



PAN-CANADIAN REPORT

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

2009–10
to 2012–13



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Council of
Ministers
of Education,
Canada

Conseil des
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de l'Éducation
(Canada)

TABLE OF CONTENTS

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

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INTRODUCTION	5
CHAPTER 1	8
Linguistic Objective 1— Minority-Language Education	8
1.1 Student participation	9
1.2 Provision of programs	12
1.3 Student performance	16
1.4 Enriched school environment	19
1.5 Access to postsecondary education	23
1.6 Support for educational staff and research	28
CHAPTER 2	32
Linguistic Objective 2 — Second-Language Instruction	32
2.1 Student participation	33
2.2 Provision of programs	35
2.3 Student performance	39
2.4 Enriched school environment	42
2.5 Access to postsecondary education	46
2.6 Support for educational staff and research	48
CONCLUSION	54
APPENDICES	57



INTRODUCTION

PAN-CANADIAN COMMITMENT TO OFFICIAL LANGUAGES IN EDUCATION

This report 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. CMEC's existence signifies, first and foremost, that the provinces and territories have a mutual interest in working together to learn of best practices, to address issues of pan-Canadian concern, and to develop common projects, activities, and initiatives in areas of mutual interest to benefit all students at the elementary, secondary, and postsecondary levels.

Education is the exclusive purview of the provincial/territorial governments. Each province and territory has evolved its own system of education that reflects its geographic, linguistic, and cultural reality. This diversity in programs brings an incredible strength to education in Canada because 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. Thus, in *Learn Canada 2020*, the joint ministerial statement, jurisdictions set

the objective of promoting and implementing support programs for minority-language education and second-language programs among the most comprehensive in the world.

The Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2009–10 to 2012–13, is in line with this objective. This multi-year, multilateral agreement between CMEC* and the Government of Canada confirms the shared commitment of the jurisdictions to maintaining, developing, improving access to, and enriching minority-language and second-language programs at the elementary, secondary, and postsecondary levels.

HISTORICAL SUPPORT FOR OFFICIAL-LANGUAGE INSTRUCTION

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

*Quebec was not opposed to the conclusion of the protocol between CMEC and the federal government. However, Quebec, as is the case for the other provinces and territories, negotiated a bilateral agreement with the federal government, taking into account its specific priorities.

The *Protocol for Agreements* signed in 1983 represented an historical first: it was the first major multilateral agreement signed with the federal government through CMEC. Consisting of a statement of objectives, programs, allocation arrangements, and undertakings, the protocol has since become a multilateral, multi-year tool that sets the main parameters for collaboration between the Government of Canada and the provincial/territorial ministers of education in the area of minority-language education and second-language instruction at the school and postsecondary levels. Under this general framework, each province and territory negotiates with the federal government a separate bilateral agreement that is more specific in meeting the unique priorities of the province or territory.

The protocol initially covered the period 1983–85, but it was subsequently extended by two years. Since then, protocols have been signed to cover 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 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 on Minority-Language Education and Second-Language Instruction* for the period 2009–10 to 2012–13, acknowledging that education is the exclusive purview of jurisdictions, the provinces and territories and the federal government agreed to pursue two objectives:

Objective 1

To provide members of the French or English minority-language community with the opportunity to be educated in their own language, including cultural enrichment through exposure to their own culture.

Objective 2

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 linguistic community.

To support these objectives, the protocol committed the Department of Canadian Heritage to provide \$1,034,388,000 in funding as a contribution to the costs incurred by the provinces and territories in minority-language education and second-language instruction over the course of the four fiscal years of the protocol (2009–10 to 2012–13). The funding was provided under several categories: regular funds, additional funds, funds for national official-languages programs, and complementary funds. The federal government contributed from regular funds to each provincial/territorial government for the realization of the strategic priorities described in provincial/territorial action plans, and it contributed 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 Odyssey. (Please see Appendix D for more information on the pan-Canadian programs coordinated by CMEC.) The distribution of regular funds, additional funds, and funds for pan-Canadian official-languages programs over the period of 2009–10 to 2012–13 is shown in the tables in Appendices A, B, and C.

In addition to the funding described here, the federal government made complementary contributions to the provinces/territories according to special arrangements specified in its bilateral agreement with each provincial/territorial government. While not excluding other domains,

these contributions addressed the following areas as a priority:

- development of postsecondary education;
- infrastructure projects and the promotion of research in minority-language education and second-language instruction;
- program growth as well as 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

Article 8.5 of the *Protocol for Agreements on Minority-Language Education and Second-Language Instruction, 2009–10 to 2012–13* stipulates that :

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

Thus the synopsis you are reading, *the Pan-Canadian Report 2009–10 to 2012–13: A Synopsis*, is the second of the two reports to be filed as required by the protocol. What follows is a synthesis of the progress made with respect to expected results, as stated in the action plan, in the areas of minority-language education and second-language instruction at all levels between 2009–10 and 2012–13.

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 E for a list of the committee members and their contact information.)

STRUCTURE OF THE PAN-CANADIAN REPORT, 2009-10 TO 2012-13: A SYNOPSIS

It was agreed that the funding described in the *Protocol for Agreements* would be allocated based on six broad categories, called outcomes domains, for each linguistic objective:

- student participation;
- provision of programs;
- student performance;
- enriched school environment;
- access to postsecondary education;
- support for educational staff and research.

The *Pan-Canadian Report 2009–10 to 2012–13: A Synopsis* is organized into five parts: the introduction, two chapters, the conclusion and the appendices. Each chapter comprises six sections dealing with one of outcomes domains identified in the protocol. In the majority of cases, jurisdictions elected to use the results that were collected at the end of the preceding protocol (2005–06 to 2008–09) to define the goals set out in this protocol, and as the baseline (2009–10) for measuring their successes.

CHAPTER 1

LINGUISTIC OBJECTIVE 1

MINORITY-LANGUAGE EDUCATION



Efforts were made to recruit students, including children of rights-holders and those of new French-speaking arrivals. In 2008–09 there were 259,251 students enrolled in minority-language schools and this number was 254,420 in 2012–13. These numbers represent slightly more than 5 per cent of the total national school population — the decrease is explained by the fall in the national birth rate. School district personnel continually improved and updated programs offered to these students and evaluated student performance in important subjects such as language arts, mathematics, and science.

To ensure a framework in which minority-language communities might thrive and strengthen their cultural identities, jurisdictions offered a large number of enrichment activities at the local, provincial, territorial, and national levels. All

jurisdictions encouraged students to pursue postsecondary studies in minority-language institutions. To provide constant improvement, and opportunities for furthering knowledge, jurisdictions also supported continuing and professional development options for their teaching personnel as well as research into minority-language education which allowed, and will continue to allow, all those involved in minority-language education to enrich their experience.

What follows are the results of the outcomes domains identified in the *Protocol for Agreements on Minority-Language Education and Second Language Instruction 2009-10 to 2012-13*. The full text may be found at <http://www.cmec.ca/Publications/Lists/Publications/Attachments/211/protocol-for-agreements-2009-2013.pdf>.

1.1 STUDENT PARTICIPATION

Jurisdictions used the funds allocated to this outcomes domain to support efforts to encourage children from families whose dominant language is that of the minority, or the children of rights-holders, to study in minority-language schools, while respecting the legislative framework of each provincial and territorial government. In general, other than certain challenges (mentioned later), all the jurisdictions were able to attain or exceed their targets in maintaining or increasing the number of students enrolled in minority-language schools.

With the support of the Ministry of Education, British Columbia's Conseil scolaire francophone (CSF, Francophone School District) and the jurisdiction's Fédération des parents francophones de Colombie-Britannique (FPFCB, Federation of Francophone Parents) implemented a number of initiatives aimed at recruiting and retaining students for minority-language schools. The CSF increased the number of school programs on offer and updated a number of existing school programs. The possibility of participating in an increasing number of extracurricular and sociocultural activities encouraged many young people to attend minority-language schools and to remain in that system when transitioning from elementary to secondary school. The number of students in minority-language schools went from 4,221 in 2008–09 to 4,763 in 2012–13, an increase of 12.8 per cent, while the retention rate between Grade 7 and Grade 8 increased by 5 per cent. British Columbia also increased the number of preschool programs offered in French and the number of children enrolled in them. This jurisdiction is particularly pleased with the success in 2012–13 of the *WITS* (Kindergarten–Grade 3) and *WITS LEADS* (Grades 4–6) programs. Seven schools participated in these anti-bullying programs and 88 teachers (the goal was 72) were trained in their delivery.

In Alberta, where the aim was to maintain or increase the number of students registered in francophone schools, enrolment grew from 5,573 in 2008–09 to 6,274 (12.6 per cent) in 2012–13. This jurisdiction is notable for the vitality of its francophone regional authorities, which

broadened the scope of their initiatives. Minority-language education was promoted through media announcements, including over the Internet, and by the introduction of various recruitment and retention strategies, for instance by offering preschool programs and student support services, as well as providing additional resources. Networking between the various francophone regional authorities allowed them to offer joint activities while forging province-wide links.

Saskatchewan, meanwhile, through initiatives aimed at recruiting and retaining students, slightly exceeded its target in terms of increasing enrolment in schools administered by the Conseil des écoles fransaskoises (CSF, francophone school district). While an increase of 25 per cent was targeted, the number of students rose from 1,118 in 2008–09 to 1,408 in 2012–13, an increase of 26 per cent.

Reducing the transfer rate from French-language to English-language schools between Grade 8 and Grade 9 remained a challenge in Manitoba. The small number of French-language secondary schools in remote communities, combined with the decision made by a certain number of students to enrol in magnet schools (which offer specialized programs in sports, trades, etc.), meant that the decrease in student numbers persisted despite the jurisdiction's efforts to counter this trend. However, the province successfully increased the number of students enrolled in minority-language schools from 5,323 in 2008–09 to 5,397 in 2012–13.

As with other jurisdictions, Ontario faced the challenge of reducing the number of students leaving the French-language school system for the English-language one. Although the proportion of these students was reduced from 2.9 per cent (2006–07 to 2007–08) to 2.7 per cent between 2011–12 and 2012–13, the decrease in transfers was less than the goal of 2.4 per cent. However, this jurisdiction invested heavily in its provincial campaign for French-language education (FLE) and is particularly pleased with its success in this area. The collaboration between the jurisdiction's 12 French-language school boards, French-

language colleges, and bilingual universities led to an increased interest in the opportunities offered by education in the minority language and, more concretely, to an increase of 7,623 students enrolled in French-language schools. In 2012–13, there were 98,695 students enrolled in minority-language schools, which represents 4.84 per cent of the province's total number of students (2,037,254 students) in that year.

Quebec concentrated on ensuring that by 2012–13 all English-language school boards would have set targets for student retention to increase student retention and graduation rates. Initiatives under this heading were to be funded through Quebec's approved budget and therefore required no contribution through the agreement.

Various initiatives were successful in New Brunswick. A promotional campaign for French-language education aimed at the children of rights-holders and of new arrivals was successfully launched. To better respond to the needs of students wishing to go into trades, a revision of the curriculum in that area was initiated. An effective family-literacy program was also put into place and its success continues. The program aims to give rights-holding parents the necessary tools to allow them to prepare their children for entry into Kindergarten and, thereafter, to actively participate in their academic success.

Nova Scotia reached all three of its goals regarding minority-language education, namely of maintaining the percentage of students enrolled in the francisation program transferring from Kindergarten to Grade 1 at 95 per cent (2008–09), of maintaining the student retention rate between Grade 6 and Grade 7 at 98 per cent (2008–09), and of increasing the retention rate between Grade 9 and Grade 10 from 88 per cent (2008–09) to 98 per cent (2012–13). Numerous efforts were put into place to promote French-language education through publicity (radio, television, Internet, newspapers) and information sessions offered throughout the province. In this context, the *Semaine de la promotion de l'éducation acadienne et francophone de la Nouvelle-Écosse*

(Nova Scotia Acadian and Francophone Education Promotion Week) was particularly successful. This collaboration between seven partners and the Conseil scolaire acadien provincial (CSAP, Provincial Acadian School District) has, since 2009–10, allowed for a range of activities to be offered each year in its 21 schools with enormous success. The week offers Acadian and francophone youth an opportunity to gather and fosters a closer relationship between communities, reinforcing identity building while nurturing a sense of belonging and pride in Nova Scotia's Acadian and francophone language and culture.

In this area, Prince Edward Island exceeded the majority of the targets. The efforts made to increase the student retention rate between elementary and junior high school in favour of minority-language schools were crowned with success, the number of students transferring from Grade 6 to Grade 7 having increased by 42 per cent, from 50 to 71 students. Fifty-four of the students going from Grade 9 to Grade 10 in 2012–13 chose to continue their studies in French at the secondary level, compared to 35 in 2008–09, an increase of 54 per cent. The number of students eligible for the French-language school program also increased, from 711 in 2008–09 to 829 in 2012–13, exceeding the goal of 820. The number of French-language students graduating from high school increased from 48 (2008–09) to 59 (2012–13), only one short of the goal of 60.

Newfoundland and Labrador registered great success in student recruitment and in increasing the number of students enrolled in the French-language preschool program. Thanks to promotional activities in communities, the number of students enrolled in French-language schools went from 266 in 2008–09 to 348 in 2012–13, an increase of 31 per cent. At the preschool level, there was an increase of 54 per cent, from 37 students in 2008–09 to 57 in 2012–13. Although the retention rate for students going from Grade 9 to Level 1 (equivalent to Grade 10), which administrators had hoped would be maintained at 100 per cent (2008–09), decreased to 90 per cent, this drop represents the departure of a single student among the nine enrolled at this level.

The principal objective for this outcomes domain in the territorial jurisdictions was to increase the number of students enrolled in minority-language schools. Nunavut's aim was to increase the number of students eligible for entry to high school from four students to 12, but in 2012–13, there was a modest increase of two students (for a total of six). At this school level, Nunavut faces difficulties in retaining students due to a limited choice of courses offered in French. On the other hand, the goal of increasing the number of students enrolled at *École Trois-Soleils* from 54 to 65 was surpassed: 82 students were enrolled in 2012–13.

Northwest Territories were able to provide full-time principals for both francophone schools in the territory, whereas previously these positions were held on a part-time basis. The jurisdiction was also able to ensure that combined classes would not include more than two grade levels and to guarantee the full-time presence of a secretary/librarian in both these minority-language schools. With respect to recruitment and retention, Northwest Territories aimed at increasing the number of students eligible for education in the minority language from 193 (June 2009) to 230 (June 2013). In 2012–13, there were 220 students

attending the two schools; this disparity is partially attributable to the fact that Northwest Territories and the French school district were waiting for a ruling to be made by the courts on the admissibility criteria for students wishing to attend French-language schools.

By increasing the visibility of the minority-language education program, and thanks to the support of its community partners, Yukon was also successful in its efforts to increase the number of students, from 158 in 2009–10 to 198 in 2012–13. The Yukon francophone school board conducted publicity campaigns to increase student recruitment among exogamous families.

Table 1.1 in Appendix A shows the number of students enrolled in French-language schools outside of Quebec between 2009–10 and 2012–13, as well as the number of students enrolled in English-language schools in Quebec. The number of students in 2008–09 is used as the base number.

Table 1.2 in Appendix A shows the funds allocated to this outcomes domain from 2009–10 to 2012–2013. In total, the federal government contributed \$122 991,042 and the jurisdictions contributed



\$155,565,951. In addition to these sums, the federal government contributed \$7,218,506 and the jurisdictions \$14,691,306 in complementary funding (see Appendix C).

Overall, between 2009–10 and 2012–13, jurisdictions succeeded in maintaining the proportion of students enrolled in minority-language schools, and in some cases increased it. The challenge of recruiting and retaining students at the secondary school level remained considerable and, while jurisdictions focused many efforts on maintaining the number of students at this level, small high schools were often unable to provide an interesting range of optional courses that would spark students' interest. Another difficulty is that in some remote regions, the minority-language high school may be situated at a great distance from students' homes. Such students have to use school transportation, which means that small secondary schools are unable to offer a wide range of extracurricular activities, which reduces their attraction for young people.

Canada's growing urbanization also poses a great challenge to minority-language schools in rural regions. The loss of a single student, at any level, affects the percentage of students retained in the system.

The actions undertaken to encourage parents to enrol their children in minority-language schools were successful, particularly at the preschool and elementary level. Francisation programs at the preschool (for example, the provision of child-care centres within schools) and Kindergarten

levels were either implemented or more strongly supported, and a number of jurisdictions made efforts to identify rights-holders. The majority of jurisdictions focused on providing access to minority-language education and increasing the visibility of sociocultural activities offered in that language, while encouraging school districts and minority-language associations to participate in these efforts.

1.2 PROVISION OF PROGRAMS

Jurisdictions used the funds allocated to this outcomes domain to support efforts to address needs in the area of minority-language schooling (infrastructure, programs, etc.). Jurisdictions implemented a wide variety of initiatives answering their particular needs while taking into account their governments' indicated priorities. Common themes include implementing or expanding preschool programs (francisation programs, junior Kindergarten, Kindergarten), support for the International Baccalaureate Diploma Program (IB), efforts to expand the scope of cooperative education, increasing the number of magnet schools (which offer specialized programs), and the development of on-line courses or digitalized resources. Moreover, a number of collaborative projects were undertaken by various jurisdictions, allowing for fruitful sharing of pedagogical practices.

British Columbia made major investments in its efforts to ensure that minority-language schools had access to the resources necessary to ensure that students attending schools governed by the Conseil scolaire francophone (Francophone School District, CSF) received the same quality

of education as that offered to students enrolled in majority-language schools. In concrete terms, these efforts included the purchase, translation, or adaptation of documentary or digital resources that guaranteed minority-language school programs' comparability with majority-language ones. British Columbia also contributed support to the CSF, allowing at least one new initiative a year to be put in place, and introduced the International Baccalaureate Diploma Program (IB) in several CSF schools, ensuring that the staff was trained, and providing necessary resources. The number of students enrolled in the IB program in British Columbia grew from 197 in 2009–10 to 206 in 2012–13, an increase of just under 5 per cent. While only four minority-language schools offered the program in 2008–09, by the end of the agreement 14 such schools did so, an increase of 250 per cent.

While continuing to maintain the quality and diversity of programs offered in francophone schools, Alberta successfully concentrated on expanding its full-day Kindergarten program, much as British Columbia and Manitoba did. Since 2010–11, the second year of the agreement, all 30 francophone schools have offered the Kindergarten program, with the number of enrolments growing from 722 in 2008–09 to 1,084 students in 2012–13.

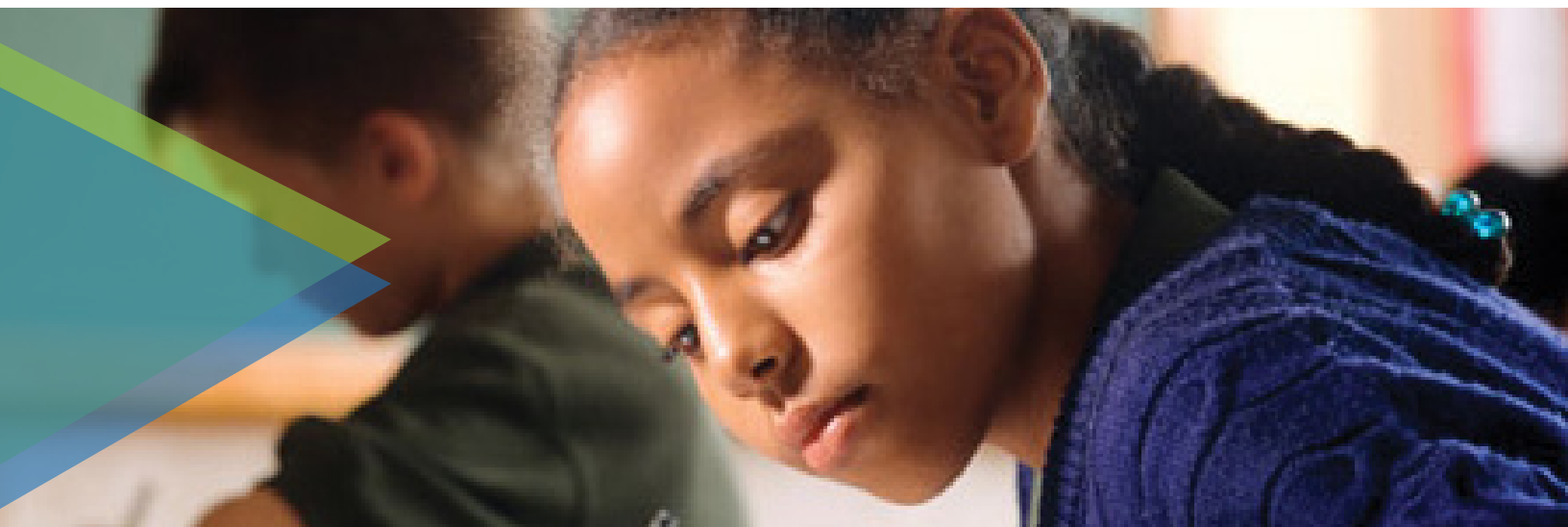
In collaboration with Ontario, Saskatchewan spearheaded the development of a pan-Canadian framework document on identity-building and cultural development in pedagogical contexts, entitled *Foundation Document for a Cultural Approach to Teaching—September 2012*. This project resulted in the development of four tools to integrate cultural elements in teaching, namely: (a) a foundation document for a cultural approach to teaching; (b) a pan-Canadian database of cultural referents; (c) a database of teaching strategies; and (d) a Web site for professional development toward a cultural approach to teaching. These tools will contribute to inspiring a sense of belonging and improving schooling in minority-language communities, leading to an increase in success levels by francophone students throughout the country.

Manitoba's main aim was to increase the number of distance-learning courses offered. Following a review of program organization and modifications

to curriculum guides, the contents of independent-study course options had to be revised; as a consequence, the number of independent options (that is, on-line courses developed elsewhere but accredited in Manitoba) reached 12 in 2012–13, rather than the 23 planned for. For the same reason, the development of on-line courses was delayed, awaiting approval of new study programs and courses. Nonetheless, Manitoba was able to increase the number of on-line courses developed in that jurisdiction from five in 2008–09 to six in 2012–13. Along with the regular programs, the jurisdiction encouraged schools to offer alternative cooperative education programs. Since 2010–11, seven schools have offered such programs, in which 84 students were enrolled in during 2012–13. In addition, one minority-language school offers the IB program.

Along with collaborating with Saskatchewan on the *Foundation Document for a Cultural Approach to Teaching—September 2012*, Ontario achieved great success in offering technological support for students' education in French-language schools. The number of on-line courses offered by this jurisdiction grew from 28 in 2008–09 to 80 in 2012–13, well beyond the target of 65. The jurisdiction also increased the number of digital resources by 400 per cent, from 2,000 in 2008–09 to 10,000 in 2012–13, compared to the goal of 7,000. However, a curriculum review cycle led to a slight decrease in the number of titles on the Trillium list of department-approved resources, from 152 (2008–09) to 142 (2012–13), though an increase to 170 had been planned for. The fluctuating nature of the list is linked to curriculum revisions and will stabilize as these are completed.

