1–4. In 2005–06, approximately 26 per cent of the student population was enrolled in French immersion programs. In 2006–07, approximately 27 per cent of the student population was enrolled in French immersion programs. The following school year, approximately 26 per cent of the student population was enrolled in French immersion. Given the overall decline in student population, the French immersion enrolment remained steady. In 2008–09, the number of students in French immersion decreased by 2,061 students; much of this decrease was due to the elimination of the Grade 1 entry point in September 2008.

In 2005–06 and 2006–07, students in New Brunswick who were not in French immersion programs were enrolled in the core French program from Grade 1 to Grade 10 with the exception of students who were involved in the continued pilot of intensive and post-intensive French. Intensive French was recognized as a regular program in June of 2007, and consequently elementary schools could move forward with the implementation of the program. Schools that selected to begin intensive French or schools that were already offering intensive French were allowed to discontinue core French at Grades 1 to 4 and implement French modules at Grade 3 (10 hours) and Grade 4 (20 hours).

The 2008–09 school year marked the official implementation of intensive French at Grade 5. All but 14 of the schools with Grade 5 began the implementation. The remaining schools continued to offer core French in at least Grades 3 and 4.

From 2005–06 to 2008–09, the Second Language Research Institute of the University of New Brunswick took part in three action research projects at the elementary, intermediate, and secondary levels. By late 2008–09, only one research project had been completed; the other two were still in progress. The institute hired a faculty associate as a research assistant for these projects. In the graduate school, one master's student completed his thesis, and a doctoral candidate started his research in 2007. The members of the institute presented the results of their research at a number of national conferences, and articles about the research were published in scientific and professional journals.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	2005-06 to 2008-09	
	Number of students*	Participation rate**
2005-06	66,212	81.38%
2008-09	42,925	55.54%
Total change	-23,287	-25.84%

*The numbers shown above are collected by Policy and Planning, Department of Education, on a yearly basis. Included in the numbers for 2005-06 are approximately 650 kindergarten students who were in combined kindergarten/Grade 1 classrooms and therefore participated in core French.

**The participation rate was determined by dividing the target year's total number of students enrolled in FSL courses (French immersion, intensive French, and core French) by the total provincial student enrolment of the same year.

Participation Numbers and Rates by Program Type: Second-Language Instruction, Elementary and Secondary Levels

	Number of students*: Core French and intensive French	Participation rate**: Core French and intensive French	Number of students*: French immersion	Participation rate**: French immersion
2005-06	44,686	54.90%	21,526	26.45%
2008-09	24,267	31.39%	18,658	24.14%
Total change***	-20,419	-23.51%	-2,868	-2.31%

*The numbers shown above are collected by Policy and Planning, Department of Education, on a yearly basis.

**The participation rate was determined by dividing the target year's total number of students enrolled in a given FSL program (French immersion, intensive French, or core French) by the total provincial student enrolment of the same year.

*** It is important to note the circumstances that had an impact on the figures above. First of all, during the 2008-09 school year, there were significant changes in FSL programming in the anglophone sector in New Brunswick. Grade 1 French immersion was eliminated, as was core French in Grades 1 to 4. Secondly, the overall student population decreased from 81,360 in 2005-06 to 77,288 in 2008-09. Finally, the 4,976 Grade 1 students who participated in Learning Experiences in 2008-09, as an introduction to French language and culture, are not counted in the figures above.

Total Investment: Second-Language Instruction

	2005-06 to 2008-09	
	Federal contribution	New Brunswick's contribution
Regular funds	\$ 16,887,697	\$ 84,019,297
Additional funds	\$ 4,366,258	\$ 5,911,260
Total	\$ 21,253,955	\$ 89,930,557

Since 2005–06, there has been an **increase of 46.6 per cent** in participation in intensive **core French**, and an increase of **17.4 per cent** in **French immersion**.



FSL programs include **early French immersion**, which begins in **kindergarten** and is offered up until **Grade 12**.

Newfoundland and Labrador

CONTEXT

Since 1997, the *Conseil scolaire francophone provincial* (CSFP), in cooperation with the Department of Education, has administered five French first-language (FFL) programs in Newfoundland and Labrador. These are located in Happy Valley–Goose Bay, Labrador City, Cape St. George, Mainland, and St. John's. The total enrolment in FFL in 2005–06 was 204 students, from kindergarten to Grade 12. This low enrolment number can be attributed to challenges faced by the province, including a very low birth rate, out-migration of families with school-age children, a small population that is widely dispersed throughout the province, and a tendency among French minority-language rights holders to choose majority-language schools for their children. Newfoundland and Labrador's action plan, as part of the *Canada–Newfoundland and Labrador Agreement on Minority-Language Education and Second Official Language Instruction, 2005–06 to 2008–09* (the agreement), was aimed at addressing low enrolment despite these challenges.

MINORITY-LANGUAGE EDUCATION

Educational structure and support

Among the principal objectives of minority-language education in Newfoundland and Labrador are increased enrolment and the provision of programs and services that respond to the needs of francophone students.

Continued support in the area of educational infrastructure has helped move the province toward achievement of its ultimate enrolment goals in French first-language education. From 2005–06 to 2008–09, infrastructure support was provided to the province's five francophone schools; this provincial support, facilitated by federal funding, included operations grants and transportation grants, as well as funds for teaching positions beyond the number for which the

provincial allocation formula provided. Enrolment in French first-language schools increased by approximately 32.5 per cent from 2005–06 to 2008–09, with a total provincial enrolment of 203 in 2005–06 and 269 in 2008–09.

The CSFP received direct support through the agreement to establish a team of pedagogical experts at the district-office level. The goals of the team are to improve student achievement, increase enrolment, and provide direct support to teachers in the francophone school system.

Additional support was provided for activities that promoted minority-language education and for the translation of government documents pertaining to minority-language education. This support contributed to the enhancement of the francophone school system, thereby encouraging parents to enrol their children in the system.

Program development/quality of programs

Provincial efforts in this area facilitate the development, increased availability, and support of quality curriculum for kindergarten to Grade 12. Between 2005–06 and 2008–09, new programs and resources were introduced in several subject areas for minority-language students, including language arts, religious education, visual arts, social studies, physical education, and career education.

Distance education continues to be an important method of teaching and learning within the francophone school system of Newfoundland and Labrador, as the schools are small and do not always have the necessary personnel on site for particular subject areas. Enrolments at the secondary level are particularly low in some schools, which makes it difficult to engage specialist teachers. In 2005–06, there were 7 courses offered through distance education, with a total enrolment of 28 students. In 2006–07, there were 8 distance-education courses, with a total enrolment of 25 students. In 2007–08, the number of distance-education courses dropped to 7, and enrolment dropped to 20 students; in 2008–09, the number of courses dropped to 5, and enrolment dropped to 12 students.

Funding is provided directly to the CSFP, through the agreement, to support early literacy programs, pre-school programs, and extracurricular activities. A total of 38 children participated in minority-language pre-school programs in 2005–06. This figure remained relatively stable; there were 37 participants in 2008–09. Family francisation programs are also made available to families with a child in minority-language pre-school in order to prepare children and parents

for the francophone school system. If children need further help in the area of French language skills once they enter the francophone school system, they continue with the francisation program. To enable the schools to offer such a service, the province provides the resources to hire additional teachers. Approximately 80 students availed themselves of francisation services in 2005–06. The number of service users increased to 105 in 2006–07 and to 130 in 2007–08. In 2008–09, 101 students used the services.

The cultural program is another highlight of the francophone education system supported through the agreement. Over the course of the agreement, the CSFP hired a cultural coordinator and established various cultural activities. Local artists visited the schools, and provincial activities were held annually to bring together francophone students and thereby increase their sense of belonging to a larger community. In 2005–06, approximately 140 students and 40 teachers participated in *Fran-Choralies*, a three-day choral festival in St. John's organized through the francophone school district. In 2006–07, approximately 175 students participated in a provincial francophone public-speaking competition, with 10 attending the final held in La Grand'Terre. The public-speaking competition is now an annual event. Approximately 200 students participated in 2007–08, and 150 participated in 2008–09.

Teacher training and development

Francophone teachers in Newfoundland and Labrador are provided with various opportunities for professional development. Such activities help teachers expand their range of teaching methods. In making such opportunities available, the province is also seeking to improve teacher retention levels.

In each year of the agreement, all francophone teachers in the province participated in training workshops offered through the Department of Education to upgrade their pedagogical skills and to support their implementation of new programs developed through the department. Bursaries were also made available to teachers for summer study at francophone institutions outside the province. One teacher participated in the summer program in 2007–08. In 2008–09, one teacher availed herself of a bursary that allowed her to study for the entire school year in a francophone postsecondary institution outside the province.

The CSFP participates in job fairs in an attempt to increase the number of candidates who submit applications for new

teaching positions in francophone schools, as the high teacher attrition rate is an area of concern. In 2005–06, new teachers were hired for 12 of the 30 teaching positions in francophone schools. For each of the three remaining years of the agreement, there were 9 teachers replaced in the CSFP. The CSFP continues its efforts to attract and retain teachers, with many of the new recruits coming from outside the province.

Student support and development

At the postsecondary level, fellowships are made available through the agreement to allow francophones to continue their studies beyond high school at French-language institutions outside the province. This support is available to individual students for a five-year period. A total of 38 students received fellowships between 2005–06 and 2008–09.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Rate of increase*
2005–06	203	
2008–09	269	
Total change	66	32.5%

*As there are no statistics available for the total number of rights holders in those areas where French first-language schools exist, we have provided the rate of increase of participation over the four-year period of the agreement. The rate of increase is the difference between the number of students enrolled in minority-language schools in 2005–06 and the number of students enrolled in minority-language schools in 2008–09, expressed as a percentage of the 2005–06 enrolment number.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Newfoundland and Labrador's contribution
Regular funds	\$ 2,112,800	\$ 9,214,716
Additional funds	\$ 3,407,590	\$ 2,025,800
Total	\$ 5,520,390	\$ 11,240,516

SECOND-LANGUAGE INSTRUCTION

Context

In the area of French second language (FSL) instruction, Newfoundland and Labrador offers several different programs. Core French is mandatory from Grades 4 to 9 for students who are not enrolled in other French programs, and it is optional in Grades 10 to 12. Other FSL programs include early French immersion, which begins in kindergarten and is offered up until Grade 12; late French immersion, which begins in Grade 7 and is offered up until Grade 12; and intensive core French, which is offered in Grade 6. The province faces certain challenges that affect second-language instruction. These include a very low birth rate, the out-migration of families with school-aged

children, a small population that is widely dispersed throughout the province, and the need for more French teachers to support growing FSL programs. The province's action plan, as part of the agreement, strives to address the impact of these challenges.

Educational structure/support

French program specialists were hired at the district level for the four years of the agreement to support FSL programs in all areas of the province. One of the main goals of these new positions was to increase enrolment in second-language programs.

FSL programs in Newfoundland and Labrador include early and late French immersion and core French. Early immersion begins upon entry into the school system in kindergarten.

Late immersion begins in Grade 7. All students in the anglophone system in Newfoundland and Labrador who are not in French immersion are enrolled in the core French program from Grades 4 to 9. Some schools offer intensive core French as part of the core program in Grade 6. The number of students in Grade 6 who enrol in the intensive core French program continues to increase. Numbers are also increasing in early and late French immersion programs.

Approximately 61.7 per cent of Newfoundland and Labrador students were enrolled in FSL in 2005–06. Enrolment dropped to 60.5 per cent in 2008–09. This decrease was due largely to the challenge of student retention beyond Grade 9, when core French becomes optional. The province's goal is to continue to develop new core French and French immersion programs at the secondary level that will enable a greater number of students to meet with success in high school FSL. Support programs for students and professional development for teachers will be important components of these initiatives.

The province of Newfoundland and Labrador is also continuing to support FSL via distance education, as this is a way to continue to offer FSL courses in small and remote schools where on-site FSL personnel is not available. In 2005–06, there were 180 students enrolled in such distance education courses. There were 162 students enrolled in 2006–07, 146 in 2007–08, and 145 in 2008–09.

Program development/quality of programs

Over the course of the agreement, Newfoundland and Labrador continued its work in the area of program development in FSL. New programs were implemented at the elementary level and at the intermediate level in core French, and development of a new program for the secondary level was initiated. New programs were introduced in French immersion in various subject areas, including social studies, French language arts, physical education, career education, mathematics, visual arts, and religious education. Additional programs for Grades 7–12 French language arts are being developed.

In addition to program development, direct support in the form of grants was provided to school districts for the implementation of new classes in French immersion and intensive core French. Further support was provided to all districts for teacher aids for immersion programs. Since 2005–06, there has been an increase of 46.6 per cent in participation in intensive core French, and an increase of

17.4 per cent in French immersion. Three of four anglophone districts in the province now offer intensive core French. All four anglophone districts offer French immersion.

Teacher training and development

Fellowships and summer bursaries are made available to teachers of Newfoundland and Labrador who wish to pursue studies in French language or pedagogy at French-language institutions in Canada. Between 2005–06 and 2008–09, 94 teachers availed themselves of summer bursaries. A fellowship for full-time studies was made available to second-language teachers and to other teachers who wished to begin studies in second-language learning, but no teachers took advantage of this opportunity in the area of FSL over the course of the agreement.

Grants were also provided on an annual basis directly to school districts for summer FSL study sessions for teachers. Districts offered sessions in a range of areas relevant to FSL teaching. Sessions were also held for teachers outside the province.

Student support/development

A primary focus of official-languages-in-education funding in Newfoundland and Labrador is direct support for students wishing to participate in study outside the province and in activities beyond the classroom. At the elementary and secondary levels, the main goal of programs supported by this funding is to encourage students to continue their study of FSL at the secondary level when such study becomes optional.

Three summer bursary programs in French Canada were available for secondary students in Grades 9, 10 and 11. A total of 423 bursaries were provided to students between 2005–06 and 2008–09. The institutions involved in these programs were *Collège Saint-Charles Garnier*, *Collège Notre-Dame de Foy*, *Université Ste-Anne*, and *Cégep de Trois-Rivières*. A French immersion program was also made available, through one school district, to students of Grades 6, 7, and 8 that allowed them to participate in summer sessions at *FrancoForum de Saint-Pierre* in St. Pierre and Miquelon. A total of 259 students participated in this program over the course of the agreement. Winter French camps were held in central Newfoundland for intensive core French students and regular core French students on an annual basis. Some 1,223 students attended these camps between 2005–06 and 2008–09, with the last year seeing a considerable increase in the number of participants.

School-trip programs were also available to intermediate and secondary schools. These programs provided support to classes travelling to St. Pierre or to French Canada. A total of 157 schools received support for travel to St. Pierre, and 69 received support for travel to French Canada.

At the postsecondary level, fellowships were offered to students pursuing studies in French-language institutions

within Canada. There were 105 fellowships awarded to students over the course of the agreement. The Frecker Program, offered through Memorial University, continued to provide an intensive semester-long immersion experience at *FrancoForum de Saint-Pierre*, with 189 students involved between 2005–06 and 2008–09.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students*	Participation rate*
2005–06	47,274	61.7
2008–09	42,601	60.5
Total change	-4,673	-1.2

*The participation rate was calculated for each year by expressing as a percentage the ratio of students who participated in FSL programs to the total number of students enrolled in the province. The total change is the difference between participation rates.

Total Investment: Second-Language Instruction

	2005–06 to 2008–09	
	Federal contribution	Newfoundland and Labrador's contribution
Regular funds	\$ 7,627,200	\$ 7,885,047
Additional funds	\$ 2,136,991	\$ 1,167,090
Total	\$ 9,764,191	\$ 9,052,137

Thanks to the additional funding, the core French programs are well established, and are offered consistently from Grade 1 to Grade 9.



*Every year, some 10 students from NWT participate in **Explore**, the summer language bursary program.*

Northwest Territories

CONTEXT

Northwest Territories (NWT) has 11 official languages — English, French, and 9 Aboriginal languages.

For second-language courses, in 5 of the 33 communities of NWT, students may choose between French and the Aboriginal language of the region. Depending on the community, French as a second language (FSL) is learned through core French courses or immersion programs. It is up to parents to choose to have their children take either Aboriginal language courses or French courses during the time allocated to second-language teaching.

In addition, the Department of Education, Culture and Employment offers members of the French-speaking minority community the opportunity to be educated in French as a first language, and to develop, strengthen, or enrich their cultural identity by familiarizing themselves with their own culture and with the cultures of the other francophone communities. There are two French-language schools in NWT, one in Yellowknife and the other in Hay River.

MINORITY-LANGUAGE EDUCATION

Teacher training and development

Over the four years of the *Canada–Northwest Territories Agreement on Minority-Language Education and Second Official Language Instruction 2005–06 to 2008–09* (the agreement), the Department of Education, Culture and Employment offered professional training sessions to francophone teachers on its premises, in order to enrich the learning environment of minority-language students. Each year, all new French teachers working in the French-language schools benefitted from these training sessions. In addition to this training, the department also offered workshops on various topics such as literacy, numeracy, and the humanities.

A number of teachers in the French-language school board also participated in territorial and provincial conferences and in training courses, such as those offered in the summer by the *Association canadienne d'éducation de langue française* [Canadian association for French-language education] (ACELF). The regular funding that the French-language school board receives makes it possible to grant training bursaries to its teachers.

From 2007–08 on, additional funding has also enabled the board to hire a person responsible for pedagogy in its two schools. This has facilitated the development of a common vision and the harmonization of teaching practices.

Student support and development

There is one French-language school board in Northwest Territories. The two schools it administers are located in Yellowknife and in Hay River. In April 2005, the board had 143 students, from kindergarten to Grade 11. In March 2009, 193 students attended a French-language school.

In this area, one of the principal objectives of the NWT action plan was to increase the number of students in the two minority-language schools. To improve its chances of recruiting and retaining students, the French-language school board wanted to avoid classes with three levels.

Although having three levels in the same class does not necessarily mean that the quality of the teaching will suffer, parents' perception of this situation is negative. Consequently, most of the additional funds were spent in order to have split-level classes comparable to those in the schools of the majority, in other words, classes containing two education levels.

Program development/quality of programs

Thanks to the agreement, the French-language school board obtained funds for purchasing instructional resources. This enabled the board to acquire new mathematics textbooks, anthologies for secondary schools (project of the Western and Northern Canadian Protocol), and health manuals. The board was also able to purchase several boxes of books at book fairs for the two school libraries.

The regular funds received were also used for sociocultural activities for the students, such as variety shows, trips, and exchanges between schools. Thanks to the additional funds available under the agreement, Grade 8 students of both schools were able to participate in the *Passeport francophone* [francophone passport] project, set up by the French-language school board of British Columbia.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	143	1.5%
2008–09	193	2.2%
Total change	50	0.7%

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

**The participation rate is obtained by calculating the percentage of students attending French-language schools compared to the total number of students in NWT.

Educational structure and support

To meet the special needs of students in the French-language schools, the French-language school board hired two teachers responsible for the student support program, thanks in part to additional funds provided through the agreement. These teachers offered services to students with special physical, academic, or behavioural needs. In addition, teacher's aides offered francisation services to students who spoke little or no French, particularly at the kindergarten and elementary school levels.

To offer specialized courses to a small group of students, the school board favours the use of high-end technology. To do so, however, the board needs appropriate teaching staff and the necessary technology. During the four years of the agreement, funds were used to carry out a technology project, including the purchase of equipment, training, and on-line course offerings.

The additional funds were used to hire full-time secretary-librarians, in order to improve services to the community and to parents. The ties between family, school, and the community, which are essential in minority communities, rely on a good system of communication. These hires have had a beneficial impact on library borrowing and on the availability of library resources.

