

Pan-Canadian Interim Report on Official Languages in Education

2005–2006 / 2006–2007



Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)

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

Note of appreciation

The Council of Ministers of Education, Canada would like to thank the provinces and territories for their participation in writing this report.

We acknowledge the financial support of the Government of Canada through the Department of Canadian Heritage.



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ISBN 978-0-88987-180-9

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Printed on recycled paper.

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Introduction

This report, intended for public information purposes, has been compiled jointly by the provinces and territories through the Council of Ministers of Education, Canada (CMEC). CMEC is an intergovernmental body of which all 13 provinces and territories are members. Founded in 1967 by ministers of education, CMEC provides leadership in education at the pan-Canadian and international levels and contributes to the fulfilment of the constitutional responsibility for education conferred on provinces and territories. For more information about CMEC, please consult the link to the CMEC Web site provided in Appendix II.

After a brief overview of the development of official languages in education in Canada, this report provides a concise description of the achievement in 2005–06 and 2006–07 of outcomes called for in the action plans developed by each of the provincial/territorial governments as part of their bilateral agreements with the Government of Canada. (Please see “The Current Protocol for Agreements” on page 8 for more detail on the provincial/territorial action plans.)

definitions

“**Minority-Language Education**” refers to the provision of education in the language of official-language minority communities (anglophones in Quebec and francophones outside Quebec) at all levels of education.

“**Second-Language Instruction**” refers to the provision of programs or activities designed to make it possible for Canadians to learn their second official language, be it English or French, at all levels of education.

Background

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

The protocol represented two historical firsts: it was the first major multilateral agreement with the federal government to be signed through CMEC, and it was the first political document to establish pan-Canadian guidelines for federal-provincial cooperation in an area of provincial/territorial jurisdiction. Consisting of a statement of objectives, programs, allocation arrangements, and undertakings, the protocol served as a multilateral, multi-year tool that set the main parameters for collaboration between the government of Canada and the provincial/territorial ministers of education in the

area of official languages. Each province and territory, under this general framework, negotiated with the federal government a separate bilateral agreement that was more specific in meeting the unique priorities of the province or territory.

It was initially established that the protocol would cover the period of 1983–85, but it was subsequently extended for an additional two years. Since then, protocols have been signed for the periods of 1988–89 to 1992–93, 1993–94 to 1997–98, 1998–99 to 2002–03, and 2005–06 to 2008–09, with interim measures implemented in between the periods. The fundamental idea of the original protocol has remained the same, but each protocol has been renegotiated to reflect changing circumstances.

The Current Protocol for Agreements

In the current Official Languages in Education Protocol (OLEP), which covers the fiscal years of 2005–06 to 2008–09, the provinces and territories and the federal government agree to pursue two objectives:

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

To support these objectives, the protocol commits the Department of Canadian Heritage to providing \$1.02 billion in funding as a contribution to the costs incurred by the provinces and territories in the provision of minority-language education and second-language instruction. The funding is provided under several categories: regular funds, additional funds, funds for national programs, and complementary funds. The federal government makes contributions from regular funds to each provincial/territorial government for the realization of the strategic priorities described in the provincial/territorial action plans, and it makes contributions from additional funds for the realization of additional strategies described in the provincial/territorial action plans. Additional funds are specifically targeted toward minority-language education and second-language instruction. The federal government also provides funding to CMEC for the national programs Explore/Destination Clic and Accent/Odyssey. (Please see “National Programs” on page 93 for more detail on the official-languages programs coordinated by CMEC at the pan-Canadian level.) The distribution of regular funds, additional funds, and funds for national programs over the period of 2005–06 to 2008–09 is shown in the table in Appendix I.

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

- Development of postsecondary education
- Infrastructure projects and the promotion of research in minority-language education and second-language instruction
- Program growth and quality and cultural enrichment in minority-language education at all levels of instruction
- Growth and improvement of second-language programs at all levels of instruction

The protocol commits each provincial/territorial government to developing, as part of its bilateral agreement with the Government of Canada, a multi-year action plan indicating the ways in which federal funds will be allocated, the desired outcomes of those allocations, and the performance indicators by which the outcomes will be measured. (See Appendix II for Web links to provincial/territorial action plans.) Furthermore, Clause 7.5 of the protocol indicates that

The provincial/territorial governments agree to compile jointly, through CMEC, an interim and final summary report of pan-Canadian scope for public information purposes on the implementation of provincial/territorial action plans including a concise description of the achievement of outcomes called for in provincial/territorial action plans.... The funding for producing such reports will be provided by the Government of Canada in arrangements to be entered into and concluded between the Government of Canada and CMEC.

The following information constitutes the interim report called for in Clause 7.5. Please see Appendix III for a list of the members of the Steering Committee for the Pan-Canadian Reports on Official Languages in Education and their contact information.

Notes

1. Clause 3.2 of the current protocol states that;

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

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

2. Some jurisdictions have chosen to follow the content model, developed in the planning stages of this report, more closely than others.
3. At the time of publication, investment figures representing the actual distribution of funds in 2005–06 and 2006–07 were not yet available in all jurisdictions. Thus, the “Total Investment” figures in some charts represent the funding distribution forecast in the current protocol as seen in Appendix I.

ACHIEVEMENT OF OUTCOMES
2005–06 to 2006-07



Alberta

MINORITY-LANGUAGE EDUCATION

Teacher training and development

In order to enhance and enrich the learning environment for minority-language students, francophone teachers in Alberta are provided with opportunities to expand their range of teaching methods. In 2005–06 and 2006–07, 189 francophone teachers were awarded bursaries allowing them to participate in training workshops and to upgrade their pedagogical and linguistic skills, particularly in the teaching of specialized programs and the integration of students at risk, but also in the concepts of cultural facilitation and identity building. The bursaries also improved teachers' access to continuing education programs in teaching multi-level and multi-age groups. Seventy-nine teachers were enrolled in such programs in 2005–06, and 110 enrolled one year later. Through the five francophone regional authorities, 14 training sessions were made available to teachers in 2005–06 and 29 in 2006–07. These professional development opportunities seek to improve retention levels and to ensure that the number of teachers available is sufficient to meet the current needs of the minority school system.

Campus Saint-Jean of the University of Alberta continues to be an important faculty of one of Canada's leading universities. Enrolment was about 800 students in 2006–07. Campus Saint-Jean strives to provide, through innovative teaching and research, a quality university

education in the French language. Its baccalaureate programs range from arts, commerce, and education to the sciences, with specialized programs such as nursing, engineering, and environmental conservation science.