Ontario is especially pleased, however, with the success of its *Destination réussite—volet 1 (DR1) initiative (Aiming for Success—Part 1)*. This project, aimed at supporting school boards and their postsecondary partners in offering diversified and high-quality training opportunities in a francophone environment, resulted in a very noticeable increase in the number of programs offered across the province. One hundred and eleven new programs were added to the 66 pre-existing dual-credit ones, for a total of 177; the number of students participating in these programs grew by 71 per cent, from 992 to 1,699, and 36 per cent more credits were granted per



year, from 1,200 to 1,634. For the Specialist High Skills Major (SHSM), 37 new programs were added, as well as several sites/schools. The program-completion rate for these, measured by students' achieving the Ontario Secondary School SHSM Diploma, grew slightly from 47.9 to 50.7 per cent, thus meeting the provincial target. The participation rate, on the other hand, saw a clear increase, from 8 per cent of the Grades 11–12 student population in 2008–09 to 18.7 per cent in 2012–13. The increase in these two options within the program (DR1) meant that the third option, cooperative education, saw a slight decline in the number of enrolments and number of credits granted. However, higher education institutions offer recognition to more and more of these credits and are offering certification in an increased number of sectors. The number of certifications increased from 270 to 448, and the number of students having participated in the program rose from 3,757 to 3,990.

It was important for Quebec to ensure that minority-language school boards improve the support they offered students facing challenges, whether these challenges were of a physical, social, or learning nature. The school boards therefore undertook to review the delivery of such services, a process that was completed in 2012–13. This review was in line with the anglophone school system's desire to evaluate the effectiveness of interventions with students facing challenges to be certain that all implemented measures furthered their learning, as well as supporting the students' ability to integrate regular school programs and eventually join the workforce.

Quebec also achieved great success with a number of initiatives in the areas of training (general training for the young, professional and technical training, distance training), of developing teaching resources (audiovisual documents), the Network for Competency Development through the Integration of Technology, the Leading English Education and Resource Network (LEARN, a network fostering sharing of resources), and in the area of evaluation, including an increase in the number of assessment tools available.

In order that minority-language schools might have access to the same diversity of courses that were available in majority-language ones,

New Brunswick continued to conceive, update, and offer on-line courses to high-school students. The province also put in place measures to increase these courses' availability. According to the province, in 2012–13 some 26 per cent of secondary students had enrolled in an on-line course, which represents a gradual increase over the course of the previous four years. New Brunswick also fully committed to its priority of developing and implementing measures to ensure that young francophones would be fully active and engaged as citizens, a goal reached in 2011–12.

Though it reached the majority of its targets, New Brunswick noted that considerable challenges remain when it comes to program offerings in minority-language schools. A total of 40 curriculum guides adapted to the minority context were developed and implemented, but needs continue to grow and require increases in available resources. The Department of Education and Early Childhood Development was nonetheless able to maintain the level of teacher support services put in place in the minority-language school system, despite the challenges posed by the economic situation.

Nova Scotia had committed to and succeeded in increasing the proportion (compared with the English sector) of authorized curricula from 76 per cent (2008–09) to 100 per cent (2012–13), as well as increasing the proportion of new initiatives from the department available in French from 85 per cent (2008–09) to 100 per cent (2012–13). Together with various partners, the jurisdiction took part in a great number of initiatives, including the implementation of the plan developed by the Conseil scolaire acadien provincial (CSAP, Provincial Acadian School District) for updating existing curricular programs, as well as implementing 41 new ones, all of which included pedagogical support for teachers. The jurisdiction also assisted the Centre provincial de ressources pédagogiques (CPRP, Provincial Centre of Pedagogical Resources) in purchasing, developing, and distributing pedagogical resources and curriculum documents. The department coordinated new initiatives for enriching programs and provided support for the translation and adaptation of pedagogical resources and supporting documents, as well as the development, implementation, and evaluation of French-language programming. When the

need arose, the jurisdiction also implemented initiatives in connection with differentiated teaching, assessing students' progress in oral communication, selecting and purchasing equipment and resources to support academic advisors in their work, and provided support to the Centre provincial de ressources préscolaires (Provincial Centre of Preschool Resources, CPRPS) for the maintenance and enrichment of resources.

Prince Edward Island's efforts were centred on increasing the number of options available to students enrolled in minority-language schools. The jurisdiction reports that all goals were either reached or exceeded: between 2009–10 and 2012–13, the number of students enrolled in the new career education, carpentry, and applied mathematics programs more than doubled; the number of schools offering specialized courses grew from one to three; the number of courses offered through these programs went from two to six; and the participation rate of high-school students enrolled in specialized programs climbed to 85 per cent from the 65 per cent recorded in 2009–10. Moreover, the number of enrichment activities offered in these programs increased from 10 to 12, and the number of resources for secondary students increased from 310 to 375, exceeding the goal of 350. All of these efforts afforded young people enrolled in minority-language schools the opportunity to thrive and become active and engaged citizens.

Between 2009–10 and 2012–13, Newfoundland and Labrador not only maintained the number of approved programs (compared to 2008–09) but increased it from four to eight, all the while ensuring that the delivery of these programs in minority-language schools (K to 12) received the necessary support (teacher training, resources). During the same period, and in parallel to the development of curriculum documents in mathematics, sciences, and social studies (K to 12), the jurisdiction increased the number of new approved resources for these schools from four to eight. A third goal was to increase the percentage of support-service documents available in French. The proportion went from 20 per cent in 2008–09 to 70 per cent in 2012–13, the remaining 30 per cent being subject to delays linked to the review and translation of related resources.

Nunavut's goal was to implement two new programs over the course of the agreement; in 2012–13, there were 11 new programs. Most notable among these innovations are Nunavut's participation in the development of the *Common Framework for French as a First Language (K to 12)* approved in 2012 (Western and Northern Canadian Protocol for Collaboration in Basic Education [WNCP]) and the development and implementation of the social studies curriculum, developed in Nunavut and approved in 2012–13. The curriculum allows Nunavut students to gain a better knowledge of their history, leading to increasing awareness and encouraging self-development. This program is divided into five modules, two of which focus solely on Nunavut's realities. The jurisdiction also maintained the number of enrichment activities for programs, with a total of five activities in 2012–13 compared to three in 2009–10. Especially notable is the success of the efforts made to keep the library updated with recent, motivational, and diversified resources (books, games, digital resources, DVDs, etc.). The community's enthusiasm for this library led the school to open the library in the evenings and on weekends, allowing students and their families to have access to resources in French and participate in literacy activities.

As well as participating in the development of the *Common Framework for French as a First Language (K to 12)* (WNCP, see above), Northwest Territories aimed to increase the number of students enrolled in courses and programs offered via technological innovations. To this end, the jurisdiction assigned personnel to teach on-line and distance courses, and invested in setting up a videoconference system in both schools, purchasing and maintaining the necessary equipment.

Yukon maintained the number of K–12 programs offered at 14, including those offered by the Académie Parhélie, whose programs are developed through close collaboration with the École Émilie-Tremblay (Yukon's only French-language school) and the community. Académie Parhélie was founded in 2007, and offers an innovative program that wed academic content to experiential teaching. The program emphasizes the fine arts, outdoor sports, the development of a social conscience, and the acquisition of solid technological competencies. The *Common*

Framework for French as a First Language (K to 12) was approved in 2012–13 and has become the standard for enrichment activities.

Table 1.3 in Appendix A shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$212,488,117 and the jurisdictions contributed \$414,362,382. In addition to these sums, the federal government contributed \$8,997,750 and the jurisdictions \$12,789,369 in complementary funding (see Appendix C).

All jurisdictions continued to improve the quality and increase the number of educational programs offered in the minority language in Canada, while adapting to new realities. The jurisdictions also encouraged young people from minority-language communities to continue their studies at the postsecondary level.

1.3 STUDENT PERFORMANCE

Jurisdictions used the funds allocated to this outcomes domain to support efforts to monitor

student performance and the level of the programs' success. The overall results for this outcomes domain are varied, because while the majority of jurisdictions concentrated their interventions on improving student skills in literacy and numeracy, some focused on other areas.

To improve student performance in reading, British Columbia ensured that every school in the Conseil scolaire francophone (CSF, French-language school district) had a francisation program or a reading-support program in place, depending on the grade level. The jurisdiction reported meeting its goal of improving reading results among students attending minority-language schools — these results matched or surpassed those of students in public English-language schools.

Alberta also focused on improving students' reading results, as well as their writing skills, aiming to exceed the 2008–09 results where 15 per cent of students scored at the “excellent” level, above the 70 per cent who had scored at the “acceptable” level (based on criteria and standards developed by the jurisdiction). In 2012–13, 96 per

cent of students scored at the “acceptable” level in reading as well as in writing, among them 22 per cent who reached the level of “excellent”.

The objective in Saskatchewan was to increase students' graduation rate from 94 per cent in 2007–08 to 97 per cent in 2012–13. However, the graduation rate is measured by cohort, taking into account the number of students enrolled in Grade 10 and the number of students from that same cohort that graduate from Grade 12. This measurement system does not favour the Conseil des écoles francosaskoises (CEF, French-language school board), since students who leave the minority-language school system do so in Grade 8 or Grade 9. Measured in this way, the graduation rate in 2011–12 was 88.2 per cent and 87.3 per cent in 2012–13, percentages that are much higher than the average graduation rate in Saskatchewan, which stands at 75 per cent.

In Manitoba, the early intervention program initiated in 2009–10 resulted in a reduction in the percentage of students falling behind in reading at the end of Grade 1, from 34 per cent in 2008–09 to 18 per cent in 2012–13. In Grade 3 (reading and arithmetic), Grade 7 (mathematics), and Grade 8 (reading and writing), however, results are mixed. Between 2005 and 2008, the annual increase in the percentage of Grade 3 students reaching performance Level 3 had led to the reasonable expectation that an increase of 5 per cent in the average number of students scoring at Level 3 in the 2012–13 provincial evaluations was a feasible goal. While an increase in the percentage of students reaching the target level was attained in Grade 7, a slight decrease was recorded in the Grade 3 and Grade 8 evaluations and results indicated that the students appeared to have plateaued, necessitating the implementation of sustained best practices to ensure improvement in the students' scores in these areas. During this period, Manitoba also began developing a tool for assessing oral communication skills (taking into account fluency, precision, and critical thinking skills); its effects will be measurable once it has been completed and implemented.

Ontario invested a great deal in this outcomes domain, with great success thanks to its *Littératie à travers les contes* (Literacy through Storytelling) and *Parents en salle de classe* (Parents in the

Classroom) initiatives. The first of these projects was spurred by the observation that family is the key factor behind sustained literacy acquisition in children and that parents are children's first and most important educators. Consequently, the project's goal was to offer parents basic strategies that would encourage a greater participation in assisting their children's skills development, as well as to accompany parents in implementing the strategies. The project reached the students' parents and made it possible to share with them strategies suited to their children's age for teaching oral communication and reading skills through telling or reading stories. Eight school boards participated in the project, involving almost 100 teachers, 150 parents, and 300 students over the years.

Meanwhile, the *Parents-in-the-Classroom* project took into account the changing composition of Ontario's francophone population as more and more people from all regions of the world settle in Ontario. To ensure that the education system reflects the increasingly multicultural aspect of the student population, and to take advantage of the opportunities made possible by this demographic diversification, six school boards took part in this initiative and invited parents of new Canadians into the classroom. The parents talked about their path to immigration and provided some facts about their homeland before engaging in discussions with the students. This initiative favoured and continues to favour the integration of parents from francophone ethno-cultural communities by partnering them with teachers. For their part, the teachers found themselves supported in their efforts to make their teaching more experiential, while also bolstering awareness of cultural diversity among their students. Forty-eight parents gave presentations and about 102 parents participated in forums aimed at heightening cultural awareness, reaching over 683 students and approximately 27 teachers at all grade levels.

The success of these initiatives, among others, can be measured by comparing the results obtained to the goals that were set: in Grade 6, where the objective was to maintain the success rate in the provincial exams at 75 per cent, the targets in all three subject areas were exceeded, attaining 81 per cent in mathematics, 86 per cent in writing, and 89 per cent in reading. The goal of increasing



the success rate of Grade 10 students sitting the Ontario Secondary School Literacy Test (OSSLT) was also reached. Success in this test is mandatory to graduate, and the goal of having the success rate increase from 83 per cent to 88 per cent was reached. Moreover, both the targets that aimed to increase the accumulation of credits in Grades 9 and 10 were exceeded, the Grade 9 rate growing from 88.7 to 93.7 per cent, compared to the expected 92 per cent, while the Grade 10 rate grew from 78.3 to 87.7 per cent, against a goal of 85 per cent.

Quebec wished to maintain the success rate of high-school students in the English-language school system who were sitting examinations in subjects for which there was only one test, a rate that depended on multiple factors specific to the minority-language system. Not only was the rate maintained, it grew from 89 per cent in 2011–12 to 92 per cent in 2012–13.

Even though targets were not met, great progress was made between 2008–09 and 2012–13 in New Brunswick in increasing the rate of student success in provincial assessments in literacy, numeracy, and sciences. While for Grades 2–5, the targeted rate was 90 per cent, and for Grade 10 it was 85 per cent for the various assessments, the rates, depending on the subject, ranged from 72 per cent to 81 per cent.

Nova Scotia's initiatives to improve student success rates in provincial exams were crowned with success. The development and distribution of screening tools and evaluation resources, as well as the appointment of literacy and numeracy mentors and training teachers in evaluation techniques, greatly contributed to reaching the goal of an 85 per cent success rate. Thus in 2012–13, Nova Scotia saw 85 per cent of students from Grade 6 and Grade 9 meet expectations in the provincial exam in literacy, whereas in 2008–09 only 77 per cent had done so. Likewise, the success rate at the Grade 3 and Grade 6 numeracy evaluations grew from 84 per cent to 85 per cent over the same period.

Prince Edward Island paid particular attention to providing assistance to second-language students showing signs of falling behind in their literacy skills. Despite the tactfulness required in this

area, and thanks to the various individualization programs, 24 students in need of assistance made progress in 2012–13. The number of students requiring support in literacy varies from year to year. Between 2008–09 and 2012–13, Prince Edward Island reached its goal of increasing the success rate of students sitting provincial examinations in French and mathematics in Grades 3, 6, and 9 by two percentage points per year.

Despite the challenges faced by Newfoundland and Labrador as a result of the limited number of students in the French-language school system, the jurisdiction developed and administered provincial evaluations at the elementary level. The province also administers public examinations for certain courses at the high school level, but does not report evaluation results when these concern five or fewer students, which was the case for the entire period covered by the agreement. Given these demographic conditions, it proved difficult, if not impossible, to establish targets. However, to improve student results, the province offered teacher training in mathematics, language arts, and science.

When signing the *Protocol for Agreements*, Nunavut's goals were based on the numbers of students enrolled in the French-language school system at that time. Between 2008–09 and 2012–13, however, the number of students increased sharply, meaning that the expected targets could not be met. The number of students with language or learning difficulties increased from 12 (2008–09) to 16 (2012–13) rather than decreasing to six as anticipated. Literacy-wise, the 2012–13 results were higher than those of 2008–09, as 51 per cent of students from Grades 2–8 attained the Independent Reader level, compared to 34.4 per cent recorded in 2008–09.

In Yukon, the Commission scolaire francophone du Yukon (CSFY, French-language school district) continued to offer support to students facing challenges, with the result that it became possible to integrate 80 per cent of them into the regular programs in 2012–13, an increase of 10 per cent compared to 2008–09. Increasing the number of specialists offering services to students facing challenges meant that this jurisdiction was able to provide improved support to all students needing specialized assistance.

Table 1.4 in Appendix A shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$26,591,138 and the jurisdictions contributed \$59,003,554. In addition to these sums, the federal government contributed \$1,750,000 and the jurisdictions \$1,088,296 in complementary funding (see Appendix C).

Several jurisdictions signalled that the challenges of improving student performance in literacy and numeracy remained sizeable: living as a member of a minority community, combined with young people's tendency to spend a great deal of time communicating via social networks and instant messaging systems (where language may be abbreviated), can prove an obstacle to developing language skills. Moreover, depending on using calculators and computers (spelling and grammar checks) may also hinder the development of students' skills.

1.4 ENRICHED SCHOOL ENVIRONMENT

Jurisdictions used the funds allocated to this outcomes domain to support efforts intended, among other goals, to reinforce students' identity building by offering them the opportunity to participate in cultural or extracurricular activities that enriched school programs. The development of enriched courses and intervention programs for students facing challenges also provided a positive school environment for students.

All jurisdictions encouraged their minority-language schools to offer various types of sociocultural activities that enabled students to increase their knowledge of and familiarity with their communities' particular cultural references while bolstering their pride in their identity and sense of belonging to a community. In this context, events highlighting La Semaine de la

Francophonie (a week-long series of activities that highlight the international context of the French language) received a great deal of support, and several initiatives were implemented at the provincial or territorial level, often involving the joint participation of several school districts. Because they often function as community centres for the minority-language population, minority-language schools made great efforts to reinforce the identity-building activities of both students and their parents. The jurisdictions also invested in intra- and interprovincial student exchanges; a number also contributed additional funds to Odyssey (pan-Canadian Language Assistant Program), Explore, and Destination Clic (language-learning bursary programs) to boost the numbers of participants from their jurisdiction taking part in these programs.

Although the overall aims were similar across all jurisdictions, each province and territory chose specific ways to reach them. Thus, along with its commitment to La Semaine de la Francophonie, British Columbia paid particular attention to the possibilities offered by innovative technologies for enriching program delivery. By increasing the variety of available equipment (both hardware and software) and by offering a wider range of on-line courses, the province managed to attract a greater number of students to its French-language schools and reach its goal of a 5 per cent increase in enrolments, which in 2008–09 stood at 206. This jurisdiction also hoped to maintain or increase the number of sociocultural activities and of students participating in these (703 in 2008–09); thanks to the cultural activities offered at the provincial level by the Conseil scolaire francophone (CSF, francophone school district), the implementation of socio-educational activities such as Idélire and productions by the Théâtre la Seizième, as well as student exchanges with Quebec, this target was also met.



With support from the Ministry of Education, Alberta's four francophone regional authorities sponsored a total of 200 sociocultural activities in 2012–13 (compared to 64 activities in 2008–09), often in partnership with francophone community organizations. Alberta also succeeded in increasing the number of on-line courses from 52 to 55, allowing students to take courses that their schools could not offer in the classroom, particularly in the case of high schools in remote locations, where enrolment may be low.

Saskatchewan implemented some 11 enrichment activities permitting Franco-Saskatchewanian youth to integrate with their language community and authentically contribute to it in a variety of contexts. In addition to the fundamental school program, the inclusion of early childhood services and the Artists-in-Schools program, a course in leadership, programs for youth, and cultural activities, students were encouraged to participate in the *Projet Terroir* (an activity that celebrates local sustainable development), the *Rendez-vous fransaskois* (an annual thematic meeting), *La Fête fransaskoise* (a festival), *La Journée du patrimoine* (Heritage Day) and the *Journée du droit* (a day of debates). Saskatchewan also far exceeded its goal of increasing the number of preschool-age children ready to join the minority-language school system from 145 in 2007–08 to 160 in 2012–13 when the number in fact reached 308. Every minority-language school now has a junior Kindergarten.

Over the course of the agreement, Manitoba concentrated on providing sociocultural activities to enrich the life experiences of students enrolled in minority-language schools. All the schools of the *Division scolaire francophone du Manitoba (DFSM, Manitoba Francophone School Division)* pledged to offer at least one personal, cultural, or social enrichment program per year, which allowed the vast majority of students to become involved. Over four years, a total of more than 12,000 students — approximately 75 per cent of the enrolled school population in minority-language schools — took advantage of a wide range of activities, organized either by the DFSM or by community organizations and their partners. These included performances by the *Cercle Molière* (a theatre company) and the *Ensemble folklorique de la Rivière Rouge* (Red River Folk Ensemble), as well as activities presented by *Le 100 Nons* (a musical group),

Freeze Frame, *Action Médias*, the *Directorat de l'activité sportive du Manitoba* (organization promoting physical activity), the *Festival Manipogo*, and the *Festival du Voyageur*. In 2010–11, thanks to a subsidy made possible by the agreement, a team of students produced a DVD on the subject of their franco-Manitoban cultural identity. The DVD was hugely successful, and its young director was invited by Radio-Canada to appear on the show *C'est ça la vie* in October 2011. The film can be seen at <http://youtu.be/9yFJhWmkOAU>.

Ontario set several goals to reach over this agreement's duration, among which was maintaining the number of large-scale cultural activities (those involving more than one school district) at 14. By the year 2012–13, the jurisdiction had increased the number to 22. However, the jurisdiction's overall efforts were focused on the younger members of French-language communities. Recognizing that daycare services provide support for francisation at a very young age and encourage student retention in the French-language school system, the province added 1,233 new places in French-language schools' preschool daycares, though the goal was only 1,000. To accommodate this growing number of children, 43 daycares were built or renovated in French-language elementary schools between 2009–10 and 2012–13, resulting in an appreciable increase in the percentage of schools offering daycare services, from 52 per cent in 2008–09 to 71 per cent at the end of the agreement.

The increase in French-language school enrolments at the primary level in Ontario between 2008–09 and 2012–13, from 20,893 to 24,685, meant that the goal of reducing the number of students in French-language schools making the transition from Kindergarten to Grade 1 who left the French-language system for the English-language one from 490 to 450 could not be met in terms of absolute numbers. However, although 529 students left the French-language school system at this level in 2012–13, this represented a drop to 2.14 per cent, where the goal was 2.15 per cent.

Another interesting Ontarian initiative is the program entitled *Ça roule de plaisir!* (Travelling with Pleasure). This was a series of cultural activities that took place on school buses. It aimed at encouraging the retention of young students

while engaging the interest of the high-school students who directed the activities. Having previously received training in cultural facilitation, the high-school students used pedagogical activities and games in ways that promoted the development of students' oral expression, cultural identity, and francophone pride. According to teachers, this led to the students arriving at school speaking in French and led to a greater mastery of the language, while the high-school students had an opportunity to take on a leadership role within the school community.

Quebec continued to support a variety of enrichment initiatives for its minority-language school community, particularly in terms of complementary educational services. In line with this, 38 *centres scolaires et communautaires (CSC, school and community centres)* were created throughout Quebec, housed in English-system schools. Their mandate is to facilitate and support the integration of pedagogical and complementary services from preschool education through to university, in particular for communities that stretch over a vast territory and where there is a low population density. The CSCs, which are intended to be self-supporting, have facilitated the development of community agreements and the implementation of effective and rigorous partnerships to maintain and enrich the availability of educational services in these regions. They invited various decision makers to participate in planning, along with families and the community, and to pool their resources to support success for the greatest number of students. Thirty-seven of the 38 operational CSCs have proved sustainable.

Identity building, the francisation of rights-holders' children, and improving the communication skills of students with learning challenges were the areas of intervention that New Brunswick concentrated on for its minority-language population. With this in mind, a resource bank was created to support teachers and intervenors who were able to attend training sessions focusing on the challenges associated with teaching in minority contexts. Implementing the strategies proposed by the *Politique d'aménagement linguistique et culturel* (linguistic and cultural development policy) in schools encouraged student participation in sociocultural activities that were offered at all levels. The jurisdiction

supported the implementation of the *École au cœur de la communauté* (Schools at the Heart of the Community) program. The program fosters interaction at the local level between schools, parents, and the community, using various approaches to enhance the area's assets and offering support services and sociocultural activities to the whole population.