Total Investment: Minority-Language Education

	2005-06 to 2008-09	
	Federal contribution	Northwest Territories' contribution
Regular funds	\$ 649,200	\$ 2,963,553
Additional funds	\$ 4,608,481	\$ 5,156,718
Total	\$ 5,257,681	\$ 8,120,271

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

During the first two years of the agreement, the Department of Education, Culture and Employment organized training sessions for core-French teachers on the Accelerative Integrated Method (AIM) methodology for learning languages. Complementary sessions were subsequently held to meet the demands of the school boards. Almost all the core-French teachers in NWT, some 15 of them, took this training. A number of boards have purchased the resources, and then implemented this method in the classroom.

Teachers in immersion programs also attended professional training sessions during the four years of the agreement. In addition to attending the sessions offered at the department on literacy, numeracy, and the humanities, a number of teachers participated in meetings of the Canadian Association of Immersion Teachers and the Canadian Association of Second Language Teachers, and in provincial or territorial conferences.

Each year, thanks to the contribution of regular funding, the school boards offering French courses have received funds to grant professional training bursaries to their teachers.

Student support and development

In a number of school boards, the policy on teaching Aboriginal languages starting in Grade 1 has given rise to the desire to consolidate and expand FSL programs, in order to give students the choice of pursuing studies either in French or in the Aboriginal language of their region. Thus, during the time devoted to teaching the second language, one part of the class learns French, while the other part learns the Aboriginal language of the community. As a result, the two language groups have a better chance of success in learning because the choice of language is left up to the learner and his or her parents, and the groups of students are smaller.

Before the conclusion of the agreement, it was sometimes the case that in a number of small communities, core French courses were not offered systematically from one school year to the next. These courses were always subject to schedule and personnel changes, or to the administrative and political agenda of the school.

With the conclusion of the agreement, initiatives for teaching core French emerged, so that qualified personnel could be hired to teach the 90 hours per year of FSL courses. The establishment of this framework for teaching core French enabled students to make continual progress in learning French as a second language, and to continue their French studies into the second cycle of secondary school.

From 2005 to 2009, core French was taught in five communities of NWT, in 18 schools. In April 2005, 1,968 students were taking core French courses. In April 2009, there were 1,952. Thanks to the additional funding, the core French programs are well established and are offered consistently from Grade 1 to Grade 9. Over the last three years of the agreement, one NWT school board offered an intensive French course in Grade 6. This initiative was very successful.

At the beginning of the agreement, in the whole of NWT, six schools distributed among three school boards were offering French-language immersion programs. In 2008–09, seven schools distributed among four school boards were offering this program. In 2005–06, there were 646 students taking this program; in March 2009, there were 664.

The grants made for the purposes of student support and development have also funded sociocultural activities (public speaking contests, snow camps, and variety shows) organized by the school boards or their respective chapters of Canadian Parents for French. These activities were intended for students from kindergarten to Grade 12 in immersion and core French programs.

Every year, some 10 students from NWT participate in Explore, the summer language bursary program. Thanks to regular funds granted under the agreement, these students were able to participate in the program in the Canadian province of their choice, as they receive a \$1,000 bursary to cover their travel costs. (Please see "Official-Languages Programs" on page 127 for more information on the pan-Canadian programs administered by CMEC.)

Participation Numbers and Rates: Second-Language Instruction

	Number of students*	Participation rate**
2005–06	2,614	28.1%
2008–09	2,616	31.0%
Total change	2	2.9%

* The number of students is defined here as the number of students enrolled in FSL courses in the schools of NWT, exclusive of those enrolled with the French-language school board.

** The participation rate is obtained by calculating the percentage of students in FSL courses compared to the total number of students in NWT, exclusive of those enrolled with the French-language school board.

Improvement of the core French program and revitalization of the immersion programs

During the four years of the agreement, the school boards received funds to cover the additional costs associated with teaching FSL. Some boards received additional funds to solidify their Grade 1 to Grade 9 core French program or to implement an intensive French class in Grade 6. Other boards received such additional funds to start or continue

the implementation of the early immersion program. All school boards received funding for purchasing instructional resources and organizing cultural activities.

In two school boards, the additional funds granted under the agreement made it possible to hire a second-language consultant to support teachers in their efforts to meet the needs of the students.

Total Investment: Second-Language Instruction		
	2005-06 to 2008-09	
	Federal contribution	Northwest Territories' contribution
Regular funds	\$ 1,520,800	\$ 810,018
Additional funds	\$ 2,826,317	\$ 3,996,781
Total	\$ 4,347,117	\$ 4,806,799

Awareness was raised among young teens of the importance of learning, understanding, and appreciating French-language culture.



Enrolment in French first-language schools continued to rise.

Nova Scotia

MINORITY-LANGUAGE EDUCATION

Context

With the federal government's contributions made through the *Canada–Nova Scotia Agreement on Minority-Language Education and Second Official Language Instruction, 2005–06 to 2008–09* (the agreement), the Province of Nova Scotia was able to deliver quality programming at the primary and secondary levels through the *Conseil scolaire acadien provincial* (CSAP). CSAP is the only school board in Nova Scotia for French minority-language education authorized to deliver programming in French first language (FFL). Enrolment in FFL schools continued to rise each year of the agreement despite continued declining enrolment in English schools.

Teacher training and development

Over the course of the agreement, many teachers used bursaries granted by the Department of Education — with the approval of the CSAP — to attend methodology upgrading courses or courses leading to a master's degree in education (French language) or in school administration. Between 2005–06 and 2008–09, there was an increase of 34 per cent in the number of bursary applications for master's degree courses in these areas. During the same time period, there was an increase of 41 per cent in the number of bursary applications for methodology upgrading courses and for general professional development.

Student support and development

Between 2005–06 and 2008–09, the province provided support, through the agreement, to minority-language students for the development of their FFL education in a variety of formats. Several hundred students received bursaries or scholarships to continue their FFL education at the postsecondary level. The number of students applying for bursaries to pursue their bachelor of arts or bachelor of education degree increased by 52 per cent over the course of the agreement. The number of students applying for bursaries to pursue studies in other areas increased by 22 per cent. Student participation in summer camps sponsored by the province, through the Government of Canada's contribution, increased over the same time period. The camps *Adocamp* and *Amicamp* are organized by the *Fédération des parents acadiens de la Nouvelle-Écosse* (FPANE) to bring together Acadian and francophone children and youth for the purpose of helping them to develop a greater appreciation of the French language and their Acadian and francophone culture.

Program development/quality of programs

Over the course of the agreement, the Department of Education piloted a new approach to program delivery, the Public School Program, which was permanently established in July 2009. It delegates responsibility for curriculum program development to the school boards. The department retains, however, its statutory authority to approve the use, in public schools, of programs developed by the school boards. The number of academic programs available to FFL students through the Public School Program rose considerably over the course of the agreement. For example, the reading and writing preventive intervention program was implemented in all CSAP schools. The CSAP was also able to expand its staff for literacy and numeracy mentoring, which had a positive impact on student performance levels. Some CSAP schools added new classes — the *École de la Rive-Sud*, for example, added a new Grade 12 cohort — and many added new courses, accounting for an increase in the number of elective courses available in FFL schools.

Educational structure and support

Significant infrastructure support was provided to a program that has achieved great success in the integration of the children of rights holders into the francophone school system and in the promotion of French language and culture: the program *Grandir en français et francisation*. To complement this important initiative, the province sought contributions from the Government of Canada, through complementary agreements, to the cost of renovation and construction projects that ensured that the CSAP could deliver *Grandir en français* in schools that met modern education standards. To this end, community spaces and pre-school spaces were built within the CSAP's school facilities. These investments had a very positive impact on francophone communities, since the school and the facilities it contains often serve as the gathering place for the Acadian and francophone community. Thus, infrastructure support contributed not only to increased availability of services and promotion of cultural and linguistic initiatives but also in large part to the establishment of a defined community. Consequently, the number of students enrolled in the CSAP increased by 5 per cent between 2005–06 and 2008–09, and success rates of CSAP students in literacy and numeracy exceeded province-wide results.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	4,153	2.9%
2008–09	4,358	3.2%
Total change	205	4.8%

*The number of students does not include minority-language students enrolled in Grandir en français.

**The participation rate represents the total number of students enrolled in the province's Acadian and francophone school board, the Conseil scolaire acadien provincial (CSAP), as a percentage of the number of students enrolled in all school boards, from Primary to Grade 12. There is no information available to establish the number of students who qualify as children of rights holders and who are eligible to be enrolled and educated in the CSAP; thus, it is not possible to express the participation rate as a percentage of all eligible French minority-language students. However, the province estimates that the number of students enrolled in the CSAP represents approximately 50 per cent of the total number of children of entitled parents who would be eligible to be enrolled and educated in the CSAP.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Nova Scotia's contribution*
Regular funds	\$ 7,162,580	\$ 18,128,819
Additional funds	\$ 8,189,007	\$ 8,984,724
Total	\$ 15,351,587	\$ 27,113,543

*Source: The province's annual activity report to the Department of Canadian Heritage.

SECOND-LANGUAGE INSTRUCTION

Context

With the help of contributions made available through the agreement, the province of Nova Scotia was able to deliver quality programming for French-as-a-second-language instruction (FSL) at the primary and secondary levels through seven English-language school boards. Enrolment in early immersion and intensive French programs increased, but the province witnessed continuing declining enrolment in core French, late immersion, and integrated French programs. The province drew up a plan to offset this decline by establishing experimental classes to improve student success and by developing on-line and correspondence courses, thus enabling students to complete their immersion or integrated French certificate in an alternate fashion. The number of resources available through the *Centre provincial de ressources pédagogiques* (CPRP) increased, as did its range of services.

Teacher training and development

Over the course of the agreement, the department granted several hundred bursaries that allowed teachers to attend professional development and specialization courses and to participate in internships, especially in the areas of reading recovery¹ and French immersion resource teacher² training. Six bursaries covered the last two years of the tuition costs of students studying to become teachers of French as a second language.

¹ Reading recovery involves short-term, one-to-one tutoring for low-achieving students in Grade 1, i.e., for the students who are having the most difficulty learning to read and write.

² The French immersion resource teacher supports the classroom teacher, especially in terms of providing accommodation and enrichment activities that help to maximize student learning.

Student support and development

The Department of Education funded seven summer camps that reinforced FSL skills in participants. The camps were organized by Canadian Parents for French for 6- to 12-year-olds. Over the course of the agreement, a total of 634 students participated in the camps and enjoyed an authentic, enriching immersion experience.

The department also provided financial support:

- to the Québec–Nova Scotia exchange program, which allowed students in Grades 10 to 12 to spend three months in a French-language cultural setting in Québec;
- for the production of a DVD promoting the Québec–Nova Scotia exchange program; and
- to *Le français pour l'avenir* and ViewFinders activities, which greatly assisted in raising awareness among young teens of the importance of learning, understanding, and appreciating French-language culture.

Over the same time period, there was an increase in the number of scholarships and bursaries awarded to non-francophone students pursuing postsecondary studies in French. There was also an 8 per cent increase in the number of applications for these awards.

Program development/quality of programs

Over the course of the agreement, development of the following key FSL programs was completed by the department:

- the Grade 7 integrated French program,³ which was distributed to school boards in December 2009;
- the French immersion mathematics program for kindergarten to Grade 3, which was distributed to school boards in March 2008;
- the Primary–Grade 3 French Immersion Language Arts Guide, which was distributed in September 2006; and
- the Grade 4–6 French Immersion Language Arts Guide, which was distributed in January 2008.

Improvements to FSL programs included:

- the purchase of approximately 25,000 resources for FSL instruction; and
- the provision, in 2008–09, of the intensive French program by 11 schools (a total of 13 classes or 312 students).

Educational structure and support

The province's principal objective in this category, over the course of the agreement, was to maintain and to improve access to quality FSL programs at all levels of instruction (elementary, secondary, postsecondary). Achievement of this outcome between 2005–06 and 2008–09 is evident in:

- increases in enrolment and number of program offerings, i.e.:
 - a 3 per cent increase in enrolment in French-immersion programs between 2005–06 and 2008–09, despite a 7 per cent decrease in the province's total student population over the same time period;
 - an increase in the number of experimental FSL classes,⁴ from 7 classes in 2005–06 to 20 classes by September 2009,⁵
- the development and implementation of new curricular and co-curricular programs and policies, i.e.:
 - the development of a Grade 12 on-line core French program, of which the second draft was completed by the end of the agreement;
 - the implementation in all English school boards of a mentoring program for core French, which provided FSL teachers access to mentors who aid in the implementation of literacy initiatives; and
 - the launch of distance-education courses for Grade 11 biology and Grade 11 chemistry in the French-immersion program.

³ In the integrated French program, students take social studies in French, in addition to French language arts.

⁴ An experimental FSL class is a core French class — at the Grade 4 to Grade 9 level — in which the teacher uses literacy strategies based on those used in intensive French. The class is held every other day for a period of 45 to 60 minutes rather than every day for 20 to 30 minutes.

⁵ A Web site was developed — for launch in two school boards in 2010 — over the course of the agreement to advertise these experimental classes and further support desired outcomes in this area.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students*	Participation rate*
2005-06	138,151	75,342 (54.5%)
2008-09	128,776	68,596 (53.3%)
Total change	-9,375 (-6.8%)	-6,746 (-1.2%)

* The participation rate is the percentage of students enrolled in FSL programs compared to the total student population of Nova Scotia.

Total Investment: Second-Language Instruction

	2005-06 to 2008-09	
	Federal contribution	Nova Scotia's contribution*
Regular funds	\$ 10,897,420	\$ 16,635,914
Additional funds	\$ 4,031,000	\$ 4,537,158
Total	\$ 14,928,420	\$ 21,173,072

* Source: The province's annual activity report to the Department of Canadian Heritage.

Between 2005–06 and 2008–09, Nunavut invested the largest portion of FSL funding in teacher recruitment, training, and development.



In 2008–09, a strategic plan was put into place to expand course offerings and to prepare for a new Grade 10 program.

Nunavut

CONTEXT

In Nunavut, official-language education funded through the *Canada–Nunavut Agreement on Minority-Language Education and Second Official Language Instruction, 2005–06 to 2008–09* (the agreement), is delivered within a unique context. First of all, although the official languages of Nunavut are Inuktitut/Inuinnaqtun, English, and French, the most commonly spoken language, according to the 2006 Census, is Inuktitut, and the majority of the population is neither anglophone nor francophone. In fact, of the 33,000 inhabitants of Nunavut (as estimated by Statistics Canada in October 2010), only 1.27 per cent speak French. Second, several policy measures with an impact on official-language education* have been recently implemented by the Territory. The *Education Act*, passed in September 2008, establishes Inuktitut as the majority language and grants Inuit societal values a role as the foundation of the education system. The act is reinforced by the Inuit Language Protection Act and the Languages of *Education Act*, which aim to increase the population of Inuit people who can speak and read their first language fluently, and which stipulate that, by 2019, parents will have the right to have their children educated in the Inuit language, Inuktitut/Inuinnaqtun, at all grade levels.

Yet, although this contextual reality has the potential to negatively affect participation numbers in French second-language (FSL) instruction programs, Nunavut's construction of an education system that is adapted to the local culture and to Inuit values, and that thus respects diversity, ensures the continuity of French-language education. Special status has been accorded to the francophone minority in section 13 of the *Education Act*, exempting the *Commission scolaire francophone de Nunavut* [francophone school board of Nunavut] (CSFN) from the application of section 4 of the law, which pertains to language of instruction. In the past, most curriculum documents used in Nunavut were borrowed from other jurisdictions; in recent years, however, the Department of Education of Nunavut (DEN) has developed curriculum and resources, in English and Inuktitut, that reflect Inuit society. The Bureau of Education and French Services (BEFS) was

***Official-language education** refers to the two official languages of Canada: English and French.

established within the DEN in 2001 to support the efforts of rights-holder parents in forming a French minority-language school board. The BESF is actively involved in the process of providing a francophone perspective in the development of new programs of study so that those programs are reflective of the northern reality of francophones and their culture. Franco-Nunavummiuq students are thus given the opportunity to develop a sense of cultural identity and are enabled to fully contribute to and enrich Nunavut society, and non-francophone students are given the opportunity to develop a sense of appreciation for a language and culture other than their own.

Although Nunavut faces many of the same challenges in the delivery of French minority-language education and French second-language (FSL) instruction as other jurisdictions, it is clear that certain challenges are specific to Nunavut: school enrolment, identity-building within a setting that is already a minority population in Canada, educational development, migration, and geographical remoteness and isolation. The following paragraphs describe how Nunavut, with the support received through the agreement, actively addressed these specific challenges and was able, between 2005–06 and 2008–09, to maintain enrolment in its French minority-language school, to forge pan-Canadian links and partnerships to develop French first-language and FSL curriculum, and to recruit and retain qualified teachers.

MINORITY-LANGUAGE EDUCATION

Educational structure and support

The majority of Nunavut's francophone population is concentrated in Iqaluit, the Territory's capital and largest city. Nunavut's only French-first-language (FFL) school, *École des Trois-Soleils* [school of the three suns], is located in Iqaluit. From 2005–06 to 2007–08, regular instruction from kindergarten to Grade 9 was provided by four teachers and a principal, who is considered to be part of the teaching staff. Personalized educational assistance for students with learning or behavioural difficulties was provided by two education specialists.

Thanks to funding received through the agreement, *École des Trois-Soleils* has evolved significantly since its construction in 2001, before which FFL education was offered in an anglophone school nearby. The levels of instruction offered

at the school have gradually increased as students have progressed to higher grades. In 2008–09, a strategic plan was put into place to expand course offerings. Teaching materials were purchased in preparation for the offering of a Grade 10 program in the following school year (2009–10).

École des Trois-Soleils is governed by the CSFN. The executive director of the CSFN, who is responsible for general direction and programs, has been in place only since 2004; thus, enormous efforts have been required in recent years to recruit trustees, to train trustees in the effective management of CSFN programs, and to implement an effective management system in French.

Over the course of the agreement, special grants to the CSFN supported the maintenance of the quality and diversity of French minority-language education in Nunavut. The BEFS worked with the CSFN on ongoing efforts to:

- establish a high-quality education program that fosters francophone cultural identity and, at the same time, respects Inuit principles;
- write educational regulations based on the requirements of the new *Education Act*;
- deliver in-service training sessions to staff on the implementation of the new *Education Act*; and
- develop a Grade 10 program.

Teacher training and development

Because of the geographical remoteness and isolation of Nunavut, the cost of implementing programs and supporting official languages in education is very high. The recruitment pool for French minority-language teachers (and other teachers) in Nunavut is almost nonexistent; most teachers are therefore recruited from the south. To attract and retain those teachers, appealing employment terms must be offered: a generous salary with benefits, storage services for personal possessions left behind in the teacher's province of origin, a shipping grant, airfare for the teacher's family members, a housing subsidy, and access to a professional development program. Over the course of the agreement, federal funding supported the costs incurred by the DEN in offering these employment terms, which averaged more than \$145,000 per teacher in the year of his or her recruitment.

The costs incurred by the Territory in offering professional development opportunities to teachers were also dependent upon funds made available through the agreement. In order to enrich the learning environment of francophone students, the CSFN offered its teachers, from 2005–06 to 2008–09, five professional development days per year to enhance their knowledge of francophone culture, and to diversify and update their teaching methods. Teachers and other school personnel participated in professional development activities such as the Restitution Self-Discipline seminar on helping young people to correct their mistakes through positive solutions. Such opportunities were of particular importance to new teachers recruited from outside the Territory, given that they arrived with their own cultural referents that were distinct from and occasionally opposite to those that the DEN and the CSFN seek to promote.