Teacher education is a strong focus for Campus Saint-Jean. As a result of federal and provincial funding, 68 students graduated with a bachelor of education degree in 2005–06, with 37 specializing in elementary education and 31 specializing in secondary education. In 2006–07, the number of graduates rose to 78, with 50 specializing in elementary education and 28 specializing in secondary education. Placement of graduates with a bachelor of education degree has been close to 100 per cent. It should be noted that the campus also graduates approximately five students each year with a combined bachelor of education/ bachelor of science degree.

In terms of the number and variety of other programs offered at Campus Saint-Jean, the following highlights are provided for 2005–06 and 2006–07:

- Bachelor of science — first-year enrolments continued to increase from 67 in 2004–05 to 88 in 2005–06 and 138 in 2006–07

- A number of new courses were offered in French in a variety of degree programs. A review of Core French courses, begun in 2004–05, is expected to be completed in 2007–08.
- In 2006–07, 40 students were admitted to the pre-professional year of the bilingual bachelor of commerce degree program. The program will be reviewed and several changes will be recommended in the next five years, including the addition of more compulsory business courses in French and the development of new option courses in areas such as international business.
- A new bilingual bachelor of science in environmental studies was implemented in September 2005.
- In 2006–07, students from Alberta, Saskatchewan, British Columbia, Yukon, and the Northwest Territories were enrolled in a master of education program. The program is being delivered by Campus Saint-Jean through interactive video-conferencing and is supported through Web site services including syllabi, course notes, and hotlinks.

Student support and development

Increasing the number of students in minority-language schools, particularly by promoting elementary-to-secondary transition and retention, is Alberta’s key objective in this category. In 2005–06 and 2006–07, grants enabled the continued implementation of full-day kindergarten in all francophone schools. As a result, children who have received adequate opportunities to develop competencies in French can be integrated into the minority-language school system in grade 1. In 2005–06 and 2006–07, 1,004 students in francophone schools received assistance and acquired sufficient skill in French to allow them to participate fully in classroom activities. Grants for the provision of additional linguistic assistance to children experiencing difficulties with the French language in grades 1 to 12 were also provided. In addition, funds contributed to expanding the development of resources aimed at improving support for meeting the diverse needs of francophone students.

As a result of federal and provincial funding, 3,849 students were enrolled in francophone schools, in 2004–05. The enrolment rose to 4,128 students in 2005–06, and to 4,902 in 2006–07.

Alberta further supports efforts to improve student retention in minority-language schools by funding linguistic and cultural activities that promote for students the development of their identity as francophones. Through such funding, the five francophone regional authorities developed and supported regular cultural

activities as an integral component of their programming. In 2005–06 and 2006–07, students had the opportunity to participate in many sociocultural activities and events facilitated by ACFA (Association canadienne-française de l’Alberta), RAFA (Regroupement des artistes francophones de l’Alberta), and others.

The jurisdiction also contributes to Destination Clic, the pan-Canadian cultural exchange program administered by the Council of Ministers of Education, Canada (CMEC). This program allows French-speaking students outside of Quebec to improve their fluency in their first language. (Please see “National Programs” on page 93 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

Student support consists of fellowships for francophone students taking full-time studies in French at both Alberta institutions (primarily at Campus Saint-Jean) and those that are out-of-province. In 2005–06, this funding supported 169 students at Alberta-based institutions and 18 students in out-of-province French programs. In 2006–07, support was provided to 176 francophone students, including the 18 students studying out of province.

Program development / Quality of programs

Provincial efforts in this area facilitate the development, increased availability, and support of quality curricula from kindergarten to grade 12. In 2005–06 and 2006–07, grants were awarded to foster the development of digital resources in mathematics, chemistry, biology, physics, social studies, and science as well as courses in the “Knowledge and Employability” program.

As a result, a greater range of distance education courses in French is now available to students who are enrolled in small schools or who live in geographically remote areas. The funding ensured that French resources in social studies and science were available at a price comparable to that of the English resources.

A key component of Campus Saint-Jean’s strategy to achieve the objectives of minority-language postsecondary education has been the Centre d’enseignement et de recherche en français (CERF). In 2005–06 and 2006–07, many activities and services were provided by CERF including language proficiency testing, and training and research activities. Campus Saint-Jean has also engaged in a number of activities to recruit and retain students. In 2006–07 the undergraduate enrolment at the Campus grew by 7.6% from 49 students the previous year to a total of 726. Graduate enrolment remains constant at about 80 students per year. Campus Saint-Jean students and personnel actively visit francophone schools, immersion schools, and other selected schools with Core French programs in grades 9–12 across Western Canada. As well, the Campus has increased visits to francophone regions in Central Canada and is active in updating video, print, and Web-based promotional materials.

Educational structure and support

In 2005–06 and 2006–07, the provision of quality and diverse minority-language education programs in Alberta was further supported by special per capita grants to French organizations and educational institutions.

Through implementation and maintenance grants as well as program expansion funding, the francophone regional authorities continued to provide ongoing support for all their French educational programs and activities.

In the area of technology, Campus Saint-Jean hired an informatics specialist and staff to support Web-based course design and distance education. As well, the installation of seven new “smart” (i.e., electronically equipped) classrooms has improved the quality of the learning environment.

<i>Total Investment: Minority-Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Alberta’s contribution</i>	<i>Federal contribution</i>	<i>Alberta’s contribution</i>
Regular Funds	\$2,425,500	\$4,780,500	\$2,425,500	\$4,912,500
Additional Funds	\$2,348,696	\$2,348,696	\$2,558,034	\$2,558,034
Grand Total	\$4,774,196	\$7,129,196	\$4,983,534	\$7,470,534

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

The linguistic proficiency and pedagogical skills of teachers are key factors in second-language instruction. Grants in this category have therefore provided French-as-a-second-language (FSL) and French immersion teachers in Alberta with opportunities to improve their proficiency in French and to develop their skills in second-language pedagogy. In 2005–06 and 2006–07, bursaries enabled 635 FSL and French immersion teachers to participate in courses and training workshops and to pursue master's degree studies in education.

Grants have also helped to alleviate the anticipated shortage of teachers qualified to teach in French as a second language by supporting the school divisions and other organizations in implementing strategies to ensure that currently employed teachers are retained and new teachers are recruited. In 2005–06 and 2006–07, approximately 330 teachers participated in language camps and in-service activities to increase the number of qualified teachers.