For Nova Scotia, it was important to increase the number of students attending schools in the French-language school district, and enrichment activities were organized to support this overall goal. For this purpose, the *Conseil scolaire acadien provincial (CSAP, Provincial Acadian School District)* implemented a program entitled *Grandir en français* (Growing in French). Aimed at four-year-old children, the program contributes to their overall development before they enter school, with particular attention paid to language development. This initiative brought about an increase from 151 to 361 pre-Kindergarten students between 2008–09 and 2011–12, 88 per cent of whom went on to attend Kindergarten in a minority-language school. The program increased the CSAP's student population at a sustained rate from 2007–08 onwards. In addition to this large-scale project, Nova Scotia offered summer camps for students of all ages, supported student participation in the *Jeux de l'Acadie* (Acadian Games), and transferred funds to the national *Odyssey and Destination Clic* programs to increase the number of participants in these programs.

Prince Edward Island implemented activities to enrich the educational experience of minority-language youth to encourage young people to pursue their schooling in French-language schools. Thanks to partnerships with other jurisdictions and with community organizations, Prince Edward Island's four French-language high schools were able to offer several enrichment activities in 2012–13, whereas previously only one of these schools had done so. Likewise, the province had envisaged increasing the number of preschool centres offering the francisation program from four to six. This goal was reached in 2010–11, but the low enrolment number at one centre necessitated its closure, leaving the overall number standing at five in 2012–13. The yearly average number of enrolments in these centres fluctuated over the course of each year (and even, at times, month by month), depending on the programs on offer, the



provision of full-time daycare services, or after-school programs. With respect to early childhood programs, the jurisdiction was able to increase the number of enrolments from 145 in 2008–09 to 155 in 2012–13. At the Kindergarten level, the province aimed to increase the number of students enrolled at the six French-language schools to 85; in 2012–13, that number was 84. As for the goal of increasing the number of students enrolled in minority-language schools, it was considerably surpassed, with enrolments reaching 829 in 2012–13, up from 711 in 2008–09. A significant number of training sessions were offered to preschool and primary school teachers (Kindergarten to Grade 2) to enable them to apply proven strategies for expanding their students' language skills.

The five schools in Newfoundland and Labrador's minority-language school district offered their students weekend and summer programs. These were either cultural (visual arts, theatre, sculpture, visits from francophone artists) or sociocultural (sport-related activities, excursions, public-speaking competitions). All schools continued to offer a francisation program at the Kindergarten level, as well as various after-school programs,

in collaboration with the Fédération des parents francophones de Terre-Neuve-et-Labrador (FPFTNL, Newfoundland and Labrador Francophone Parents' Federation). The province was thus able to maintain the number of establishments participating in these programs at 100 per cent, contributing to the revitalization of the minority language.

Nunavut's goal was to increase the number of extracurricular activities from four (2008–09) to seven (2012–13), and it succeeded in doing so by developing cultural programming, including activities organized in tandem with the Nunavummiut community, francisation camps, Cultural Identity days, library programs, and exchanges with students from outside Nunavut. The jurisdiction also retained the services of a language assistant and a learning specialist to support francisation efforts.

The objective in Northwest Territories was to increase the number of learning-enrichment activities offered to students. Several initiatives allowed the school population to participate in 29 such activities in 2012–13. To strengthen

minority-language students' identity building, the schools presented sociocultural activities such as performances by francophone musicians or other performance artists and visits by francophone authors. The jurisdiction also offered bursaries assisting students and their chaperones who wished to participate in non-school-related activities. Along with the sociocultural activities that took place outside the classroom, there were annual projects to enhance the cultural sections in several curricular areas, as well as the development, adaptation, or purchase of programs and resources suited to the particular circumstances of French-language schools in Northwest Territories. Maintaining and expanding the francisation program was also among the jurisdiction's priorities; to increase these programs' effectiveness, partnerships were established with other Canadian jurisdictions, as well as with schools, homes, and communities.

While increasing the number of students enrolled in its francisation program from 27 (2008–09) to 35 (2012–13), Yukon maintained the number of sociocultural activities (both within the schools and extracurricular) at four and annually transferred funds to CMEC to retain the services of an additional language assistant at the École Émilie-Tremblay. To reach the three goals it had set, the jurisdiction invested in numerous complementary initiatives, including translating and adapting pedagogical resources for the Yukon context, and, in particular, reinforcing its support for the francisation program. This allowed students enrolled in francisation programs (at the pre-Kindergarten and Kindergarten level) to acquire a stronger grounding in French before entering Grade 1, resulting in greater homogeneity of language level among students and improved student performance during the transition to Grade 1. The jurisdiction also encouraged students to participate in activities organized by Yukon's French-language community and provided resources to develop cultural integration programs and school-based programs such as student radio, theatrical activities, sporting events, and carnivals, among others. One of the highlights was the great success of the musical play *Le Petit Prince* (*The Little Prince*), in which all students participated, burnishing their sense of pride and their sense of belonging to francophone culture while enhancing the development of the entire community's francophone identity.

Table 1.5 in Appendix A shows the funds allocated to this outcomes domain between 2009–10 and 2012–13. In total, the federal government contributed \$37,631,827 and the jurisdictions contributed \$142,110,503. In addition to these sums, the federal government contributed \$2,090,000 and the jurisdictions \$2,090,000 in complementary funding (see Appendix C).

The jurisdictions' efforts to build minority-language identity and pride and to improve school programs and their delivery were among those providing the greatest positive impacts within minority-language communities. By ensuring, promoting, and enhancing the vitality of minority-language communities' cultural relevance and the development of their students' potential, the provinces and territories continued to contribute to these communities' vibrancy, adding to each jurisdiction's rich heritage.

1.5 ACCESS TO POSTSECONDARY EDUCATION

Jurisdictions used the funds allocated to this outcomes domain to support improved program provision at the postsecondary level and to encourage students to continue their postsecondary studies at institutions providing education in the minority language. Jurisdictions implemented a wide and varied range of initiatives in this outcomes domain, though there was a strong focus on providing bursaries that supported students wishing to pursue their studies either at university or at trade and technology colleges.

British Columbia increased the number of bursaries offered to graduating students from schools operated by the Conseil scolaire francophone (CSF, French school district) to encourage the students to pursue their postsecondary education in French. The province also instituted a bursary program for students enrolled in a one-year training program leading to a degree in minority-environment teaching, conditional on the program being offered at a postsecondary institution in British Columbia. Another goal was to maintain or increase the number of students enrolled in programs offered by the Collège Éducacentre, the jurisdiction's only French-language postsecondary institution.

Support was also provided for two new programs created by Simon Fraser University (SFU) in 2011 to meet the needs of francophone students, the French Cohort Program (FCP) and Curriculum in the Other Official Language (COOL). Also at SFU, British Columbia maintained its support for two programs offered to minority-language students in the Faculty of Arts and Social Sciences and the Faculty of Education. The province provided additional support to SFU for providing programs offered in French (education and other areas) as well as support for on- and off-campus cultural activities and for the Office of Francophone and Francophile Affairs (OFFA). The Collège Éducacentre received support for its guidance services, and the jurisdiction also invested in supporting the development and implementation of postsecondary courses offered in French in other postsecondary establishments.

The University of Alberta's Campus Saint-Jean (CSJ) is Alberta's only postsecondary establishment where all courses and programs are offered in the minority language. In the goal of maintaining or increasing the number of enrolments at the CSJ, over the course of the 2009–10 to 2012–13 agreement, Alberta adopted a coordinated five-pronged approach, involving the development of new courses and programs, improving facilities, increasing the number of resources available in the library, improving and increasing the availability of technical equipment, and, in particular, recruiting and retaining students. This latter goal focused on new efforts in marketing, promotion, and communication as well as providing support services for students. A great deal of success can be reported: between 2008–09 and 2012–13, the percentage of students receiving their degrees increased from 63 per cent to 65 per cent, the retention rate rose from 78 to 80 per cent, and the number of courses on offer grew from 130 to 198. While Alberta was generally challenged in increasing student enrolment numbers across the post-secondary system, due to a strong provincial economy between 2008–09 and 2012–13, Campus Saint-Jean was able to maintain enrolment numbers over the period of the Protocol.

Recognizing the specificities of its demographic and geographical realities, Saskatchewan made great efforts to improve access to training for teachers from rural areas to remedy the lack of

specialist teachers in those regions. The jurisdiction therefore developed and delivered courses that provide distance education in pedagogy and gave the French-language school division the ability to offer a greater number of programs in rural areas. The province also invested in college-level technical and trades training in French. These initiatives permitted the school division to train and retain teachers in rural areas and to support young people enrolled in the province's small learning centres to undergo trades training in French, all of which offered an appreciable contribution to the knowledge economy and the job market.

Manitoba's Université de St-Boniface is one of the oldest Canadian French-language institutions outside Quebec. Established as a school in 1818, it became the Collège de St-Boniface over time and offers Franco-Manitobans the opportunity to continue their studies in French at the postsecondary level. In 2011, it became the Université de St-Boniface, closely linked with the University of Manitoba. Over the course of the 2009–10 to 2012–13 agreement, Manitoba successfully worked to increase the number of enrolments at this establishment, which went from 1,169 to 1,316, overtaking the goal of 1,230. To reach this result, Manitoba supported the redesign of the establishment's visual identity as well as the development and implementation of training programs in three areas (trades, communications, and early childhood development). The province also contributed to the purchase of software and computer platforms for various programs (computer science, nursing, foundation year in medicine, and healthcare assistance). The university's continued development represents a major step toward maintaining and increasing the vitality of the Franco-Manitoban population.

Ontario defined several objectives to improve access to minority-language postsecondary education, in particular increasing the rate of access to programs offered in French at bilingual or minority-language postsecondary institutions. Rate of access is defined here as the number of programs offered in French compared to the number of programs offered in English, expressed as a percentage. Thus, the rate of access to college programs offered in French climbed from 18 per cent (2007–08) to 19 per cent (2012–13), slightly below the goal of 20 per cent. Likewise, an increase

from 19 to 23 per cent of the rate of access to undergraduate university programs offered in French by French-language institutions had been envisaged; the rate reached was 22.4 per cent.

Another preoccupation for Ontario was increasing the percentage of French-language high-school graduates enrolling in an Ontario French-language or bilingual postsecondary institution. Over the course of the agreement, the jurisdiction aimed to increase this percentage from 23.2 per cent (2008–09) to 25 per cent (2012–13) at the college level and from 38.1 to 47 per cent at the university level. Despite a certain increase, this latter goal was not reached, as only 40.1 per cent of French-language high-school graduates enrolled in French-language institutions. This somewhat disappointing result is mitigated by the fact that at the college level, the increase went well beyond what was hoped for, with 38.7 per cent of French-language high-school graduates choosing to enrol in programs delivered in French at this level. In terms of the 18- to 29-year-old population with French as a mother tongue, the goal was to increase the number of students enrolling in French-language postsecondary programs from 7 to 8 per cent at the college level and from 24 to 25 per cent at the university level, which would have represented an increase of approximately 500 and 625 students respectively. These targets were exceeded, with increases of 9.5 per cent at the college level and 26.7 per cent at the university level.

Ontario was particularly pleased with two other initiatives. The first of these was the implementation of Centres for Excellence at Glendon College, Laurentian University, Ottawa's La Cité collégiale, and Collège Boréal, northern Ontario's community college. These centres for excellence supported students in successfully completing their studies, providing, for instance, assistance with writing, developing best learning practices, and individual or group mentoring. Thanks to these centres, students at these establishments were able to improve their speaking and writing skills in French. Along with being particularly useful for students suffering from linguistic insecurity (who require this support to complete their studies), the centres for excellence helped to retain students in the French-language postsecondary education system by improving their level of confidence in their French language

skills, thereby encouraging them to complete their studies in French. The second initiative to highlight is the University of Ottawa's French Immersion Studies (see chapter 2, section 2.5). The support given to this program allowed the university to offer a more varied selection of courses in French across several faculties, leading to an increase in the number of enrolments.

The college network in Quebec (cégeps and private colleges) proved to be very dynamic when it came to the use of technology, and the synergy between colleagues greatly enriched the development of expertise and improvement in services. Developing, testing, and pooling numerous resources, the colleges developed tools that encourage the growing role that technology plays in training and thereby increased the availability of programs for on-line teaching and training. Elsewhere, work on the project to consolidate resources continued, in collaboration with the Centre collégial de développement de matériel didactique (CCDMD, Centre for the development of training materials). Some of the material produced by this project was scheduled for distribution in 2013–14.

In terms of this outcomes domain, New Brunswick's efforts focused on the Collège communautaire du Nouveau-Brunswick (CCNB; its English-language parallel is the New Brunswick Community College, NBCC) and the Université de Moncton. With the CCNB, the province exceeded its goal of a yearly 3 per cent increase in the number of francophone student enrolments, that is, from 3,242 in 2008–09 to 3,649 in 2012–13; in the latter school year, the number had reached 3,921, a marked increase. Several initiatives contributed to this success, such as the implementation of 16 new programs: seven regular programs, two on-line, and seven in essential skills. Together with the Department of Postsecondary Education, Training and Labour, the college updated the CCNB's library holdings and, in tandem with the Université de Moncton, integrated library services between the various campuses of these two institutions. The University of Moncton was able, during the protocol, to increase the total number of enrolments in the undergraduate program for both full-time and part-time students to 5,891 in 2012–13, and to do so in spite of the 6.4 per cent decrease in the number of students

enrolled in New Brunswick's francophone school system. The university had hoped, however, to increase the number of graduate-level enrolments (Master's and Ph.D.), but faced a decrease in these enrolments from 429 (2008–09 to 367 (2012–13). This can be explained by the increased competition in student recruitment by larger universities offering better financial support programs and a greater range of programs.

At the college and university levels, which include continuing-education initiatives, Nova Scotia set up a national partnership to offer continuing education in French, as well as developing new, sometimes made-to-measure, programs adapted to Acadian regions. Not only was the teaching staff

for whom these programs were designed able to take advantage of these training possibilities, often offered on-line, but so was the general public. Over the course of the agreement, the province also intended to increase the number of enrolments in continuing-education programs offered in French outside the Atlantic provinces, and launched a program for this purpose in 2009–10. In 2012–13, the number of enrolments had reached 200, demonstrating that the project was meeting a need in training. During the same period, the province also increased the number of college programs offered from seven to ten. New credit-recognizing agreements between the colleges and the universities were developed, and their four principal goals were reached, namely: increasing



the number of full-time enrolments at Université Sainte-Anne from 441 to 500, increasing the number of sites offering a Bachelor's in Education (B.Ed.) from two to five, increasing the number of programs offered collaboratively from three to five, and increasing the number of resource modules offered on-line to support training, of which there were 40 in 2012–13. These successful results were accompanied by several initiatives, among which were the development of new markets for recruitment, the development and on-line publication of teaching modules focusing on themes related to Acadian culture and history, the development of two new programs (a major in biology and a Bachelor's in Management), and the implementation of a bursary program for full-time students attending a postsecondary institution. Moreover, the two-year Bachelor's in Education program was made available by videoconference at all of Université Sainte-Anne's campuses.

Nova Scotia is also the only jurisdiction to have implemented a program of part-time language assistants. The Programme des moniteurs de français de la Nouvelle-Écosse (French Language Assistants Program) replaced the pan-Canadian Accent program, which was cancelled at the national level in 2009. Designed to offer part-time work experience to postsecondary francophone Nova Scotian students, this program made Nova Scotia the only province to bolster minority-language learning in this fashion. With a focus on oral fluency, the program's goal is to help and motivate students in the development of their language skills, whether they attend minority-language schools or French Immersion schools. These language assistants played an essential role in schools, especially in areas where the minority community is particularly small. Some 1,500 students across the province, enrolled in minority-language schools, French Immersion programs, and Core French programs, were supported by 35 language assistants. The number of applications for these positions grew from 21 in 2009–10 to 66 (2013).

Prince Edward Island has a single French-language postsecondary institution, the Collège Acadie, which in 2012–13 offered seven full-time programs in its three training centres, one more program than previously. Over the course of the agreement, the jurisdiction implemented a marketing plan

that included visits to high schools, meetings with guidance counsellors, and advertisements in the media. A help centre for students was introduced to assist students in French Language Arts, technology, and learning practices to maintain a satisfactory retention rate. The college revised and adjusted its programs and also finished replacing its technical equipment, allowing students access to new educational resources. However, despite all these efforts, the number of enrolments in these programs was only 15 in 2012–13, where the province had hoped for 30.

The decrease in the number of students enrolled in minority-language high schools in Newfoundland and Labrador meant that this jurisdiction was unable to reach its goal of increasing the number of participants in its postsecondary bursary program for francophone students from five in 2008–09 to ten over the course of the agreement. There were only a few enrolments at the high-school level, since the increase in student numbers in the French-language school system was concentrated at the primary level, that is, from Kindergarten to Grade 6. In 2012–13, there were only three participants in the bursary program, each applicant having been awarded a bursary. On the other hand, there were 26 participants in the College of the North Atlantic's adult literacy program for francophones, compared to ten in 2008–09.

The Collège nordique francophone (CNF, Northern Francophone College) was founded in Northwest Territories in 2011 and, by the end of 2012–13, a total of 47 people had enrolled in courses there, either in continuing education, professional training, or language training; five individuals had enrolled in credited courses offered in partnership with British Columbia's Éducacentre. The founding of the CNF is an important addition to the services offered in the minority language and has reinforced the community's vitality.

In 2012–13, 376 students enrolled in training/information programs offered in Yukon, an increase of 5 per cent compared to the 358 enrolments in 2008–09. The Association franco-yukonnaise's (Yukon Francophone Association) Service d'orientation et de formation des adultes (Guidance and Training Service for Adults, SOFA) continued to support the territory's francophone

adults by offering teaching and support programs, allowing participants to change directions in their careers, improve their French-language abilities, or improve other skills by following made-to-measure training sessions.

Table 1.6 in Appendix A shows the funds allocated to this outcomes domain between 2009–10 and 2012–13. In total, the federal government contributed \$95,915,117 and the jurisdictions contributed \$108,247,503. In addition to these sums, the federal government contributed \$19,163,225 and the jurisdictions \$26,260,957 in complementary funding (see Appendix C).

For the majority of jurisdictions, it was important to promote opportunities for postsecondary training in minority-language institutions. All offered support to students, whether by providing bursaries or implementing programs offered on-line or via other initiatives. By facilitating access to courses and training to populations in remote areas in this manner, the jurisdictions worked toward ensuring equal opportunities (sometimes facing great challenges), while also promoting learning opportunities in the minority language.

1.6 SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

Jurisdictions used the funds provided for this outcomes domain to support the professional development of teaching staff at all levels and to encourage and support research in the area of education provided either in French or English in a minority-language context.

All jurisdictions supported their teaching staff's professional development and also offered bursaries to teachers wishing to pursue their educational path at the postsecondary level. They also heavily invested in the implementation of initial and continuing teacher training programs, and emphasized the goal of increasing teachers' participation rate in professional development opportunities, whether offered on location in schools or by postsecondary institutions, either on-site or through distance education. To support

these efforts, a number of jurisdictions contributed to research projects to improve teaching and learning practices.

In every year of the agreement, British Columbia succeeded in maintaining the number of teachers undertaking postgraduate studies at the Master's or doctoral level at 33, as well as the number of teachers (86) having received bursaries to continue their studies in French, whether to improve their language skills or to reinforce their knowledge in various subjects taught in schools. Among the initiatives that allowed these results to be reached were workshops dealing with a variety of topics relevant to minority-environment education that were offered by the Commission scolaire francophone (CSF, Francophone School District), and the three higher-education programs (postsecondary diploma, master's, and Ph.D.) in minority-context teaching methods implemented by Simon Fraser University (SFU), as well as the bursaries mentioned earlier. At the university level, SFU succeeded in maintaining the number of francophone students enrolled in professional development programs (PDP), of which there were 11 in 2008–09, with a pass rate of 85 per cent.

Alberta either met or exceeded most of the targets it had identified for this outcomes domain. For instance, while this jurisdiction had hoped to maintain the number of bursaries approved each year for continuing education and professional development at 80, the number reached 112 in 2011–12 and 96 in 2012–13. The 84 professional development programs or activities offered by the Provincial Francophone Professional Development Consortium at the end of the previous agreement increased to 216 in 2012–13, and in the same year there were 1,300 participants in continuing education and professional development, compared to 1,150 in 2008–09. At the Campus Saint-Jean (CSJ), the plan over the course of the agreement had been to increase the number of tenured staff and sessional lecturers by 10 per cent, up from 29 and 37 respectively in 2008–09. The number of tenured staff over the period of the protocol increased to 33, the number of sessional lecturers dropped to 32. While maintaining the ratio of permanent staff to graduate students at 1:3, the ratio for undergraduate students was improved to 1:20, whereas in 2008–09 it had been 1:23. Over the course of the agreement, CSJ staff

members participated in over 165 conferences and organized 120 activities that fostered the dissemination of knowledge and contributed to community projects. Moreover, Alberta increased the number of research projects undertaken and honour prizes granted by 21 per cent, well beyond the targeted goal of 4 per cent. In actual numbers, there were 52 peer-reviewed articles and 25 honour prizes in 2012–13, whereas at the end of the previous agreement, the numbers had been 42 and 21 respectively.

Saskatchewan sought to maintain the number of available training and professional development initiatives at nine. In 2012–13, there were 11 of these activities that strengthened teachers' ability to teach efficiently in minority-language schools.

Although the number of professional development sessions varied from year to year, Manitoba attained its overall goal of increasing 2008–09's 125 sessions to 150, since, on average, 151 sessions were held yearly. Manitoba also exceeded its target of increasing the number of teachers participating in professional development activities from 2,109 to 2,277 during this period: in 2012–13, 2,474 teachers attended training activities. It should be noted that since 2011–12, the Division scolaire franco-manitobaine (DSFM, francophone school division) has encouraged the establishment of professional learning communities (PLC). The PLC sessions were either organized for teachers within a school (for instance, Grades 4–6 teachers) or for teachers working at the same grade level in a number of schools (Grade 4 teachers from three or four schools, for instance). The PLCs met periodically (often once a week) to review outcomes in specific subjects and to share best teaching practices. Manitoba's goals at the university level were also exceeded, with 87 teaching or early childhood education diplomas granted in 2012–13, compared to the 58 awarded in 2008–09 and the 61 diplomas set as a target in the agreement. There was a noticeable increase in the number of teachers taking specialized training or summer courses during the agreement, reaching 100 during its final year, whereas in 2008–09 there had been 61 enrolments, and 95 had been set as a target.

Ontario strongly invested in specialized research into the Franco-Ontarian education system. These

large-scale research projects were undertaken by the Ontario Institute for Studies in Education (OISE)'s Centre de recherches en éducation franco-ontarienne (CRÉFO, Franco-Ontarian Education Research Centre) at the University of Toronto. The CRÉFO offers a training environment for courses and programs leading to masters' and Ph.D. degrees in education, in collaboration with OISE's other departments. An interdisciplinary centre that focuses its research on educational, social, and linguistic practices in French-speaking areas of Ontario and Canada, as well as in francophone parts of the world, in 2011–12 the CRÉFO collaborated in over 50 scientific publications, including five books, 21 book chapters, five volumes of conference proceedings, nine peer-reviewed journal articles, five non-peer-reviewed articles, eight reports, and 44 papers presented at conferences, lectures, or seminars. In 2012–13, the CRÉFO participated in the writing of five books, as well as collaborating on writing 13 book chapters, three book reviews, two volumes of conference proceedings, four peer-reviewed journal articles, two non-peer-reviewed journal articles, and four reports. CRÉFO members participated in conferences, lectures, and seminars where they presented 29 papers, thereby contributing to the outreach by French-speaking Ontario.