Assessment tools were developed and implemented by the BEFS to identify training needs and then to assess whether those needs were being met. Teachers were also involved in the development of DEN policies, as they were offered the opportunity to contribute to discussions on a variety of background papers produced by the department.

Student support and development

Increasing and maintaining the number of francophone students enrolled in *École des Trois-Soleils* is one of the key objectives of Nunavut’s action plan for official-languages education. During the 2005–06 to 2008–09 period of the agreement, Nunavut successfully met this objective, with enrolment in the FFL program increasing from 46 students in 2006–07 to 54 students in 2008–09.

Nonetheless, the increased francophone student population still represents only a small percentage of the total student population of Nunavut, and this fact presents the challenge of student retention, especially at the secondary level. In the city of Iqaluit, almost all social and cultural activities, outside of the FFL classroom, take place in English or Inuktitut. Francophone students are thus in the position to identify more with a culture other than their own and to find appeal in non-francophone schools. The CSFN and the BEFS face the enormous challenge of fostering cultural identity in franco-Nunavummiut students while delivering French minority-language education services equivalent in quality to the education services of the majority. Between 2005–06 and 2008–09, the DEN funded, with support made available through the agreement, language enrichment and cultural identity promotion activities. Through this funding, the CSFN organized and supported a wide array of sociocultural activities, from francisation camps during summer vacation to the production of plays performed outside of Nunavut. Furthermore, the CSFN developed, in collaboration with the DEN, an action plan and a set of strategies for the provision of a secondary-level FFL program that will be appealing and culturally relevant to francophone students.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	46	0.52%
2008–09	54	0.60%
Total change	8	0.08%

* The number of students represents the student population of the only French-language school in Nunavut.

** The participation rate was calculated by dividing the number of students attending Nunavut’s French-language school by the total number of students in the Territory (8,721 in 2005–06 and 8,912 in 2008–09) and expressing the result as a percentage.

Support provided through the agreement also helped to finance, between 2005–06 and 2008–09:

- the expenses of students completing Grade 11 or Grade 12 in French minority-language schools outside of Nunavut owing to the fact that, although in development, these grade levels were not offered at *École des Trois-Soleils*;
- the salary of a support teacher whose role is to facilitate lesson planning, particularly in terms of programs and resources;
- the salary of a half-time academic/sociocultural guidance counsellor;
- the establishment of a full-day kindergarten program at the French school, the only full-day kindergarten program offered in the Territory. The program began as an experimental venture and was meant to end in June 2008; however, thanks to the great success of the program, it was maintained and fully integrated into regular school operation;
- the maintenance of a francisation program for four-year-olds not yet in kindergarten, which, in addition to helping participants to improve oral communication skills, provided participants with the opportunity to take part in school cultural activities that reinforced their motivation to speak French; and
- the delivery of linguistic support, through francisation activities, to students in Grades 1 to 9 experiencing difficulties in French.

Program development/quality of programs

Between 2005–06 and 2008–09, the efforts of the Territory and the CSFN fostered the development, accessibility, and promotion of quality academic programs from kindergarten to Grade 9. The CSFN has a mandate to offer an academic program for kindergarten to Grade 12; however, until recently, it was unable to fulfill this mandate beyond Grade 9, owing to the lack of students at the secondary level. As a retention strategy, the CSFN formed a partnership with the anglophone Inukshuk High School to offer educational services in French to rights holders enrolled in that school.

Because of the costs of producing original material in French and of establishing the human resources to maintain them, the CSFN has traditionally used the academic programs and resources of the Province of Alberta. However, in 2007–08 and 2008–09, grants were used to produce, translate, and

adapt complementary teaching resources that addressed local realities. Furthermore, the BEFS held consultations on the development of curriculum and supporting resources in accordance with the new *Education Act*.

The BEFS increased the number of pedagogical and administrative documents that it translated into French, in order to support the CSFN's efforts to provide senior high school instruction. Three foundational documents supporting the development of Nunavut's curriculum were translated into French by the DEN's curricular services as soon as the final versions became available: *Ilitaunnikuliniriniq, Foundation for Dynamic Assessment as Learning in Nunavut Schools*; *Inuglugijaittuq, Foundation for Inclusive Education in Nunavut Schools*; and *Inuit Qaujimagatuqangit, Education Framework for Nunavut Curriculum*. In addition to these three documents, both the classroom resource *Aulajaaqtut*, a wellness program, and the first module of the new Grade 10 social studies program, "Staking the Claim," were translated into French.

To further support program development and to meet the specific needs of the francophone population with limited resources, the DEN forged partnerships with other jurisdictions, as well as with nongovernmental and governmental organizations outside of Nunavut, for the purpose of information sharing. Between 2005–06 and 2008–09, the Territory was a member of various groups such as the Western and Northern Canadian Protocol, the Council of Ministers of Education, Canada, and the *Association canadienne d'éducation de langue française*, which produce relevant teaching materials supporting cultural and identity construction and the quality of teaching and learning. The DEN invested in the translation and adaptation of documents available in English or Inuktitut.

Official-languages funding allowed for cultural enrichment of the FFL program over the course of the agreement. Students had the opportunity to hone their listening and speaking skills while creating comic strips with a well-known visual artist; creating puppets with a professional puppeteer; preparing food with a professional chef; performing dramatic improvisation with a young franco-Ontarian writer; producing a video for the *Festival des vidéastes du Manitoba* [festival of Manitoban videographers]; and producing and presenting many plays, including "*Le cri de Munch*" and "*L'Écho de nos voix*," an epic depicting the history of francophones in Nunavut.

In 2007–08, activities focusing on phonological awareness were integrated into the kindergarten program to improve students' oral communication and facilitate the reading process.

Total Investment: Minority-Language Education

	2005-06 to 2008-09	
	Federal contribution	Nunavut's contribution
Regular funds	\$ 32,500	\$ 286,200
Additional funds	\$ 2,986,963	\$ 3,788,800
Total	\$ 3,019,463	\$ 4,075,000

SECOND-LANGUAGE INSTRUCTION

Education support and administration

Almost all of the Territory's FSL programs are offered in Iqaluit. However, Cambridge Bay has also offered an FSL course to its students. Funds made available through the agreement enable the BEFS to offer significant and effective support to the Iqaluit District Education Authority (IDEA) for the administration of the programs. Over the course of the agreement, a core-French program was offered in Grades 1 to 12 in Iqaluit's four non-francophone schools. In 2006-07, an intensive French program was offered in Grade 7 for the first time. Two language assistants were assigned to the four non-francophone schools to provide support to FSL teachers.

Teacher training and development

Between 2005-06 and 2008-09, Nunavut invested the largest portion of FSL funding in teacher recruitment, training, and development. FSL teachers were provided with opportunities to upgrade their second-language teaching skills via, for example:

- training sessions on foundational documents produced by the DEN;
- professional development sessions on intensive French (attended by four out of Nunavut's five FSL teachers);
- workshops on how to use smart boards in the FSL classroom; and
- a two-day workshop in February 2007 on Accelerative Integrated Methodology, a language teaching approach based on gestures that was later adopted by teachers as a teaching strategy.

Additional training, in the form of in-service sessions, was integrated into the school year and was provided by either the regional office of the DEN or the school itself. In-service sessions focused mainly on school improvement and on the implementation of the new *Education Act*.

Funds made available through the agreement also helped to reduce the shortage of qualified FSL teachers by supporting the BEFS's and the IDEA's efforts to retain existing staff and to expand the recruitment network. To ensure that teachers did not have to divide their time between teaching FSL and other core subjects, the BEFS and IDEA recruited qualified language specialists for full-time FSL positions. The number of FSL teachers subsidized through the agreement rose from 3.5 in 2005-06 to four in 2008-09.

Student support and development

Nunavut is committed to increasing the percentage of students enrolled in FSL programs. FSL is not a mandatory subject in Nunavut. At the elementary level, parents have the choice to enrol their children in either French or Inuktitut as a second language. However, the new *Language Act* puts French in the position of third language, after Inuktitut/Inuinnaqtun and English. At the secondary level, core French is an elective and is not a requirement for graduation. Despite these facts, enrolment rose from 233 students in 2005-06 to 235 in 2008-09. The fact that enrolment was maintained is due in large part to the quality of FSL programs, resulting from the recruitment of teaching staff specialized in FSL, and to the ongoing professional development offered to the teaching staff.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005-06	233	2.67%
2008-09	235	2.64%
Total change	2	-0.03%

*The number of students represents the total number of students enrolled in FSL programs in the Territory's anglophone schools.

**The participation rate was calculated for each year by expressing as a percentage the ratio of students who participated in FSL programs to the total number of students enrolled in the Territory (8,721 in 2005-06 and 8,912 in 2008-09). The total change is the difference between participation rates.

Program development/quality of programs

Nunavut has made a commitment to support school administrations in providing students with full access to quality second-language instruction. Through funding from the agreement, the BEFS supported the IDEA in:

- covering the additional costs incurred by delivering core French at the elementary and secondary levels, including the cost of purchasing FSL resources better suited to the context of students learning French as a third language in a minority setting;
- purchasing, in 2008-09, computers for FSL instruction;

- providing schools with, in 2007-08, a one-time contribution of \$8,000 for additional support to FSL programs;
- establishing an intensive French program for Grade 7 students in 2006-07 and for Grade 8 students in 2008-09; and
- beginning to standardize the FSL programs.

This support assisted the IDEA in strengthening French skills and boosting completion rates at more advanced levels, thus generating a high level of satisfaction among parents and inspiring greater value to be placed on FSL instruction.

Total Investment: Second-Language Instruction

	2005-06 to 2008-09	
	Federal contribution	Nunavut's contribution
Regular funds	\$ 1,237,500	\$ 663,800
Additional funds	\$ 826,472	\$ 104,600
Total	\$ 2,063,972	\$ 768,400

56 per cent of Ontario's French-language elementary schools were able to offer daycare service in 2008-09.



In the fourth year of the action plan, 93 per cent of English-language school boards provided professional development opportunities to FSL teachers.

Ontario

MINORITY-LANGUAGE EDUCATION

Context

The key objectives of the Ontario Ministry of Education are:

- to attain high levels of student achievement;
- to reduce the gaps in student achievement; and
- to increase public confidence in the education system.

In 2004, with these objectives in mind and to support the sustainable development of Ontario's francophone community — which still faces the challenge of assimilation — the Ministry of Education published a French-language development policy, known as the *Politique d'aménagement linguistique* [language planning policy] (PAL). At the elementary and secondary levels, this policy has been used to orient implementation of the strategies of the *Canada–Ontario Agreement on Minority Language Education and Second Language Instruction 2005-06 to 2008-09* (the agreement). The objectives of PAL are:

- to increase the capacity of students to acquire oral communications skills, in order to maximize learning and construction of identity;
- to increase the capacity of school personnel to work in a minority environment, in order to support the academic learning process and the development of each student's identity;
- to increase the capacity of school boards to retain and increase their student population, in order to contribute to the vitality of the French-language schools and of the francophone community.

At the postsecondary level, the key objectives identified by the Ministry of Training, Colleges and Universities are:

- access to programs
- retention and participation of students
- the quality of programs and services

Teacher training and development

During the four years of the agreement, the Ministry of Education has offered, and continues to offer, professional development to school personnel (teaching staff, principals and vice-principals, and others) through the pedagogical team of the project *Formation du personnel à l'amélioration de la réussite scolaire des élèves* [training personnel to improve the success of students in school] (FARE) of the *Centre franco-ontarien de ressources pédagogiques* [franco-Ontario centre for instructional resources] (CFORP). Thousands of school staff members have thus been able to benefit from the numerous professional development opportunities offered by this team. For example, each year, the summer institutes offer to more than 2,000 persons working in the education sector the opportunity to collaborate, to observe particular teaching strategies, and to reflect on their own pedagogical practices.

In addition, through the implementation of a pilot project in cultural pedagogy, the province's 12 French-language school boards have been able to benefit from training sessions on incorporating culture into educational practice. Each year since 2006–07, these sessions have benefitted not only Grade 3 to Grade 6 teaching staff, but also students in teachers colleges and school principals. More than 950 teachers from all parts of the province have participated in one or more training sessions on cultural pedagogy. In April 2009, the first phase of the pilot project concluded with the seminar *Parle PAL, Jase, Jase* [talk PAL, talk it up, talk it up!], during which the impact of the project and of the various tools developed were presented to the 400 participants. The second phase of the project, which began in 2009–10, will emphasize not only the training of teaching personnel and school principals, but also updating and maintaining the Web site on cultural pedagogy.

Staff in Ontario's French-language schools who are teaching with a letter of permission and employed individuals who want to become teachers can now receive training by taking a bachelor's in education program in alternative mode. This program was developed and implemented by the University

of Ottawa and Laurentian University to help overcome the shortage of French-language teachers, which is critical in some regions of Ontario. The program, which is certified by the Ontario College of Teachers, is designed for candidates who have the required level of education to take an initial teacher training program in one of the French-language teachers colleges, but who cannot afford to do so full-time. Since the creation of the program in 2004, more than 300 individuals have been able to obtain their degree.

Since 2005–06, Ontario's universities and colleges have invested extensively in the training and professional development of their teachers. The province's bilingual and French-language postsecondary education institutions have put programs and services in place to support training and professional development, and to equip their teachers to work in a minority setting.

For example, the *Centre d'appui au personnel* [personnel support centre] (CAP) of *Collège Boréal d'arts appliqués et de technologie* has set up a mentorship program that enables new recruits to be supported in their work by experienced staff. The CAP also provides a professional development service, and supports new part-time and full-time teachers by offering them targeted training to upgrade their linguistic, technological, and pedagogical skills. Thanks to the resources in place, staff members have the opportunity to take part in meetings, workshops, seminars, and conferences in their field, and to pursue more advanced studies. Furthermore, meetings are regularly held between members of the teaching staff and education advisors to develop course plans, learning activities, and evaluation activities, and to design instructional materials in on-line format and in traditional mode.

For its part, the college of applied arts and technology *La Cité collégiale* has sought to hire personnel representative of the ethnocultural diversity of its clientele. For example:

- the college has increased its presence in professional associations and in the ethnocultural communities, in order to make known the career possibilities available at the college and their associated benefits and, if necessary, to refer potential candidates to support resources, when they are submitting their applications;
- the college has provided competitive employment and professional development conditions for part-time teachers.

Along with their professors and students, universities are working to remain in the forefront of university teaching developments, and to provide the resources and tools required to offer, in French, teaching that meets the standards of quality and excellence of Ontario universities. For example, the University of Ottawa supports its professors

in the development of on-line courses and French-language multimedia instructional materials. It also allocates resources for the development of the site *Visez juste en français* [get it right in French], the purpose of which is to help students, professors, personnel, and the general public to improve their French.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005-06	90,069	4.27%
2008-09	91,830	4.43%
Total change	1,761	0.16%

*The number of students is defined here as the population of the French-language schools funded by the Ministry of Education.

**The participation rate was obtained by dividing the number of students attending French-language schools by the total number of students in the province (attending publicly funded French-language and English-language schools).

Source: OnSIS – October report of the French-language school boards, data published in April 2010.

Student support and development

In 1998, the province had 93,884 students in French-language schools. In 2004-05, the elimination of the Ontario Academic Course (OAC) caused a drop in enrolment to 89,839. By 2008-09, the number of students enrolled in the French-language schools totalled 91,830. It is thus obvious that recruitment of students continues to be a major issue. In April 2009, to support recruitment and retention efforts, the ministry published the Policy Statement and *Guidelines on Admission to Help Welcome Students to Ontario's French-Language Schools and Policy/Program Memorandum No. 148 Governing Admission to French-Language Schools in Ontario* (PPM 148).

Since early childhood education services serve as a gateway to the French-language schools, it is of paramount importance to ensure that children from 18 months to five years of age have access to French-language daycare services. In 2008-09, thanks to a strategic partnership developed between the Ministry of Education and the Ontario Ministry of Children and Youth Services (MCYS), and with the help of the funding allocated under the agreement, it has been possible to create a total of 266 new places distributed among 11 of the province's French-language school boards.

Because of these newly created places, 56 per cent of Ontario's French-language elementary schools were able to offer daycare service in 2008-09. The majority (43 per cent) of these schools are in the southern part of the province, 34 per cent are in Eastern Ontario, and 23 per cent are in Northern Ontario.

Furthermore, in May 2009, the 12 French-language school boards, the *Centre franco-ontarien de ressources pédagogiques* [franco-Ontarian centre for educational resources] (CFORP), and the bilingual and French-language postsecondary educational institutions combined their efforts to launch a provincial campaign, funded in part under the agreement, to promote French-language education from kindergarten to the postsecondary level. This campaign is making known the exceptional value of a French-language education. Over a period of four years, the campaign will give rise to the creation of various projects and products, in order to optimize its impact. In the winter of 2010, it was estimated that the public was exposed to 54,104,129 iterations of the message of the campaign to promote French-language education, all media included (newspapers, radio, public transportation, and the Internet).

To help francophone young people resist the allures of the cultural dropout phenomenon, which induces them to identify more with the anglophone culture, they have to be encouraged to play an active role not only in their own learning, but also in a diversified francophone community. This enables them to achieve greater success both in school and in their personal lives. Means must thus be acquired for transmitting the culture and thereby helping the young people build their identity. It is with these ideas in mind that the Ministry of Education has made an annual contribution, in connection with the agreement, to organize French-language events for the students of Ontario, such as *Parlement Jeunesse* [youth parliament] and a number of regional and provincial cultural animation activities, such as leadership training sessions and the Franco-Ontarian Games, which are designed to help students forge an identity.

From 2005–06 to 2008–09, Ontario's bilingual and French-language postsecondary educational institutions have made every effort to support and expand their student population. For example, the province's French-language community colleges and bilingual universities have multiplied their initiatives in this area, and are continuing to participate in seminars, fairs, training workshops, information booths, and meetings in professional associations and ethnocultural communities. These activities, aimed at providing both the youth public and the adult clientele with information about their programs and services, particularly target the ethnocultural clientele, first-generation students, Native people, and students in immersion schools. The activities that these colleges and universities have undertaken also include development and presentation of information and recruitment campaigns designed to encourage more people to enrol in French-language programs.

In addition, postsecondary institutions have made learning, support, and enhancement services available to their students, to help them improve their French and succeed in their studies. In some cases, they have developed supplementary language courses and enhancement workshops to help newcomers overcome their language difficulties. They have also developed helping activities for the clientele at risk and in difficulty (tutoring, peer support programs) and resource centres that offer individual assistance in improving written French.

All bilingual and French-language postsecondary institutions have created attractive new French-language courses and programs, in order to draw more students. A number of the institutions have also been focusing their efforts on developing and improving distance education courses, in order to make their course offerings more widely available and to facilitate access to French-language postsecondary education in Ontario.

Through these various recruitment initiatives, Ontario's French-language community colleges and bilingual universities have managed to increase the number of French-language students registered from 15,398 in 2004–05 to 16,733 in 2008–09. In 2007–08, for example, the participation rate in a French-language postsecondary program for the 18- to 29-year-old population whose first language is French was 7 per cent at the college level and 24 per cent at the university level. The initiatives to recruit students are combining with the various strategies put in place by the institutions to encourage students to persevere in their studies and to complete their programs of study.

With the help of the funding granted by the federal and Ontario governments, the educational institutions have been able to hire more professors and to continue to maintain a number of programs with a small enrolment. This funding has also helped them to acquire the manuals and instructional tools required to meet the needs of francophone students, and to have these materials translated.

The postsecondary institutions have participated in the Ministry of Education's initiatives *Learning to 18* and *Destination Réussite, volet mise en œuvre des programmes* [destination success, school improvement component]. These initiatives introduce secondary school students to various areas of higher education, and offer them an opportunity to focus their studies. They have enabled the institutions to set up a large number of workshops for making secondary school students aware of the programs and openings available to them in their area. This gives students the opportunity to participate in activities on the campuses and to become familiar with student life, thereby encouraging them to pursue their studies in French after their secondary studies are completed.