Student support and development

Alberta is committed to reducing the dropout rate in French as a second language, particularly at the secondary level, and to increasing the percentage of students in the majority linguistic community who are capable of expressing themselves in French. Grants in this category have therefore supported sociocultural exchanges that help students use French on a daily basis and provide them with opportunities to use their language skills. In 2005–06 and 2006–07, funding allowed approximately 33 jurisdictions to support students' learning through different projects.

As a result of federal and provincial funding, 147,111 students were enrolled in French immersion and French-as-a-second-language programs in 2004–05. In the following academic year, 2005–06, the enrolment rose to 155,191 and to 169,706 in 2006–07.

The jurisdiction also contributed annually to the spring/summer language bursary programs (Explore/DestinationClic) administered by CMEC. (Please see "National Programs" on page 93 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

Support to students enrolled in French as a second language consists of fellowships for anglophone students taking full-time studies in French either at Alberta postsecondary institutions (primarily at Campus Saint-Jean) or out-of-province. In 2005–06, this funding

supported 299 students at Alberta-based institutions, including 27 students in out-of-province French programs. In 2006–07, 276 anglophone students received support, including 32 students studying out of province.

Program development / Quality of programs

Alberta is committed to supporting school authorities in their offering of quality second-language programs. In 2005–06 and 2006–07, financial contributions to the school districts and to independent schools covered the additional costs related to Core French instruction and to French immersion programs at the elementary and secondary levels.

In addition, financial contributions allowed school districts offering French immersion to respond to the increased enrolment demands for their early and late French immersion programs. In 2005–06, approximately 50 schools offered new French immersion or French-as-a-second-language programs. In 2006–07, an additional 155 schools offered new French immersion or Core French programs.

A number of postsecondary institutions and of campuses/departments at the University of Alberta received funding in 2005–06 and 2006–07 for the development and implementation of new French programs and the development or renewal of French-language resources for students and teachers. This funding supported the following activities:

Continued development of a French joint B.A./B.Ed. degree program at the University of Calgary. Two new courses were developed: French 499.10 and French 499.11.

A trip to Quebec sponsored by the University of Calgary for 16 students in 2005–06 and 24 students in 2006–07, with credit awarded for two courses in French (French 399.02 and French 599.20) and activities to ensure that each student participated fully in experiential learning.

The renewal of the Faculty of Education's FSL and French immersion library resources at the University of Lethbridge. Since April 1, 2005, an additional 940 items have been added to the collection of French resource materials for students.

The addition of multiple sections of French within the Department of Modern Languages and Cultural Studies at the University of Alberta. The funding has allowed this department to place greater emphasis on FSL at the first- and second-year levels through the hiring of three full-time session instructors, freeing up tenure track professors for third- and fourth-year course development and delivery.

A 13% increase in enrolment in French language courses at Grande Prairie Regional College from 2005–06 to 2006–07.

The expansion and upgrading of an existing language lab at the Augustana Campus of the University of Alberta, located in Camrose, Alberta.

The provision of two intensive French-language schools at Campus Saint-Jean (two weeks) and a five-week summer program in La Pocatière, Quebec. Three hundred students from across Canada participate in Campus Saint-Jean's spring and summer French-language programs.

Educational structure and support

In 2005–06 and 2006–07, the per student grants for K–12 organizations and educational institutions offering French immersion and French-as-a-second-language programs further supported the provision of quality second-language education to Alberta students.

Through implementation and maintenance grants as well as program expansion funding, school jurisdictions continued to provide on-going support for existing French-as-a-second-language programming. Consequently, in 2005–06 and 2006–07, approximately 15 school jurisdictions, institutions, and organizations had access to funding from Program Expansion and Development in order to expand, extend, and/or develop alternative French-as-a-second-language programs.

The University of Calgary received grant funding in 2005–06 and 2006–07 to enable the institution to increase its capacity to offer French-language programming. In 2005–06, 12 degree-related courses with French as the language of instruction were offered in the faculties of humanities, science, and social sciences to a total of 230 students. In 2006–07, 13 similar courses ran successfully for 270 students. The institution has also provided multiple sections of non-degree French courses and immersion weekends for students in the Calgary area wishing to improve their French-language skills.

Over the past two years, the French Centre at the University of Calgary has been active in its effort to recruit and familiarize students with the options available for French language study at the university. In 2006–07, the Centre reported close to 5,000 contacts. School visits, sessions for FSL and French immersion teachers, and open houses at the university were held to provide information to K–12 students. The French Centre organized many activities, including sponsorship of projects and speakers, and also sponsored the conference "French for the Future" in both 2005–06 and 2006–07, with over 200 grade 12 students from the Calgary region participating.

The University of Calgary has been very active in promoting second-language acquisition by students. A French language assistant is one of seven employed by the University of Calgary at the Languages Centre to provide French language services throughout the year.

Total Investment: Second-Language Instruction	2005–06		2006–07	
	Federal contribution	Alberta's contribution	Federal contribution	Alberta's contribution
Regular Funds	\$5,659,500	\$7,791,700	\$5,659,500	\$7,777,500
Additional Funds	\$2,444,781	\$2,444,781	\$2,688,433	\$2,688,433
Grand Total	\$8,104,281	\$10,236,481	\$8,347,933	\$10,465,933



British Columbia

MINORITY-LANGUAGE EDUCATION

Improve student recruitment and retention

As of September 30, 2005, there were 3,632 students enrolled in the Conseil scolaire francophone de la Colombie-Britannique (CSF), an increase of 5% compared to the previous school year. In 2006, with a total of 3,816 students, the CSF experienced another enrolment increase of 5%. All CSF kindergarten students had access to a full-day program. There were 11 preschools in CSF in 2005 and 13 preschools in 2006. In 2005, the Fédération des parents francophones de la C.-B. (FPFCB) developed a brochure to support parents' recruitment campaigns. In 2006, the FPFCB negotiated a service agreement with the CSF to supervise and support the operation of childcare services in francophone schools.

The francophone school system had access to the necessary curriculum documents in French to deliver the provincial educational program across the province. The CSF increased their school budget for learning materials by 50% which allowed the schools to increase substantially their number of new resources. The CSF implemented a summer reading program in which 10 schools participated in the 2006–07 school year.

In 2005–06, iBook computers were distributed to 60 students and 300 staff members and to 900 students and 300 staff members in 2006–07. The CSF connected 7 schools to Voice-over-IP in 2005–06 and 15 schools

in 2006–07. Videoconference centres were in place in 6 new sites.

Foundation Skills assessments in reading, writing, and numeracy were administered in French to CSF students in grades 4 and 7. Translation and adaptation of the Performance Standards resources took place in 2005–06. These documents are valuable tools for teachers in monitoring, evaluating, and reporting on individual student performance.