Along with supporting these research activities, Ontario engaged in multiple efforts to assist the teaching staff in its French-language schools. In partnership with the Ontario College of Teachers, the province implemented a program permitting teachers to access additional qualifications in minority-environment education, in which 18 teachers participated in 2012–13. There were fluctuations in the numbers of participants in summer institutes, which the jurisdiction aimed to maintain at 2,000; while this number had reached 2,190 in 2011–12, there were only 1,356 participants in 2012–13. Another goal for this period was to increase the number of school boards and teachers receiving mentoring support, of which there were respectively 10 and 164 in 2008–09. In 2012–13, a total of 12 school boards and 815 teachers received this type of support, the number of teachers increasing by much more (326 per cent) than the 250 that had been targeted.

Recognizing that the professional development of both current teaching staff and new teachers represents a pledge toward cohesion between

the curriculum to be taught and what will be evaluated, Quebec supported a great number of training activities, responding to the needs highlighted by the minority-language community. This community wished to maintain the number of training sessions offered to teachers in the minority-language environment following numerous requests for support across a variety of areas, such as, for example, assessment methods, curriculum for the subjects taught, and the use of technology. The jurisdiction invested in several initiatives related to this outcomes domain, including providing training for adult-education teachers in a minority-language setting, and in professional development workshops for school-level teaching staff. These sessions focused on a number of topics, including the Learning Bar (a school-management tool), modelling teaching practices, developing and maintaining learning portfolios (for both students and teachers), using the LEARN network (an on-line training organization), as well as providing training in information technology. The number of training sessions offered was not only maintained but increased, growing from 75 in 2011–12 to 77 in 2012–13.

In the context of restructuring New Brunswick's school districts (which took place during the span of the agreement), it was agreed to reduce the number of interruptions during the school year, which had the effect of reducing the number of teacher training days. While the province had anticipated that 9,517 teacher-days would be dedicated to professional development in each year of the agreement, only the most essential training sessions were offered, with the number of teacher-days reaching 7,178 in 2012–13. At the college level, the province more than doubled its target of increasing the participation rate of the French-language New Brunswick Community College (CCNB) system's 350 teachers in professional development sessions to 20 per cent, with the rate reaching 44 per cent in 2012–13, or 155 teachers. New Brunswick's universities registered a downturn in the number of activities dedicated to research and the dissemination of knowledge, which can be explained by a shortage in the number of faculty members at some research centres. The number of research activities in 2012–13 was 234 (which nonetheless represents an increase of 16 per cent in comparison to

2011–12), as opposed to the established target of 300 for the agreement's final year. However, the number of professional development activities for university faculty grew from 15 to 28 between 2008–09 and 2012–13, thus surpassing its target of 20.

The other two Maritime provinces concentrated on professional development for teaching staff in schools. As planned, Nova Scotia maintained the number of teachers receiving bursaries for professional development at 25. Prince Edward Island increased the number of teachers taking advantage of professional development activities from one (2008–09) to five (2012–13) and maintained the retention rate of new teachers at 85 per cent over the agreement's four years.

Newfoundland and Labrador succeeded in maintaining the proportion of schools participating in professional development activities at 100 per cent, the same level as at the end of the previous agreement. However, the small number of teachers in the francophone school district (fewer than 45 teachers) created a certain challenge in meeting goals in other areas because the number of teachers choosing to participate in training sessions varied from year to year. Thus in 2012–13, no bursary applications were received (in comparison to one in 2008–09), despite the province's wish to maintain or increase the number of teachers who might take advantage of the bursary program. The same challenge was faced with the retention rate for teachers in the francophone school district, but the province managed to increase this from 76 per cent (2008–09) to 80 per cent (2012–13).

The territorial jurisdictions all met or exceeded the aims they had set out under this heading. In Nunavut, the Commission scolaire francophone du Nunavut (CSFN, Nunavut Francophone School District) and the Department of Education maintained partnerships with organizations interested in French-language teaching in minority environments and contributed to these organizations' projects. These partnerships allowed the jurisdiction to maintain the yearly number of professional development activities at six. The sessions focused on the content of three new curriculum guides and common frameworks,

as well as the pedagogical resources needed to support the new programs.

Northwest Territories increased the number of professional development programs or activities from 10 to 24 between 2008–09 and 2012–13, exceeding the target of 20. The vice-presidency responsible for pedagogy was mandated with responding to the professional development needs identified by teachers in the Commission scolaire francophone (Francophone School District, CSF). Some of these activities took place outside Northwest Territories.

As for Yukon, it maintained the annual percentage of teaching staff participating directly or indirectly in professional development activities at 90 per cent. The jurisdiction was also able to add two professional activity days a year, thereby offering in-depth training related to issues involved in minority-environment teaching, as well as additional tools permitting improved service delivery.

Table 1.7 in Appendix A shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$62,373,893 and the jurisdictions contributed \$73,671,611. In addition to these sums, the federal government contributed \$2,510,000 and the jurisdictions \$2,573,364 in complementary funding (see Appendix C).

Overall, the jurisdictions emphasized professional development at all levels, with particular attention paid to the professional development of teachers in their school systems. They also contributed to research projects that enabled a greater understanding of the challenges implicit in minority-environment education and proposed practical solutions to improve its delivery. These efforts created a framework for successfully responding to these challenges.



CHAPTER 2

LINGUISTIC OBJECTIVE 2

SECOND-LANGUAGE INSTRUCTION

All the jurisdictions ensured that their school populations had access to high-quality second-language-learning programs. This chapter looks at French-as-a-second-language (FSL) teaching in all jurisdictions as well as English-as-a-second-language (ESL) teaching in Quebec and New Brunswick.

Though learning a second language is not compulsory in all jurisdictions, all offer second-language programs to their students. There is a great variety of programs across the country, and the entry points vary from jurisdiction to jurisdiction. In 2008–09 there were 2,677,970 students enrolled in FSL or ESL programs and 2,634,315 in 2012–13. These numbers represent more than 50 per cent of the total national school population. The decrease in numbers is explained partly by the fall in the national birth rate and changes to program structures.

Numerous efforts were made to promote learning one of the two second languages to students and their parents or guardians. Officials from the school districts and from the various departments

of education paid close attention to ways of improving all second-language programs, as well as to evaluating students' progress.

To create a framework that fostered second-language learning and an appreciation of the culture the second language represents, numerous learning-enrichment activities were offered at the local, provincial, territorial, and national levels. These included enriched or on-line courses, support for students facing learning challenges, student exchanges, and sociocultural activities. Some jurisdictions encouraged students from majority-language communities to undertake their postsecondary education in their second language. To continually improve the delivery of second-language programs, jurisdictions also supported their teaching staff's professional development, as well as investing in research projects that permitted and will permit all those working in the area of second-language education to enrich their experience.

What follows are the results of the outcomes domains identified in the *Protocol for Agreements*

on *Minority-Language Education and Second-Language Instruction 2009–10 to 2012–13*. The full text can be found at <http://www.cmec.ca/Publications/Lists/Publications/Attachments/211/protocol-for-agreements-2009-2013.pdf>.

2.1 STUDENT PARTICIPATION

Jurisdictions used the funds allocated to this outcomes domain to support efforts devoted to increasing the number of students learning French or English as a second language, at both the school and postsecondary levels.

In Quebec and New Brunswick, second-language-learning programs focus on English for students enrolled in francophone schools and French for those enrolled in anglophone schools. All other jurisdictions offer French-as-a-second-language programs. It should be noted that learning French as a second language is not compulsory in all jurisdictions.

British Columbia's goal between 2009–10 and 2012–13 was to maintain or increase the number of students enrolled in the province's various French-as-a-second-language (FSL) programs, whether French Immersion, Core French, or Intensive French and Post-Intensive French, and several initiatives were launched to support this aim. Promotional activities took place throughout the province to outline the advantages of learning French as well as to highlight the various activities in which students could participate. Resources were purchased to strengthen FSL programs and render them more meaningful, a key element in encouraging student recruitment and retention in these programs. Efforts were made in some parts of the province to implement the Intensive French and Post-Intensive French programs. Private schools subsidized by the province began to offer Core French and French Immersion programs. The results of all these efforts are convincing: from 2008–09 to 2012–13, the total number of students enrolled in FSL programs grew from 241,928 to 272,392 (from 37.3 to 42.5 per cent of the total school population), despite the fact that the overall number of students in the province had dropped by nearly 10,000 students.

Learning a second language is not compulsory in Alberta, where a large number of languages are taught, as well as French. The jurisdiction nevertheless made numerous efforts to encourage students to enrol in FSL programs, whose success in the province can be measured by the number of students enrolled in FSL programs: in 2012–13, 29.95 per cent of the total student population did so, or some 184,606 students.

Saskatchewan's efforts were aimed at increasing the number of students enrolled in Intensive French and Post-Intensive French, as well as at the retention rate of students progressing from the first to the second of these programs. Though the retention rate remained 92.8 per cent in 2012–13 in these programs, there was a total of 1,151 students enrolled in them, an increase of 742 students from 2007–08, or 181 per cent over six years. The jurisdiction noted that, in 2012–13, 28.25 per cent of the school population was enrolled in French-as-a-second-language programs.

Over the course of this agreement, Manitoba wished to increase the number of students enrolled in French Immersion programs and maintain the number of students enrolled in the French program (as Core French is officially known there). Despite efforts focusing on recruitment and updating the curriculum between 2008–09 and 2012–13, the number of students enrolled in French decreased by 4,831, or 7 per cent. By contrast, the French Immersion programs saw a 14.28 per cent increase in student numbers, from 18,563 students to 21,214. In total, enrolments in French-as-a-second-language programs represented 45.28 per cent of the school population in 2012–13.

Ontario centred its initiatives on improving the delivery of its second-language programs to maintain the proportion of students enrolled in these programs and to increase the proportion of students with special education needs enrolled in them. The province therefore encouraged school boards to increase the availability of programs and supported their implementation by developing or acquiring resources for teaching staff, particularly resources in support of continuing professional development. Modules developed in this latter



area permitted teachers to enhance their teaching strategies, thereby attracting a greater number of students and increasing the retention rate, especially at the high-school level. In 2012–13, 24 per cent of high-school students enrolled in a second-language program, 6 per cent more than in 2006–07; during the same period, the proportion of students with special education needs enrolled in second-language programs grew from 9 per cent to 13.2 per cent. Overall, 50.3 per cent of the student population was enrolled in an FSL program in 2012–13.

Learning the second language is compulsory for all Quebec students, beginning in Grade 1 and going to the end of high school (5e secondaire, equivalent to Grade 11), in both English-language and French-language school systems. Initiatives related to this outcomes domain were to be financed through Quebec's approved budget.

As a province where both French and English are the official languages, New Brunswick made great efforts toward improving its second-language programs and offering students the opportunity to achieve the levels of language skills outlined in the second-language curricula. Second-language learning is compulsory for all students in both school systems (English language and French language). In the case of the French-language system, compulsory English-as-a-second-language (ESL) learning begins in Grade 3 and ends in Grade 11, with classes offered daily. Subsequent to restructuring the second-language program in 2008–09 in the English system, FSL became compulsory from Grade 4 to the end of Grade 10. Students may choose between two French Immersion programs, namely Grade-3-entry-point French Immersion and Late French Immersion, which begins in Grade 6. Though the goal was to ensure that 100 per cent of students in Grades 4 to 10 would be enrolled in one of the FSL programs, in 2012–13 the proportion was 97.4 per cent. This discrepancy can be explained by two factors: a certain number of students follow programs adapted to their learning challenges and are therefore exempt from French-language courses, and others choose to follow courses in First Nation languages.

Nova Scotia wished to increase both the number of students enrolled in FSL programs and the retention rate of students taking French-as-a-second-language courses between Grade 9 and Grade 12. Several initiatives were launched that permitted the province to reach these goals: a publicity campaign promoting French-language learning, the launch and update of a Web site allowing the general public to stay informed about activities taking place in French across Nova Scotia, intra- and interprovincial student exchanges, and a partnership with the Fédération culturelle acadienne de la Nouvelle-Écosse (FÉCANE, Nova Scotia Acadian Cultural Federation), to encourage second-language students to participate in the French-language version of the ArtsSmarts program (<http://artssmartsopen.ca/en/home.aspx>), which fostered greater knowledge among FSL students of French language and culture. The jurisdiction is particularly proud of having implemented the Diplôme d'études de langue française (DELF, Studies in French Language Diploma), which allows Grade 11 and 12 students enrolled in FSL language courses to sit this international evaluation while earning credits toward their high-school diploma. The DELF encouraged students to remain in French-as-a-second-language programs at the high-school level, as those who passed the evaluation received an official diploma from France's Ministry of National Education.

Enrolments in French Immersion programs in Prince Edward Island noticeably increased over the course of the agreement, growing by 6.1 per cent from 4,139 in 2008–09 to 4,391 in 2012–13. Unfortunately, participation in the Core French program decreased during the same years as a result of the overall decrease in the school population.

Governmental support for Newfoundland and Labrador's school districts to set up new FSL classes (all programs) and integrating technology into the programs encouraged more and more students to enrol in a French-as-a-second-language program. Moreover, the updating of the Core French program at the secondary-school level and the opportunities for students in remote areas to register for on-line courses attracted a

large number of students. Over the course of the agreement, the number of students enrolled in Intensive Core French and Core French increased by 27 per cent, as well as by 26 per cent for Early French Immersion. The Late Immersion program, which begins in Grade 7, saw a slight decrease of 5.9 per cent in its enrolment figures, mostly attributable to the increase in enrolments to Early Immersion, which begins in Kindergarten.

The territorial jurisdictions had a common goal to maintain or increase the number of students enrolling in FSL programs. In Nunavut, the regulation on language of instruction contained in the Education Act mandates bilingual instruction in Inuktitut and English for all students. This had the effect of causing a decrease in the time available for French-as-second-language instruction and a decrease in enrolments from 232 in 2009–10 to 129 in 2012–13.

In Northwest Territories, targets were met thanks to initiatives including hiring teaching assistants to accompany students facing challenges, as well as hiring literacy specialists, with the result that between 2008–09 and 2012–13, the number of students in Immersion grew from 646 to 698, or 8.05 per cent, while the FSL retention rate between Grades 5 and 8 increased from 88 per cent to 93.5 per cent.

Yukon strongly emphasized communication initiatives to increase the number of students taking advantage of its FSL programs. A flyer was distributed to parents and a Web site provided information and news on activities that took place in French. Beyond this, articles in the press highlighted students' successes. All of these efforts played their part in reaching the results anticipated in the bilateral agreement between the Government of Yukon and the Federal Government, namely some 2,200 students enrolled in Core French and 620 in French Immersion.

Table 2.1 in Appendix B shows the number of students enrolled in various second-language programs (both FSL and ESL) between 2009–10 and 2012–13, compared with enrolments at the end of 2008–09, the previous agreement's final year.

Table 2.2, also in Appendix B, shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$44,183,488 and the jurisdictions contributed \$62,217,481. In addition to these sums, the federal government contributed \$955,000 and the jurisdictions \$952,042 in complementary funding (see Appendix C).

To promote second-language learning programs, a variety of activities were undertaken across the country, for instance, promotional campaigns in each school year. These may have been information sessions organized by the school districts with the assistance of the jurisdiction's department of education or of community partners, designing, printing, and distributing flyers describing the various available second-language-learning programs, as well as new Web sites providing details of these programs.

2.2 PROVISION OF PROGRAMS

Jurisdictions used the funds allocated to this outcomes domain to provide a variety of second-language learning programs at all educational levels. All jurisdictions encouraged second-language learning, and each jurisdiction has implemented programs that best suit its particular needs. There are three fundamental types of program for French-as-a-second-language programs (FSL) — Core French, Immersion French, and Intensive French — while there are two for English-as-a-second-language (ESL): Core English and Intensive English. The entry points for these various programs vary from jurisdiction to jurisdiction, though they generally start being offered at the primary level.

Over the course of the 2009–10 to 2012–13 agreement, the majority of jurisdictions other than Quebec had targeted maintaining or increasing the number of school districts or schools offering second-language programs, including French Immersion. In several jurisdictions, FSL is compulsory in schools, beginning at the primary level, though in high school second-language learning remains optional for students.



Forty-five of the 60 school districts in British Columbia offered French Immersion in 2012–13, and all of the province's school districts offered Core French for Grades 5 to 8, as learning a second language is compulsory for students in those grades. In response to parents' requests, a number of school districts, with the support of the Ministry of Education, began offering the Core French program beginning in Grade 1, as well as optional courses at the high-school level, whether these were Core French classes or classes in other subject areas taught in French within the French Immersion programs. The Ministry of Education also provided support for school districts where the number of French Immersion classes (either Early or Late French Immersion) had to be increased as well as districts that implemented new initiatives to strengthen French-as-a-second-language programs.

French Immersion programs remained popular in Alberta, where second-language learning is not compulsory. On average, 100 French Immersion classes a year profited from this assistance over the four years of the agreement, an increase of approximately 10 per cent compared to 2008–09.

Saskatchewan supported all school divisions that offered FSL programs, which remained parents' preferred second-language programs. The province participated in the development of study units for the Post-Intensive French program that follows the Intensive French program offered in Grade 6. The number of units grew from 16 in 2007–08 to 24, as projected.

Although learning a second language is not compulsory in Manitoba, the province reached its target of maintaining the number of school divisions offering French (FL2-B, the official name of the Core French program) at 36 and those offering French Immersion programs at 22. The Department of Education and Advanced Learning gave considerable assistance to these programs by providing high-quality resources, many of which were developed and disseminated by teachers. There was, however, a slight delay in increasing the number of school divisions participating in the Intensive French and Post-Intensive French pilot project, caused in part by the challenge in recruiting sufficient numbers of students; this goal was deferred to 2013–14. Several initiatives were implemented over the course of the agreement to support the achievement of the programs' linguistic objectives, including

the development and dissemination of the two documents, *La communication orale au quotidien en Immersion française (Daily Oral Communication in French Immersion)* and *L'enseignement de la communication orale : document d'orientation (Teaching Oral Communication: A Guide)*. Manitoba also undertook to adapt and integrate with FSL programs the Touchstones Discussions Project®, a program that enriches students' learning experience and allows them to develop their competence in oral communication, reading, and writing (with ease, precision, and critical thinking abilities).

Although Ontario's aim was to maintain the number of school boards offering optional FSL programs, the province in fact increased this number: in 2012–13, 34 school boards offered Core French at the primary level, whereas only 27 offered it in 2006–07. The Extended French program (which offers French language classes as well as classes in at least one other subject area taught in French) and French Immersion programs were available in 53 of 60 school boards, while of the 58 school boards with high schools, 55 offered Core French up to Grade 12 (54 had done so at the end of the previous agreement).

In Quebec, learning the second language — either French or English — is mandatory from Grade 1 to the end of secondary school (5e secondaire, equivalent to Grade 11). A certain number of schools in the French-language system offered an Intensive English program where students take a certain number of courses taught in English. Subsequent to a renewal of ESL and FSL curriculum guides, Quebec focused on developing formative evaluation tools to ensure successful implementation of programs and high success rates. In total, 41 learning and assessment situations were designed for FSL programs. The province also designed and published on-line a large number of tools to support the Livres Ouverts (Open Books) project, a teaching kit that supports teachers' continued professional development.

As is the case in Quebec, learning the second language is mandatory in New Brunswick. In the French-language school system, English is compulsory for all students from Grade 3 to

Grade 11. Over the course of the agreement, curriculum guides were updated and linguistic objectives aligned with those of the Common European Framework of Reference for Languages (CEFR). An Intensive English program, inspired by the neurolinguistics approach that gave rise to Intensive French, continued to be offered in one of the school districts with a mostly French-speaking population. In the English-language system, for students not enrolled in one of the French Immersion programs (entry points Grade 3 and Grade 6), a mandatory pre-Intensive French program was implemented for all Grade 4 students, followed by the mandatory Intensive French program in Grade 5 and Post-Intensive French in Grades 6 to 10. In Grades 11 and 12, Post-Intensive French remains an option for students. To prepare students in anglophone schools for learning French, New Brunswick developed and implemented language and cultural awareness activities in that language in Kindergarten to Grade 3. The gradual implementation of the FSL mandatory program over the course of the agreement was successful and 100 per cent of classes from Kindergarten to Grade 8 now offer the new program. The implementation of the new Grades 9–10 mandatory program was scheduled for 2013–14. Meanwhile, 2010–11 saw the implementation of the new Grade-3-entry-point Immersion program in all schools with Grades 3 to 5 classes where there was a sufficient number of students enrolled to justify its implementation.

Nova Scotia expended a great deal of effort in the area of program provision after the completion of the previous agreement. The province increased the number of on-line courses from one to four, as well as the number of correspondence courses from two to five. Core French programs were maintained from Grades 4 to 12 in all the province's schools, and the number of pilot Grades 4–9 Core French classes putting into practice teaching strategies proposed by the neurolinguistic approach doubled from 19 to 38. Immersion programs (early, middle, and late) were maintained in 140 of the province's 409 schools, enriched by professional development sessions for teachers of French Language Arts and mathematics, and by the purchase of resources. In 30 schools, the Integrated French program (where French and

social studies are taught in French) was maintained for students in Grades 7–12, and the Grade 7 curriculum guide for this program was renewed. New curriculum guides were developed, adapted, and translated for the French Immersion programs, and teachers were offered training focusing on preventive measures with French Immersion students.

While continuing to maintain and support its FSL programs (Core French, Intensive French, and French Immersion), Prince Edward Island met its target of increasing the number of activities in its enrichment program from four to ten between 2008–09 and 2012–13 and of increasing the number of subjects offered in the French Immersion programs from seven to eight.

Learning French is mandatory between Grades 4 and 9 in Newfoundland and Labrador, and the province succeeded in increasing or maintaining the availability of FSL programs at other levels. Thus, 66 schools continued to offer French Immersion programs and 53 schools offered the Intensive Core French program (Grade 6) to a total of 93 classes, an increase from the 49 schools and 73 classes in 2008–09. Fifty-eight schools, representing 45 per cent of the total English-language school system, offered Core French 1200 in 2012–13, whereas none did so in 2008–09. The number of new resources authorized per year was kept at four. Several other related initiatives were implemented, in particular: developing or updating curriculum guides; the delivery of new programs focusing on integrating students facing challenges; and assessment and differentiated instruction.

Nunavut offers a unique landscape in terms of second languages — this territory has three official languages. The Inuit Language Protection Act mandates that French be offered as a third language (after Inuktitut and English) in schools in Iqaluit. Four English-language schools continued to offer Core French in Nunavut, maintaining the rate the jurisdiction had targeted. But it is the Enriched French program that restored interest in French programs in schools. To complement the Grade 7 Intensive French program, a pre-Intensive French program was added in Grade 6, along with Post-Intensive French in Grades 8 and 9. The biannual evaluations of Grades 7–9 students showed notable improvements in oral skills.

Northwest Territories successfully met their goal of increasing the number of schools offering Core French programs (Grades 1–12) from four to six between 2008–09 and 2012–13. The jurisdiction partially succeeded in its aim to increase the number of French Immersion programs offered from Kindergarten to Grade 12 from two to four: two K–12 programs were added, as well as one K–5 and one K–11 program. Meanwhile, the goal of increasing the number of students enrolled in the Grade 6 Intensive French program from 18 to 25 was exceeded, with 38 students enrolling in 2012–13. Thanks to the fact that the jurisdiction was able to increase the number of grades included in the Post-Intensive French program, there were 79 Post-Intensive French students in Grades 7 to 10.