The *Université de Hearst* has developed an instructional model that combines face-to-face teaching with distance education (through correspondence, e-mail, telephone, Internet discussion groups, and videoconferencing). The approach adopted in this educational model offers the following benefits:

- acquisition of skills such as independence and time management
- possibility of working at one's own pace
- more flexible timetables
- more individualized follow-up by professors
- broader choice of courses

For its part, *La Cité collégiale* has pursued the work it started to do on revising its directives and procedures concerning unpaid internships in the community services sector. *La Cité* has also focused its efforts on identifying more opportunities for paid internships. In addition, it has tried to create partnerships with practical training circles outside the region and outside the province, in order to make it easier for students to return to their community of origin.

Program development/quality of programs

The initiative *Destination Réussite, volet mise en œuvre des programmes* [destination success, school improvement component] is one of the means employed to meet the challenge associated with offering programs in Ontario's

French-language secondary schools. The objective of the initiative is to ensure collaboration between the school boards and the various partners in the secondary school education, higher education, and labour market sectors. *Destination Réussite* aims to offer programs equivalent to those offered in the English-language schools. In particular, it has fostered the extension of the specialist high skills major, offered at the secondary level, to other fields, and has increased the number of dual credit programs. (For more information on the programs and initiatives of the Ontario Ministry of Education, please visit www.edu.gov.on.ca.) In 2008–09, in part thanks to the agreement, a total of 77 specialist high skills major programs and 55 dual credit courses were offered across Ontario.

In recent years, the secondary education sector has also acquired a growing number of on-line courses through Ontario's E-learning Strategy, which enables participating school boards everywhere in the province to access on-line courses, the Ontario Educational Resource Bank (OERB), and the Web site of e-Community Ontario. In the fall of 2008–09, 39 on-line courses were offered at the secondary level, and the OERB contained 3,000 media resources.

The quality of the programs in the French-language schools is reflected in the improvement in student achievement. Indeed, the results attained on the test of the Education Quality and Accountability Office (EQAO) (www.eqao.com) are continually improving:

Results on EQAO Tests Achieved by Ontario's French-Language Schools in Grade 6

In %	2005–06	2006–07	2007–08	2008–09
Reading	68	68	75	77
Writing	73	74	80	79
Mathematics	76	76	78	80

Results on EQAO Tests Achieved by Ontario's French-Language Schools in Grade 3

In %	2005–06	2006–07	2007–08	2008–09
Reading	58	54	60	66
Writing	72	73	74	76
Mathematics	59	61	62	66

The results of the 2008–09 provincial tests indicate that at least 77 per cent of Grade 6 students in the French-language schools attained the provincial standard (level 3 or 4) in reading, writing, and mathematics. In addition, students in the French-language schools achieved a success rate on the Ontario Secondary School Literacy Test that increased from 81 per cent in 2005–06 to 84 per cent in 2008–09.

Ontario's bilingual and French-language postsecondary educational institutions have also developed and put in place a broader range of French-language programs. To support the development and the quality of their programs, they have also hired more professors in programs where the French-language course offerings are more limited or there are fewer francophone teaching resources. The institutions have also targeted specific areas of education, such as health sciences, trades, and science and technology, in order to meet the educational needs of the francophone community.

In 2008–09, for example, the University of Ottawa supported 165 small-enrolment courses in the following faculties: arts, engineering, sciences, social sciences, the school of management, and health sciences. In recent years, the University of Ottawa has also put in place a teacher training program in deafblindness, so that teaching staff can acquire the skills required for teaching students who are blind and deaf or who have other multisensory disorders. The university has enriched its French-language medicine program by increasing the number of eligible francophone students, the number of courses offered in French, and opportunities for periods of training in a francophone environment. It has also created master's programs in health sciences, occupational therapy, and physiotherapy, thereby increasing the number of master's level students who are pursuing their studies in French in the health field.

Educational structure and support

In each of the 12 French-language school boards, education advisors help teaching staff implement the curriculum, initiatives to encourage student success, and other initiatives in literacy and numeracy. Their assistance is adapted to the needs of each school and includes, among other activities, meetings with groups of teachers to improve teaching and evaluation strategies for fostering school success. Education advisors regularly follow up with teaching staff regarding their progress.

The strategy *Destination Réussite, volet amélioration des écoles* [destination success, school improvement component], designed to maximize the chances for success of every student from Grade 7 to Grade 12, has made it possible to help 34 secondary school principals and their teaching staff to implement, with their students, strategies of retention, teaching, and follow-up in order to increase the rate of academic success and diploma attainment. It should be noted that the total number of graduates from Ontario's French-language schools increased from 4,509 in 2005–06 to 4,979 in 2007–08.

SOS DEVOIRS, a service for helping students from Grade 1 to Grade 12 with their homework in all subjects of the Ontario curriculum, continues to offer its services to some 108,823 francophone students. From mid-September to June, SOS DEVOIRS offers direct services with a teacher from 4:30 to 8 p.m. during 131 business days, providing a total of 3,376 hours of help. This assistance is available in various forms: support services through the Internet (on-line chat, white board, and message service); toll-free telephone support services; creation and maintenance of content in text, animated, and interactive formats; and an interactive library. In 2008–09, the Web site of SOS DEVOIRS was updated. The number of calls for on-line files climbed to 10,712,065, an increase of 66 per cent compared to the previous year. Students who use SOS DEVOIRS have a very high level of satisfaction with the service: between 77 and 87 per cent of the participants in the survey evaluated the services offered as excellent or good (the percentage varied according to the type of service requested).

TFO's multimedia resources are another factor that helps improve student performance. TFO has nearly 4,000 educational television programs, of which approximately 2,300 can be accessed by Ontario's French-language schools over the Internet. TFO also makes pedagogical guides available to the schools free of charge on its Web site (tfo.org/ressources). In addition, each year, TFO provides the French-language school boards with welcome kits it produces for distribution to parents who are enrolling their children in kindergarten.

Another resource in place is the Trillium List, a directory of textbooks that have been approved by the Ministry of Education for use in Ontario schools. In 2008–09, for all subjects and all courses taught in the French-language schools in all grades, the Trillium List had textbooks for only 22 per cent to 40 per cent of them. Following requests for service offers tendered in 2006 and 2007, and thanks to funding through the agreement, 15 school textbooks and related guides were published, providing support for 17 courses from Grade 9 to Grade 12. The total number of textbooks available in the last year of the agreement (2008–09) was 149, comprising 66 for elementary schools and 83 for secondary schools.

For children with special needs, the *Jules-Léger Centre* in Ottawa delivers programs and services for students with learning disabilities for whom no appropriate program or service is available in their community. Thanks to the agreement, new resources have emerged, such as *Fais-moi signe* [give me a sign], a resource document for teaching Québec Sign Language.

French-language postsecondary institutions have made great efforts to increase the number of distance education courses and to facilitate access to multimedia resources. Francophone students who so wish can thus take part in their program of study on-line or have access to the multimedia resources they need to succeed in their studies.

In recent years, thanks to the support offered by the initiatives *Learning to 18* and *Destination Réussite, volet mise en œuvre des programmes* [destination success, school improvement component], the bilingual and French-language postsecondary educational institutions have increased the number of their agreements with Ontario's various school boards. In 2008–09, for example, there were 30 memorandums of understanding established between the French-language community colleges or the bilingual universities and Ontario's various French-language school boards.

The French-language colleges and the bilingual universities have also concluded agreements to enable students taking specific college programs to have their college studies recognized in related university programs.

Some of the province's bilingual universities have also created partnerships to improve the programs and services they offer to their students. For example, the *Université de Hearst* has concluded a collaboration agreement with Laurentian University in order to have access to a large number of databanks and to the network of libraries in Northeastern Ontario. Hearst has also negotiated agreements with Laurentian University and *Collège Boréal*, to allow its graduates to pursue their studies elsewhere in specialization and master's level programs.

At the University of Ottawa, the department of French literature has implemented the project *Prendre la route du français : de la recherche à la diffusion des savoirs* [take the French route: from research to the dissemination of knowledge]. The project is based on the preparation and delivery of interactive on-line workshops and instructional materials. The scope of this project extends beyond the university world, as it will also serve the college community. The university has also supplied resources to its bilingual teaching and learning support service, to support the French translation of instructional materials for students acting as teaching assistants and part-time professors who teach in French.

The Ontario Institute for Studies in Education (OISE) receives funds annually to maintain the only French-language master's in education program in Southwestern Ontario. These funds also enable OISE to conduct research and to contribute to a number of scientific publications on topics relating to French-language education in Ontario.

Finally, *La Cité collégiale* has developed a pedagogical database that helps to ensure the quality of French-language programs of study by making it possible to:

- facilitate implementation of standards, validation of the curriculum, and development of new programs of study;

- ensure the integrity and rigour of pedagogical information;
- facilitate revision of course plans by the professors;
- facilitate communication of pedagogical information to all stakeholders, and to students and graduates;
- facilitate the extraction of pedagogical data for the promotion of programs; and
- more effectively manage course prerequisites and compliance with pedagogical directives.

Total Investment: Minority-Language Education

	2005-06 to 2008-09	
	Federal contribution	Ontario's contribution
Regular funds	\$ 118,983,708	\$ 957,008,074
Additional funds	\$ 78,834,054	\$ 82,356,490
Total	\$ 197,817,762	\$ 1,039,364,564

SECOND-LANGUAGE INSTRUCTION

Context

Ontario's multi-year action plan to promote strong and vibrant elementary-secondary French-as-a-second-language (FSL) programs focused on increasing student participation/retention in FSL programs and increasing teaching capacity in FSL. These goals align with the Ministry of Education's key objectives of achieving high levels of student performance, narrowing the gap in student achievement, and increasing public confidence in the province's education system.

Teacher training and development

One of the commitments for Ontario's elementary and secondary FSL education program was to increase teaching capacity. In support of this, a variety of training and professional development opportunities were made available over the course of the four years of the *Canada-Ontario Agreement on Minority-Language Education and Second-Language Instruction, 2005-2006 to 2008-2009* (the agreement).

Workshops on the use of technology tools, new software programs, and the implementation of the Accelerative Integrated Method (AIM) teaching approach to FSL acquisition were held. Participants reported a high degree of satisfaction with the programs and tools, which contribute to increased student motivation.

A total of 57 core French teachers participated in the Ontario Modern Language Teachers' Association's Summer Institute offered in Québec City. Feedback from participants was very positive. The program enhanced teachers' confidence in using the target language in classrooms and enhanced their awareness of the importance of teaching with cultural context.

In the fourth year of the action plan, 93 per cent of English-language school boards provided professional development opportunities to FSL teachers, including training on balanced literacy programs, effective literacy or differentiated instructional strategies, mentoring programs, demonstration classrooms, and on-line professional learning communities. These professional development activities supported FSL teachers in delivering quality instruction.

Student support and development

In its action plan, Ontario committed to supporting students' access to a range of elementary and secondary FSL programs and encouraging school boards to maintain and develop new or enhanced FSL programs for students. Enrolment data from the 2007–08 school year indicate that the participation rates in elementary and secondary FSL programs were 64.9 per cent and 19.3 per cent respectively. Core French program enrolment at the elementary level maintained a stable student participation rate, while immersion programs registered modest annual increases of 0.4 to 0.5 per cent from 2005–06 to 2007–08. The student participation rate at the secondary level in core French increased by an encouraging 1.4 per cent, and in immersion, by 0.3 per cent over the same period.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	993,756	49.0%
2007–08 (most recent data available)	980,211	49.1%
Total change	-13,545	0.1%

* The total number of students who enrolled in FSL programs, including core, extended, and immersion in Ontario English-language schools was collected by the Ministry of the Education through the Ontario School Information System (OnSIS).

** Participation rates were calculated by dividing the total number of FSL students by the total number of students in Ontario English-language elementary and secondary schools.

In order to improve classroom support and student achievement, Ontario supported the hiring of FSL consultants as well as literacy coaches and special assignment teachers in most school boards. These FSL specialists are responsible for providing support to classroom teachers; acquiring and purchasing literacy, oral language, and technology resources; and coordinating and/or delivering teacher training activities.

In support of improving students' oral communication skills, increasing their interest in learning French, and developing their knowledge of and positive attitudes toward francophone culture, school boards provided cultural activities that included French performances and concerts, student exchange programs, and excursions.

Bilingual and French-language postsecondary educational institutions have greatly increased their efforts to support and expand their second-language school clientele.

The University of Ottawa offers an immersion regime that fosters the study and learning of French. The university has promoted this regime by visiting secondary immersion schools across Canada; by participating in conferences, fairs, and competitions; and by placing advertisements and interviews in newsletters, newspapers, magazines, and television programs. To foster the academic success and retention of immersion students, the university has also made available to them a set of services adapted to their needs, such as language courses, a mentorship centre, writing assistance, and experiential learning. The university has also developed and administers a test to evaluate the language proficiency of its new immersion students. The immersion regime is a definite success. In 2008–09, some 1,500 students asked to take part in the regime, and the university welcomed its third cohort.

As it does for its teaching staff, *Collège Boréal* offers its students supplementary language courses and professional development workshops, to help them overcome their language difficulties. The college has developed a strategy to increase both accessibility to its programs for francophiles and recruitment in immersion schools.

For its part, *La Cité collégiale* has sought to have a stronger presence in the immersion schools and has recruited students with a good command of French to help their peers in difficulty. The college has also put in place a mechanism to encourage the use of its tutoring service.

Program development/quality of programs

In Ontario, the study of French is mandatory in English-language elementary schools from Grades 4 to 8. In order to obtain an Ontario Secondary School Diploma, students must earn one credit in FSL. The delivery of extended, immersion, and core French programs before Grade 4 is optional. The decision to establish these optional programs is a matter of school-board policy.

In the 2007–08 school year, 50 English-language school boards offered extended French and French immersion programs at the elementary level, 45 English-language school boards offered them at the secondary level, and 54 of the 58 English-language school boards that provide secondary-level instruction offered the core French program up to Grade 12.

Over the course of four years, new extended French and French immersion sites opened, and new classes were established as these programs expanded across the grades in existing schools throughout the province. For example, in the 2008–09 school year, a total of 59 new extended and immersion sites were opened, and over 22 new extended and immersion classes were established in existing sites.

In order to enhance students' French proficiency, four school boards piloted intensive French for the first time in Ontario. Intensive French is a five-month core French program that is offered in Grade 5 or 6. During this period of time, approximately 70 per cent of the school day is devoted to the learning and using of French; the remaining time is spent on specialist subjects that are taught in English. Intensive French was piloted in eight classes in 2007–08. Thirteen intensive French classes opened in 2008–09.

The ministry review of the FSL curriculum began in September 2008 and is scheduled to be completed in 2012. To inform the FSL curriculum review, a consortium consisting of three school boards, in partnership with the University of Western Ontario and the University of Ottawa, conducted a literature review of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). The purpose of the project was to explore whether the CEFR would support students and motivate them to learn French, and to support teachers in teaching and assessing students' French language proficiency in a wide range of FSL programs.

In the postsecondary area, 2008–09 saw Glendon College welcome a second cohort of students into its school of public and international affairs. The two-year program offered by the school is the first bilingual program in this discipline in Canada. Moreover, in this same year, Glendon had 64 students in its bachelor's in education program for teachers of French immersion, core French, and enriched French at the primary/middle level.

Educational structure and support

To support the goal of increasing FSL student retention, students in Ontario were permitted, as of September 2007, to count a second FSL credit toward the 18 compulsory credits for the Ontario Secondary School Diploma.

To achieve the goal of providing more accessible and better quality teaching materials to students, Ontario focused support on the development and acquisition of student-literacy/levelled-reading resources that align with English materials, and on the use of reading assessment tools.

School boards, parents, students, and communities were engaged in the renewal of FSL. English-language school boards ran information sessions, developed brochures and video material, and advertised on TV, on the radio, and in print to promote and market FSL programs. More than 80 per cent of the school boards continue to have FSL-program information on their Web sites.

Total Investment: Second-Language Instruction

	2005–06 to 2008–09	
	Federal contribution	Ontario's contribution
Regular funds	\$ 66,094,028	\$ 825,681,704
Additional funds	\$ 37,932,894	\$ 5,687,084*
Total	\$ 104,026,922	\$ 831,368,788

*The province matched the federal contribution to additional funds in its contribution to regular funds.

The **French language** school board (CSLF) continues to increase the number of students in its six French-language schools at the same time as it is continuing to increase its programs.



The Department of Education and Early Childhood Development organizes training sessions for the 400 or so French immersion and core French teachers in various fields.

Prince Edward Island

CONTEXT

The Department of Education and Early Childhood Development establishes and updates programs of study for students from kindergarten to Grade 12. In addition, a team from the French Programs Division provides teachers with professional development concerning new curriculum, support for programs, building identity, and appreciating cultural space.

Prince Edward Island's French language school board manages the province's six French-language schools. The two English-language school boards manage the French second-language programs, one for the eastern part of the province and one for the western part.

The *Canada–Prince Edward Island Agreement on Minority Language Education and Second Official Language Instruction 2005–06 to 2008–09* (the agreement) has made it possible to carry out a number of initiatives during the period covered. The projects that have helped advance education in PEI include literacy, numeracy, overhauling programs of study, implementing new French second-language programs, early interventions in reading and writing, and postsecondary programming.

MINORITY LANGUAGE EDUCATION

KINDERGARTEN TO GRADE 12

Teacher training and development

An important factor in student learning is teacher training, which is provided to more than 75 teachers of the French language school board. Progress has been made in three areas. First, there has been progress in curriculum-related training, more specifically, that relating to elementary and secondary mathematics, the sciences and humanities at the secondary level, literacy from Grade 1 to Grade 6, and the integration of technology into the classroom. For example, the province has developed and published an educational resource in the humanities for Grade 6, entitled *L'île-du-Prince-Édouard : une île à découvrir* [Prince Edward Island: an island to discover].

Second, the literacy project, whose objective is to improve the performance of all students from kindergarten to Grade 12, is expanding and continues to serve the French minority-language students. The four mentors service is now offered to the French-language elementary schools that have developed action and improvement plans for literacy among young people. These plans vary but may include, for example, on-site training for teaching staff on how to evaluate the reading performance of students and broaden their repertory of pedagogical strategies. From 2007–08 to 2008–09, principals and literacy teams in the French-language schools were able to benefit from training sessions that presented them with the components of a balanced literacy program and with the strategic actions to apply in their schools.

Third, a program to train teachers in early intervention in reading and writing, known as *Intervention préventive en lecture et écriture* [preventive intervention in reading and writing] (IPLE), was started in 2005–06 at the initiative of the department. This is an intensive program, requiring teachers to take courses at the rate of one day every two weeks. Preventive interventions are aimed at that 15 to 20 per cent of students who have the most trouble with literacy. From 2005–06 to 2006–07, one teacher took this training. She is now certified to train the teaching staff in the province's French-language and immersion schools. In 2008–09, four teachers in the French-language schools were able to receive training in turn, on site, and thus to offer IPLE to the province's francophone students. In all, 47 Grade 1 students in four French-language schools benefitted from this service.

Multi-year education involves selecting a group of students of different ages who have different aptitudes and interests, and who represent a random sample of the school population. The program of study is established for the group rather than by level. Emphasis is placed on the results of learning rather than the content. Evaluation is holistic and qualitative rather than competitive and quantitative. Teachers who have groups at various levels have received training in this educational approach, so that they can learn to incorporate it into their classrooms. They have been exposed to the existing research in this field, and have also been informed of the tools to use to implement this program in the schools, so that they will be able to work more effectively with multi-year classes.