The CSF implemented a cultural policy and recorded an increase of 10% in cultural activities at their schools. In 2005–06, the CSF celebrated their 10th anniversary; in 2006–07, all students participated in the 25th anniversary of the francophone flag, and all grade 7 students participated in a workshop on francophone identity. Participation of grades 8 and 9 students in the CLAN (Centre de leadership et d'aventures en nature), the outdoor camp in Powell River, increased. In 2006–07, the CSF had its first educational exchange involving 14 students in Montreal; they also organized a trip to Paris for their grade 12 students. The first-ever provincial graduation ceremony for the largest group in B.C. to complete their secondary education in French was held in Vancouver. A total of 111 francophone students completing grade 12 received their provincial high school diplomas from the CSF.

Increase the number of qualified teachers

The CSF hired 28 new teachers in 2005–06 and 44 new teachers in 2006–07. New teachers participated in a two-day orientation program and training, and they were invited to participate in a mentoring program. The CSF developed a program for professional development in technology because an increased number of teachers used a computer in their classroom — 108 teachers in 2005–06 and 300 teachers by the end of June 2007.

A partnership between the CSF and Collège Éducacentre was established for the development of a teacher assistant program. Professional development activities and workshops on autism were offered to more than 23 teacher assistants. A total of 4 special educator assistants did their final practicum in the CSF schools, and 2 were hired after completing their practicum. Workshops on classroom behaviour management were given to staff.

The number of francophone students who applied for a bursary to pursue postsecondary studies in order to become teachers in the francophone school system increased from 18 in 2005–06 to 28 the following year. The number of francophone teachers interested in pursuing master's degree studies was evident when 6 teachers applied for a bursary in 2005–06 and 39 teachers applied the following year. An average of 14 francophone teachers applied for a bursary to enable them to participate in courses and training workshops in the last two years.

Improve access to postsecondary education

The CSF developed and implemented a distance education program and a delivery model to meet the needs of secondary francophone students in B.C. They offered 6 distant education courses to 63 students in 2005–06 and 13 courses to 65 students the following year. On-line courses are being developed, and they will be offered in the coming years, giving secondary

francophone students the skills they need to pursue postsecondary studies in French.

Collège Éducacentre designed, developed, and adapted French-language collegial courses and programs. In 2006–07, they hosted their first educational symposium with 89 participants from across the province. The college developed courses and programs that were available on-line through their virtual campus. They developed courses in four programs — Early Childhood Education, Supervision, Event Planning, and Resident Care Attendant programs. An average of 6,200 francophones took advantage of their many services offered — a computer laboratory, orientation sessions, an English laboratory, a registrar's office, office for student loans and bursaries, and a literacy centre. The college also offered 15 courses — basic education, languages, computer studies — and 15 workshops such as First Aid, Superhost, ChildSafe, and FoodSafe. An average of 450 francophone students took part in these courses, programs, and activities.

A total of eleven BC universities and colleges received funds to offer pre-service and in-service courses in French for which approximately 150 students registered. An average of 34 francophone students apply every year for fellowships and travel bursaries to enable them to continue their postsecondary education in their first language.

SECOND-LANGUAGE INSTRUCTION

Improve Core French

School districts were in a position to offer students complete access to quality second-language programs. All students must take a second language as part of their curriculum in grades 5 to 8. School boards choose which second languages will be offered within their communities with the result that 98% of the school boards offer core French, many starting in kindergarten and continuing through all secondary grades. Core French courses were offered to more than 254,293 students in 2005–06 and 249,370 students in 2006–07. A total of 210 independent schools offered core French courses to 37,784 students in 2005–06 and to more than 38,216 students in 2006–07.

Surrey School District piloted Phase II and Phase III of a new Intensive Core French (ICF) program for their students. Surrey had enrolled 136 students in grade 5 and 103 students in grade 6 in their ICF program in 2005–06. After evaluating the progress of this new program, the board decided to change the beginning year to grade 6; in 2006–07, they had 123 grade 6 students and 102 grade 7 students enrolled in the program. The district developed two documents; Principals — Guidelines and Information: Intensive Core French and Parent Information: Intensive Core French. The in-service opportunities offered to teachers were Literacy in French and La langue française dans nos salles de classe. Teachers also attended a summer institute on teaching ICF.

Canadian Parents for French, British Columbia & Yukon Branch, has more than 7,000 members. CPF-BC & Yukon Branch promoted second-language instruction through regional conferences, public meetings, media interviews, posters, and brochures. Parents, students, teachers, and administrators had a heightened awareness of benefits and advantages of second-language studies. A workshop on ICF offered by CPF-BC & Yukon Branch was attended by 45 parents.

The Ministry responded to specific innovative proposals from school districts offering French-second-language programs. One new initiative took place in 2006–07 — the creation of a coordinator position within French Programs to provide leadership and assistance in the implementation of the Ministry action plan. Also, Abbotsford School District piloted the Learning Live Project in which, through live streaming technology, they provided a virtual classroom environment for French 9 students from two different schools.

Revitalize French Immersion

School districts offered their students access to quality French immersion programs, and they were able to respond to the demand for increased enrolment. In the last two years, school districts offered more than 20 new French immersion programs and more than 95 new French immersion classes to students. Rural school districts were in a better position to offer more opportunities for French immersion programs within their communities. In the last nine years, B.C. has experienced a regular increase in enrolment numbers for French immersion programs in the public schools; a total increase of 34% from 29,432 students in 1998–99 to 39,511 students in 2006–07. In 2005–06 French immersion, with 38,009 students, represented 6.3% of the total student population in 2006–07; this number went up to 39,511 students or 6.7% of the total.

The Ministry's Performance Standards in writing, numeracy, and social responsibility were adapted to enable teachers to assess French Immersion students' competence in core areas. The school year of 2005–06 was the second year that the Ministry tested French Immersion grade 10 students in mathematics and science, having more than 340 students take the French version of the Math 10 exam and more than 980 students take the Science 10 exam.

French immersion students in Burnaby were connected through video-conferencing with francophone authors, artists, French Canadian celebrities, and francophone communities. Eight schools took part in the project with the participation of approximately 800 students. On four occasions, through videoconferencing, a classroom from BC was linked to a classroom from Quebec.

CPF-BC & Yukon Branch organized sociocultural activities in French for French immersion or core French students throughout the province. On average, some 50 sociocultural activities are offered every year to more than 10,000 students. Students and parents had access to a variety of regional activities such as French Week, Carnival, Reading Program, Summer Camp, Day Camp, Cabane à sucre, French Play, French Film Fest, Concerts, French Entertainers. CPF-BC & Yukon Branch also organized provincial activities such as Concours d'art Oratoire, BC Family French Camp, and Rencontre CPF.