Yukon's goal was to maintain the number of schools offering regular and enriched programs (Option Plus, Enriched French, Intensive French, and Post-Intensive French). Two initiatives deserve to be highlighted: the French Second Language Review, which was undertaken by all stakeholders in FSL learning, fostered the development of an implementation plan for FSL learning across the territory. Adopted in November 2012, this plan guides the jurisdiction's actions until 2016, with a view to promoting FSL in elementary and high schools, increasing student enrolment in these programs, fostering greater mastery of the French language, and increasing cultural awareness. Secondly, the Intensive French program was expanded to Dawson City in Grade 6, in response to the various needs that parents expressed there.

Table 2.3 in Appendix B shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$186,120,435 and the jurisdictions contributed \$448,423,092.

All jurisdictions offered second-language learning programs, even if they were not mandatory everywhere or at every grade level. Programs were designed to suit the particular needs of each jurisdiction, and numerous efforts were made to ensure their quality and, especially, to offer students the opportunity to reach the levels of communication skills defined by the jurisdictions.

2.3 STUDENT PERFORMANCE

Jurisdictions used the funds allocated to this outcomes domain to support efforts to assess student performance and monitor program success rates. Most jurisdictions implemented initiatives aimed at assessing the literacy and numeracy skills of students enrolled in French Immersion programs. Jurisdictions also focused on evaluating the levels of students' oral proficiency in both French Immersion and other French-as-a-second-language (FSL) or English-as-a-second-language (ESL) programs. Each jurisdiction determined program learning outcomes as well as student achievement levels and, while perhaps influenced by those developed by international organizations, several jurisdictions used their own oral proficiency evaluation scales and performance criteria in literacy and numeracy for various grade levels.

One of the jurisdictions using standards developed by international organizations to assess student performance was British Columbia, which applied those defined by the Common European Framework of Reference for Languages (CEFR). The jurisdiction successfully increased the number of students attaining CEFR's B1 level by 10 per cent, or from 207 students in 2009–10 to 228 in 2012–13.

Alberta focused on improving French Immersion students' success rates in reading and writing through reinforced support both to students and to teacher-specialists in literacy. Thanks to these efforts, Grade 6 French Immersion students' writing results rose in 2012–13, with 94 per cent of students obtaining a rating of Acceptable (as defined by the jurisdiction), including 18 per cent who achieved a rating of Excellent, whereas in 2008–09 the success rate had been 85 per cent. With respect to reading, the 2008–09 results were maintained: 85 per cent of students attained or exceeded the Acceptable level, with a slight increase in the proportion of students obtaining a rating of Excellent, which reached 25 per cent.

It was important for Saskatchewan to maintain the success rate of students enrolled in the Intensive French program who attained the targeted level of oral proficiency, namely Level 14 (Basic Low) on the

Intensive French Oral Proficiency Scale (based on New Brunswick's Second Language Oral Proficiency Scale). Although evaluations did not take place each year, this goal was greatly exceeded: while in 2007–08 the success rate was 67 per cent, the last assessment undertaken (2011–12) during the span of the agreement saw no fewer than 98 per cent of students reach the desired level of proficiency. This jurisdiction also wished to increase the success rate of students in French Immersion programs who obtained a certificate of bilingualism together with their high-school diploma from 88 per cent in 2007–08 to 90 per cent in 2012–13. Here too it succeeded: of the 400 students enrolled in the program that year, 369 completed their studies, and 92 per cent of these were awarded the certificate of bilingualism.

Applying its own performance standards, Manitoba reached its overall target of a 5 per cent increase in the success rate (defined as attaining Level 3) of students enrolled in French Immersion programs (FL2-I) in the Grade 4 and Grade 8 provincial assessments. In 2008–09, the Grade 4 success rate in reading performance was 59 per cent, while 55 per cent of Grade 8 students were successful in reading and 48 per cent in writing. In 2012–13, these results were, respectively, 61, 61, and 56 per cent. For Grade 12 students in FL2-I, the target was to increase the average mark and the success rate in reading and writing compared to the 2008–09 results (69 and 91 per cent, respectively). This target was slightly exceeded, with an average of 73 per cent in marks and a 96 per cent success rate in 2012–13. The jurisdiction also developed and piloted tools for evaluating oral proficiency for both FL2-I and FL2-B French (the title of the Core French program).

Thanks to initiatives aimed at improving students' performances in FSL programs, Ontario exceeded its goal of increasing the overall proportion of students attaining Levels 3 and 4 in their final evaluations in Grade 9 FSL courses, whether Core French, Extended French, or French Immersion, by 4 per cent (from 61.6 to 65.6 per cent). Ontario set its own performance standards and the above target was reached in 2009–10; the proportion

continued to increase over the next three years. These results were achieved in large part thanks to training and professional development opportunities available to all stakeholders, with a focus on strategies leading to mastering French as a second language based on initiatives linked to implementing the CEFR. These initiatives formed a pilot project for developing a new method to assess student performance in French and to support students in reaching these performance levels. The pilot project furnished educators with various opportunities to reflect on efficient practices for planning and teaching FSL classes and greatly contributed to the results. The fact that both stakeholders and students were able to understand and adopt the CEFR requirements reinforced FSL programs and demonstrated the importance of not only gaining a certain mastery of the second language but also acquiring the confidence to use it.

For both English-as-a-second-language (ESL) and French-as-a-second-language (FSL), Quebec developed and applied summative evaluation tools allowing students sitting language tests and succeeding in them to earn credits toward obtaining a diploma. With respect to the FSL program for adult learners, the province invested in supporting people newly arrived in the jurisdiction, providing them with resources and implementing an action plan to facilitate accelerated improvement in the level of their French. For new arrivals who were eligible to attend school in English, the English-language school boards concentrated on tutoring, aiming to maintain the number of students benefitting from this service and paying particular attention to the transition of students to higher education. Based on the principle that nothing helps students adapt to and integrate into a new environment better than another student assisting them in overcoming this challenge, the initiative ensured that a number of students going from high school to college (cégep) benefitted from being tutored during their transition, allowing them to succeed in joining the world of higher education. A further benefit was that the mentors also learned a great deal from this experience.

At the beginning of this agreement, New Brunswick set targets for increases in the success rates of its second-languages programs. The implementation in 2011–12 of the new French Immersion program, whose entry point is in Grade 3, necessitated major modifications to the existing assessment tools. In many cases, therefore, it was impossible to track students over the course of the agreement. Many efforts were expended in the development of performance criteria and the definition of success levels for various grade levels of each of the FSL programs (French Immersion, Intensive French, and Post-Intensive French), particularly in reading and writing. New tests in mathematics and science were developed and validated. In minority-language schools, the success rate in evaluations of oral competency in English-as-a-second-language reached 72 per cent, slightly exceeding the goal of 70 per cent.

Two assessment tools are used in Nova Scotia to measure students' second-language oral proficiency, namely the Diplôme d'études de langue française (DELF, Studies in French Language Diploma) and the Second-language Oral Proficiency Scale, which is used in New Brunswick and elsewhere. Over the course of the agreement, the jurisdiction wished to increase the percentage of students reaching the desired level of oral proficiency in French, the specific level varying according to the program. All targets were reached, using the results from 2008–09 as a baseline. In Grade 6 Intensive French, the goal set and reached was to increase the success rate — that is, the number of students obtaining a rating of Basic Low (Level 14) — from 73.6 per cent to 80 per cent; in Grade 9 Core French, the success rate grew from 15 per cent to 25 per cent, success again being defined as Basic Low (Level 14); and in Grade 12, the oral proficiency success rate for French Immersion students went from 14.3 to 38 per cent (DELF, Level B2). Nova Scotia also invested in developing and validating reading and writing assessment tools for students enrolled in Grades 3, 6, 9, and 12 French Immersion, training for assessment marking, analyzing the results of the assessments, and training teachers to better support students planning to undertake the DELF examination.



Nova Scotia's more innovative initiative, however, was integrating the teaching and learning strategies of the Neurolinguistic Approach (NLA) into the Core French program through a pilot project in a limited number of Core French classes in Grades 4 to 9. The goal of this pilot project was to improve teaching practices as well as the results obtained by students enrolled in this program at the elementary and junior-high levels. In 2011–12, there were 26 pilot classes from the seven English-language school districts, 17 of them at the elementary level and nine at the junior high school level; in 2012–13, there were 24, evenly divided between elementary and junior high school levels. Approximately 1,200 students from Grades 4 to 9 participated in this pilot project during these years. Interviews in French with the students during this pilot project revealed a sometimes notable improvement in their oral proficiency. According to their answers on surveys, students' participation in the project led to improved engagement on their part and greater interest in continuing to acquire proficiency in French. Teachers also reported increased use of the French language by students both in and outside of the classroom.

Prince Edward Island revised its provincial evaluations and wished to increase the proportion of students enrolled in French Immersion programs attaining the desired levels in mathematics and French (reading and writing), based on provincial standards. The early intervention program at the primary level was expanded, and in 2012–13 the success rate of students attaining the desired level

on the Grade 3 French language assessment was 77 per cent (reading) and 58 per cent (writing). As for Grade 9 mathematics, the success rate in the same year was 71 per cent. To support French Immersion students in obtaining internationally recognized certification, the province implemented the DELF evaluation process for second-language oral proficiency. Of the 250 students who took the DELF in 2012–13 (the first year it was offered), 224 or 89.6 per cent reached either the B1 or B2 level, which were the targets for students enrolled in Late and Early Immersion respectively.

Newfoundland and Labrador invested in the design and distribution of a reading assessment kit that allowed teachers in the Early Immersion program (Kindergarten to Grade 6) to improve their teaching practices. At the high school level, the proportion of students reaching the passing mark in Core French classes in the Level III (final year of high school) evaluation grew from 97.3 per cent in 2008–09 to 99.1 per cent in 2012–13, and that of students reaching the passing grade in French Language Arts in French Immersion fell slightly, from 99.6 per cent to 99.1 per cent.

With respect to the territorial jurisdictions, Nunavut invested funds toward purchasing resources and training teachers to increase the average mark obtained by French-as-second-language students at the end of sixth grade to 70 per cent and maintaining it at this level. Yukon concentrated on establishing and training assessment teams with the mandate of evaluating students' skills in oral and written French, as well

as piloting and validating the tools that were developed. The jurisdiction maintained its support programs to ensure that at least 85 per cent of students could continue learning the French language, regardless of which FSL program they were enrolled in.

Table 2.4 in Appendix B shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$23,419,701 and the jurisdictions contributed \$32,231,585. In addition to these sums, the jurisdictions contributed \$30,000 in complementary funding (see Appendix C).

Generally speaking, jurisdictions succeeded in improving student performance among those enrolled in the various second-language learning programs. They developed or adopted new evaluation tools and paid attention to internationally recognized certification of students' abilities, particularly in terms of oral proficiency.

2.4 ENRICHED SCHOOL ENVIRONMENT

Jurisdictions used the funds allocated to this outcomes domain to enrich the language experiences of students enrolled in second-language programs. The importance of second-language acquisition was highlighted by the many activities offered and the necessary interventions undertaken to support students, all of which offered students opportunities to use their second language in contexts outside the classroom. The funds also allowed jurisdictions to offer on-line courses, either to supplement the restricted program offerings available in distant regions or to provide enriched courses.

Given the numbers involved and the scope of this report, it would be impossible to mention all the activities that the provinces and the territories provided in support of second-language programs. Productions of an artistic nature, cultural outings, or visits by authors, visual artists, and musicians — examples of activities abound. All jurisdictions encouraged and supported their school districts in organizing sociocultural activities that students

enrolled in second-language programs could participate in. A large number of students from the majority of jurisdictions had the opportunity to participate in six-month interprovincial student linguistic exchanges with Quebec (during which students from one jurisdiction spent three months in Quebec, and vice versa) as well as other activities that were national in scope, such as La Semaine de la francophonie (an internationally celebrated week-long series of activities) and French for the Future. Where possible, jurisdictions organized annual intra-provincial exchanges. All jurisdictions participated in programs such as Odyssey (language assistants program) and Explore (summer bursary program for second-language learning), both financed by the federal government and administered by CMEC, and some contributed additional funds to these programs so that a greater number of their students could participate.

British Columbia focused special attention on student exchanges as a way of refining the experience of second-language acquisition. Both elementary and secondary schools were provided with funds to purchase equipment needed to encourage students to participate in virtual exchanges via the Internet. On average, the number of schools taking part in implementing this activity increased by 10 each year. British Columbia also made great efforts to promote the six-month exchange with Quebec, in which students from Grade 10 and Grade 11 could participate. Jointly with various organizations and with school districts, the jurisdiction sponsored cultural activities such as *Idélire* and shows presented by the *Théâtre la Seizième*. Canadian Parents for French (CPF), supported by the jurisdiction, were able to increase the number of enrichment activities they offered each year.

All the goals that Alberta had set with respect to this outcomes domain were exceeded. Nine French-language accreditation centres were established, rather than the six planned for originally, thus allowing those students who wished to do so to take the exam leading to the internationally recognized DELF diploma. In 2012–13, a total of 106 enrichment activities were offered, rather than the 70 that had been anticipated. These included cultural activities for

students and professional development sessions for teachers focusing on the integration of culture in the classroom. The number of students who participated in the Alberta-Quebec exchange more than doubled, from 11 in 2008–09 to 24 in 2012–13. The jurisdiction also succeeded in increasing the commitment and involvement of communities by supporting efforts by those that offered cultural and enrichment activities and by encouraging partnerships between schools (K–12), postsecondary institutions, government ministries, francophone associations, and parent groups.

To continue to highlight the contributions made to society by Franco-Saskatchewanians, Saskatchewan maintained its annual support to 11 second-language enrichment activities. These provided students enrolled in second-language programs with authentic opportunities to participate in and contribute to Franco-Saskatchewanian communities. In addition to the fundamental school program, the inclusion of early childhood services and the Artists in Schools program, a course in leadership, and programs for youth and cultural activities, students were encouraged to participate in the *Projet Terroir* (an activity that celebrates local sustainable development), the *Rendez-vous francaskois* (an annual thematic meeting), *La Fête francaskoise* (a festival), *La Journée du patrimoine* (Heritage Day), and the *Journée du droit* (a day of debates). As this enumeration indicates, the initiatives supported by Saskatchewan provided opportunities for participants to use their second-language skills in a wide variety of authentic contexts.

Manitoba recorded great success with respect to the participation rate in activities linked to this outcomes domain. The percentage of school divisions offering language and cultural enrichment activities went from 72 per cent (2008–09) to 100 per cent (2012–13) of school divisions where French Immersion (FL2-I) programs were in place (22) and to 97 per cent (35 of 36) of school divisions where French (FL2-B) is offered. Rather than succeeding, as anticipated, in maintaining the number of students participating in these activities at 45,098, the numbers rose to 51,000 in 2011–12 and to 54,000 in 2012–13. Beyond the support provided to school divisions, Manitoba contributed

to other activities, such as French Immersion Day, the SEVEC (Society for Educational Visits and Exchanges in Canada) exchange program, and the *Festival du voyageur*.

In Ontario, results outshone all goals linked to this outcomes domain. Over the course of the agreement, the jurisdiction had aimed at a 10 per cent increase (from 35 per cent to 45 per cent) in the number of school boards providing enrichment activities for students. This increase was meant to allow the number of students participating in the activities to rise from 4,000 to 18,000. In 2012–13, 100 per cent of school boards offering a second-language program provided enrichment activities in which 252,000 students participated, an increase of 6,200 per cent compared to the 2008–09 number and 14 times higher than anyone had hoped for.

In addition to participating in interprovincial linguistic student-exchange programs and the additional places it provided for the Odyssey and Explore programs (for ESL students), Quebec supported an option called *Études Chateauguay*, whose program is delivered in both second languages. This innovative two-year program provides students with the opportunity to explore, develop, and participate in a variety of physical and other health-related activities in a setting that helps to improve skills in the second language. The program also provides insight to the world of entrepreneurship and the environment, which allows students to develop their potential and their personal qualities, as well as their entrepreneurial spirit. Quebec also granted bursaries to non-francophone postsecondary students and encouraged intra-provincial student exchanges. They paid particular attention to the number of students participating in cultural and linguistic enrichment activities during these exchanges, of which there were 97 in 2011–12 and 105 in 2012–13, and to which must be added the Explore and Odyssey programs. These linguistic exchanges were much appreciated by both students and the host communities.

In New Brunswick, where a great number of enrichment activities are offered to second-language students, the focus was on an increase

in the number of English-language schools that implemented the *Bilingual Learning Environment Policy*. Over the life of the agreement, the number of English-language schools that implemented the policy rose from 35 (2008–09), which represented 15 per cent of these schools, to 220, which represents 100 per cent of the English-language schools. A second goal that was partially met was to increase the number of classes participating in interactive communicative activities, either in person or over the Internet, with francophone students, whether they were from New Brunswick or elsewhere. In 2008–09, 35 classes had participated in this type of exchange and, in 2012–13, 60 classes participated, fewer than the expected 70. The Language and Cultural Summer Program (both ESL and FSL) for students in Grades 9, 10, or 11 (depending on the program) continued to be provided annually. As was the case for the majority of jurisdictions, New Brunswick participated annually in the six-month student exchange with Quebec.

During the life of the agreement, Nova Scotia tripled the number of Grade 11 students participating in the six-month student exchange with Quebec, from 11 in 2008–09 to 33 in 2012–13. The jurisdiction also doubled the number of students who participated in the annual French for the Future event and in ViewFinders (a program

that offers training related to the film industry) from 125 to 250. Nova Scotia also supported the establishment of mentoring services for Core French students in all English-language school districts and transferred funds to CMEC for an additional language-assistant position within the Odyssey program.

An initiative that deserves special mention in Nova Scotia took place for the first time in March 2013. For the first time, a cultural program, entitled “La Mi-Carême” (celebrated on the third Thursday of Lent), offered students enrolled in Grades 10 to 12 French Immersion programs the opportunity to discover this Acadian tradition in Chéticamp. Nine students from two English-language school districts joined seven students from the Conseil scolaire acadien provincial (CSAP, French-language school district) and were actively involved in the celebrations marking this season, taking part in making masks and creating traditional costumes with the local population as well as learning songs and dances. The project raised the students’ awareness of the importance the local francophone population places on this tradition. The students’ participation was filmed professionally, and the resulting documentary was planned to be shared with all schools in Nova Scotia to promote an appreciation of the linguistic and cultural diversity in the province.

Prince Edward Island planned to double the number of students participating in the six-month student exchange with Quebec, from four to eight, and succeeded in increasing the number to 13 in 2012–13. With the continued support of the Department of Education and Early Childhood Development, four schools continued to offer enrichment activities to students learning their second language.

Participation by students in the various enrichment activities offered in Newfoundland and Labrador greatly improved and exceeded expectations. While the jurisdiction hoped to double the number of students involved in the Grade 9 Summer Bursary program, from 51 (2008–09) to 100, in 2012–13, the number more than tripled to 187. Similarly, the number of students participating in the Level 1 Summer Bursary Program (Grade 11) went from 32 to 111, almost double the target of 60 students. In the case of two other initiatives, the goal was to maintain numbers at the 2008–09 level, specifically, in the first instance, that the number of schools participating in school trips would remain at 50 schools and, in the second instance, that the number of teacher-assistants appointed to schools to support students enrolled in the Early French Immersion program (K–6) would remain at 14. In 2012–13, there were increases in both cases: students from 78 schools participated in various camps and school trips to francophone regions of Canada and to Saint-Pierre-et-Miquelon (a French overseas territory which has a special status with respect to educational exchanges) and 19 teacher-assistants had been appointed. Only in the case of summer and winter camps was there a slight decrease in participation. While in 2008–09, some 600 students had participated in 15 camps (numbers the jurisdiction had hoped to maintain), in 2012–13 only 12 proposals for camps were received. All these were granted, allowing more than 500 students to participate in these linguistic and cultural experiences.

Nunavut continued to support schools wishing to organize cultural activities that students enrolled in FSL programs could become involved in. To take into account the extremely high cost of living in the territory, the jurisdiction also provided financial support for the two language assistants

participating in the Odyssey program. With respect to the biennial student linguistic exchange, only one exchange was able to take place in 2011–12, rather than the anticipated two.

Tripling the number of enrichment activities for students enrolled in the second-language programs from 10 to 30 was Northwest Territories’ stated goal; 2012–13 saw an increase to 37 of a wide variety of enrichment activities. The jurisdiction also expended efforts toward developing and purchasing programs and resources to support the implementation of these enrichment activities, often in partnership with other jurisdictions (Western and Northern Canadian Protocol) and with national organizations (Canadian Association of Second Language Teachers, Canadian Association of Immersion Teachers, Canadian Parents for French). A number of the programs and resources were adapted to reflect the realities of living in Northwest Territories. In addition to supporting these cultural and enrichment activities, Northwest Territories contributed funds to the language-assistants program.

Financial and logistical support were also provided to language assistants in Yukon, which transferred funds to the Odyssey program to provide two additional positions and thus maintain the number of language assistants at 10. The jurisdiction also supported student participation in cultural and enrichment activities such as, among others, outings to a maple syrup camp, outdoor camps, the Festival des contes (storytelling festival) and French for the Future. Of significant interest was the development of a cultural integration plan designed with community organizations, supported by the language assistants, providing activities that took place between schools and between grades in the same school. The coordination of these efforts allowed for a more efficient delivery of cultural programs as well as fostering a sense of belonging to the community, increased self-esteem, and allowing students to take pride in their second-language skills in contexts outside the classroom.

Table 2.5 in Appendix B shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$31,302,290 and the jurisdictions contributed \$33,511,271.





Whether they were of a cultural or social nature or offered support for second-language learning, the enrichment activities offered by the jurisdictions strengthened the delivery of second-language programs, providing participants with opportunities to use their second language while increasing their understanding of the culture the language represents. Through their investments in this outcomes domain, jurisdictions highlighted that enriching learning is an essential factor for student success in second-language learning.

2.5 ACCESS TO POSTSECONDARY EDUCATION

Jurisdictions used the funds allocated to this outcomes domain to support improvements to the provision of postsecondary French- and English-as-a-second-language programs. They also encouraged students to continue their second-language learning or to enrol in postsecondary studies at institutions providing education in their second language.

In British Columbia, contributions to this outcomes domain fell into two categories: the provision

of bursaries for students, on the one hand, and support for postsecondary institutions on the other. During the agreement, a total of 80 bursaries were offered annually to students who studied French or who enrolled in programs offered in French at the postsecondary level. Other bursaries were awarded to students who wished to become second-language teachers and who registered in a one-year teaching program at one of the postsecondary institutions in the province. The jurisdiction provided general support for postsecondary institutions with respect to the provision of French-language courses or programs offered in French, whether the programs were in the area of pedagogy or of language and literature. For example, Simon Fraser University (SFU) was granted funds for the development and delivery of new programs aimed at francophile students. British Columbia also set a goal of maintaining or increasing the number of students enrolling in the Collège Éducentre (a French-language institution), who numbered 84 in 2008–09. The same college also received funds to develop and deliver French-as-a-second-language courses for adults and high-school students.