Finally, the province has played a leading role in developing the *Trousse de formation sur les stratégies en lecture et écriture* [training kit on strategies in reading and writing], a project coordinated by the Council of Ministers of Education, Canada (CMEC). This kit was launched in 2008–09. Teaching staff have thus been able to incorporate reading and writing strategies into the French programs of study from Grade 1 to Grade 3.

Student support and development

The French language school board (CSLF) continues to increase the number of students in its six French-language schools at the same time as it is continuing to increase its programs. From 2005–06 to 2008–09, the CSLF extended its teaching program to be able to serve students from Grade 7 to Grade 12 in the region from Eastern Kings County to Souris. The board also extended its program for students in West Prince from Grade 10 to Grade 12. Enrolment in the CSLF increased from 666 to 711.

The province of Prince Edward Island is always trying to find ways to encourage young people to pursue their studies in the French-language system, in particular at the secondary level. With the recent opening of new schools in the province, the CSLF must try to implement the recommendations of its strategic plan regarding student retention, in particular at the secondary level. There are three challenges: the number and choice of courses; the delivery mode for these courses; and promoting, with secondary school students, the importance of playing an active role in the Island's community as francophones. The CSLF must also reduce the dropout rate in its schools.

In the report *Excellence in Education — A Challenge for Prince Edward Island*, the province proposes a trades learning strategy, in order to emphasize postsecondary studies in this field, and recommends an evaluation of the program offered at the secondary level. To follow up on this recommendation, the department has hired an advisor to study the matter with the schools. After conducting a survey with the students in French-language schools, this advisor met with groups of students, teachers, and parents in order to discuss follow-up to the survey. In 2008–09, the province published the report *Vers un secondaire renouvelé* [towards a renewed secondary school system], which will provide direction for the secondary level French-language schools, with a view to finding solutions to maintaining enrolment in a minority environment and to combatting the decline of French-language schools in favour of English-language schools.

To meet the particular needs of the limited clientele of the small schools of the CSLF, unique, creative planning is necessary. It goes without saying that distance education can meet the educational needs of the students in these schools. In order to benefit from the expertise of the teaching staff in the larger schools, steps have been taken to ensure that some of the courses can be offered in a distance format to other French-language schools of the province, in particular for the teaching of science and mathematics. The department has equipped the French-language schools with six videoconferencing systems for this purpose. Moreover, the preliminary work has been done for developing an on-line professional development module that will enable teaching staff to improve their skills without leaving their environment.

Program development/quality of programs

The French Programs Division continues to develop and revise programs of study in the language of the minority. Between 2005–06 and 2008–09, education advisors revised the French-language programs from Grade 1 to Grade 6; the mathematics programs from Grades 1 to 6 and Grades 7 to 9; the Grade 6 humanities programs; and some secondary school science courses.

For some years, it has been shown that introducing students to the arts is necessary because it is a means of increasing students' self-esteem, their communication skills, and their scholastic results. Teaching staff and artists work with students so that they can acquire new knowledge and carry out projects that will further their learning. In a minority setting, it is important to do more to promote arts and culture, so that students can have enriching experiences. During the school years 2005–06 and 2006–07, the province implemented the *ArtsSmarts* program, which helps students to learn through the arts. This program is based on incorporating the arts into the regular program of studies through various subjects. Since the start of the program, more than 50 projects have been realized. Moreover, culture is becoming an increasingly important matter, and the department has assigned an education advisor to deal with it.

POSTSECONDARY LEVEL

The Education Society of Prince Edward Island continues to develop and improve its services to French-speaking adults. In 2005–06 and 2006–07, the Education Society undertook information campaigns to make itself and its programming better known. In June 2008, the *Collège Acadie Î.-P.-É* was recognized by the provincial government as a public postsecondary training institution, which gave it the public status of French-language community college. In addition, the society recruited students from the province's secondary schools (and from elsewhere) and created partnerships with various systems (e.g., health, education) and with other interested institutions and organizations. In order to offer a greater variety of training options, the society has developed alliances with colleges and universities.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	699	46.6%
2008–09	711	47.4%
Total change	12	0.8%

*The number of students is calculated based on the total number of students enrolled in the six French-language schools from Grade 1 to Grade 12 as of September 30 of the identified year.

**The participation rate is based on the number of students enrolled in the French-language schools on September 30 of the identified year, in relation to the potential number of entitled students in the province.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Prince Edward Island's contribution
Regular funds	\$ 2,802,094	\$ 1,920,668
Additional funds	\$ 3,256,982	\$ 1,671,713
Total	\$ 5,793,978	\$ 3,592,381

SECOND-LANGUAGE INSTRUCTION

KINDERGARTEN TO GRADE 12

Teacher training and development

The Department of Education and Early Childhood Development organizes training sessions for the 400 or so French immersion and core French teachers in various fields. This training can be of three types. First, the department offers training that focuses on curriculum-related fields, more specifically, French from Grade 1 to Grade 3, mathematics at the elementary level, science at the secondary level, the humanities, and literacy. The province has also subsidized the English-language school boards so that they can deliver an intensive French program in their schools. The teaching staff concerned has received the training and support required to be able to offer this program to Grade 6 students.

Second, the literacy project which, as we have already noted, aims to improve the performance of all students from kindergarten to Grade 12, continues to serve the French immersion clientele. Like the French-language schools, the elementary immersion schools have developed action and improvement plans for literacy among young people. These

plans vary but may, for example, provide for on-site training of the teaching staff on how to evaluate students' reading performance and how to broaden their own repertory of pedagogical strategies. Immersion school teachers from kindergarten to Grade 6 benefit from the services of two mentors who help them to implement the project.

Third, progress has been made in training immersion teachers in early intervention in reading and writing, known as *Intervention préventive en lecture et écriture* [preventive intervention in reading and writing] (IPLE). As we have noted above, this type of intervention is aimed at the 15 to 20 per cent of students who have the most trouble with literacy. From 2005–06 to 2008–09, the IPLE training was an intensive program, requiring teachers to take one day of training every two weeks. It was possible to offer this program to five teachers in the immersion schools. They received this training from the teacher who had been trained for that purpose and who is now qualified to provide IPLE training to teaching staff in the province's French-language schools and immersion schools. In addition, three immersion teachers took a training program specific to immersion schools (PIP), so that they would be able to offer intervention services to students in Grade 2 and Grade 3.

Student support and development

The province of Prince Edward Island is aware of the efforts that still have to be made to increase the number of students enrolled in its French second-language (FSL) programs. In this regard, the English-language school board in eastern PEI has continued to expand its continuous immersion program, adding classes from Grade 3 to Grade 6 to one of its elementary schools. The English-language school board of western PEI has added a late immersion program in one of its schools. As well, three Grade 6 intensive French classes have been started. The province has subsidized the hiring of teachers and the purchase of resources in order to offer high-quality education to the students of these new classes.

Program development/quality of programs

As it does for minority-language education programs, the French Programs Division continues to develop and revise its curriculum for French immersion and FSL courses. From 2005–06 to 2008–09, education advisors reviewed French immersion programs from Grade 1 to Grade 6, mathematics programs from Grade 1 to Grade 9, and humanities programs for Grades 6 to 8.

For several years, research has shown that students must be introduced to the arts because the arts are one way of increasing self-esteem, communications skills, and school success. Teachers and artists work with students to help them acquire new knowledge and carry out projects

that foster their learning. In FSL, arts and culture must be promoted so that students can have enriching experiences. In 2005–06 and 2006–07, the province implemented the *ArtsSmarts* program, which is based on incorporating the arts into various subject matters of the regular curriculum, and which enables students to engage in learning through the arts. From 2007–08 to 2008–09, more than 25 projects were realized in immersion classes. Moreover, culture is assuming more importance, and the department has assigned an education advisor to deal with it.

POSTSECONDARY LEVEL

Since September 2004, the University of Prince Edward Island (UPEI) has offered a bachelor's program in education with specialization in French immersion. The faculties of the University of Prince Edward Island and of the *Université de Moncton* were offering very different programs up to that point, and they made a number of compromises to meet the needs of teachers in immersion programs. From 2005–06 to 2008–09, more than 15 students obtained their degrees. There is a continuing effort to develop courses and make adjustments in order to respond more effectively to future teachers at different levels (elementary, intermediate, and secondary). The *Université de Moncton* must also hire personnel in order to offer these new courses and provide supervision of practical training periods. In addition, UPEI currently offers a master's in education program. Teachers in this program can do research into immersion and be helped by professors who specialize in this field.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels		
	Number of students*	Participation rate**
2005–06	13,624	63%
2008–09	12,119	61%
Total change	-1,505	-2%

* The number of students is the total number of students from Grade 1 to Grade 12 enrolled in the English-language schools as of September 30 of the identified year.

** The participation rate is obtained by dividing the number of students enrolled in French-language courses (immersion or other) on September 30 of the identified year, in relation to total enrolment in the English-language schools of the province on the same date.

Participation Numbers and Rates: Immersion Program, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005-06	4,164	19.0%
2008-09	4,139	20.9%
Total change	-25	1.9%

* The number of students is the total number of students from Grade 1 to Grade 12 enrolled in the English-language schools as of September 30 of the identified year.

** The participation rate is obtained by dividing the number of students enrolled in French-language courses (immersion or other) on September 30 of the identified year, in relation to total enrolment in the English-language schools of the province on the same date.

Total Investment: Second-Language Education

	2005-06 to 2008-09	
	Federal contribution	Prince Edward Island's contribution
Regular funds	\$ 2,026,706	\$ 2,614,228
Additional funds	\$ 2,172,292	\$ 1,114,968
Total	\$ 4,198,998	\$ 3,729,196

*Continuing education in **teaching methods** has been supported by various activities, based on recent research, to **enable teachers** to design and implement innovative **teaching strategies** that foster progress in learning.*



*The project to **promote interaction** of groups of students learning a second language has allowed language exchanges between **francophone** and **anglophone** schools.*

Québec

CONTEXT

Québec's *ministère de l'Éducation, du Loisir et du Sport* (MELS) regularly produces and updates a strategic plan indicating the orientations in matters of education. It was on the basis of the 2005–08 strategic plan that Québec's 2005–09 action plan was developed.

In the negotiations that led to the conclusion of the *Canada–Québec Agreement on Minority-Language Education and Second-Language Instruction 2005–06 to 2008–09* (the agreement), which was in effect from 2005–06 to 2008–09, it was indicated that the MELS annual report would be used to report on educational activities supported in each fiscal year under this agreement. The MELS strategic plan describes its vision and orientations for the public and private education systems in both the French and English sectors, while its annual report presents its achievements in this area.

This report is a complement to the MELS annual reports for the fiscal years 2005–06 to 2008–09. It describes the major achievements that were supported by a contribution from Canada.

OBJECTIVE 1: MINORITY-LANGUAGE EDUCATION

Support Category A: Support for and diversification of educational services

The special grants made to English-language educational organizations and institutions have made it possible to strengthen the quality and diversity of minority-language education. The allocated funds have helped support management of the school system, development of technological resources networks, delivery of distance education services, application of Québec's language laws, and implementation of welcoming measures by the schools. In addition, the grants paid by the federal government have made it possible to support research in the development of community spaces for educational, cultural, and health-related activities.

Some infrastructures have been developed, in particular under the plan for developing spaces for professional and technical training in English school boards and the plan for establishing Community Learning Centres (CLCs).

Québec's English education community has pursued its efforts to integrate information and communications technologies (ICT) for educational purposes, so that it can work through networks and share resources that foster enrichment of management, teaching, and learning practices. Thanks to the federal government's contributions, it has been possible to maintain the facilitation and continuing support services required to integrate ICT, including the service of the *Réseau pour le développement des compétences par l'intégration des technologies* [network for skills development through technology integration] (RÉCIT). This is a network of resource persons dedicated to integrating ICT into teaching practices in Québec's schools. RÉCIT fulfills this mandate primarily by providing training, support, and guidance for teaching staff, while developing a culture of networking and sharing. RÉCIT's English-speaking resource persons working in elementary and secondary schools have offered many training sessions, and their seminars have reached hundreds of teachers and other resource persons and specialists.

Over 130,000 users (students, teachers, and administrators) are registered for the on-line resources of the Leading English Education and Resource Network (LEARN), one of the pillars of support in ICT development. Every day, LEARN's Web site receives more than 3,500 visits from its members and over 3,000 from its non-members. In late May 2008, the number of visitors officially passed the one million mark. In the Content Management System (CMS), users can find more than 7,000 web pages with educational content, and some 20 databases. The English-speaking education community makes constant use of the site, which has more than a million clicks per month. LEARN now offers 10 on-line courses to more than 300 students in five school boards.

Some progress has also been made in minority-language vocational and technical training and adult education. For example, those responsible for the English sector at RÉCIT's provincial service dedicated to vocational and technical training have continued to develop the service's Web site (recitvt.qc.ca) and the Web site of its Provincial Service in Vocational Training (dokeos.recitvt.qc.ca). Anglophones responsible for RÉCIT's provincial adult general education service have, in collaboration with the advisor for this service, offered dozens of training sessions to education advisers and teaching staff on how to integrate ICT into the learning process. In addition, the *Société de formation à distance des commissions scolaires du Québec* [distance training corporation of the school boards of Québec] (SOFAD) has offered distance training to the adult population covered by its mandate. SOFAD has also produced learning guides for adult general education (in distance format and for the classroom).

Québec's English school boards have continued to receive support to help them comply with the Charter of the French language in their respective institutions. Implementation of measures to support accommodation of anglophone students coming from outside Québec has enabled the boards to continue meeting the needs of the target groups.

The coordination team for the community learning centres has continued to support the centres, their partners, and the education community they serve, in their efforts to implement their respective intervention plans. These centres have been asked to include operational autonomy in their plans.

Support Category B: Development of educational resources

Grants made in this category have enabled the English school system to benefit from instructional materials designed in English. In addition, the funding has assisted with the design, development, and production of programs and evaluation tools, as well as the creation of instructional materials in English. It has thus been possible to design evaluation tools in English for each program and course in the youth and adult sectors, in general education and vocational and technical training. In collaboration with LEARN, the *Bureau d'approbation du matériel didactique* [instructional materials approval office] has developed educational and instructional materials to help teachers with the education reform. The English system has pursued many initiatives to promote a better understanding and mastery of the Québec Education Program, which has fostered the implementation of secondary school programs for anglophone students. Hundreds of programs and scales of competency levels have been published or made available on-line, for both general education and vocational and technical training.

More than 38,000 videos from Québec's VoDZone Education collection have been downloaded to classrooms. Students, teachers, parents, and the community at large can also access this material from home.

The MELS *Direction de la production en langue anglaise* [English translation services] (DPLA) has made available to its various administrative units — and to Québec's English-speaking education community — hundreds of official documents in English concerning MELS strategic choices.

Many projects to produce and distribute instructional materials in English have been developed in the higher education sector. For adult education and vocational and technical training, hundreds of exams and evaluation situations have been produced in English with the collaboration of the *Société GRICS*, which is responsible for managing the school boards' information technology network.

Finally, LEARN's on-line journal, *LEARNing Landscapes*, now a flagship publication for matters relating to the transfer of educational best practices, has been consulted by over 3,800 Internet users.

Support Category C: Professional support for the personnel of schools, centres, colleges, and universities

Projects implemented in this category have targeted ICT use, implementation of the education reform, diversification of learning paths, leadership development, and greater appreciation of the teaching profession. To give English colleges greater access to instructional materials in English, some materials have been translated and adapted, then made available to young people and adults attending English colleges. Various measures have been put in place to circulate these materials, including access to downloading, distribution to designated respondents in each college, and visits to the colleges.

The *Cégep@distance* team has pursued its efforts to communicate with students in their language of instruction (for admission, social component, and academic component); to translate and modify the letters and reports generated by the *Cégep@distance* computer system; and to provide a multilingual adaptation of its *Système d'offre de cours dans Internet* [Web-based course offerings system] (SOI). Distance education courses and student recruitment have been more vigorously promoted with anglophones, in particular through a promotional campaign aimed at the general public. To be able to offer distance education activities, the PERFORMA (*Perfectionnement et formation des maîtres au collegial*) [professional development and training for college teachers] team has developed courses and now offers e-learning modules. It has completed the English side of the PERFORMA portal, and has offered several distance education activities and sessions. More than 260 teachers have enrolled in the Master Teacher Program (MTP).

In the vocational training sector, dozens of program-related professional development sessions have reached more than 500 people.

Collaboration with the Guidance-Oriented Approach to Learning (GOAL) network has made it possible to offer training and to publish resources to meet the English-speaking community's needs and demands. The Personal Orientation Project's POP Index now has nine tool kits with activities guides and a Web site. All English school boards and private school associations have taken part in training sessions. The network that unites them is now known as PPO/Explo.

Several evaluation training sessions have taken place, some for students taking teacher training in various universities (McGill, Concordia, and the *Université du Québec à Montréal*).

To meet the requirements of the MELS linguistic policy, each sector has called on the MELS communications division to produce a French translation of the various resources developed with help from the grants.

More than 1,000 English-speaking teachers have taken training on various subjects of the curriculum, including science and technology, mathematics, history and citizenship education, geography, social sciences, and contemporary world. The *Secteur des services à la communauté anglophone et aux affaires autochtones* [services to the English-speaking community and Aboriginal affairs sector] has supported various projects, such as giving honorary diplomas to English-speaking students who scored 100 per cent on the MELS history examination, regardless of the language in which they chose to take the examination.

To foster a culture of networking and exchanges, resource persons and specialists in vocational training have been given four opportunities to take training designed to support networking on three occasions by means of an on-line conferencing platform.

Evaluation of student learning is a very important issue for preschool education, elementary and secondary education, adult education, as well as vocational and technical training. Evaluation of competencies has been the topic at many training sessions at all levels, including higher education and adult education.

Support Category D: Support for students

Motivating students to stay in school and providing them with qualifications are basic objectives of Québec's education reform. Advertising campaigns in English to promote education, raise the profile of vocational and technical training, and provide information on the labour market help to reinforce these values among minority students. Québec also hopes to increase the proportion of young people under 20 years of age who are enrolled in vocational training by raising their enrolment rate from slightly over 16 per cent to 20 per cent. With its campaign *Heading for Success*, MELS encourages young people to enrol in English vocational and technical training programs. Vocational training is now well viewed by Québec's anglophone youth, a large majority of whom express positive opinions about it. The targeted favourable perception rate of 50 per cent has been largely surpassed among young people and their parents. Specific initiatives in Québec's 2009–2013 Action Plan will aim at increasing English organizations' enrolment capacity.

The summer recovery or catch-up project set up by the Québec Board of Black Educators (QBBE) and the English-Montréal School Board reached more than 200 young people in different cultural communities. Sixty-four elementary and 144 secondary school students who were having difficulty in school or had failed exams in one or more core subjects during the year were enrolled in QBBE activities. The elementary students improved their skills in languages, mathematics, science and technology, as well as the arts.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students enrolled in English schools*	Total number of students in Québec	Proportion**
2005–06	117,856	1,059,625	11.12%
2008–09	110,879	1,002,307	11.06%
Variation	- 5.92%	- 5.4%	

*The number of students is based on statistics for both public and private schools. These numbers were produced by the MELS research, statistics, and information division and published in the February 12, 2010, issue of the *Entrepôt de données ministérielles* [ministry data warehouse]. These numbers do not take into account Aboriginal students.

** In Québec, access to English schools is governed by law. The data presented reflect the percentage of the total student population that the minority anglophone population represents.