Francophone organizations offered a variety of cultural activities and events, which meant that many French immersion and core French students could enrich their language skills and understanding of French culture. More than 20,000 French-as-a-second-language students took part in these cultural activities.

Total Investment: Minority-Language Education	2005–06		2006–07	
	<i>Federal contribution</i>	<i>British Columbia's contribution</i>	<i>Federal contribution</i>	<i>British Columbia's contribution</i>
Regular Funds	\$3,014,155	\$4,014,155	\$3,014,985	\$4,264,985
Additional Funds	\$2,444,437	\$2,444,437	\$2,684,508	\$2,684,508
Grand Total	\$5,458,592	\$6,458,592	\$5,699,493	\$6,949,493

French immersion students participated in a Short-Term Exchange Program with the province of Quebec. Eleven school districts participated in the program in 2005–06 and 13 school districts the following year. A total of 916 students travelled to Quebec in 2005–06 and 1,012 students in 2006–07, a one-year increase of 10.5%.

Increase the number of qualified teachers

Fifty-eight school districts offered in-service opportunities to French immersion and core French teachers. Teachers attended national conferences, local workshops, and workshops offered by neighbouring districts. Some districts offered unique opportunities to their teachers to attend workshops and conferences in Quebec. British Columbia Language Coordinators’ Association (BCLCA) offered professional development workshops for second language teachers on reading, assessment, and instructional strategies. The Association provinciale des professeurs d’immersion et du programme francophone (APPIPF) offered a provincial conference to second-language teachers with the participation of 190 teachers in 2005–06 and 350 teachers from across B.C. in 2006–07.

Core French and French immersion teachers had the opportunity to upgrade their teaching and linguistic skills. One hundred and thirty teachers applied for a bursary in 2005–06 and more than 147 teachers the following year. Some teachers took a variety of courses, including intensive French immersion programs, and other teachers pursued master’s degree studies.

Students had the opportunity to pursue postsecondary studies that would enable them to become educators in core French and French immersion. Thirty-one students applied for the teacher-in-training bursary in 2005–06 and more than 77 students applied in 2006–07.

The University of Victoria offered a training program for French immersion and core French teachers in the Greater Victoria area to better answer the need for qualified teachers in French-as-a-second language programs.

Provide bilingual graduates the opportunity to put their skills to good use

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

Collège Éducacentre designed, developed, and adapted French-language collegial courses and programs. The college developed courses and programs that were available on-line through their “virtual campus.” Collège Éducacentre offered their programs in four different locations — Vancouver, Victoria, Nanaimo, and Prince George. In 2006–07, compared to the previous year, Collège Educacentre registered an overall enrolment increase of both clientele in the following programs: Basic Education 12%; French for Parents workshops 14%; Continuing Education 82%; college courses 138%; and customized courses 200%.

French immersion graduates continued their postsecondary studies in French; 50 students applied for a fellowship bursary in 2005–06 compared to 58 students the following year. The participation of grades 10–11 French immersion students in the BC–Quebec six-month exchange program increased by 30% from 44 students in 2005–06 to 59 students in 2006–07.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>British Columbia's contribution</i>	<i>Federal contribution</i>	<i>British Columbia's contribution</i>
Regular Funds	\$2,724,350	\$3,915,462	\$2,724,355	\$3,823,752
Additional Funds	\$930,000	\$1,025,488	\$1,027,000	\$1,196,549
Grand Total	\$3,654,350	\$4,940,950	\$3,751,355	\$5,020,301



Manitoba

This document briefly presents some of the outcomes achieved in 2005–06 and 2006–07 in the action plan drawn up by Manitoba under the bilateral agreements signed with the Government of Canada in the areas of minority-language education and second-language instruction.

MINORITY-LANGUAGE EDUCATION

Teacher training and development

Enrichment of the learning environment for minority-language students is important and necessary to their success. To achieve this goal, support is provided to francophone teachers in Manitoba to help them make their teaching methods diversified, captivating, and modern. In 2005–06 and 2006–07, teacher development sessions were held for teachers to upgrade their knowledge. For example, in 2005–06, ten training sessions were held in French as a first language at the grade 2 and grade 4 levels, and eleven sessions in mathematics were held for teachers from kindergarten to grade 4. In 2006–07, in addition to the French-first-language and mathematics sectors, four professional development sessions were held in the humanities and three in the natural sciences. Over these two years, the following fields were also affected: information and communication technologies, life and career, physical education and health education.

During the 2005–06 and 2006–07 school years, more than 870 teachers enrolled in training workshops held

in various fields. Teachers generally show a high degree of satisfaction with the training workshops provided. Teachers especially like the information sessions, which strike a good balance between the theoretical foundations of each school subject and the use of practical intervention strategies in the classroom. It should also be noted that the participants like workshops dealing in depth with a particular discipline at a specific level, rather than workshops that provide a general overview covering several grade levels.

In 2005–06, in the postsecondary sector, 38 teachers were awarded scholarships for individual courses at Collège universitaire de Saint-Boniface (CUSB) as well as summer courses available in French outside the province. In 2006–07, the number was 24 teachers.

In 2005–06, the Division scolaire franco-manitobaine (DSFM), in partnership with the Faculty of Education at CUSB, developed a recruiting program and strategies to encourage graduates of French-language schools interested in a career in education to enrol at CUSB. Twenty graduates, interns, their cooperating teachers and school principals took part in two days of orientation to provide information and engage in recruiting. DSFM also created a continuing education and retention program for teachers of French as a mother tongue (FMT). The following continuing education programs were also made available to teachers in 2005–06: the Programme Innovation Changement for teachers from grades 5 to 8. Ten one-day sessions were given to 50 teachers.

The field of health in schools was also addressed with the participation of 17 teachers. Another field cited was first aid with 25 participants. About 20 days were devoted to professional development sessions attended by 20 to 75 participants (remedial teachers, counsellors, and school principals).

Student support and development

Increasing the number of students in minority-language schools and maintaining school enrolment are priority areas of intervention for Manitoba. In 2005–06, DSFM launched a renewal and restructuring of the francisation program (intake phase) founded on parent involvement. During this period, 1,004 students were enrolled in the francisation program (intake phase). To provide better supervision of the francisation programming available, DSFM organized presentations attended by 220 parents from 22 schools. These presentations covered various topics, including

- the role of team members, that is, the teacher responsible for the intake phase and the support workers
- identifying children by their language skills
- assessment tools
- the continuum of progress
- the development stages.