In Alberta, there are a number of French-as-a-second-language education programs available to students enrolled at postsecondary institutions other than the Campus Saint-Jean (CSJ). The province looked for an annual increase of 2 per cent in the following areas: the number of French-as-a-second-language courses or courses offered in French (165 in 2008–09), the number of students enrolled in courses offered in French (2,903 in 2008–09) and the number of on-line courses offered in French (10 in 2009–10). Good success was recorded in the first case, where the number of courses offered in French rose to 210 in 2012–13. In the second case, enrolment numbers were largely maintained despite the strong economy, with 2,886 students enrolled in courses offered in French during the last year of the agreement. With respect to the third goal, the number of on-line courses increased to 11. Support was provided for the development of programs of study at the University of Alberta (Department of Modern Languages and Cultural Studies), the University of Calgary, and the University of Lethbridge as well as for the development of second-language instruction activities at CSJ, including evaluation of oral proficiency in French, updating facilities, the purchase or updating of equipment, and recruitment and retention of students. The results of the initiatives undertaken at the CSJ (for both French minority-language education and second-language instruction) are discussed in section 1.5 of this report. Finally, Alberta provided bursaries for students at the postsecondary level who enrolled in French-as-a-second-language courses or in programs offered in French.

Recognizing that opportunities to pursue studies in French represent a considerable contribution to the knowledge economy and the workplace, Saskatchewan focused on developing and delivering distance courses, either in FSL or in FSL pedagogy, to provide school divisions with the tools needed to develop their capacity for offering more FSL programs aimed at an adult population, as well as college-level training in technology and trades offered in French. Access to these courses or programs allowed school divisions to retain teachers employed in rural regions and support students enrolled in institutions in small communities in the province.

Manitoba hoped to increase the student enrolment rates in programs delivered in French at the postsecondary level from 240 in 2008–09 to 252 in 2012–13 by offering bursaries to students and promoting the programs. Despite these efforts, the goal was not reached due to a decrease in the number of graduates from French Immersion schools in that province (see section 2.1).

In Ontario, efforts to increase the number of FSL students enrolling in courses delivered in French at university proved highly successful. Enrolments climbed from 4,582 in 2007–08 to 5,112 in 2012–13, an increase of 530 students, more than double the target number (230).

The French Immersion Studies program at the University of Ottawa is an initiative that deserves special mention. The program allows students whose second language is either English or French to take some of their courses in their second language. Fifty-eight programs of study offer this opportunity, and 18 other programs in the Faculty of Science and the Faculty of Engineering offer what is known as an Enriched French program, which offers a smaller number of courses delivered in French. Students have access to a wide variety of services on campus — in particular, a student mentorship program and learning centre (support in writing, both in English and in French) — and benefit from numerous opportunities to practise their second language outside the classroom in the National Capital Region and elsewhere. Enrolment in the French Immersion Studies program has continued to increase since its inception. In 2009–10, there were 995 students registered in the program, and 1,485 in 2012–13. As enrolments increase, the programs increase their effectiveness and become sustainable while allowing the University of Ottawa the opportunity of offering a wider range of interesting options to those studying in their second language.

To promote a practical direction in second-language learning, Quebec developed an on-line bilingual course focusing on developing English and French language skills for business. The use of technology to motivate students in their pursuit of second-language learning opportunities provides an innovative aspect to the course and has attracted the attention of a large number of students.

In general terms, the Maritimes focused their efforts on increasing the number of students who would choose to take at least part of their postsecondary program in their second language. New Brunswick registered a marked success in this area: the number of students from English-language high schools enrolling at the Université de Moncton (a French-language institution) rose from 30 in 2008–09 to 86 in 2012–13, well above the target of 50, and the number of students enrolling in ESL and FSL courses at this institution increased over the course of the agreement. While the goal had been to maintain the numbers attained at the end of the previous agreement (1,050 and 476 respectively), in 2012–13, the numbers climbed to 1,400 ESL and 808 FSL students. This increase demonstrates the interest that students show in pursuing their studies in the official languages. With respect to Nova Scotia, section 1.5 of this report provides details of the initiatives undertaken by that jurisdiction in this regard, as they applied to both French-as-a-first-language and French-as-a-second-language education. In Prince Edward Island, where the Collège Acadie (a French-language institution) wanted to increase enrolments in its French-as-a-second-language courses, the results were mixed — the enrolments at the end of the agreement were fewer than expected. Although enrolments did increase from 227 in 2008–09 to 287 in 2012–13, the province had hoped to reach a total of 400 registrations, a number that was exceeded in 2011–12 (431), only to decrease the following year. Overall, however, the efforts expended by this jurisdiction were successful.

By supporting a number of initiatives that would ease access to postsecondary programs, Newfoundland and Labrador wished to maintain or increase the results reported at the end of the preceding agreement. In 2012–13, the jurisdiction noted a slight increase in this area. While expecting to increase the number of participants in the postsecondary bursary program (24 in 2008–09), 2012–13 saw only 22 applications submitted, all of which were approved. In spite of the efforts expended and support provided, fewer students chose to enrol in the second-language teacher-education program at Memorial University, with 48 students enrolling in 2012–13, compared to the 56 enrolments in 2008–09. At Grenfell College, where French-as-a-second-language courses are offered, the number of registrations varies from

year to year: only seven participants enrolled in the program in 2012–13, whereas there had been 20 in 2008–09. In contrast, enrolments in the French Immersion program offered at the Frecker Institute, situated on the island of Saint-Pierre (Saint-Pierre-et-Miquelon, France) and integrated with Memorial University, rose from 40 (2008–09) to 47 (2012–13).

Funding allowed Yukon to offer bursaries to students enrolling in postsecondary programs offered in French and to increase the number from 12 (2008–09) to 15 (2012–13). The community appreciated the Association franco-yukonnaise's (AFY) support of FSL program delivery. This service met the needs of the adult population in Yukon by offering accessible and community-based programs for learning Canada's official languages. In addition, the AFY worked at increasing employment opportunities for adult participants and offering support to parents who wished to strengthen their children's education. There was also a large increase in the number of participants in available FSL classes.

Table 2.6 in Appendix B shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the federal government contributed \$24,592,845 and the jurisdictions contributed \$27,318,703. In addition to these sums, the federal government contributed \$3,099,600 and the jurisdictions \$3,411,637 in complementary funding (see Appendix C).

Overall, jurisdictions were able to facilitate access to postsecondary education offered in the second language, either by offering bursaries or by directly supporting institutions that provided programs that met learners' needs. Programs in second-language pedagogy and second-language learning programs (ESL and FSL) were offered, the latter to students or adults for whom acquiring a second language was important.

2.6 SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

Jurisdictions used the funds allocated to this outcomes domain to support professional development for school teaching staff, either

by providing training sessions or by awarding bursaries that allowed teachers to engage in continuing learning (either to extend their language skills or to deepen their understanding of second-language teaching), thus improving their pedagogical practices. At the postsecondary level, financial contributions were provided to encourage and support research in the field of French-as-a-second-language (FSL) and English-as-a-second-language (ESL) instruction.

British Columbia invested in a wide range of initiatives, contributing to the efforts of school districts offering training sessions in FSL pedagogy. Support was also provided to various organizations, including the Association provinciale des professeurs d'immersion et du programme francophone (provincial association for teachers in French Immersion and in French-first-language schools) for professional development activities, to the University of Victoria for providing credit courses aimed at teachers in the French Immersion and Core French programs, and to Simon Fraser University (SFU) for postgraduate programs (M.A. and Ph.D.) in French-as-a-second-language pedagogy. The jurisdiction also aimed to increase by 5 per cent the number of bursaries awarded

to teachers who wished to strengthen their second-language skills or to pursue their studies in programs offered in French. In 2012–13, 145 bursaries were awarded, an increase of 5 per cent over the 138 bursaries offered in 2008–09. In tandem with this objective, British Columbia supported teachers who enrolled in graduate studies and supported research into ways of improving French-as-a-second-language programs, undertaken by students enrolled at these levels.

Alberta surpassed the majority of its goals with respect to this outcomes domain. The jurisdiction had set a goal of maintaining a total of 60 activities in the areas of professional development, curriculum design, or other areas of interest, and in 2011–12 had increased this number to 142 and to 106 in 2012–13. The number of permanent and sessional instructors as well as of non-academic positions also increased from 60 in 2009–10 to 65 in 2012–13 and the ratio of instructors to students improved, from 1:19 in 2008–09 to 1:14 at the end of the agreement. Support was provided for research in the areas of French-as-a-second-language pedagogy and second-language program delivery to postsecondary institutions, particularly the University of Alberta,





the University of Calgary, and the University of Lethbridge. As the only postsecondary institution with a double vocation (programs delivered in French for minority-language speakers and for second-language speakers), the Campus Saint-Jean (CSJ) received contributions to support initiatives in two areas, namely recruitment and retention of academic and non-academic personnel on the one hand and, on the other, the expansion of research areas, professional development opportunities, and community partnerships. More information on these initiatives appears in section 1.6 of this report, since the CSJ initiatives were aimed at both FFL and FSL students.

To improve teachers' skills in the delivery of effective second-language programs, Saskatchewan aimed at increasing the number of schools and the percentage of teaching personnel that would benefit from professional and continuing development activities. In 2007–08, 179 schools (25 per cent) offered such activities, and the goal was to reach 255, or 35 per cent. The results exceeded expectations: there was an increase of 51 per cent by 2012–13, for a total of 300 or 42 per cent of schools.

Manitoba also exceeded its goal of increasing the number of enrolments in FSL programs at

the postsecondary level, which increased from 53 (2008–09) to 72 (2012–13), 15 more than the Action Plan had targeted. Although the province hoped to increase the enrolments in language and pedagogy programs from 120 to 127 during this period, in 2012–13, there were 126 registrations. However, the numbers for the preceding two years were higher, 155 in 2010–11 and 148 in 2011–12.

At the end of the preceding agreement (2005–06 to 2008–09), 92 per cent of Ontario's English-language school boards offered their teaching staff professional development opportunities in FSL education. It planned to increase this to 100 per cent of school boards by the end of the agreement, a goal reached in 2011–12 and maintained in 2012–13. The jurisdiction had also aimed at a 20 per cent increase (that is, from 70 to 90 per cent) in the rate of teacher participation in these opportunities. However, during the life of the agreement, there was a change in approach with respect to professional development when school boards recognized the value of offering in-depth training to groups of teachers who, chosen for their leadership qualities, would in turn provide training sessions in their respective school boards. The Common European Framework of Reference (CEFR), whose implementation began after the inception of the agreement, also

required sustained training for a smaller number of teachers. In addition, large school boards may find it difficult to contact all teachers and to track their participation rate in professional development opportunities. All this explains that the participation rate in professional development opportunities for teachers in 2012–13 stood at 60.2 per cent. Procedures have been put in place to track teacher participation more closely in the future. On the other hand, the goal of doubling the number of bursaries awarded to teaching staff (20 in 2008–09) was surpassed by a wide margin when 69 bursaries were awarded in 2012–13.

As section 2.3 details, Ontario expended great efforts toward implementing the Common European Framework of Reference for Languages (CEFR). Professional development sessions were held at the provincial, regional, and local school board levels in 2011–12 and 2012–13 to support FSL educators to evolve from a superficial understanding of the CEFR to an in-depth knowledge of this framework, allowing them to implement it in their classrooms. In connection with the CEFR, four professional resources were developed during 2012–13 and made available online to the general public. They were: 1) *Exploring the Common European Framework of Reference for Languages*, a series of videos that highlight the 10 most important aspects of the CEFR; 2) *Samples of Student Oral and Written Production Based on CEFR Levels*, a collection of student-produced examples from four Ontario school boards and validated by the Centre international d'études pédagogiques (CIEP, International Centre for Pedagogical Studies, France) as being aligned with the internationally recognized DELF; 3) *CEFR-inspired Classroom Practices*, a series of videos that highlight the integration of oral communication, reading, and writing within an action-based approach inspired by the CEFR; and 4) *Effective Practices in FSL: Connecting Growing Success and the Common European Framework of Reference for Languages (CEFR)*, which was produced by the Ottawa-Carleton School Board and offers direction with respect to teaching and assessment practices. Furthermore, all 60 of the jurisdiction's English-language school boards offered professional development activities for FSL teachers, in which more than 8,300 of Ontario's 13,900 FSL teachers participated (approximately 64 per cent).

Aiming to reduce the shortage in the number of qualified ESL teachers, Quebec wished to maintain or increase the number of bursaries awarded to teachers wishing to pursue training in ESL teaching. In 2011–12, 53 bursaries were awarded and, in 2012–13, 54. In both second-language-education streams (ESL and FSL), the jurisdiction invested in offering professional development opportunities, research in second-language education, and training sessions focusing on the assessment of oral proficiency.

Between 2010–11 and 2012–13, New Brunswick aimed at a 10 per cent increase in the number of FSL teachers whose oral proficiency would be rated at the Advanced Plus or Superior level of the oral proficiency scale used in that jurisdiction. This goal was partly achieved when the percentage of teachers rated at the Advanced Plus level rose from 10 per cent to 18.9 per cent and the percentage of teachers rated at the Superior level remained stable at 66.4 per cent. With a view to improving FSL program delivery, the jurisdiction implemented an individualized assessment process for teaching personnel, with the aim that 60 per cent of schools in the anglophone school system would have participated by the end of the agreement. The assessments focused on five areas that would encourage improved teaching practices: pedagogical leadership, pedagogical practices, assessment of student progress, school organization and school environment. Given the time required to carry out these assessments and the fact that a position on the evaluation team remained unfilled, 51 per cent of schools had been evaluated by the end of 2012–13. At the postsecondary level, New Brunswick maintained its support for five research projects (both ESL and FSL) undertaken by the University of New Brunswick and contributed to knowledge-sharing activities and the development of related pedagogical resources.

At the school level, Nova Scotia's goal was to increase the number of participants (from 22 in 2008–09 to 150 or more in 2012–13) attending training sessions and professional development activities related to the Core French program, as

well as increasing the number of participants (from 150 to 200) in summer sessions during the same period. Both these goals were attained, thanks to the initiatives that were put in place: sessions focusing on literacy (all FSL programs), providing support for teachers for improving numeracy in French Immersion programs, the provision of three semesters of on-line language classes (in which there were 10 to 12 participants per semester), as well as research projects focusing on the future of Intensive French in Nova Scotia. Over the course of the agreement, the province doubled the number of bursaries offered at the university level to future teachers, from six to twelve. These bursaries were awarded on condition that the recipients would take up a position for at least two years with a Nova Scotia school board at the end of their studies. The jurisdiction also increased the number of bursaries awarded to second-language teachers from 56 to 67. These bursaries supported teachers who wished to deepen their knowledge in the area of FSL teaching or to gain skills that would allow them to support students facing learning challenges.

Prince Edward Island vastly exceeded its goal of increasing the number of teachers benefitting from professional development opportunities. The jurisdiction aimed at going from 75 teachers taking advantage of these (2008–09) to 100, but in 2012–13, it recorded more than 350 teachers participating in more than 80 professional development opportunities focusing on various areas in education. A second goal for Prince Edward Island was to increase the retention rate of new teachers from 5 to 10 per cent by the end of the agreement; however, the rate rose only to 6 per cent.

In 2012–13, Newfoundland and Labrador, through a fellowship program, provided support to two teachers who furthered their education at a francophone institution over the course of two semesters. While the jurisdiction aimed at maintaining the number of summer bursaries awarded to teachers for improving their second-language skills at 18 (2008–09), it was able to more than double that number to 39 in 2012–13. The goal of maintaining the number of participants in professional development opportunities offered

by school districts was also exceeded, with 221 participants attending 10 sessions in 2008–09 and 250 participants attending 12 sessions in 2012–13. Other than support for on-site professional development activities for teaching staff held during the school year or in the summer, the jurisdiction also supported a number of teachers who attended national conventions, such as the ones organized by the Canadian Association of Second Language Teachers (CASLT) and the Canadian Association of Immersion Teachers (CAIT). Thirty-four teachers were able to benefit from this support in 2012–13, a slight increase from the 30 who did so in 2008–09.

The number of schools whose staff benefitted from professional development opportunities was maintained at four in Nunavut. To improve the retention rate of new teachers, the jurisdiction focused on offering specialized training sessions in second-language education and offering support for teachers wishing to attend national conferences. These initiatives were highly successful. Nunavut surpassed its goal of increasing the retention rate of new teachers from 60 to 75 per cent: in 2012–13, 80 per cent of new teachers renewed their contracts for two years or more.

Northwest Territories exceeded their goal of increasing the number of professional development activities available to FSL teachers from about 20 in 2008–09 to about 30 in 2012–13, with 36 professional development sessions being offered in the last year of the agreement. During the same period, the number of teachers who received training in the Intensive French and Enriched French (Post-Intensive French) approach went from four in 2008–09 to eight in 2012–13. A third goal of increasing the number of professional development days from 60 in 2008–09 to 90 in 2012–13 was slightly exceeded, as 96 days were offered in the latter year. Northwest Territories were also able to maintain the number of FSL consultants (supervisors and mentors).

Yukon had identified two objectives: to increase the number of professional development opportunities from four (2008–09) to six (2012–13) and to maintain the retention rate of teachers in French-as-a-second-language programs at 96

per cent. With respect to improving FSL program delivery, two initiatives should be highlighted. The first focused on leadership within the FSL programs, with school administrators and other interested parties meeting once a year to discuss the future of these programs and improvements that might be made to them. These stakeholders committed to providing effective FSL programs and to offering students opportunities to use their second language outside the school context. The second of these initiatives involved the jurisdiction providing training sessions in oral proficiency evaluation, where guest facilitators presented an oral proficiency scale and trained teachers to carry out interviews with students. A certain number of teachers thus acquired the necessary skills and will be able in future to participate in the evaluation of students enrolled in FSL programs. These initiatives fostered coherence in FSL program delivery as well as an increase in the level of French oral communication skills in students.

Table 2.7 in Appendix B shows the funds allocated to this outcomes domain from 2009–10 to 2012–13. In total, the contributions were \$54,204,666 by

the federal government and \$62,191,857 by the jurisdictions. In addition to these sums, the federal government contributed \$1,352,000 and the jurisdictions \$1,514,018 in complementary funding (see Appendix C).

The nation-wide support for a great number of professional development opportunities, as well as contributions to research undertaken in the area of second-language education, demonstrates the commitment of all the jurisdictions to fostering teachers' skills in the delivery of second-language programs and, more particularly, to their desire of ensuring that students enrolled in second-language programs succeed in mastering their second language.



CONCLUSION

The *Protocol for Agreements on Minority-Language Education and Second-Language Instruction 2009–10 to 2012–13* emphasizes the provinces' and territories' desire to advance the teaching of French and English. This multilateral umbrella agreement highlights the common views shared by all provinces and territories and, through it, the ministers of education recognize the importance of improving the quality of minority-language education and second-language instruction at all levels.

As provided for by the terms of the 2009-10 to 2012-13 protocol, CMEC has provided two reports giving an overview of the initiatives implemented by the provinces and territories with respect to minority-language education and second-language instruction. For ease of reference to the protocol, CMEC has chosen to paint a pan-Canadian picture based on the outcomes domains that were the subject of bilateral agreements between the Canadian government and provincial or territorial governments.

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

Each jurisdiction's actions met its needs while taking into account the various outcomes domains upon which there had been agreement. These domains allowed jurisdictions to target their actions so that students could participate in minority-language education and second-language instruction by offering a wide variety of interesting programs, while ensuring that their interventions and actions were successful in improving performance. To enrich the learning experience, jurisdictions not only facilitated sociocultural activities and exchanges among language groups but also put programs in place

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

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

CMEC appreciates the government of Canada's continued contributions to the provinces' and territories' ongoing efforts in minority-language education and in second-language instruction. Through its financial participation for expenses incurred by the provinces and the territories

to support education in Canada's official languages, the federal government contributes to supporting linguistic duality in Canada.





APPENDICES

APPENDIX A Linguistic Objective 1

APPENDIX B Linguistic Objective 2

APPENDIX C Additional Funding

APPENDIX D Official Languages Program

APPENDIX E Contact People

APPENDIX F Glossary

APPENDIX A

LINGUISTIC OBJECTIVE 1

TABLE 1.1

School Enrolments - MINORITY-LANGUAGE EDUCATION

Jurisdiction	2008-09			2009-10		
	Total Enrolments	Number of students enrolled in minority-language schools	Percentage of students enrolled in minority-language schools	Total Enrolments	Number of students enrolled in minority-language schools	Percentage of students enrolled in minority-language schools
British Columbia	648 623	4 221	0.65%	649 949	4 369	0.67%
Alberta	583 000	5 573	0.96%	586 900	5 549	0.95%
Saskatchewan*	159 457	1 262	0.79%	159 818	1 338	0.84%
Manitoba	195 671	5 323	2.72%	196 073	5 223	2.66%
Ontario	2 070 679	91 830	4.43%	2 059 701	92 976	4.51%
Quebec	1 024 298	114 181	11.15%	1 008 344	110 133	10.92%
New Brunswick	108 407	31 119	28.71%	106 394	30 420	28.59%
Nova Scotia	133 134	4 358	3.27%	130 550	4 446	3.41%
Prince Edward Island	20 536	711	3.33%	20 148	715	3.55%
Newfoundland and Labrador	70 631	269	0.38%	69 665	256	0.37%
Nunavut	9 280	53	0.57%	9 038	51	0.56%
Northwest Territories	8 628	193	2.23%	8 407	192	2.28%
Yukon	5 065	158	3.12%	5 137	170	3.31%
Total	5 037 409	259 251	5.15%	5 010 124	255 838	5.11%

* Beginning in 2010-2011, in Saskatchewan, the number of students includes the number of home-schooled students.