Total Investment: Minority-Language Education in English

	2005–06 to 2008–09	
	Federal contribution	Québec's contribution*
Regular funds	\$ 172,706,545	\$ 172,706,545
Additional funds	\$ 16,010,111	\$ 16,010,111
Total	\$ 188,716,656	\$ 188,716,656

*MELS invests over \$400 million per year to support minority-language education services.

OBJECTIVE 2: SECOND-LANGUAGE INSTRUCTION

Support Category A: Support for and diversification of educational services

In the area of higher education, the federal government's special grants to English education organizations and institutions have strengthened the quality and diversity of second-language instruction. In terms of general education in the youth sector, the grants have fostered access to the services of the school boards that continue to implement new programs and broaden access to second-language programs. So far, grants in this category have favoured the establishment of networks allowing schools and colleges to better support the teaching and learning of second languages.

Support Category B: Development of educational resources

Grants in this category have contributed to the design and production of programs of study in French as a second language (FSL) and French immersion, and also of evaluation tools. They have furthered the creation of educational and instructional materials to support the interventions of schools and school boards in this area, and have enabled learning evaluation instruments to be developed.

Since September 2006, English as a second language (ESL) has been taught as of Elementary 1. This new development has generated a need for personnel qualified in ESL instruction. Thanks to funds allocated to rectify the teacher shortage in this area, bursaries have been awarded to encourage successful ESL training activities. Teachers who have benefitted from these bursaries have been able to improve their written and oral language proficiency and

thereby increase their skills in teaching ESL. Individual bursaries have been granted for three types of English-language training activities: credit courses, non-credit courses, and immersion placements within or outside Québec. Most bursaries awarded for immersion have been for placements outside Québec.

Moreover, FSL evaluation situations have been field-tested, revised, and deposited in a bank of evaluation instruments (BIM) managed by the *Société GRICS*, which supports the network of school boards. BIM has thus been enriched by hundreds of new questions and evaluation situations for FSL.

Support Category C: Professional support for the personnel of schools, centres, colleges, and universities

The language proficiency of teachers is essential to second-language instruction. A number of support documents have been produced to facilitate training and assistance for the English sector. Second-language examinations have also been developed so that evaluating language proficiency will be more flexible, authentic, and comprehensive, in accordance with the objectives of the education reform.

Professional development activities for FSL teachers have primarily concerned development of learning assessment tools in accordance with MELS guidelines. Many training sessions have enabled hundreds of teachers to develop their skills in planning and piloting coherent teaching, learning, and evaluation situations.

Continuing education in teaching methods has been supported by various activities, based on recent research, to enable teachers to design and implement innovative teaching strategies that help students learn. These activities have made it possible to reach over a thousand people.

In FSL, task forces of representatives of English school boards have put the final touches on a document concerning the progression of learning in elementary school, for both the French immersion and core French programs. Bibliographic research on FSL teaching methods has been carried out. Participants' evaluations reflect a positive assessment of the various types of training offered, including training on examination prototypes for the core French and French immersion programs in Elementary Cycle Two.

Training in ESL teaching methods has made it possible to increase the number of teachers qualified to teach this subject.

Support Category D: Support for students

The pan-Canadian language assistant programs and summer courses administered by the Council of Ministers of Education, Canada (CMEC), have encouraged exchanges between francophone and anglophone students, both within and outside Québec. (Please see "Official-Languages Programs" on page 127 for more information on the pan-Canadian programs administered by CMEC.)

The project to promote interaction of groups of students learning a second language has allowed language exchanges between French and English schools. Thanks to the implementation of Québec's linguistic exchange pilot project

PELIQ-AN (*Programme d'échanges linguistiques intra-Québec — approche nouvelle* or intra-Québec language exchange program — new approach), three exchange models have been assessed. Those responsible for this project have produced a DVD and a series of resources. More than 800 students have participated in this type of language exchange.

A pilot project for students in the first year of secondary school has enabled young people from two linguistic communities to get to know one another better by participating in school and extracurricular activities and alternating their school attendance, with five months of the year in an English school and five in a French school.

Through interprovincial exchanges in the fourth and fifth years of secondary school, young people from Alberta, Prince Edward Island, British Columbia, Nova Scotia, Manitoba, New Brunswick, Saskatchewan, and Newfoundland and Labrador have been able to experience immersion in Québec. Each student spent three months in the host province and attended a school there, consolidating his or her knowledge of the second language.

Measures to support accommodation of anglophone students from outside Québec have enabled the school boards concerned to continue meeting the needs of their respective student clientele. Over 3,900 students have benefitted from these measures.

Participation Numbers and Rates: Second-Language Instruction in English, Elementary and Secondary Levels

	Number of students enrolled in French schools taking courses in English as a second language*	Total number of Québec students taking courses in French as a second language or English as a second language*	Proportion***
2005-06	730,646	822,786	88.80%
2008-09	820,650	923,280	88.88%
Variation**	12.32%	12.21%	

*The number of students is based on the statistics produced by the MELS research, statistics, and information division and published in the February 12, 2010, issue of the Entrepôt de données ministérielles [ministerial data warehouse]. The numbers supplied are based on the distribution of subjects described in the Basic school regulation for preschool, elementary and secondary education, but exclude preschool and Aboriginal students.

** In 2005-06, the Basic school regulation for preschool, elementary and secondary education prescribed that second-language instruction in English start in Grade 3 of elementary school. In 2008-09, second-language instruction in English started in Grade 1.

***The proportions have been established by identifying the number of students enrolled in French public or private schools who take second-language courses, and comparing that to the total number of Québec students enrolled in public or private schools who take FSL or ESL courses. All students enrolled in French-language schools, namely 100 per cent of students, take courses in ESL.

Participation Numbers and Rates: Second-Language Instruction in French, Elementary and Secondary Levels

	Number of students enrolled in anglophone schools who take courses in French as a second language*	Total number of Québec students who take courses in French as a second language or English as a second language*	Proportion***
2005-06	92,140	822,786	11.20%
2008-09	102,630	923,280	11.12%
Variation	10,490	100,494	

* The calculation of the number of students is based on the statistics produced by the MELS Research, statistics, and information division and published in the February 12, 2010, issue of the Entrepôt de données ministérielles (ministerial data warehouse). The numbers supplied are based on the distribution of subjects described in the Basic school regulation for preschool, elementary and secondary education, but exclude preschool and Aboriginal students.

** The proportions have been established by identifying the number of students enrolled in French public or private schools who take second-language courses, and comparing that to the total number of Québec students enrolled in public or private schools who take FSL or ESL courses. All students enrolled in French-language schools, namely 100 per cent of students, take courses in ESL.

Total Investment: Second-Language Instruction in French

	2005-06 to 2008-09	
	Federal contribution	Québec's contribution
Regular funds	\$ 34,266,277	\$ 31,103,796*
Additional funds	\$ 10,869,247	\$ 10,869,247
Total	\$ 45,135,524	\$ 41,973,043

* The negative difference between Québec's contribution and Canada's contribution is proportional to the total number of bursaries awarded for this component of Québec's Action Plan.

MELS invests over \$785 million per year to support minority-language educational services and second-language instruction.

Total Investment: Second-Language Instruction in English

	2005-06 to 2008-09	
	Federal contribution	Québec's contribution
Regular funds	\$ 19,230,617	\$ 17,455,798
Additional funds	\$ 6,099,941	\$ 6,099,941
Total	\$ 25,330,558	\$ 23,555,739

* The negative difference between Québec's contribution and Canada's contributions is proportional to the total number of bursaries awarded for this component of Québec's Action Plan.

MELS invests over \$382 million per year to support minority-language educational services and English second-language instruction.

Enrolment numbers reflect an **increase** of approximately **11 per cent** over the four-year lifespan of the **Canada-Saskatchewan Agreement on Minority Language Education and Second Official Language Instruction**.



The language assistant program **Odyssey** is considered **key** to the **development of culture and language**.

Saskatchewan

CONTEXT

Saskatchewan has a vast geographic area with a dispersed population of slightly over one million inhabitants. One school division in the province offers French minority-language education, and 28 other school divisions offer a variety of second-language instruction programs, including French immersion, core French, intensive French, and enhanced French. The learning of a second language is not mandated by the Ministry of Education and is left to the discretion of the school divisions. Enrolment in French-language programs is increasing, while overall school enrolment in the province is declining.

Saskatchewan undertook a curriculum renewal initiative in 2006. Knowledge of the First Nations and Métis perspectives and ways of knowing are foundational to renewed curricula. Teaching about the First Nations treaties has been mandated in all classrooms. A continuous improvement framework provided the common strategic-planning mechanism to advance the following four pre-kindergarten–Grade 12 renewal priorities:

- higher levels of literacy and achievement
- equitable opportunities for all students
- smooth transitions into and through the system
- strong system-wide accountability and governance

The desired attributes for Saskatchewan's pre-kindergarten–Grade 12 students are:

- a sense of self, community, and place
- a lifelong passion for learning
- engaged citizens

Students will also develop the following cross-curricular competencies:

- thinking (critically, creatively, contextually)
- identity and interdependence
- literacies
- social responsibility

Saskatchewan achieved significant successes between 2005–06 and 2008–09, including curriculum renewal, the campaign for the promotion of French education, the expansion of intensive French and enhanced French, the establishment of the first *Centre d'appui à la famille et l'enfance* [centre for support to families and children] (CAFÉ), the establishment of preschools in all French minority-language schools, and the development of curriculum frameworks and resources through collaboration at the national, northern, and western levels.

MINORITY-LANGUAGE EDUCATION

Education administration and support

Federal funding continues to facilitate the achievement of desired outcomes for French minority-language students. Saskatchewan has only one francophone school division,

the *Conseil des écoles francsaskoises* (CEF), with 12 schools that served 1,182 students from kindergarten to Grade 12 in 2008–09. These enrolment numbers reflect an increase of approximately 11 per cent over the four-year lifespan of the *Canada–Saskatchewan Agreement on Minority Language Education and Second Official Language Instruction 2005–06 to 2008–09* (the agreement).

Funding for minority-language education also aids in the provision by the CEF:

- transportation to approximately 80 per cent of students enrolled in French minority-language schools;
- full-time kindergarten as well as pre-kindergarten programs in every elementary school, many of which also offer child-care services facilitated by the collaboration between the school division and the francophone parent association, the *Association des parents francsaskois* (APF);
- support for the needs of gifted and learning-disabled students through the delivery of integrated services (parents and teachers have expressed their satisfaction with this delivery model).

Funding allows the CEF to work in partnership with francophone associations through the Coalition for the Promotion of French Language and Francophone Culture in Saskatchewan for the recruitment and retention of students in francophone schools.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students	Participation rate*
2005–06	1,054	0.66%
2008–09	1,182	0.74%
Total change	128	0.08%

* The participation rate is the number of students in French minority-language education divided by the total student population of the province, converted into a percentage.

Federal funding aids in giving adults access to postsecondary education in French. The University of Regina (U of R) and the *Institut français* ensure that postsecondary educational services in French are available to adults. The *Baccalauréat en éducation* (BAC) program at the U of R offers teacher training in French. Federal grants facilitate a year of study at *Université Laval* for BAC students. The university continues to update its courses and to engage in research that is

shared at provincial, national, and international forums. The *Institut français* offers regular conferences and sociocultural activities, as well as French language development courses to adults, including summer immersion courses and a language certificate program. It also provides an environment where students can gather to socialize in French.

Grants also allowed for the delivery of training in French to adults through the *Service francaskois de formation aux adultes* (SEFFA). The SEFFA offers, for example, French language courses as well as GED courses and, in collaboration with the Saskatchewan Institute of Applied Science and Technology, early childhood educator training. The early childhood program ensures that the province can respond to the needs of the francophone community in providing early intervention to young children to develop their language and culture, in preparation for kindergarten and Grade 1. The SEFFA saw the first cohort graduate from the early childhood education program in 2008–09. The SEFFA also began developing a training program for teacher assistants over the term of the agreement.

Le Lien is a provincially funded resource centre with over 40,000 French cultural and teaching resources that are accessible to francophone schools and communities across the province. The level of usage is increasing, testimony to the importance of this service. In 2008–09, *Le Lien* loaned over 6,000 resources and had over 4,000 memberships.

Program development/quality of programs

Saskatchewan's Ministry of Education continues to develop curriculum documents for kindergarten to Grade 12 for francophone schools. In 2005–06, the ministry launched a curriculum renewal initiative with a focus on specifying the learning outcomes and indicators of achievement in all required areas of study for all students, from kindergarten to Grade 12. Through curriculum renewal, the ministry also identified the broad areas of learning that articulate the goals of education, as well as the cross-curricular competencies that students should develop. The initiative aims to renew curriculum documents for all required areas of study at all grade levels, with a goal of improving student achievement. Teachers were invited to participate in a consultative capacity through the renewal process. The outcomes and indicators for curriculum in mathematics, physical education, career education, and science for Grades 6 to 9 were developed. Renewed curriculum in mathematics was based on the common curriculum framework developed, in collaboration, at the Western and Northern Canadian Protocol table. Curriculum for kindergarten was also developed and implemented. The curriculum renewal process is ongoing, and some curriculum documents were implemented in September 2008. Other courses were renewed, or translated and adapted. For example, *Psychologie 20* and *30* were adapted from Alberta's programs, while *Mieux-être 10*, *Sciences 10*, and

Calcul 30 were translated and adapted from Saskatchewan's English curriculum documents.

Ministry personnel evaluated resources that were recommended to support the delivery of renewed and existing curriculum documents. The ministry has published resource-list updates to guide school divisions in the purchase of resources to support curriculum implementation. Ministry personnel also participated in the development of resources through the *Projet pan-canadien de français langue première* administered by the Council of Ministers of Education, Canada (CMEC). Workshop evaluations indicated that the resources were greatly appreciated by teachers.

Teachers participated in professional development activities to support the implementation of new curricula. Francophone teachers had the opportunity to be involved in the development of integrated units of study for primary multi-graded classrooms found in small or geographically remote schools. The Ministry of Education and the francophone school division collaborated in the development and field test of these units of study. This initiative is ongoing and highly anticipated by the field.

The use of technology in teaching is compulsory in the francophone school division. All teachers are equipped with a laptop, and all students have an e-mail address. The school division uses technology for the delivery of professional development to teachers, and 70 to 80 per cent of teachers use technology on a daily basis as a teaching tool. Web-based resources in the areas of mathematics and science have also been developed in collaboration with the school division.

Grants to the APF contributed to the training and development of a parent community involved in science fairs, theatre, "francisation," and other linguistic and cultural activities. Cultural grants to the francophone school division contributed to the establishment of partnerships with francophone associations to facilitate the delivery of cultural activities. Consequently, Saskatchewan francophone students had the opportunity to participate in many cultural and social activities in French, including theatre competitions, art workshops, camps, and heritage days. In conversations with facilitators, the participants and spectators, including parents, expressed a high level of satisfaction with these activities. These partnerships contribute to the development of a francaskois community with a strong culture, identity, and language.

Teacher training and development

Teachers in the francophone school division took advantage of various professional development opportunities over the course of the agreement. Teachers worked, for example, with ministry consultants to develop common understandings and strategies in the construction of language, identity, and culture (CLIC), and the school division continues to emphasize CLIC in all areas of study. CLIC helps francophone students in a minority setting to develop a sense of francophone identity and culture that they may not otherwise gain from their everyday lives. As the achievement of all students is a priority, teachers continued to participate in training in the areas of choice theory (the development of strategies to help students assume responsibility for their own behaviour), literacy, professional learning communities, and differentiated learning. Participation in local and national conferences, including the *Association canadienne d'éducation de langue française* conference, was encouraged. The local teacher association, the *Association provinciale des enseignantes et enseignants francosaskois* (APEF), organized annual conferences as well as a variety of workshops to meet teacher and student needs. Grants facilitated the development of leadership at the local level in many areas including technology, numeracy, differentiation, and community development. Teachers also had the opportunity to benefit from mentorship and workshops, offered by the Ministry of Education, in various areas of pedagogy.

The Assessment for Learning initiative aims to improve the achievement of students. Between 2005–06 and 2008–09, assessment instruments were developed in collaboration with teachers, and development has continued since then. Teachers also took part in field testing of assessment instruments, ensuring the validity of the content and the language. These field tests are seen as valuable professional learning opportunities for the participants, as they develop assessment literacy. Students then have the opportunity to participate in assessments in French in mathematics, reading, and writing.

Student support and development

Students benefit significantly from federal funding. Francophone students continue to access bursaries to further their education in French. Funding to the *Association jeunesse fransakoise* (AJF) ensures opportunities for youth to develop their francophone identity and sense of belonging to the community. Over the course of the agreement, all high school students took part in the annual volleyball tournament called *Omnium*. Francophone youth also participated in the *Jeux de la francophonie*, the *Festival du voyageur*, the *Fête fransaskoise jeunesse*, the *Parlement jeunesse fransaskois*, and leadership training. Interest and participation in these annual events remains high, and they provide opportunities for students to engage in many different activities such as canoeing, archery, and night games. A partnership with AJF and the *Comité fransaskois d'éducation postsecondaire* led to the establishment of a francophone club at the University of Regina to support postsecondary students.

Grants increase the number of opportunities for the development of language and culture. Between 2005–06 and 2008–09, students as well as parents and other community members participated in annual heritage days, which highlight the history of Saskatchewan's francophone community through the years. *Francofièvre* is another annual cultural event for youth; more than 2,000 students gather every year to participate in this francophone music festival that features popular artists from across the country. Students of all ages also had the opportunity, over the lifespan of the agreement, to participate in week-long summer outdoor camps through *Camp voyageur*. Grants also allow for collaboration between associations and the francophone school division to offer child care and early learning opportunities. For example, the CAFÉ was established in Saskatoon in 2006–07.

The language assistant program Odyssey is considered key to the development of culture and language. (Please see Official-Languages Programs on page 127 for more information on the pan-Canadian programs coordinated by CMEC.) Annual evaluations demonstrate that teachers and students appreciate the work of the language assistants in minority-language classrooms. The francophone school division had full-time language assistants in each of their schools from 2005–06 to 2008–09.

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Saskatchewan's contribution
Regular funds	\$ 5,105,800	\$ 5,119,000
Additional funds	\$ 8,297,920	\$ 8,297,920
Total	\$ 13,403,720	\$ 13,416,920

SECOND-LANGUAGE INSTRUCTION

Education administration and support

Federal funding facilitates the achievement of desired outcomes for French-as-a-second-language (FSL) students. The province of Saskatchewan offers four FSL programs: French immersion, core French, intensive French, and enhanced French.

Enrolment numbers are on the rise in immersion programs. Enrolment in 63 French immersion schools reached 9,346 in 2008–09, an increase of approximately 8 per cent over four years. By 2008–09, three French immersion schools had closed owing to low enrolment, but one new program was established in the northern community of Meadow Lake.

Funding supports the provision of an early immersion program, and the province is exploring the potential to offer a late immersion program as well. Funding also supports the provision of transportation to students in French immersion programs.

The intensive and enhanced French programs were offered in six schools in 2006–07 and in 13 schools in 2008–09. In 2006–07, 98 students were enrolled in the Grade 6 intensive French program and 177 students in the follow-up program, enhanced French. By 2008–09, intensive French enrolment was at 175 students, and enhanced French enrolment numbers had climbed to 264. In interviews and anecdotes, students and parents have expressed a high degree of satisfaction with the intensive French and enhanced French programs.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students	Participation rate*
2005–06	62,899	38.06%
2008–09	60,673	37.63%
Total change	-2,226	0.43%

*The participation rate is the percentage of students in French second-language programs compared to the total student population of the province.