Enrolment at DSFM rose from 4,495 students in 2004–05 to 4,585 students in 2005–06 and 4,685 in 2006–07. To meet the needs of various types of students more effectively, DSFM has made considerable effort to increase access to technological and specialized studies programs. In 2005–06 and 2006–07, the following specialized and vocational technological studies programs were available: health care, tourism, plastic arts, WIP-creations, the modular program, religion, the alternative program, the international baccalaureate, and educational media. Moreover, the “Science qu'on court” competition proved very successful among grades 5 and 6 students. Fourteen francophone communities were able to offer technological and specialized studies programs.

At the postsecondary level, in 2006–07, CUSB developed and implemented a strategic recruiting plan to encourage university students at CUSB, the University of Manitoba, and the University of Winnipeg to pursue a career in teaching in a minority-language setting. The bachelor of education program had 47 students in first year, 49 students in second year, and 54 students in the master's program.

Program development / Quality of programs

Manitoba's efforts to develop, provide access to, and promote quality school programs from kindergarten to grade 12 are praiseworthy. In 2005–06 and 2006–07, Manitoba developed academic programs in various disciplines. The development of school programs in arts education from kindergarten to grade 12 has continued. Draft frameworks for early childhood learning outcomes in visual arts, theatre arts, dance, and musical education have been made available. In French as a first language, participation in developing the kit for the pan-Canadian project, Communication orale, has continued. An academic program for an elective course in grade 12 on French-language literature and another for a similar course on media communication, training in oral communication (K–12), have been distributed to schools.

In the Western and Northern Canadian Protocol, the common framework for learning outcomes in mathematics K–8 was finalized in June 2006; the work of reviewing the common framework for learning outcomes in mathematics 9–12 continued. In natural sciences, since the launch of the pan-Canadian framework for learning outcomes in natural sciences, all programming has been reviewed from kindergarten to grade 10. Furthermore, development work on Physics 40S, Biology 30S and 40S, and Chemistry 30S and 40S courses continued. Drafts of all the documents except Chemistry 40S are now available on the Internet, and we are working on the final drafts of the documents. In physical education and health education, the development process for implementation documents in grades 11 and 12 continued. In the humanities, development work has been completed for grades 7 and 8 and continues for grade 11. In the field of information and communication technologies (ICT), development of a continuum of skills in the ICT field has been completed. Development of a framework for learning outcomes in ICT at the secondary level has also been completed.

In the area of educational resources, several teaching tools have been developed, especially in the field of information and communication technologies. To promote the cultural and identity construction of young francophones in Manitoba, the paper *Présence de Gabrielle Roy: un outil pédagogique* (which supports minority-language instruction) has been developed and distributed. This paper was developed in cooperation with the Maison Gabrielle-Roy to mark the 100th anniversary of the author's home.

DSFM continued its efforts in the field of programming by expanding access to distance-education courses. In 2006–07, twenty-two communities were served by an interactive communication system, and six courses were available through distance education: Spanish 20G (26 students); Spanish 30S (7 students); Astronomy (4 students); Physics 30S (8 students); Action-media (10 students); Sportons un plan/entraînement (8 students). In 7 communities, 77 students are enrolled in distance education courses.

At the postsecondary level in 2005–06, with a view to providing its graduates with avenues for advancement, the École technique et professionnelle (ETP) forged links and partnerships with other facilities in the education sector. In 2005–06, CUSB renewed a memorandum of understanding with the University of Ottawa under which ETP offers a diploma in nursing based on three years of study. This memorandum allows these graduates to enrol in a fourth year of studies funded by the Consortium national de formation en santé so that they can earn a Bachelor of Nursing degree from the University of Ottawa. In January 2006 for the first time, ETP offered two courses from the “Webmaster-multimedia” program via the Internet, through a partnership with the Community College of New Brunswick and La Cité collégiale. In addition, ETP maintains a special cooperative relationship with many organizations, including DSFM, Red River College, the Fédération provinciale des comités de parents, and the Réseau de cégeps et des collèges francophones du Canada.

Educational structure and support

Grants to school authorities seek to cover the differential cost between delivering a French minority-language (FML) curriculum and a comparable program in the majority language. The factors contributing to this differential cost include, but are not limited to, the cost of purchasing teaching materials, cultural activities and programs, student transportation, and small classes.

Enrolment at DSFM rose from 4,495 full-time-equivalent students in 2004–05 to 4,585 in 2005–06 and 4,685 in 2006–07.

In 2005–06, the school board adopted a strategic plan that serves as a road map to guide its actions, which are combined with that of parents, board staff, and the entire community and built around a shared vision. The strategic plan is centred on the following key objectives:

- Ensure excellence and academic success among its students by placing special emphasis on expanding the range of courses available in small schools and building the francophone identity of students.
- Solidify the commitment and sense of belonging among parents and students by factoring in the growing diversity of its student body.
- Solidify the commitment and sense of belonging among communities and partners to meet all needs as effectively as possible.

More than 700 people took part in the sessions conducted by the consultant responsible for the DSFM action plan. The high level of participation definitely showed great interest and determination by the eligible community to carry out a joint vision and mission.

With a view to increasing access to a wider variety of courses, DSFM expanded the vocational and technological program options. In 2005–06, 230 students took courses in this area. In addition, 67 students took distance education courses in six different subjects in 2005–06 and 55 in 2006–07.

DSFM also continued its efforts in 2006–07 in the area of adult education in the communities it serves. Nine communities had access at that time to community education and programming in French where parents had the option of taking courses in French. Parents from exogamous homes also took part in education programs designed for them.

At the postsecondary level, CUSB developed and implemented an action plan to enhance the support provided for research. The intention here was to develop greater research capacity for identifying the educational needs of the minority francophone community and the most effective ways to meet those needs. In 2006–07, eight grant applications were submitted.

<i>Total Investment: Minority-Language Education</i>	2005-06		2006-07	
	<i>Federal contribution</i>	<i>Manitoba's contribution</i>	<i>Federal contribution</i>	<i>Manitoba's contribution</i>
Regular Funds	\$3,541,617	\$5,137,490	\$3,538,500	\$5,237,093
Additional Funds	\$3,486,072	\$3,489,634	\$3,784,492	\$3,784,665
Grand Total	\$7,027,689	\$8,627,124	\$7,322,992	\$9,021,758

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

The level of language competence as well as of teaching skill of second-language teachers is an important factor. Teachers of French as a second language in Manitoba obtained grants so they could upgrade their proficiency in French and their second-language teaching skills. In 2005–06 and 2006–07, workshops were held for teachers to improve their mastery of the content of new academic programs. For example, in 2005–06, 14 workshops were held on teaching basic French and 7 on teaching mathematics K–12. In 2006–07, 11 workshops were held on teaching French as a second language/French immersion K–12 and 4 were held on the humanities. Several other workshops were held over these two years, including ones on physical education and health education, natural sciences, and life and career.