TABLE 1.1 (cont'd)

School Enrolments - MINORITY-LANGUAGE EDUCATION

Jurisdiction	2010-11			2011-12			2012-13		
	Total Enrolments	Number of students enrolled in minority-language schools	Percentage of students enrolled in minority-language schools	Total Enrolments	Number of students enrolled in minority-language schools	Percentage of students enrolled in minority-language schools	Total Enrolments	Number of students enrolled in minority-language schools	Percentage of students enrolled in minority-language schools
British Columbia	649 384	4 485	0.69%	641 605	4 616	0.72%	638 839	4 763	0.75%
Alberta	591 100	5 699	0.96%	598 100	5 943	0.99%	616 400	6 274	1.02%
Saskatchewan*	165 451	1 488	0.90%	165 893	1 566	0.94%	168 442	1 768	1.05%
Manitoba	196 580	5 236	2.66%	198 100	5 253	2.65%	199 229	5 397	2.71%
Ontario	2 051 862	94 849	4.62%	2 043 118	96 880	4.73%	2 037 254	98 695	4.84%
Quebec	998 085	107 096	10.73%	992 794	105 205	10.60%	990 787	101 788	10.27%
New Brunswick	104 421	29 842	28.56%	102 579	29 455	28.71%	101 079	29 124	28.81%
Nova Scotia	128 131	4 634	3.62%	125 540	4 771	3.80%	122 643	4 934	4.02%
Prince Edward Island	21 365	820	3.84%	20 831	854	4.10%	20 406	829	4.06%
Newfoundland and Labrador	68 729	266	0.39%	67 933	306	0.45%	67 604	348	0.51%
Nunavut	8 855	59	0.70%	8 902	84	0.94%	9 074	82	0.90%
Northwest Territories	8 576	199	2.32%	8 509	216	2.54%	8 399	220	2.62%
Yukon	5 100	185	3.63%	5 022	204	4.06%	5 024	198	3.94%
Total	4 997 639	254 858	5.10%	4 978 926	255 353	5.3%	4 985 180	254 420	5.10%

APPENDIX A

TABLE 1.2

Funds allocated to Outcomes Domain 1.1: STUDENT PARTICIPATION*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	2 535 900	2 535 900	2 535 900	2 535 900	2 035 900	2 035 900
Alberta	898 316	898 316	898 316	898 316	898 316	898 316
Saskatchewan	1 037 611	780 000	1 060 011	780 000	1 060 011	780 000
Manitoba	3 441 102	1 752 498	3 676 443	1 757 323	4 012 739	1 740 680
Ontario	21 000 000	20 623 950	21 000 000	20 623 950	21 000 000	20 819 950
Quebec	1 914 000	1 914 000	1 390 000	1 390 000	944 100	944 100
New Brunswick	4 992 024	1 700 000	5 306 752	1 150 000	5 684 361	1 150 000
Nova Scotia	274 231	256 000	292 315	256 000	284 673	256 000
Prince Edward Island	239 041	434 588	320 056	480 000	387 966	467 500
Newfoundland and Labrador	200 000	235 000	200 000	235 000	200 000	235 000
Nunavut	21 000	24 928	25 000	25 000	25 000	12 500
Northwest Territories	1 931 343	602 850	2 167 828	602 850	2 491 733	602 850
Yukon	113 958	97 000	116 381	97 000	116 823	97 000
Total	38 598 526	31 855 030	38 989 002	30 831 339	39 141 622	30 039 796

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

TABLE 1.2 (cont'd)

Funds allocated to Outcomes Domain 1.1: STUDENT PARTICIPATION

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	2 035 900	2 035 900	9 143 600	9 143 600	18 287 200
Alberta	898 316	898 316	3 593 264	3 593 264	7 186 528
Saskatchewan	1 256 582	780 000	4 414 215	3 120 000	7 534 215
Manitoba	4 180 421	2 433 621	15 310 705	7 684 122	22 994 827
Ontario	21 000 000	20 819 950	84 000 000	82 887 800	166 887 800
Quebec	456 240	456 240	4 704 340	4 704 340	9 408 680
New Brunswick	5 512 035	1 150 000	21 495 172	5 150 000	26 645 172
Nova Scotia	296 584	256 000	1 147 803	1 024 000	2 171 803
Prince Edward Island	475 000	475 000	1 422 063	1 857 088	3 279 151
Newfoundland and Labrador	200 000	235 000	800 000	940 000	1 740 000
Nunavut	25 000	25 000	96 000	87 428	183 428
Northwest Territories	2 373 829	602 850	8 964 733	2 411 400	11 376 133
Yukon	126 894	97 000	474 056	388 000	862 056
Total	38 836 801	30 264 877	155 565 951	122 991 042	278 556 993

APPENDIX A

TABLE 1.3

Funds allocated to Outcomes Domain 1.2: PROVISION OF PROGRAMS*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	721 672	721 672	721 672	721 672	779 172	779 172
Alberta	1 700 000	1 700 000	1 700 000	1 700 000	1 700 000	1 700 000
Saskatchewan	466 237	450 000	476 941	450 000	536 105	450 000
Manitoba	2 048 272	1 552 276	2 102 878	1 532 542	2 106 196	1 525 117
Ontario	11 205 000	10 875 000	11 205 000	10 675 000	11 205 000	11 244 300
Quebec	31 373 690	31 373 690	31 369 904	31 369 904	33 195 923	33 195 923
New Brunswick	45 759 109	4 261 180	49 298 274	2 775 329	49 063 897	2 775 329
Nova Scotia	1 812 548	1 754 725	1 903 125	1 754 725	1 896 325	1 754 525
Prince Edward Island	290 432	448 500	293 762	414 000	330 501	390 500
Newfoundland and Labrador	1 530 000	673 000	1 550 000	728 000	1 550 000	728 000
Nunavut	1 290 958	473 801	1 277 200	473 000	838 892	387 284
Northwest Territories	37 567	155 000	33 662	155 000	40 290	155 000
Yukon	2 090 100	580 500	2 737 491	580 500	3 174 850	580 500
Total	100 325 585	55 019 344	104 669 909	53 329 672	106 417 151	55 665 650

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

TABLE 1.3 (cont'd)

Funds allocated to Outcomes Domain 1.2: PROVISION OF PROGRAMS

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	779 172	779 172	3 001 688	3 001 688	6 003 376
Alberta	1 700 000	1 700 000	6 800 000	6 800 000	13 600 000
Saskatchewan	754 578	450 000	2 233 861	1 800 000	4 033 861
Manitoba	1 456 572	951 426	7 713 918	5 561 361	13 275 279
Ontario	12 105 000	11 164 300	45 720 000	43 958 600	89 678 600
Quebec	26 542 199	26 542 199	122 481 716	122 481 716	244 963 432
New Brunswick	50 683 054	2 775 329	194 804 334	12 587 167	207 391 501
Nova Scotia	1 819 925	1 754 525	7 431 923	7 018 500	14 450 423
Prince Edward Island	325 000	325 000	1 239 695	1 578 000	2 817 695
Newfoundland and Labrador	1 550 000	648 000	6 180 000	2 777 000	8 957 000
Nunavut	1 506 747	648 000	4 913 797	1 982 085	6 895 882
Northwest Territories	15 569	155 000	127 088	620 000	747 088
Yukon	3 711 921	580 500	11 714 362	2 322 000	14 036 362
Total	102 949 737	48 473 451	414 362 382	212 488 117	626 850 499

APPENDIX A

TABLE 1.4

Funds allocated to Outcomes Domain 1.3: STUDENT PERFORMANCE*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	200 000	200 000	200 000	200 000	200 000	200 000
Alberta	201 644	201 644	201 644	201 644	201 644	201 644
Saskatchewan	866 763	600 000	907 253	600 000	1 033 616	600 000
Manitoba	933 528	550 939	1 045 694	563 017	997 914	548 544
Ontario	6 550 000	2 110 000	6 550 000	2 110 000	6 550 000	1 679 575
Quebec	355 000	355 000	361 472	361 472	116 546	116 546
New Brunswick	3 637 946	1 200 000	5 651 075	1 820 000	5 024 096	1 820 000
Nova Scotia	636 785	620 000	648 597	620 000	668 300	620 000
Prince Edward Island	103 302	189 444	92 366	135 600	142 250	154 232
Newfoundland and Labrador	14 040	11 960	17 360	10 640	17 380	10 640
Nunavut	24 000	20 423	23 000	20 000	7 417	10 000
Northwest Territories	0	0	0	0	0	0
Yukon	57 247	50 000	60 310	50 000	73 296	50 000
Total	13 580 255	6 109 410	15 758 771	6 692 373	15 032 459	6 011 181

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

TABLE 1.4 (cont'd)

Funds allocated to Outcomes Domain 1.3: STUDENT PERFORMANCE

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	200 000	200 000	800 000	800 000	1 600 000
Alberta	201 644	201 644	806 576	806 576	1 613 152
Saskatchewan	670 134	600 000	3 477 766	2 400 000	5 877 766
Manitoba	1 031 835	564 113	4 008 971	2 226 613	6 235 584
Ontario	6 550 000	2 110 000	26 200 000	8 009 575	34 209 575
Quebec	1 316 975	1 316 975	2 149 993	2 149 993	4 299 986
New Brunswick	3 608 157	1 820 000	17 921 274	6 660 000	24 581 274
Nova Scotia	675 895	620 000	2 629 577	2 480 000	5 109 577
Prince Edward Island	263 232	263 232	601 150	742 508	1 343 658
Newfoundland and Labrador	20 790	12 210	69 570	45 450	115 020
Nunavut	20 000	20 000	74 417	70 423	144 840
Northwest Territories	0	0	0	0	0
Yukon	73 407	50 000	264 260	200 000	464 260
Total	14 632 069	7 778 174	59 003 554	26 591 138	85 594 692

APPENDIX A

TABLE 1.5

Funds allocated to Outcomes Domain 1.4: ENRICHED SCHOOL ENVIRONMENT*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	1 139 000	1 139 000	1 139 000	1 139 000	1 589 000	1 589 000
Alberta	382 285	382 285	382 285	382 285	382 285	382 285
Saskatchewan	310 522	310 000	310 867	310 000	421 440	310 000
Manitoba	898 199	578 169	869 230	574 523	960 242	581 101
Ontario	25 420 000	1 230 000	25 417 546	1 350 000	25 420 000	1 391 000
Quebec	2 272 618	2 272 618	2 348 954	2 348 954	1 898 516	1 898 516
New Brunswick	3 648 991	1 260 000	3 760 658	2 300 000	4 155 009	2 300 000
Nova Scotia	386 547	366 200	403 214	366 200	399 658	366 200
Prince Edward Island	65 616	130 000	107 008	150 000	140 280	165 000
Newfoundland and Labrador	244 080	207 920	272 180	166 820	271 180	166 820
Nunavut	75 000	76 924	71 751	75 000	36 781	37 433
Northwest Territories	335 740	274 000	116 249	274 000	127 718	274 000
Yukon	309 770	311 500	244 896	311 500	243 034	311 500
Total	35 488 368	8 538 616	35 443 838	9 748 282	36 045 143	9 772 855

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

TABLE 1.5 (cont'd)

Funds allocated to Outcomes Domain 1.4: ENRICHED SCHOOL ENVIRONMENT

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	1 589 000	1 589 000	5 456 000	5 456 000	10 912 000
Alberta	382 285	382 285	1 529 140	1 529 140	3 058 280
Saskatchewan	481 368	310 000	1 524 197	1 240 000	2 764 197
Manitoba	1 040 676	651 000	3 768 347	2 384 793	6 153 140
Ontario	25 420 000	1 230 000	101 677 546	5 201 000	106 878 546
Quebec	1 758 159	1 758 159	8 278 247	8 278 247	16 556 494
New Brunswick	3 012 839	2 300 000	14 577 497	8 160 000	22 737 497
Nova Scotia	490 860	366 200	1 680 279	1 464 800	3 145 079
Prince Edward Island	162 500	162 500	475 404	607 500	1 082 904
Newfoundland and Labrador	276 570	162 430	1 064 010	703 990	1 768 000
Nunavut	73 346	75 000	256 878	264 357	521 235
Northwest Territories	127 483	274 000	707 190	1 096 000	1 803 190
Yukon	318 068	311 500	1 115 768	1 246 000	2 361 768
Total	35 133 154	9 572 074	142 110 503	37 631 827	179 742 330

APPENDIX A

TABLE 1.6

Funds allocated to Outcomes Domain 1.5: ACCESS TO POSTSECONDARY EDUCATION*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	1 078 000	1 078 000	1 078 000	1 078 000	1 070 500	1 070 500
Alberta	1 000 000	1 000 000	1 000 000	1 000 000	1 000 000	1 000 000
Saskatchewan	312 589	239 000	498 126	250 000	419 855	250 000
Manitoba	2 374 213	1 886 053	2 907 748	1 886 048	3 227 073	1 900 546
Ontario	9 760 630	9 480 625	9 760 630	9 480 625	9 760 630	9 480 625
Quebec	2 193 716	2 193 716	1 658 000	1 658 000	1 496 100	1 496 100
New Brunswick	10 299 110	6 015 230	6 646 698	6 132 595	7 913 474	6 232 595
Nova Scotia	695 843	660 000	712 328	635 000	696 587	635 000
Prince Edward Island	138 100	250 250	159 879	231 000	192 149	211 750
Newfoundland and Labrador	11 789	23 211	22 609	12 391	22 609	12 391
Nunavut	0	0	0	0	0	0
Northwest Territories	102 560	180 000	20 000	180 000	20 000	180 000
Yukon	2 000	176 000	2 000	176 000	2 000	176 000
Total	27 968 550	23 182 085	24 466 018	22 719 659	25 820 977	22 645 507

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

TABLE 1.6 (cont'd)

Funds allocated to Outcomes Domain 1.5: ACCESS TO POSTSECONDARY EDUCATION

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	1 070 500	1 070 500	4 297 000	4 297 000	8 594 000
Alberta	1 000 000	1 000 000	4 000 000	4 000 000	8 000 000
Saskatchewan	497 600	250 000	1 728 170	989 000	2 717 170
Manitoba	3 100 492	1 714 396	11 609 526	7 387 043	18 996 569
Ontario	9 760 630	9 480 625	39 042 520	37 922 500	76 965 020
Quebec	6 417 139	6 417 139	11 764 955	11 764 955	23 529 910
New Brunswick	7 211 660	6 232 595	32 070 942	24 613 015	56 683 957
Nova Scotia	701 548	635 000	2 806 306	2 565 000	5 371 306
Prince Edward Island	192 500	192 500	682 628	885 500	1 568 128
Newfoundland and Labrador	15 889	19 111	72 896	67 104	140 000
Nunavut	0	0	0	0	0
Northwest Territories	20 000	180 000	162 560	720 000	882 560
Yukon	4 000	176 000	10 000	704 000	714 000
Total	29 991 958	27 367 866	108 247 503	95 915 117	204 162 620

APPENDIX A

TABLE 1.7

Funds allocated to Outcomes Domain 1.6: SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	362 000	362 000	362 000	362 000	362 000	362 000
Alberta	1 128 721	1 128 721	1 128 721	1 128 721	1 128 721	1 128 721
Saskatchewan	419 730	314 018	390 724	303 018	582 549	303 018
Manitoba	1 135 940	454 914	1 019 236	461 296	1 062 121	478 761
Ontario	7 015 000	5 673 103	7 015 000	5 750 649	7 015 000	5 377 228
Quebec	4 388 024	4 388 024	5 169 718	5 169 718	4 395 863	4 395 863
New Brunswick	2 483 045	1 927 034	2 788 772	2 185 520	2 240 256	2 085 520
Nova Scotia	211 458	200 000	219 657	225 000	232 658	225 000
Prince Edward Island	58 600	92 950	92 151	135 132	139 640	156 750
Newfoundland and Labrador	176 040	149 960	241 800	148 200	241 800	148 200
Nunavut	280 000	176 810	287 361	179 885	159 238	120 257
Northwest Territories	139 219	171 000	150 827	171 000	90 726	171 000
Yukon	15 570	20 800	18 465	20 800	14 399	20 800
Total	17 813 347	15 059 334	18 884 432	16 240 939	17 664 971	14 973 118

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

TABLE 1.7 (cont'd)

Funds allocated to Outcomes Domain 1.6: SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	362 000	362 000	1 448 000	1 448 000	2 896 000
Alberta	1 128 721	1 128 721	4 514 884	4 514 884	9 029 768
Saskatchewan	395 713	303 018	1 788 716	1 223 072	3 011 788
Manitoba	1 051 435	460 193	4 268 732	1 855 164	6 123 896
Ontario	7 015 000	5 336 228	28 060 000	22 137 208	50 197 208
Quebec	5 556 337	5 556 337	19 509 942	19 509 942	39 019 884
New Brunswick	2 768 644	2 085 520	10 280 717	8 283 594	18 564 311
Nova Scotia	264 587	225 000	928 360	875 000	1 803 360
Prince Edward Island	127 500	127 500	417 891	512 332	930 223
Newfoundland and Labrador	245 700	144 300	905 340	590 660	1 496 000
Nunavut	280 000	179 885	1 006 599	656 837	1 663 436
Northwest Territories	53 869	171 000	434 641	684 000	1 118 641
Yukon	59 355	20 800	107 789	83 200	190 989
Total	19 308 861	16 100 502	73 671 611	62 373 893	136 045 504

APPENDIX B

LINGUISTIC OBJECTIVE 2

TABLE 2.1

School Enrolments - SECOND-LANGUAGE INSTRUCTION (ESL/FSL)

Jurisdiction	2008-09			2009-10		
	Total Enrolments	Number of students enrolled in second-language programs	Percentage of students enrolled in second-language programs	Total Enrolments	Number of students enrolled in second-language programs	Percentage of students enrolled in second-language programs
British Columbia	648 623	241 928	37.30%	649 949	238 072	36.63%
Alberta	583 300	180 564	30.96%	586 900	184 405	31.42%
Saskatchewan*	159 457	55 817	35.00%	159 818	52 995	33.16%
Manitoba	195 671	92 191	47.12%	196 073	91 434	46.63%
Ontario	2 070 679	970 686	46.88%	2 059 701	980 214	47.59%
Quebec FSL	1 024 298	105 718	91.13%	1 008 344	101 697	90.60%
Quebec ESL		827 721			811 820	
New Brunswick FSL	108 407	49 254	66.06%	106 394	46 797	64.19%
New Brunswick ESL		22 360			21 495	
Nova Scotia	133 134	68 596	51.52%	130 550	67 081	51.38%
Prince Edward Island	20 536	15 058	73.32%	20 148	15 127	75.08%
Newfoundland and Labrador	70 631	42 601	60.30%	69 665	41 743	59.92%
Nunavut	9 280	235	2.53%	9 038	232	2.57%
Northwest Territories	8 628	2 616	30.32%	8 407	2 513	29.93%
Yukon	5 065	2 625	51.83%	5 137	2 917	56.78%
Total	5 037 709	2 677 970	53.16%	5 010 124	2 658 542	53.06%

* Beginning in 2010-2011, in Saskatchewan, the number of students includes the number of home-schooled students.

TABLE 2.1 (cont'd)

School Enrolments - SECOND-LANGUAGE INSTRUCTION (ESL/FSL)

Total Enrolments	2010-11		Total Enrolments	2011-12		Total Enrolments	2012-13	
	Number of students enrolled in second-language programs	Percentage of students enrolled in second-language programs		Number of students enrolled in second-language programs	Percentage of students enrolled in second-language programs		Number of students enrolled in second-language programs	Percentage of students enrolled in second-language programs
649 384	275 946	42.49%	641 605	272 392	42.45%	638 839	271 145	42.44%
591 100	190 319	32.20%	598 100	181 852	30.40%	616 400	184 606	29.95%
159 465	50 852	31.89%	165 893	49 027	29.55%	168 442	47 587	28.25%
196 580	90 123	45.85%	198 100	90 469	45.67%	199 229	90 213	45.28%
2 051 862	978 464	47.69%	2 043 118	975 935	47.77%	2 037 254	972 169	47.72%
998 085	98 773	90.20%	992 794	96 575	89.62%	990 787	93 193	89.13%
	801 498			793 159			789 861	
104 421	45 985	64.40%	102 579	44 505	63.77%	101 079	44 258	63.96%
	21 263			20 914			20 392	
128 131	64 893	50.65%	125 540	63 297	50.42%	122 643	62 393	50.87%
21 365	14 762	69.09%	20 831	13 982	67.12%	20 406	13 887	68.05%
68 729	40 930	59.55%	67 933	40 520	59.64%	67 604	39 405	58.29%
8 855	183	2.07%	8 902	161	1.81%	9 074	129	1.42%
8 576	2 496	29.10%	8 509	2 422	28.46%	8 339	2 506	30.05%
5 100	2 668	52.31%	5 022	2 743	54.62%	4 978	2 571	51.65%
4 991 653	2 679 155	53.67%	4 978 926	2 647 953	53.18%	4 985 074	2 634 315	52.84%

APPENDIX B

TABLE 2.2

Funds allocated to Outcomes Domain 2.1: STUDENT PARTICIPATION*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	2 843 866	2 843 866	2 843 866	2 843 866	2 843 866	2 843 866
Alberta	4 657 687	4 657 687	4 657 687	4 657 687	4 657 687	4 657 687
Saskatchewan	7 479 253	845 000	7 187 699	845 000	3 373 086	845 000
Manitoba	158 361	158 361	129 814	129 813	82 854	82 854
Ontario	2 013 733	170 889	1 654 029	260 566	1 930 877	2 122 946
Quebec	0	0	0	0	0	0
New Brunswick	354 522	250 000	271 928	270 000	275 471	270 000
Nova Scotia	154 520	130 000	162 325	130 000	142 658	130 000
Prince Edward Island	170 736	260 527	168 228	240 802	219 991	247 500
Newfoundland and Labrador	300 000	324 000	315 000	372 000	315 000	372 000
Nunavut	12 000	12 000	12 000	12 000	12 000	11 866
Northwest Territories	234 077	286 500	263 347	286 500	318 069	286 500
Yukon	129 337	107 785	113 255	107 785	122 962	107 785
Total	18 508 092	10 046 615	17 779 178	10 156 019	14 294 521	11 978 004

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

TABLE 2.2 (cont'd)

Funds allocated to Outcomes Domain 2.1: STUDENT PARTICIPATION

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	2 843 866	2 843 866	11 375 464	11 375 464	22 750 928
Alberta	4 657 687	4 657 687	18 630 748	18 630 748	37 261 496
Saskatchewan	321 044	845 000	18 361 082	3 380 000	21 741 082
Manitoba	103 820	103 820	474 849	474 848	949 697
Ontario	2 071 665	1 990 897	7 670 304	4 545 298	12 215 602
Quebec	0	0	0	0	0
New Brunswick	272 630	270 000	1 174 551	1 060 000	2 234 551
Nova Scotia	154 625	130 000	614 128	520 000	1 134 128
Prince Edward Island	336 500	336 500	895 455	1 085 329	1 980 784
Newfoundland and Labrador	418 795	418 795	1 348 795	1 486 795	2 835 590
Nunavut	12 000	12 000	48 000	47 866	95 866
Northwest Territories	328 602	286 500	1 144 095	1 146 000	2 290 095
Yukon	114 456	107 785	480 010	431 140	911 150
Total	11 635 690	12 002 850	62 217 481	44 183 488	106 400 969

APPENDIX B

TABLE 2.3

Funds allocated to Outcomes Domain 2.2: PROVISION OF PROGRAMS*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	4 970 275	4 970 275	4 909 025	4 909 025	4 909 025	4 909 025
Alberta	342 550	342 550	342 550	342 550	342 550	342 550
Saskatchewan	716 524	637 000	716 107	600 000	744 508	612 000
Manitoba	3 624 840	2 792 429	3 747 735	2 728 569	3 905 492	2 755 338
Ontario	54 624 019	13 104 535	59 608 029	13 021 798	64 525 659	12 980 429
Quebec	16 785 496	16 785 496	17 572 394	17 572 394	16 473 209	16 473 209
New Brunswick	11 992 122	1 212 630	13 408 911	1 082 630	11 908 782	1 052 630
Nova Scotia	3 265 897	3 170 355	3 286 547	3 170 355	3 281 546	3 170 355
Prince Edward Island	148 355	279 500	234 836	340 800	258 590	311 850
Newfoundland and Labrador	788 840	1 343 160	794 362	1 242 463	794 362	1 242 463
Nunavut	84 987	551 859	78 800	446 171	58 748	411 233
Northwest Territories	1 248 703	658 000	1 364 191	658 000	1 312 572	658 000
Yukon	5 061 947	642 400	5 903 879	643 320	5 369 909	642 400
Total	103 654 555	46 490 189	111 967 366	46 758 075	113 884 952	45 561 482

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

TABLE 2.3 (cont'd)