Enrolment continued to decline in core French programs, from approximately 54,000 students in 2005–06 to approximately 50,000 in 2008–09. This decline may have been due to the fact that the study of a second language is not mandatory in Saskatchewan. Core French programs are offered at the discretion of individual school divisions. Entry levels vary as well, with some school divisions beginning core French instruction in kindergarten or Grade 1 and others beginning it later, in Grade 4, Grade 7, or Grade 9. The amalgamation of school divisions, the demographics of the province where the overall student enrolment is decreasing, and the shortage of French teachers may also have contributed to the decrease.

Funding through the agreement supported ongoing efforts to boost enrolment in FSL programs. For example, it allowed Canadian Parents for French to work in partnership with francophone associations, through the Coalition for the Promotion of French Language and Francophone Culture in Saskatchewan, to implement student recruitment and retention strategies for FSL programs.

Funding also provided curriculum support. Schools in Saskatchewan have access to French curriculum documents in all required areas of study. There is also a list of recommended resources to support each area of study. A teacher guide has been developed to enhance the delivery of integrated services to meet the diverse needs of students.

Students in FSL programs can also access postsecondary education in French at the University of Regina (U of R) and the *Institut français*. French immersion and core French students can enrol at the U of R in the BAC program, which is a pre-service teacher training program. As with French minority-language students, they can access federal grants that facilitate a year of study at *Université Laval*. The French language-development courses for adults offered by the *Institut français*, which include summer immersion courses and a language certificate program, are also available to students from FSL programs. FSL students are invited to take advantage of the French environment at the *Institut français*, where they can gather to socialize in French. The *Service francsaskois de formation aux adultes* (SEFFA) offers French language courses, as well as General Educational Development (GED) courses and an early childhood educator training program, in collaboration with SIAST. In 2008–09, SEFFA saw the first cohort graduate from the program. Over the course of the agreement, SEFFA also began developing a training program for teacher assistants.

Le Lien is a resource centre with over 40,000 French cultural and teaching resources that are accessible to immersion and core-French schools and communities across the province. The level of usage is increasing, testimony to the importance of this service. In 2008–09, *Le Lien* loaned over 6,000 resources and had over 4,000 memberships.

Program development/quality of programs

The Ministry of Education is responsible for the development of provincial FSL curricula for schools, from kindergarten to Grade 12. Curriculum documents in all required areas of study for French immersion are developed, or translated and adapted, by the Ministry of Education. During the lifespan of the agreement, *Mieux-être 10* and *Sciences 10* were renewed and implemented in French-immersion schools. *Psychologie 20* and *30* were adapted from Alberta's programs and also implemented. Saskatchewan also provides curriculum documents for core French, from kindergarten to Grade 12. Between 2005–06 and 2008–09, work continued on this front.

In 2005–06, the Ministry of Education launched a curriculum renewal initiative with a focus on articulating the learning outcomes and indicators of achievement in all required areas of study. The initiative aims to renew all curriculum documents for all required areas of study at all grade levels, with a goal of improving student achievement. Teachers were invited to participate in a consultative capacity through the process, which is ongoing. The outcomes and indicators for immersion curriculum in mathematics, physical education, career education, health, and science for Grade 6 to Grade 9 and *Français 1–5* were developed. Renewed curriculum in mathematics was based on the common curriculum framework developed, in collaboration, at the Western and Northern Canadian Protocol table. The renewed core French 1–5 curriculum was developed by levels rather than by grades, in order to accommodate the different core-French entry points in the province.

The development of resources to support the expansion of enhanced French has been crucial to the success of the program. Collaboration with jurisdictions at the local and national levels has resulted in quality materials for Grades 7, 8, and 9. During professional development workshops, teachers have expressed a high degree of satisfaction with these resources. Funding allows the participation of teachers in the process of evaluating resources to support new and existing provincial curricula in all areas of study.

Students in secondary immersion programs also have access to a variety of on-line courses. Small or geographically remote schools may not have qualified human resources to be able to offer all compulsory secondary immersion courses. 2005–06 saw the first two graduates to receive bilingual mention on their Grade 12 diplomas thanks to on-line courses. Web-based resources continued to be developed, and teachers had the opportunity to participate in training on how to maximize use of the on-line resource *Bibliobranchée*.

Teacher training and development

Thanks to federal and provincial funding, teachers had the opportunity to participate in a variety of professional development activities each year of the agreement. The Saskatchewan Association of Teachers of French (SATF) offered an annual conference with a variety of workshops that kept teachers abreast of FSL research, innovations, and resources. The SATF also offered ongoing professional development through its bulletin. The Ministry of Education offered workshops and mentorship to support curriculum implementation. Mentorship is a favourite strategy, as it allows teachers to target their particular needs. Teachers also accessed bursaries to pursue training during the summers in the area of pedagogy or language development. In conversations with facilitators, teachers expressed a high level of satisfaction with these opportunities.

As is the case for French minority-language students, the Assessment for Learning initiative in the province of Saskatchewan aims to improve the achievement of FSL students. Over the course of the agreement, students had the opportunity to participate in assessments in mathematics, reading, and writing. The assessment instruments for these evaluations were developed in collaboration with teachers. Teachers also participated in the field testing of these assessments, ensuring the validity of the content and the language. These opportunities were seen as valuable professional development opportunities for the

participants, as they developed assessment literacy. Funding also allowed teachers to be involved in consultations through the curriculum renewal initiative. Their expertise contributed to program development in a positive way, and their involvement allowed them to become familiar with curriculum documents in preparation for implementation.

Intensive and enhanced-French teachers participated in a week-long training symposium each summer over the four-year course of the agreement, developing teaching strategies for the second-language classroom. The Ministry of Education provided ongoing mentorship throughout the school year to support teachers in the implementation of the new program. Professional development focused on strengthening strategies to develop student literacy. Teachers participated in the evaluation of resources to support the intensive French and enhanced French programs and indicated that they were grateful for the opportunity to participate in this type of professional development.

Student support and development

Funding through the agreement supported Canadian Parents for French, which organized many opportunities for FSL students to gather and to develop their language skills every year. Some activities included the *Concours d'art oratoire*, *Rendez-vous*, the *Foire des carrières*, *Camp Ultime*, and the *Fête du soleil*. Immersion students of all ages also had the opportunity, over the lifespan of the agreement, to participate in week-long summer outdoor camps through *Camp voyageur*. Furthermore, students from various FSL programs gathered to share in the cultural event *Francofièvre*. Evaluations indicated a high degree of satisfaction with this annual event.

Grants facilitated access to many cultural presentations, including *Les bûcherons*, *Lise Mourais*, *Impro-performance*, and the annual heritage days, which highlight Saskatchewan's history and the history of francophones in the province. A variety of cultural workshops featuring art, music, and dance from various French cultural groups were well attended; artists worked with students to help them develop their own artistic skills. Ongoing collaboration between francophone associations and FSL programs in schools allowed for exposure to many cultural experiences.

The Odyssey program, funded by federal dollars, is an important resource in the second-language classroom. Language assistants provided another authentic French-language model in the classroom, enhancing the learning of language and culture. Annual evaluations demonstrate that teachers and students appreciate the work of the language assistants, and the demand for them is greater than the

supply. Students also expressed appreciation with respect to the Saskatchewan–Quebec exchange. This program offers an opportunity for Grade 11 students to study in Quebec for three months and then host their counterparts from Quebec for another three months. A total of 52 students participated in the exchange over the four-year lifespan of the agreement.

Total Investment: Second-Language Instruction		
	2005–06 to 2008–09	
	Federal contribution	Saskatchewan's contribution
Regular funds	\$ 9,564,200	\$ 9,564,884
Additional funds	\$ 2,617,868	\$ 3,617,868
Total	\$ 12,182,068	\$ 13,182,752

Language learning takes place in a cultural context, in the classroom, or in an authentic situation. Participation in sociocultural activities reinforces language skills while making students more aware of French culture.



French second-language courses are offered in Whitehorse and in the regions, in 20 of Yukon's 28 schools.

Yukon

CONTEXT

In 1996, the Government of Yukon established a French-language school system. To this day, the *Commission scolaire francophone du Yukon* (CSFY) is the only school board in the territory. Its mandate is to promote education services in French as a first language throughout Yukon. The governance of *École Émilie-Tremblay*, Yukon's only French-language school, comes under the CSFY. The Yukon Department of Education provides the CSFY with an annual operating budget, to assist it in carrying out its duties.

The federal government covers part of the additional expenses that Yukon incurs annually to teach the official languages in a minority setting and French as a second language (FSL). To this end, the *Canada–Yukon Agreement on Minority-Language Education and Second Official Language Instruction 2005–06 to 2008–09* (the agreement) was concluded between the Government of Canada and the Council of Ministers of Education, Canada (CMEC). This agreement governs the administrative arrangements made with Yukon and prescribes the amounts to be granted to it.

The Yukon Department of Education has put in place a French-language programs unit, headed by a coordinator who manages the agreement. This coordinator:

- negotiates and manages the federal grants and the general agreements concluded with the CSFY and with the *Association franco-yukonnaise* (AFY);
- supervises the administration of FSL programs;
- serves on advisory committees;
- monitors the evaluation and development of French-language programs;

- administers the programs associated with the teaching of the official languages that are subsidized by the federal government, including Odyssey, the language assistant program, and Explore and Destination Clic, the summer language bursary programs. (Please see “Official-Languages Programs” on page 127 for more information on the pan-Canadian programs coordinated by CMEC.); and
- provides liaison between the government, Yukon’s francophone community organizations, and francophone national groups.

The French-language programs unit also supports the design, delivery, and dissemination of various school programs and French-language resources. An education advisor offers support to teaching staff regarding programs, resources, and professional development.

MINORITY-LANGUAGE EDUCATION

Teacher training and development

The educational program of *École Émilie-Tremblay* is essentially the same as the French-language program applied in British Columbia. In September 2004, British Columbia announced changes to the requirements for obtaining the secondary school leaving diploma. Since that time, the CSFY has been working to fulfill requirements in mathematics, natural sciences, and outdoor activities, reworking course content and studying new resources. From 2005–06 to 2008–09, the CSFY offered its teaching staff periods of professional development in Yukon, and sent a number of teachers to training workshops given outside the territory.

To meet its future needs, the CSFY has adopted strategies for promoting the teaching profession. In partnership with the *Association canadienne d’éducation de langue française* [Canadian association for French-language education] (ACELF) and the University of Sherbrooke in Québec, the CSFY has instituted a student teacher exchange program. Since 2005, eight trainees have benefitted from this program.

From 2005–06 to 2008–09, the CSFY hired new staff: an education advisor, a cultural facilitator, a teacher’s aide, and a specialist educator. An educational psychologist supports the work of the remedial teacher and of the guidance counsellor.

Student support and development

One of the CSFY’s ongoing major objectives is to increase the number of students in the minority-language school. *École Émilie-Tremblay*, which welcomes students from kindergarten to Grade 12, has experienced a marked increase in enrolment, from 110 students in 2005–06 to 158 in 2008–09. Annual surveys show that parents are satisfied with the quality of the school programs and with the support the school provides to families, but are concerned about the exodus of secondary school students to the English-language schools. In 2007–08, in an effort to solve this problem, the CSFY introduced the program *Académie Parhélie* [sundog academy] for all secondary students in the French language school system. With this art and outdoor program, the CSFY is hoping not only to retain students, but also to recruit new ones. A study done in 2005 indicates that, in addition to the students already attending *École Émilie-Tremblay*, there are over 300 others who would be eligible to receive an education in French.

In the spring of 2006, the CSFY hired a communications officer in order to maintain existing enrolment, recruit new students, provide public relations services, and promote school programs with the francophone community. This officer is updating the CSFY’s Web site, which also hosts other partners in French-language education, including *École Émilie-Tremblay*, *Académie Parhélie*, and the *Garderie du petit cheval blanc* [little white horse daycare centre].

Grants have made it possible to create and implement the francisation program *Jardin d’Émilie* for four-year-olds, and to launch a full-time kindergarten program. With these two programs, young children have been able to attain the necessary level of French language proficiency and more easily make the transition to the French-language school system in Grade 1. Other grants have allowed remedial language services to be offered to students from Grade 1 to Grade 12 who are experiencing difficulties with French. At *École Émilie-Tremblay*, the student-run mentoring program is becoming increasingly important.

The CSFY and the francophone community of Yukon have always attached great importance to sociocultural activities. Participation in these activities enhances students’ language skills while fostering the development of their identity as francophones. In 2006, to encourage this participation, the CSFY created a part-time position for a cultural facilitator. Throughout the year, a whole range of activities is organized: concerts, student exchanges, plays, workshops on the

arts, and sports events. Activities are chosen jointly by the student council and the staff of the school. Of note is the fact that recurring activities are incorporated into the school's strategic plan, and that the activities and projects pursued are often open to immersion students and to those taking core French courses. Thanks to the financial contribution of many partners, such as Canadian Heritage, the AFY, and Canadian Parents for French (CPF), the CSFY was able to offer students over 200 activities between 2005–06 and 2008–09.

Other initiatives help to support French as the language of the minority. Over the course of the agreement, for example, 225 young francophones and francophiles participated in French-language summer camps. As well, in 2008–09, the *Garderie du petit cheval blanc* established an extracurricular program for school-age children at *École Émilie-Tremblay*. During its first year of operation, more than 50 students were able to benefit from this after-school program. To ensure a variety of activities, partnerships were created with francophone and anglophone community organizations, the various levels of government, professional associations, and the private sector. *École Émilie-Tremblay* has also benefitted from the services of a francophone language assistant through the Odyssey program of the Council of Ministers of Education (CMEC). (Please see “Official-Languages Programs” on page 127 for more information on the pan-Canadian programs coordinated by CMEC.)

Program development/quality of programs

From 2005–06 to 2008–09, grants were used to produce, translate, and adapt pedagogical resources for minority-language education. These grants made it possible to enrich the range of instruments required to ensure efficient integration of new programs of study. *École Émilie-Tremblay* acquired a number of resources including plastic arts manuals and kits, reading kits for classrooms and the library, and new resources in social sciences and music (for Grade 6 to Grade 8) and in sciences (for Grades 3 to 6 and for Grade 12). The creation of the Western and Northern Canadian Protocol (WNCP), signed by the four Western provinces (British Columbia, Alberta, Saskatchewan, and Manitoba) and by the three territories, enabled its partners to acquire high quality educational materials, in particular for students from Grade 9 to Grade 12. The WNCP partners also completed a review of French-language documentation for the arts program from kindergarten to Grade 12. A grammatical repository was prepared for all school levels.

To respond to requests from francophone parents in the Dawson City region, an enriched FSL program was set up in Robert Service School. The school received the resources required for the program, including collections of easy-to-read books and other educational resources for students from Grade 1 to Grade 5. Additional resources were also supplied or ordered for the *Jardin d'Émilie* program, summer camps, and extracurricular activities.

Since 2005–06, federal and territorial grants have enabled the CSFY to add 11 mini-programs to its repertory of courses, including *Boules de feu* [balls of fire], photography, TAM (theatre, art and music), cultural integration, and PASE [outdoor education and experiential sciences]. In 2007–08, *Académie Parhélie* [sundog academy] was set up and incorporated some of these programs, which are intended for all secondary students in the French-language school system. Planning for experiential learning primarily concerns the fine arts and sports/nature. Programming focuses on integration of subject matters, making students accountable for their own learning, the experiential approach, development of community and social values, and travel, all connected to the humanities program. As part of the *Parhélie* program, all students and teachers receive a laptop computer.

The CSFY has maintained its support for important partnership projects: the *Passeport francophone*, a British Columbia initiative aimed at teenagers to encourage them to play a more active role in French culture; SOS DEVOIRS [homework SOS], an on-line help service offered after school hours to students in French-language schools from Grade 1 to Grade 12 (an Ontario initiative); and *Transformation pédagogique* [educational transformation], a project in which all the Western provinces are participating, to foster the exchange of best teaching practices.

École Émilie-Tremblay has set up its own program to combat bullying in elementary school, called *Vers le pacifique* [towards a peaceful solution].

In addition, the CSFY has produced its own manual of policies and procedures, and has set up a homework club and a daycare service for students from junior kindergarten to Grade 6. The board has also initiated a program to offer linguistic and other help to couples in which only one parent is francophone. The CSFY has renewed its support for the *Garderie du petit cheval blanc*, providing it with the necessary funds to keep an educator in her job, to provide training for its personnel, and to organize an early childhood socialization and education project.

On the subject of programs and student performance, the students of *École Émilie-Tremblay* have done well on Yukon's standardized achievement tests (for Grades 3, 6, and 9).

Educational structure and support

The CSFY is responsible for the governance of *École Émilie-Tremblay*. Unlike the other schools operating in the language of the majority, this school services all of Yukon. From 2005–06 to 2008–09, despite the fact that most francophone students live in Whitehorse, the CSFY looked for ways to meet the needs of francophone students in Faro, Mayo, and Dawson City. Grants helped maintain the quality and diversity of minority-language education, and also ensured that francophone students have access to a quality education.

From 2005–06 to 2008–09, the French-language programs unit of the Department of Education awarded eight bursaries to francophone postsecondary students. In addition to the French Studies Bursary to encourage further studies in French, recipients benefitted from the Yukon Bursary, with a value of \$4,500 per year for four years. These students were also eligible for the Yukon Excellence Awards.

More than 20 francophone teenagers took part in the pan-Canadian cultural exchange program Destination Clic to perfect their command of their first language. (Please see "Official-Languages Programs" on page 127 for more information on the pan-Canadian programs administered by CMEC.)

Putting a distance education infrastructure in place is very expensive, and the CSFY therefore favours developing partnership agreements as much as possible. The CSFY has worked closely with Yukon's *Service d'orientation et de formation des adultes* [adult guidance and training service] (SOFA) and with the Department of Education so that not only students but all franco-Yukoners can access distance education if they want it. SOFA offers a broad range of services, including preparation for employment, basic training, personal and professional development, and equivalence testing. Between 2005–06 and 2008–09, SOFA responded to more than 2,000 requests for services.

Participation Numbers and Rates: Minority-Language Education, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005–06	110	0.2%
2008–09	158	3.1%
Total change	48	1.1%

*The number of students corresponds to the total number of students enrolled in the French-language program of studies administered by the Yukon francophone school board.

**The participation rate is obtained by dividing the number of students receiving French-language education by the total student population of the territory (students attending English-language schools and French-language schools, or approximately 5,200 students).

Total Investment: Minority-Language Education

	2005–06 to 2008–09	
	Federal contribution	Yukon's contribution
Regular funds	\$ 1,675,200	\$ 7,791,016
Additional funds	\$ 3,266,500	\$ 1,176,615
Total	\$ 4,941,700	\$ 8,971,631

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

Grants awarded under the agreement in this category gave Yukon teachers opportunities to perfect their language and teaching skills in order to become better equipped to teach French as a second language (FSL). From 2005–06 to 2008–09, eight teachers received bursaries to pursue master's studies in education. Twelve other teachers received grants to take conversational French courses in Québec.

As a result of the changes made to British Columbia's programs of study and the new requirements for obtaining the secondary school leaving diploma, which have repercussions on Grade 10, the Yukon Department of Education offered second-language training sessions to the territory's teachers. A total of 180 participants attended 13 training sessions in core French, and more than 200 participants took 30 training sessions in French immersion. Fifty-seven members of the teaching staff travelled outside Yukon to take part in conferences, working groups, training sessions, or certification examinations in guided reading, literacy and numeracy, intensive French, and gesture approach.

From 2005–06 to 2008–09, to meet the growing demand for intensive and post-intensive French programs, the department assigned four teachers and two new language assistants to these programs. The department also made an education advisor available to teaching staff to help them with teaching methods, evaluation, and implementation of programs. During the period covered by the agreement, a total of 26 teachers gave core French courses, and 43 gave immersion courses.

Since 2005–06, the Yukon Teachers' Association and the Department of Education have been offering a two-day orientation and training program to new teachers, to help them become familiar with the available human and material resources. The department has also instituted a student teacher exchange program in collaboration with the faculties in education of Alberta and Québec.