To support the academic programs and the assessment section, the Direction des ressources éducatives françaises (DREF), which serves teachers in the French immersion program and those teaching basic French courses, provides a copying service for videos, DVDs, and compact discs in addition to producing resources in new media not available on the market. In 2005–06 and 2006–07, DREF granted 52,662 requests for support materials for French immersion teachers and 17,323 requests for schools teaching basic French courses. DREF also held 12 training sessions for more than 560 immersion educators. In basic French, more than 450 educators participated in 25 orientation sessions. Twenty-eight new productions on DVD and 15 on compact disc were added to the resources available in teaching the French immersion program. The computerized library system indicates that 38% of the centre's resources were borrowed annually by students of French as a second language (FSL)/French immersion and 13% by students of basic French.

In the postsecondary sector, 75 teachers attended French Immersion for Teachers (FIT) courses in 2005–06 at Collège universitaire de Saint-Boniface through the

scholarships program. In 2006–07, this number rose to 95 teachers.

Student support and development

French immersion has been available through the Manitoba school system for more than 30 years. Some of the challenges we face require an ongoing commitment to ensure retention and growth of enrolment through recruiting and training qualified teachers, increasing the number of courses and the availability of materials for teaching French as a second language (FSL). Enrolment in FSL programs and courses rose from 17,599 students in 2005–06 to 17,871 students in 2006–07 for French immersion programs, and from 77,385 students in 2005–06 to 75,545 students in 2006–07 for basic French courses taught in the public school system and in independent schools in Manitoba.

On the postsecondary side, the University of Brandon provides development courses in French and teaching techniques. In 2005–06, 21 education students registered in these courses and 45 teachers registered as well. At the secondary level, 110 additional students attended a French enrichment camp based on the “experiential communicative” teaching approach. CUSB offers five youth programs a year, such as the Semaine par Excellence, the intensive French enrichment program, and Tu Parles (a French-as-a-second-language course for children from 7 to 12 years of age). These programs are designed to increase enrolment from immersion schools and English-language schools offering courses in basic French. In all, CUSB admitted 95 new students from immersion schools and English-language schools offering courses in basic French in 2005–06, and 87 new students in 2006–07. CUSB organized several cultural and sports activities in 2006–07, in which more than 270 students participated as actors, technicians, volunteers, craftspeople, and artists, while 266 took part in sports activities.

To revitalize French in the province and under bilateral agreements signed with the Government of Canada, Manitoba is receiving funding through the action plan

for teaching in the minority language and teaching of the second language from 2005–06 to 2008–09. For example, the association Canadian Parents for French (CPF) in partnership with the Association manitobaine des professeurs de français (AMPF) and the Association manitobaine des directrices et directeurs d'immersion française (AMDI) are facilitating the French for Life project to consolidate and improve the quality of existing second-language programs and to increase the proportion of secondary graduates with a knowledge of their second language. This project promotes education in French as a second language and strives to increase the benefits of French immersion and basic French. The French for Life program targets the importance of maintaining, improving, and increasing the learning of French as a second language in Manitoba. The project responds to the need to raise the visibility of French-as-a-second-language programs, to provide teachers with the necessary tools for delivering French-as-a-second-language programs that are effective, and to generate interest and encourage students to continue their education in French at the postsecondary level. Several other projects approved by organizations, public schools, independent schools, and the Collège universitaire de Saint-Boniface are revitalizing French as a second language.

Program development / Quality of programs

Manitoba provides significant and ongoing support to school divisions so that they can provide students with quality second-language programs. In 2005–06, Manitoba developed academic programs in the disciplines of arts education, mathematics, natural sciences, physical education and health education, the humanities, information and communications technologies, as well as Spanish and basic French. In 2006–07, French as a second language/French immersion was added. Both the development and the updating of these programs ensure that students in Manitoba schools have access to high quality up-to-date programs.

On a continuing basis, Manitoba is developing and updating school subject sites, including interactive sites that provide specific information on various fields of

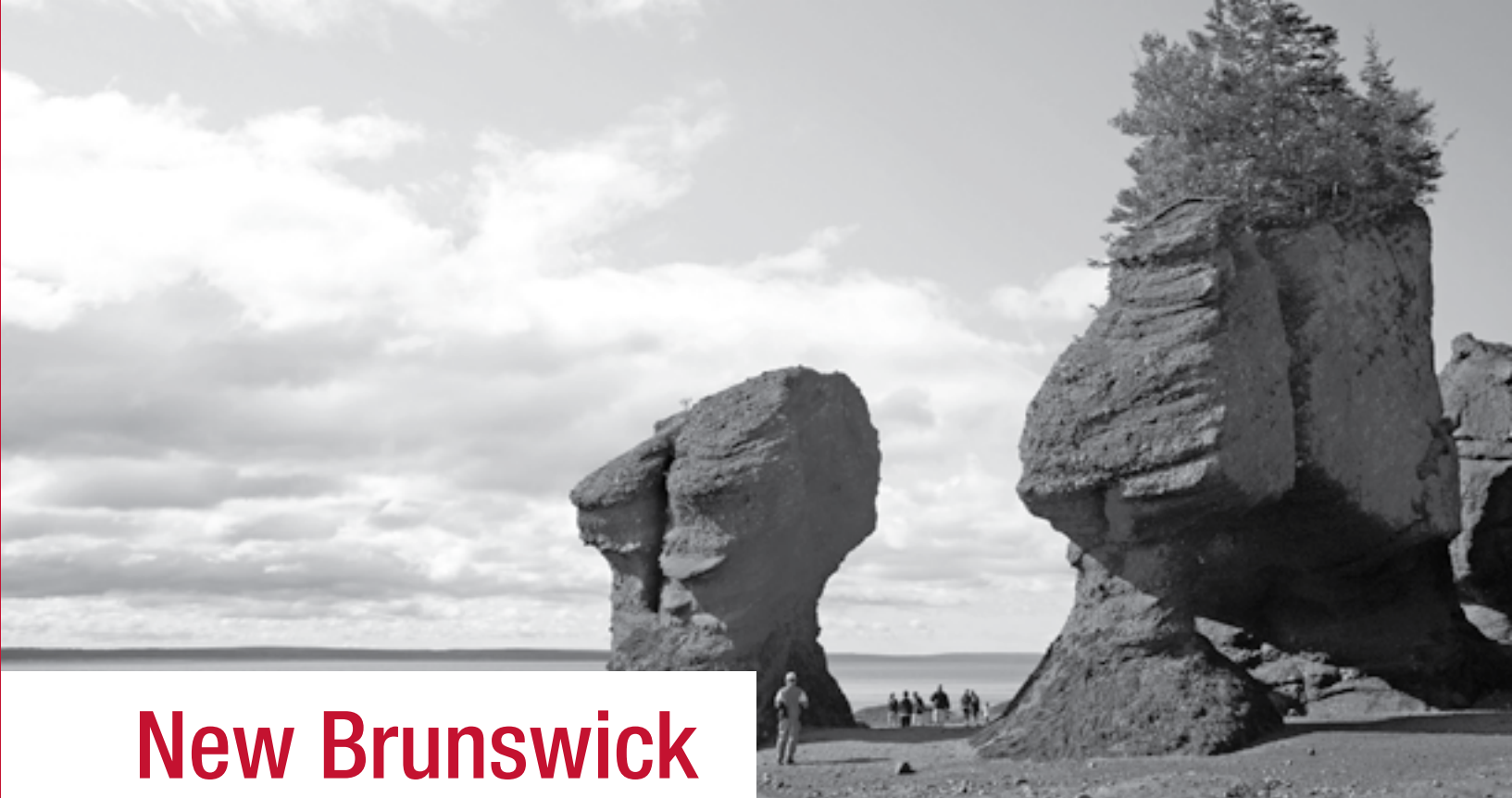
study. In addition, Manitoba offers subscriptions to updates of the Department's Internet publications. Parents can obtain reports on the teaching of various subjects; as well, they can obtain a list of French-language schools and universities and their enrolment figures.