Funds allocated to Outcomes Domain 2.2: PROVISION OF PROGRAMS

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	4 909 025	4 909 025	19 697 350	19 697 350	39 394 700
Alberta	342 550	342 550	1 370 200	1 370 200	2 740 400
Saskatchewan	700 236	612 000	2 877 375	2 461 000	5 338 375
Manitoba	3 768 657	2 727 535	15 046 724	11 003 871	26 050 595
Ontario	69 457 873	12 975 968	248 215 580	52 082 730	300 298 310
Quebec	18 411 265	18 411 265	69 242 364	69 242 364	138 484 728
New Brunswick	10 959 073	1 052 630	48 268 888	4 400 520	52 669 408
Nova Scotia	3 365 874	3 170 355	13 199 864	12 681 420	25 881 284
Prince Edward Island	277 102	277 102	918 883	1 209 252	2 128 135
Newfoundland and Labrador	1 150 000	1 150 000	3 527 564	4 978 086	8 505 650
Nunavut	69 714	381 859	292 249	1 791 122	2 083 371
Northwest Territories	1 447 424	658 000	5 372 890	2 632 000	8 004 890
Yukon	4 057 426	642 400	20 393 161	2 570 520	22 963 681
Total	118 916 219	47 310 689	448 423 092	186 120 435	634 543 527

APPENDIX B

TABLE 2.4

Funds allocated to Outcomes Domain 2.3: STUDENT PERFORMANCE*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	25 000	25 000	20 000	20 000	20 000	20 000
Alberta	398 750	398 750	398 750	398 750	398 750	398 750
Saskatchewan	857 778	775 000	880 970	816 000	1 163 625	775 000
Manitoba	595 288	165 251	569 575	160 955	512 773	210 765
Ontario	2 494 460	182 869	2 085 151	856 742	2 101 927	794 199
Quebec	2 254 840	2 254 840	1 742 356	1 742 356	2 364 465	2 364 465
New Brunswick	1 433 737	1 420 000	1 606 409	1 440 000	1 573 275	1 440 000
Nova Scotia	133 564	125 000	139 658	125 000	148 567	125 000
Prince Edward Island	109 591	188 500	160 676	175 200	187 106	218 052
Newfoundland and Labrador	7 400	12 600	7 800	12 200	7 800	12 200
Nunavut	0	0	0	0	24 000	17 158
Northwest Territories	0	0	0	0	0	0
Yukon	110 775	45 580	106 866	45 580	108 559	45 580
Total	8 421 183	5 593 390	7 718 211	5 792 783	8 610 847	6 421 169

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

TABLE 2.4 (cont'd)

Funds allocated to Outcomes Domain 2.3: STUDENT PERFORMANCE

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	20 000	20 000	85 000	85 000	170 000
Alberta	398 750	398 750	1 595 000	1 595 000	3 190 000
Saskatchewan	1 008 864	775 000	3 911 237	3 141 000	7 052 237
Manitoba	530 651	211 760	2 208 287	748 731	2 957 018
Ontario	2 197 670	917 272	8 879 208	2 751 082	11 630 290
Quebec	1 450 997	1 450 997	7 812 658	7 812 658	15 625 316
New Brunswick	1 457 771	1 440 000	6 071 192	5 740 000	11 811 192
Nova Scotia	156 594	125 000	578 383	500 000	1 078 383
Prince Edward Island	148 000	148 000	605 373	729 752	1 335 125
Newfoundland and Labrador	60 000	60 000	83 000	97 000	180 000
Nunavut	14 498	20 000	38 498	37 158	75 656
Northwest Territories	0	0	0	0	0
Yukon	37 549	45 580	363 749	182 320	546 069
Total	7 481 344	5 612 359	32 231 585	23 419 701	55 651 286

APPENDIX B

TABLE 2.5

Funds allocated to Outcomes Domain 2.4: ENRICHED SCHOOL ENVIRONMENT*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	899 926	899 926	924 926	924 926	924 926	924 926
Alberta	1 735 700	1 735 700	1 735 700	1 735 700	1 735 700	1 735 700
Saskatchewan	393 599	338 000	363 361	338 000	597 505	338 000
Manitoba	1 040 251	441 361	919 697	361 419	875 242	454 688
Ontario	1 585 059	1 417 966	1 456 641	1 383 721	1 460 539	1 350 911
Quebec	1 766 691	1 766 691	1 124 880	1 124 880	1 298 619	1 298 620
New Brunswick	396 837	390 000	452 744	390 000	430 012	390 000
Nova Scotia	118 542	102 000	131 245	102 000	125 648	102 000
Prince Edward Island	41 250	97 500	70 272	90 000	80 649	82 500
Newfoundland and Labrador	427 350	727 650	482 040	753 960	482 040	753 960
Nunavut	154 000	69 800	22 690	175 488	102 000	44 800
Northwest Territories	183 457	110 205	192 925	110 205	175 888	110 205
Yukon	46 895	123 434	32 271	123 434	32 271	123 434
Total	8 789 557	8 220 233	7 909 392	7 613 733	8 321 039	7 709 744

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

TABLE 2.5 (cont'd)

Funds allocated to Outcomes Domain 2.4: ENRICHED SCHOOL ENVIRONMENT

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	924 926	924 926	3 674 704	3 674 704	7 349 408
Alberta	1 735 700	1 735 700	6 942 800	6 942 800	13 885 600
Saskatchewan	359 177	338 000	1 713 642	1 352 000	3 065 642
Manitoba	1 041 853	441 012	3 877 043	1 698 480	5 575 523
Ontario	1 441 413	1 296 834	5 943 652	5 449 432	11 393 084
Quebec	1 316 169	1 316 169	5 506 359	5 506 360	11 012 719
New Brunswick	425 054	390 000	1 704 647	1 560 000	3 264 647
Nova Scotia	135 658	102 000	511 093	408 000	919 093
Prince Edward Island	75 000	75 000	267 171	345 000	612 171
Newfoundland and Labrador	660 500	660 500	2 051 930	2 896 070	4 948 000
Nunavut	115 037	44 800	393 727	334 888	728 615
Northwest Territories	180 178	110 205	732 448	440 820	1 173 268
Yukon	80 618	123 434	192 055	493 736	685 791
Total	8 491 283	7 558 580	33 511 271	31 102 290	64 613 561

APPENDIX B

TABLE 2.6

Funds allocated to Outcomes Domain 2.5: ACCESS TO POSTSECONDARY EDUCATION*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	593 500	593 500	593 500	593 500	593 500	593 500
Alberta	625 264	625 264	625 264	625 264	625 264	625 264
Saskatchewan	625 131	608 000	852 166	677 000	751 131	677 000
Manitoba	1 499 326	994 896	1 654 613	1 005 892	1 376 671	1 005 383
Ontario	2 319 375	2 319 375	2 319 375	2 319 375	2 319 375	2 319 375
Quebec	267 810	267 810	575 000	575 000	750 000	750 000
New Brunswick	578 632	300 914	329 359	300 914	344 932	300 914
Nova Scotia	0	0	0	0	0	0
Prince Edward Island	28 750	58 500	36 109	54 000	48 201	49 500
Newfoundland and Labrador	61 455	113 445	70 628	118 372	70 628	118 372
Nunavut	0	0	0	0	0	0
Northwest Territories	0	0	0	0	0	0
Yukon	5 025	3 000	3 620	2 080	5 000	3 000
Total	6 604 268	5 884 704	7 059 634	6 271 397	6 884 702	6 442 308

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

TABLE 2.6 (cont'd)

Funds allocated to Outcomes Domain 2.5: ACCESS TO POSTSECONDARY EDUCATION

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	593 500	593 500	2 374 000	2 374 000	4 748 000
Alberta	625 264	625 264	2 501 056	2 501 056	5 002 112
Saskatchewan	783 259	677 000	3 011 687	2 639 000	5 650 687
Manitoba	1 519 654	900 885	6 050 264	3 907 056	9 957 320
Ontario	2 319 375	2 319 375	9 277 500	9 277 500	18 555 000
Quebec	385 998	385 998	1 978 808	1 978 808	3 957 616
New Brunswick	349 849	300 914	1 602 772	1 203 656	2 806 428
Nova Scotia	0	0	0	0	0
Prince Edward Island	45 000	45 000	158 060	207 000	365 060
Newfoundland and Labrador	142 500	143 500	345 211	493 689	838 900
Nunavut	0	0	0	0	0
Northwest Territories	0	0	0	0	0
Yukon	5 700	3 000	19 345	11 080	30 425
Total	6 770 099	5 994 436	27 318 703	24 592 845	51 911 548

APPENDIX B

TABLE 2.7

Funds allocated to Outcomes Domain 2.6 : SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH*

JURISDICTION	2009-10		2010-11		2011-12	
	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution	Contribution by Jurisdiction	Federal Contribution
British Columbia	735 279	735 279	776 529	776 529	776 529	776 529
Alberta	1 134 908	1 134 908	1 134 908	1 134 908	1 134 908	1 134 908
Saskatchewan	1 119 580	836 526	1 327 378	763 526	882 438	792 526
Manitoba	1 931 107	988 154	1 948 992	1 153 804	1 702 322	1 034 513
Ontario	5 973 193	6 895 000	6 711 443	6 248 432	6 061 321	4 522 773
Quebec	1 360 250	1 360 250	1 870 457	1 870 457	1 998 794	1 998 794
New Brunswick	1 947 281	1 765 704	2 064 205	1 855 704	1 961 305	1 885 704
Nova Scotia	163 587	154 000	176 320	154 000	181 549	154 000
Prince Edward Island	186 006	250 275	137 148	175 800	169 598	167 200
Newfoundland and Labrador	69 560	118 440	89 700	140 300	89 700	140 300
Nunavut	7 200	16 087	6 000	16 087	6 000	4 723
Northwest Territories	225 115	150 000	226 264	150 000	217 492	150 000
Yukon	142 785	54 901	105 555	54 901	118 072	54 901
Total	14 995 851	14 459 524	16 574 899	14 494 448	15 300 028	12 816 871

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

TABLE 2.7 (cont'd)

Funds allocated to Outcomes Domain 2.6 : SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

JURISDICTION	2012-13		Total Contribution by Jurisdictions	Total: Federal Contribution	CUMULATIVE TOTAL
	Contribution by Jurisdiction	Federal Contribution			
British Columbia	776 529	776 529	3 064 866	3 064 866	6 129 732
Alberta	1 134 908	1 134 908	4 539 632	4 539 632	9 079 264
Saskatchewan	1 175 367	792 716	4 504 763	3 185 294	7 690 057
Manitoba	1 840 525	1 155 530	7 422 946	4 332 001	11 754 947
Ontario	6 172 491	4 590 288	24 918 448	22 256 493	47 174 941
Quebec	1 302 660	1 320 660	6 532 161	6 550 161	13 082 322
New Brunswick	1 924 108	1 885 704	7 896 899	7 392 816	15 289 715
Nova Scotia	196 587	154 000	718 043	616 000	1 334 043
Prince Edward Island	195 000	195 000	687 752	788 275	1 476 027
Newfoundland and Labrador	207 500	207 500	456 460	606 540	1 063 000
Nunavut	6 000	16 087	25 200	52 984	78 184
Northwest Territories	239 519	150 000	908 390	600 000	1 508 390
Yukon	131 885	54 901	498 297	219 604	717 901
Total	15 303 079	12 433 823	62 173 857	54 204 666	116 378 523

APPENDIX C

ADDITIONAL FUNDING

Linguistic Objective 1

MINORITY-LANGUAGE EDUCATION

Outcomes Domain	2009-10		2010-11		2011-12	
	Contribution by jurisdictions	Federal Contribution	Contribution by jurisdictions	Federal Contribution	Contribution by jurisdictions	Federal Contribution
1.1 Student Participation	7 720 008	2 175 000	1 884 885	1 057 000	1 962 672	1 121 250
1.2 Provision of Programs	3 679 165	1 440 750	4 104 600	2 240 750	4 819 949	5 183 125
1.3 Student Performance	124	400 000	607 604	300 000	180 669	775 000
1.4 Enriched School Environment	0	0	0	0	0	0
1.5 Access to Postsecondary Education	2 881 423	5 421 675	12 261 046	4 431 200	6 169 295	5 442 792
1.6 Support for Educational Staff and Research	544 500	530 000	472 996	450 000	717 060	715 000
Total	14 825 220	9 967 425	19 331 131	8 478 950	13 849 645	13 237 167

Linguistic Objective 1 (cont'd)

MINORITY-LANGUAGE EDUCATION

Outcomes Domain	2012-13		Total Contribution by jurisdictions	Total Federal Contribution	CUMULATIVE TOTAL
	Contribution by jurisdictions	Federal Contribution			
1.1 Student Participation	3 123 741	2 865 256	14 691 306	7 218 506	21 909 812
1.2 Provision of Programs	185 655	133 125	12 789 369	8 997 750	21 787 119
1.3 Student Performance	299 899	275 000	1 088 296	1 750 000	2 838 296
1.4 Enriched School Environment	2 090 000	2 090 000	2 090 000	2 090 000	4 180 000
1.5 Access to Postsecondary Education	4 949 193	3 867 558	26 260 957	19 163 225	45 424 182
1.6 Support for Educational Staff and Research	838 808	815 000	2 573 364	2 510 000	5 083 364
Total	11 487 296	10 045 939	59 493 292	41 729 481	101 222 773

APPENDIX C

Linguistic Objective 2

SECOND-LANGUAGE INSTRUCTION

Outcomes Domain		2009-10		2010-11		2011-12	
		Contribution by jurisdictions	Federal Contribution	Contribution by jurisdictions	Federal Contribution	Contribution by jurisdictions	Federal Contribution
2.1	Student Participation	373 292	445 000	488 750	420 000	45 000	45 000
2.2	Provision of Programs	0	0	0	0	0	0
2.3	Student Performance	0	0	0	0	0	0
2.4	Enriched School Environment	0	0	0	0	0	0
2.5	Access to Postsecondary Education	1 339 081	1 247 500	869 257	795 300	525 435	462 800
2.6	Support for Educational Staff and Research	456 194	390 000	329 536	310 000	334 275	370 000
Total		2 168 567	2 082 500	1 687 543	1 525 300	904 710	877 800

Linguistic Objective 2 (cont'd)

SECOND-LANGUAGE INSTRUCTION

Outcomes Domain		2012-13		CUMULATIVE TOTAL	
		Contribution by jurisdictions	Federal Contribution	Total Contribution by jurisdictions	Total Federal Contribution
2.1	Student Participation	45 000	45 000	952 042	955 000
2.2	Provision of Programs	0	0	0	0
2.3	Student Performance	30 000	0	30 000	0
2.4	Enriched School Environment	0	0	0	0
2.5	Access to Postsecondary Education	677 864	594 000	3 411 637	3 099 600
2.6	Support for Educational Staff and Research	394 013	282 000	1 514 018	1 352 000
Total		1 146 877	921 000	5 907 697	5 406 600



APPENDIX D

OFFICIAL LANGUAGES PROGRAMS

Over the course of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction, 2009–10 to 2012–13*, CMEC, in co-operation with the provinces and territories, continued to administer two federally funded language bursary programs (Explore and Destination Clic) and one federally funded language assistant program (Odyssey).

BURSARY PROGRAMS

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 5^e secondaire in Quebec) with the opportunity to learn English in an anglophone community.

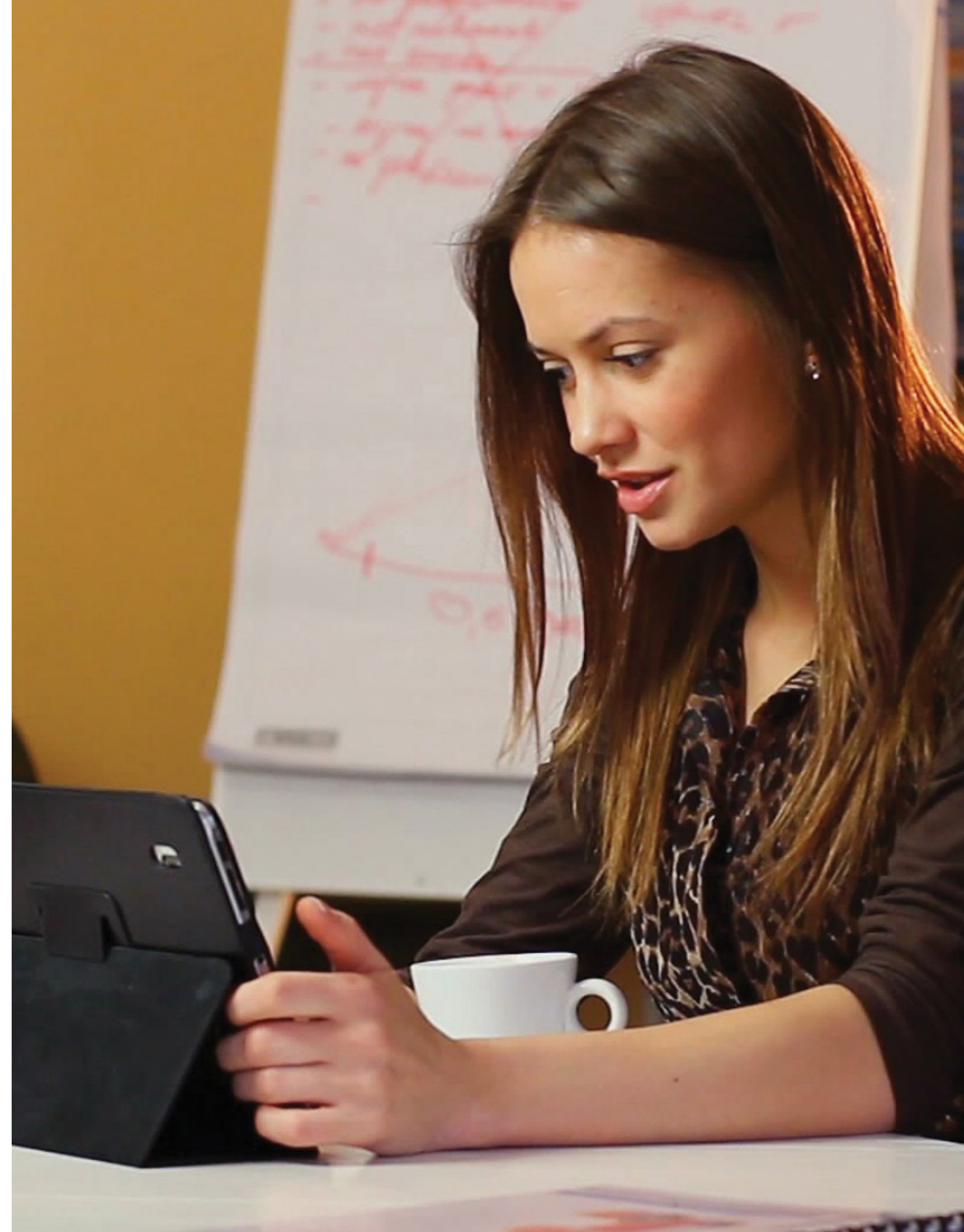
Destination Clic is a three-week bursary program for Grade 8 and Grade 9 students that provides francophones living outside of Quebec with the opportunity to enrich their French.

LANGUAGE ASSISTANT PROGRAM

Odyssey is a full-time work experience that allows young people from across Canada to receive a salary as language assistants in minority-language or second-language classrooms while living in another jurisdiction and enriching their second language.

From 2009–10 to 2012–13, *Explore* and *Destination Clic* were offered to 31,612 participants at more than 40 postsecondary language schools, representing over \$67,000,000 in funding. Over the same period, *Odyssey* provided about 300 language assistant positions per year to school districts across the country, representing more than \$28,000,000 in funding.

The programs continued to prove popular: from 2009–10 to 2012–13, the number of applications submitted annually exceeded the number of places available.



APPENDIX E

CONTACT PEOPLE

Jurisdiction	Name	Contact information	Jurisdiction	Name	Contact information
British Columbia	Linda Beddouche Director French Programs Unit Ministry of Education Government of British Columbia P.O. Box 9160, Station Prov Govt Victoria, British Columbia, V8W 9H3	Tel.: 778-679-1697 Linda.Beddouche@gov.bc.ca	Quebec	Lise Langlois Direction des services à la communauté anglophone Ministère de l'Éducation, de l'Enseignement supérieur et de la Recherche Gouvernement du Québec 600, rue Fullum, bureau 11.62 Montréal, Québec, H2K 4L1	Tel.: 514-873-6073, ext. 5414 lise.langlois@education.gouv.qc.ca
Alberta	Vivian Abboud Team Leader Official Languages in Education Programs Branch French Programs Branch Ministry of Education Government of Alberta 44 Capital Boulevard, 9th floor 10044 108th Street Edmonton, Alberta, T1J 5E6	Tel.: 780-427-5538 vivian.abboud@learning.gov.ab.ca	New Brunswick	Line Pinet Director Canadian Francophonie and Official Languages Department of Intergovernmental Affairs Government of New Brunswick P.O. Box 6000 Fredericton, New Brunswick, E3B 5H1	Tel.: 506-444-5390 line.pinet@gnb.ca
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Jurisdiction	Name	Contact information
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Nunavut	Martine St-Louis Director Bureau of Education and Services in French Department of Education Government of Nunavut P.O. Box 1000, Station 960 Iqaluit, Nunavut, X0A 0H0	Tel.: 867-975-5627 mstlouis@gov.nu.ca
CMEC Secretariat	Jeremy Putt Interim Manager Official Languages Council of Ministers of Education, Canada 95 St. Clair Avenue West, suite 1106 Toronto, Ontario, M4V 1N6	Tel.: 416-962-8100, ext. 230 j.putt@cmecc.ca



APPENDIX F

GLOSSARY

The following terms have specific meanings in this document:

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.
Bilateral agreement	An agreement signed by the Government of Canada and each provincial/territorial government.
Core French	French-as-a-second-language program designed for people for whom French is neither the mother tongue nor dominant language. Classes are offered a few times a week.
English-as-a-second-language program(s)	Refers to all the variations of English-as-a-second-language programs offered to students for whom English is not the mother tongue or dominant language.
Enriched French	Certain jurisdictions use this term to define a French-as-a-language program other than Core French or Immersion. The term may indicate: Post-Intensive French; a program where students take a French course and a course in another subject matter taught in French; or simply a French course more oriented towards literature.
French-as-a-second-language program(s)	Refers to all the variations of French-as-a-second-language programs offered to students for whom French is not the mother tongue or dominant language.
French Immersion	French-as-a-second-language program that offers students for whom French is neither the mother tongue nor dominant language an opportunity to study the majority of school subjects in French. There are several variations of the program: Early French Immersion (beginning in Kindergarten or Grade 1), Middle French Immersion (generally beginning in Grade 4), and Late French Immersion (beginning in Grade 6 or 7). In New Brunswick, Early French Immersion begins in Grade 3.
Intensive English	English-as-a-second-language program offered to students for whom English is not the mother tongue or dominant language. In New Brunswick, the program applies the neurolinguistic approach to language learning (see <i>Intensive French</i>), starting in Grade 4.
Intensive French	French-as-a-second-language program that applies the neurolinguistic approach to language learning. In general, the program is offered in Grade 5, Grade 6, or in Grade 7 (depending on the jurisdiction) to students whose mother tongue or dominant language is not French. Students participate in up to 300 hours of intensive language classes in French language (one intensive semester, one non-intensive).
Jurisdiction(s)	Refers to the provinces and territories.

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.
Official language(s)	Refers to English or French — official languages of the Government of Canada.
Post-Intensive French	French-as-a-second-language program that applies the neurolinguistic approach and is offered subsequent to the Intensive French program. Generally, students spend 90 to 150 hours in language classes during the year.
Pre-Intensive French	French-as-a-second-language program of short duration offered during the school year preceding the year where Intensive French is offered.
School district	Term used to refer to administrative divisions for school management in the provinces and territories. When a jurisdiction uses a different appellation, that term is used in texts that refer to that jurisdiction.
Second-language instruction	The provision of programs or activities designed to make it possible for Canadians to learn their second official language, whether English or French, at all levels of education.