Student support and development

FSL courses are offered in Whitehorse and in the regions, in 20 of Yukon's 28 schools. Various FSL programs are in place to enable students to attain a certain level of mastery of French as a second language by the end of their secondary school studies. These include core French courses, French immersion courses, intensive French and post-intensive French courses, enriched French courses in Dawson City, and *Option Français Plus* [social studies extensive French], a humanities program offered in French to help students maintain and further develop their oral and written skills in core French. The Wood Street Centre, which delivers experiential learning programs, also offers a program in French for immersion students. The department encourages teachers to integrate experiential learning in all subjects, and offers them support for this purpose. The diversity of FSL programs has increased the number of students learning French as a second language from 50 to 52 per cent.

The French immersion program has had the greatest growth. Enrolment in this program has risen from 411 students to 575, a number that includes students in late immersion. The early French immersion program, offered only in Whitehorse, starts in kindergarten. The late immersion program is offered to students in Grade 6 and Grade 7, and continues to grow, with more than 40 students enrolled per year. In secondary school, students from this program join early immersion students as of Grade 8. During the four years of the agreement, CPF continued to promote the benefits of learning Canada's two official languages, and the existing programs, to the general public. In collaboration with CPF, the department organized an annual advertising campaign and information sessions to promote core French and French immersion to all those involved in education.

In Dawson City, the department responded to the request by francophone and francophile parents that an enriched FSL program be put in place. More than 20 students participate in this program, which is directed by a certified teacher. The department's education advisor has provided this teacher with the necessary support and pedagogical resources.

In 2008–09, the growing number of possible options for fostering second-language learning led the department to begin a process to review existing programs. The department has retained the consulting firm Evaluation Plus of Edmonton — which has a Canada-wide reputation — to organize consultations and make recommendations in this area. An advisory committee will examine the recommendations and then turn them over to four working groups (one for French immersion, one for intensive French, one for core French, and one specifically for FSL instruction in Dawson City) for further study. The groups will examine the possibilities for implementing these recommendations and the options for teaching FSL, and will then report back to the advisory committee. Finally, the advisory committee will present the Department of Education with the plan for applying these recommendations on teaching FSL in Yukon.

Language learning takes place in a cultural context, in the classroom, or in an authentic situation. Participation in sociocultural activities reinforces language skills while making students more aware of French culture. Schools received federal and territorial funds to organize such activities as cultural visits to Québec, language exchanges with France, plays, musical shows, artistic creation workshops, improvisation leagues, exhibitions, and sports meetings. The AFY and CPF organized cultural activities with financial support from the Yukon Department of Education under the agreement. These events were opportunities for FSL students to meet other students from the francophone community in the territory, in the regions, and in the country as a whole. Examples include the games of *La Francophonie*; the national week of *La Francophonie*; the franco-Canadian Parliament of the North and West; *Un écrivain à l'école* [a writer in school]; *La cabane à sucre du Rendez-vous* [the rendez-vous sugar shack]; the festival of narrative stories; the spelling bee; and the public speaking contest. The CSFY, which governs the French first-language program, regularly invites FSL students to the cultural activities it organizes. Some 30 young francophiles were enrolled in the *Portes ouvertes* [open house] summer camps of Yukon's francophone community. Thanks to the collaboration of francophone and anglophone community organizations, various levels of government, and the private sector, young people studying FSL had more than 250 opportunities to experience authentic situations for using the French language between 2005–06 and 2008–09.

The Department of Education offers Yukoners the opportunity to perfect their knowledge of their second language. From 2005–06 to 2008–09, the department awarded 53 bursaries to postsecondary students. In addition, more than 40 students took part in Explore, CMEC's summer bursary program, in order to use their knowledge of their second language in a francophone environment. (Please see "Official-Languages Programs" on page 127 for more information on the pan-Canadian programs administered by CMEC.)

Program development/quality of programs

The Yukon Department of Education receives funds from the federal government to cover the additional costs associated with second-language instruction programs. Initiatives have been taken to foster an improved command of the second language. In 2005, the territory's two Catholic elementary schools adopted the intensive French program, starting in Grade 5. The students of the first cohort are now taking Grade 9 post-intensive French. Enrolment in this program has increased from 39 to 158 students. The funding has been used to develop courses, acquire resources, and provide professional development. The schools have also put in place a language support program for the parents of children enrolled in intensive French. One teacher has participated in working sessions to train other teachers in Yukon. Students from Grade 1 to Grade 4 have continued to take core French courses. In a parallel development, the Catholic secondary school is offering the French-language program *Option Français Plus* [social studies extensive French] to Grade 10 students. Finally, the program *Éveil au Français* [French awareness], created for the kindergarten students of one school in 2006–07, has been extended to three other schools.

From 2005–06 to 2008–09, the gesture approach was implemented in Yukon's elementary schools offering a core FSL program. Under this approach, which is based on interpretation by gestures, students put vocabulary in context by miming words in games, sketches, songs, and dances. These activities help them to acquire vocabulary. In Yukon itself, the Department of Education offered training sessions on the gesture approach, and 10 teachers travelled to British Columbia, Québec, and Ontario to take further training.

The period from 2005–06 to 2008–09 saw considerable expansion of the French immersion program. The early immersion program in kindergarten became full-time, the late immersion program was put in place, and the immersion program as a whole benefitted from the production of new promotional brochures. More than 10 per cent of Yukon's students now participate in French immersion. Over the years, initiatives have been put in place in the French immersion school Whitehorse Elementary. For example, the Reading Recovery program, mandatory in all English-language schools in Yukon, has been adapted to French immersion under the name *Lecture guidée* [guided reading]. In 2007, this French version was offered to all students from Grade 1 to Grade 7. Another initiative is *Les enfants de la Terre* [children of the Earth], a program offered in French, one or two days a week, to children two to four years of age. This program combines the plastic arts, music, gardening, and environmental awareness building. Other initiatives include a francisation program and a student-run tutoring and support program.

To support the growth of FSL programs, schools have acquired resources for intensive French, the gesture approach, and *Option Français Plus*. Robert Service School in Dawson City has received collections of easy-to-read books and other educational resources for students from Grade 1 to Grade 7, while the immersion program at Whitehorse Elementary has obtained many resources for its early immersion, late immersion, and *Lecture guidée* programs, including computers and printers for the media laboratory. Reading kits, resources for teachers and easy-to-read books have been added to classrooms and libraries in six schools. Again in Whitehorse, F.H. Collins Secondary (an immersion school) obtained the resources it needs for new programs in career planning, multimedia and technology, French immersion, humanities, and information and communications technology, and to meet British Columbia's new requirements for obtaining the secondary school leaving diploma. The Yukon Department of Education has played its part in resource development by participating in regional and national consultation tables, such as those organized by the Canadian Association of Second Language Teachers, CMEC, the WNCP, and the Canadian Association of Immersion Teachers. The department has translated the required administrative documents.

Yukon has also taken part in Odyssey, the pan-Canadian language assistant program. From 2005–06 to 2008–09, additional federal contributions enabled the quota of full-time language assistants to increase from 8 to 11. Of the 28 schools in Yukon, 21 have used their services. The language assistants were able to benefit from their own training sessions and to join those organized for teaching staff. (Please see "Official Languages Programs" on page 127 for more information on the pan-Canadian programs coordinated by CMEC.)

Educational structure and support

To encourage an increasing number of Yukoners to acquire the second official language and to keep improving the quality of French-language programs, the Department of Education has continued to update the FSL programs in consultation with the Western provinces and the other territories. It has offered support and information to those involved in education through professional development services and activities. Instructional and technological resources are made available to the schools. The department has initiated new programs, including intensive and post-intensive French in Whitehorse and enriched French in Dawson City. The resources required to put the new programs in place have been provided, and training has been offered. French language assistants have supported FSL teachers through pedagogical and cultural activities. Partnerships and agreements with francophone groups make learners aware of the francophone presence in Yukon and in Canada.

Participation Numbers and Rates: Second-Language Instruction, Elementary and Secondary Levels

	Number of students*	Participation rate**
2005-06	2698	50.6%
2008-09	2699	52.5%
Total change	1	1.9%

* The number of students corresponds to the total number of students enrolled in the French second-language programs of instruction in Yukon, namely core French, immersion, intensive French, and Option Français Plus [social studies extensive French].

** The participation rate is obtained by dividing the number of students enrolled in the second-language programs by the entire student population of the territory (students attending French-language and English-language schools). Although Yukon's student population has declined, the number of students enrolled in FSL programs continues to enjoy considerable growth.

Total Investment: Second-Language Instruction

	2005-06 to 2008-09	
	Federal contribution	Yukon's contribution
Regular funds	\$ 1,104,800	\$ 1,715,570
Additional funds	\$ 3,053,500	\$ 8,404,723
Total	\$ 4,158,300	\$ 10,120,293



Official-Languages Programs

Over the course of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2005-2006 to 2008-2009*, CMEC in cooperation with the provinces and territories continued to administer two federally funded language bursary programs (Explore and Destination Clic) and two federally funded language-assistant programs (Accent and Odyssey).

Explore is a five-week language bursary program that provides anglophone students (who are at least in Grade 11) with the opportunity to learn French in a francophone community, and provides francophone students (who are at least in Grade 11, or Secondary 5 in Québec) with the opportunity to learn English in an anglophone community. (Please click here for more information.)



Destination Clic is a three-week bursary program for 14- and 15-year-olds that provides francophones living outside of Quebec with the opportunity to enrich their French. (Please click here for more information.)



Odyssey is a full-time work experience that allows young people from across Canada to receive a salary as language assistants in minority-language classrooms while living in another jurisdiction and enriching their second language. (Please click here for more information.) **Accent**, the part-time version of the program, was offered over the course of the protocol but has since been discontinued.



From 2005–06 to 2008–09, Explore and Destination Clic were offered to 31,197 participants by more than 40 postsecondary language schools, representing over \$69M in funding. Over the same period, Odyssey and Accent provided language assistants to 3,350 school boards across the country, representing more than \$38M in funding. (See Appendix I for full details of the funding allocated to the official-languages programs over the course of the protocol.)

Conclusion

The preceding update on the achievement of outcomes in minority-language education and second-language instruction certainly shows that there is both commonality as well as diversity among the provinces' and territories' efforts in official languages in education.

Clearly, there exists, from province to province and from territory to territory, a broad range of demographic characteristics, cultural contexts, and delivery systems for educational services that have an impact upon the maintenance and development of minority-language education and second-language instruction programs. And the circumstances that affect each jurisdiction's ability to maintain and develop minority-language education and second-language instruction programs are often in flux. Over the course of recent years, certain jurisdictions have met with such changes as:

- an increase in enrolment in French language programs while overall school enrolment has decreased;
- an increase to the cost of living, which has affected funding needs;
- a decrease in enrolment in official-languages education programs, thus creating a need to fund student-retention initiatives.

The outcomes described in this report attest to the fact that the provincial/territorial action plans, developed as part of the jurisdictions' bilateral agreements with the Government of Canada, allow each jurisdiction to tailor official-languages education to its unique circumstances and thus allow for pan-Canadian diversity in activities and initiatives linked to official languages in education, and in the funding that is allocated to those activities and initiatives.

At the same time, the multilateral umbrella agreement, the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*, highlights the common views and objectives shared by all provinces and territories. Through the protocol, all ministers of education officially and collectively acknowledge the importance of supporting Canada's two official languages in education and of improving the quality of minority-language education and second-language instruction at all levels of education.

CMEC looks forward to the continued support of the Government of Canada in the delivery of quality minority-language education and second-language instruction in every province and territory. The federal government's contribution to the costs that the provinces and territories incur in the delivery of official-languages education will help to ensure the future of Canada's linguistic duality.

Appendices

Appendix I

TOTAL BUDGET — 2005-06 to 2008-09

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

Action Plan Funding	2005-06				2006-07			
	Regular Funds (Base)	Additional Funds		Total	Regular Funds (Base)	Additional Funds		Total
		Minority Language	Second Language			Minority Language	Second Language	
Newfoundland and Labrador	\$ 2,435,000	\$ 949,662	\$ 390,301	\$ 3,774,963	\$ 2,435,000	\$ 1,060,883	\$ 429,199	\$ 3,925,082
Prince Edward Island	\$ 1,222,500	\$ 1,081,719	\$ 162,929	\$ 2,467,148	\$ 1,222,500	\$ 1,205,791	\$ 179,167	\$ 2,607,458
Nova Scotia	\$ 4,515,000	\$ 1,960,334	\$ 858,392	\$ 7,333,726	\$ 4,515,000	\$ 2,171,180	\$ 943,941	\$ 7,630,122
New Brunswick	\$ 17,515,000	\$ 2,799,182	\$ 997,624	\$ 21,311,806	\$ 17,515,000	\$ 3,062,717	\$ 1,097,049	\$ 21,674,766
Québec	\$ 56,497,500	\$ 3,784,297	\$ 3,931,804	\$ 64,213,600	\$ 56,497,500	\$ 4,070,271	\$ 4,323,656	\$ 64,891,426
Ontario	\$ 51,709,000	\$ 12,028,487	\$ 9,994,001	\$ 73,731,488	\$ 51,709,000	\$ 13,216,613	\$ 10,990,025	\$ 75,915,638
Manitoba	\$ 7,337,500	\$ 3,211,307	\$ 1,171,265	\$ 11,720,072	\$ 7,337,500	\$ 3,555,496	\$ 1,287,996	\$ 12,180,992
Saskatchewan	\$ 3,667,500	\$ 1,909,803	\$ 838,269	\$ 6,415,572	\$ 3,667,500	\$ 2,115,814	\$ 921,813	\$ 6,705,127
Alberta	\$ 8,085,000	\$ 2,348,696	\$ 2,444,781	\$ 12,878,477	\$ 8,085,000	\$ 2,558,034	\$ 2,688,433	\$ 13,331,468
British Columbia	\$ 9,465,000	\$ 2,444,437	\$ 2,792,642	\$ 14,702,080	\$ 9,465,000	\$ 2,684,508	\$ 3,070,963	\$ 15,220,471
Yukon	\$ 695,000	\$ 1,099,525	\$ 23,664	\$ 1,818,189	\$ 695,000	\$ 1,230,401	\$ 26,023	\$ 1,951,424
Northwest Territories	\$ 542,500	\$ 1,221,296	\$ 53,994	\$ 1,817,741	\$ 542,500	\$ 1,365,921	\$ 59,321	\$ 1,967,741
Nunavut	\$ 317,500	\$ 681,256	\$ 20,383	\$ 1,019,139	\$ 317,500	\$ 762,369	\$ 22,415	\$ 1,102,284
Subtotal	\$164,004,000	\$ 35,520,000	\$ 23,680,000	\$223,204,000	\$164,004,000	\$ 39,060,000	\$ 26,040,000	\$229,104,000

EXPLORE/DESTINATION CLIC AND ACCENT/ODYSSEY

Explore/Destination Clic	\$ 15,002,000	\$ 16,802,000
Accent/Odyssey	\$ 8,591,000	\$ 9,491,000
Subtotal	\$ 23,593,000	\$ 26,293,000

TOTAL BUDGET	\$246,797,000	\$255,397,000
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2007-08				2008-09				TOTAL			
Regular Funds (Base)	Additional Funds		Total	Regular Funds (Base)	Additional Funds		Total	Regular Funds (Base)	Additional Funds		Total
	Minority Language	Second Language			Minority Language	Second Language			Minority Language	Second Language	
\$ 2,435,000	\$ 1,073,351	\$ 432,495	\$ 3,940,847	\$ 2,435,000	\$ 1,073,351	\$ 432,495	\$ 3,940,847	\$ 9,740,000	\$ 4,157,247	\$ 1,684,491	\$ 15,581,738
\$ 1,222,500	\$ 1,219,291	\$ 180,543	\$ 2,622,334	\$ 1,222,500	\$ 1,219,291	\$ 180,543	\$ 2,622,334	\$ 4,890,000	\$ 4,726,092	\$ 703,181	\$ 10,319,273
\$ 4,515,000	\$ 2,191,889	\$ 951,191	\$ 7,658,080	\$ 4,515,000	\$ 2,191,889	\$ 951,191	\$ 7,658,080	\$ 18,060,000	\$ 8,515,292	\$ 3,704,716	\$ 30,280,009
\$ 17,515,000	\$ 3,082,217	\$ 1,105,475	\$ 21,702,692	\$ 17,515,000	\$ 3,082,217	\$ 1,105,475	\$ 21,702,692	\$ 70,060,000	\$ 12,026,335	\$ 4,305,622	\$ 86,391,957
\$ 56,497,500	\$ 4,077,770	\$ 4,356,864	\$ 64,932,134	\$ 56,497,500	\$ 4,077,770	\$ 4,356,864	\$ 64,932,134	\$225,990,000	\$ 16,010,108	\$ 16,969,186	\$258,969,294
\$ 51,709,000	\$ 13,315,345	\$ 11,074,434	\$ 76,098,779	\$ 51,709,000	\$ 13,315,345	\$ 11,074,434	\$ 76,098,779	\$206,836,000	\$ 51,875,790	\$ 43,132,894	\$301,844,684
\$ 7,337,500	\$ 3,589,096	\$ 1,297,889	\$ 12,224,485	\$ 7,337,500	\$ 3,589,096	\$ 1,297,889	\$ 12,224,485	\$ 29,350,000	\$ 13,944,994	\$ 5,055,039	\$ 48,350,034
\$ 3,667,500	\$ 2,136,151	\$ 928,893	\$ 6,732,543	\$ 3,667,500	\$ 2,136,151	\$ 928,893	\$ 6,732,543	\$ 14,670,000	\$ 8,297,918	\$ 3,617,867	\$ 26,585,785
\$ 8,085,000	\$ 2,571,234	\$ 2,709,082	\$ 13,365,316	\$ 8,085,000	\$ 2,571,234	\$ 2,709,082	\$ 13,365,316	\$ 32,340,000	\$ 10,049,200	\$ 10,551,379	\$ 52,940,578
\$ 9,465,000	\$ 2,704,202	\$ 3,094,549	\$ 15,263,752	\$ 9,465,000	\$ 2,704,202	\$ 3,094,549	\$ 15,263,752	\$ 37,860,000	\$ 10,537,350	\$ 12,052,704	\$ 60,450,054
\$ 695,000	\$ 1,245,401	\$ 26,222	\$ 1,966,624	\$ 695,000	\$ 1,245,401	\$ 26,222	\$ 1,966,624	\$ 2,780,000	\$ 4,820,728	\$ 102,132	\$ 7,702,860
\$ 542,500	\$ 1,382,382	\$ 59,776	\$ 1,984,658	\$ 542,500	\$ 1,382,382	\$ 59,776	\$ 1,984,658	\$ 2,170,000	\$ 5,351,980	\$ 232,817	\$ 7,754,798
\$ 317,500	\$ 771,669	\$ 22,587	\$ 1,111,756	\$ 317,500	\$ 771,669	\$ 22,587	\$ 1,111,756	\$ 1,270,000	\$ 2,986,964	\$ 87,972	\$ 4,344,936
\$164,004,000	\$ 39,360,000	\$ 26,240,000	\$229,604,000	\$164,004,000	\$ 39,360,000	\$ 26,240,000	\$229,604,000	\$656,016,000	\$153,300,000	\$102,200,000	\$911,516,000
			\$ 18,602,000				\$ 18,602,000				\$ 69,008,000
			\$ 10,391,000				\$ 10,391,000				\$ 38,864,000
			\$ 28,993,000				\$ 28,993,000				\$ 107,872,000
			\$ 258,597,000				\$ 258,597,000				\$1,019,388,000

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