Manitoba's efforts in this category promote the development, accessibility, and promotion of quality academic programs from kindergarten to grade 12. In 2005–06 and 2006–07, Manitoba developed academic programs in various disciplines. The development of academic programs in arts education from kindergarten to grade 12 has continued. Draft frameworks for early childhood learning outcomes in visual arts, theatre arts, dance, and musical education have been made available.

In the Western and Northern Canadian Protocol, the common framework for learning outcomes in mathematics K–8 was finalized in June 2006; the work of reviewing the common framework for learning outcomes in mathematics 9–12 continued. In natural sciences, since the launch of the pan-Canadian framework for learning outcomes in natural sciences, all programming has been reviewed from kindergarten to grade 10. Furthermore, development work on Physics 40S, Biology 30S and 40S, and Chemistry 30S and 40S courses continued. Drafts of all the documents except Chemistry 40S are now available on the Internet, and we are working on the final drafts of the documents. In physical education and health education, the development process for grades 11 and 12 implementation documents continued. In the humanities, development work has been completed for grades 7 and 8 and continues for grade 11. In the field of information and communication technologies (ICT), development of a continuum of skills in the ICT field has been completed. Development of a framework for learning outcomes in ICT at the secondary level has also been completed.

In educational resources, several teaching tools have been developed, especially in the field of information and communication technologies.

<i>Total Investment: Second-Language Instruction</i>	2005-06		2006-07	
	<i>Federal contribution</i>	<i>Manitoba's contribution</i>	<i>Federal contribution</i>	<i>Manitoba's contribution</i>
Regular Funds	\$3,795,883	\$6,481,546	\$3,799,000	\$6,653,800
Additional Funds	\$896,500	\$980,580	\$1,059,000	\$1,386,905
Grand Total	\$4,692,383	\$7,462,126	\$4,858,000	\$8,040,705



New Brunswick

MINORITY-LANGUAGE EDUCATION

Teacher training and development

To enrich the learning environment for minority-language students, francophone teachers in New Brunswick are offered the means of diversifying their pedagogical methods and of updating their teaching. Since 2004, New Brunswick has had, as its primary focus, the goal of improving students' performance and implementing the necessary services so that all students can achieve academic success.

This overarching goal of enhancing the quality of learning is supported by a number of pedagogical development activities for the varied practitioners in the system. In 2005–06 and 2006–07, the priority was placed on specific areas of training — literacy, teaching techniques in mathematics, teaching techniques in science, new academic and francisation programs. Of these areas, more than 500 teachers of grades 3 to 6 took part in literacy training. The work on enhancing the quality of interventions with students experiencing reading difficulties continues. Moreover, we have noted a significant difference between the results achieved in the 2004–05 school year and those of the 2006–07 school year. For reading, the following results show the percentage of students who reached the expected level or a higher level of achievement:

Oral Reading		Silent Reading	
2004–05	51 %	2004–05	60 %
2005–06	58 %	2005–06	63 %
2006–07	63 %	2006–07	70 %

All mathematics and science teachers of grades 6 to 8 received seven days of developmental training related to the respective teaching techniques in these subjects. Of course, training was provided to support the implementation of academic programs in French, the arts, English as a second language, science, mathematics, the humanities, personal and social development, trades and physical education. It should be noted that a larger part of this development specifically targeted secondary school teachers because the development of programs coincided with the reform at this level.

New Brunswick has a university network that allows residents of the province to obtain a university education in either official language. Université de Moncton, the only exclusively French-language general university outside Quebec, offers a range of programs and courses to New Brunswick's Acadian and francophone population through its three campuses, which are located in Edmundston, Shippagan, and Moncton. Additional resources have been invested in the academic program for school administrators, and we have noted that registration in this program has risen 16%. Resources for training in academic accommodation have also been added. Registration in the various programs related to this field has risen by 30%. The Edmundston campus has taken steps to promote educational methods in a university setting by developing a bank of on-line educational resources and by offering development and exchange activities in this area to its own staff. Fifteen workshops were delivered to 225 participants.

The community colleges instituted a training program to provide their teaching staff with the basic skills necessary to use educational technology.

Student support and development

Increasing the number of students in minority-language schools, particularly by promoting the retention of school enrolment, is one of New Brunswick's key objectives in this area. The actions taken are largely intended to create a forum for cultural development so that all students can continue their own process of identity-building.

In 2005–06 and 2006–07, action was taken at the provincial and district levels to ensure a significant presence of francophone cultures, whether Acadian or from elsewhere, in French-language schools. Many cultural performances and events were organized for all New Brunswick students.

Since 2005, cultural facilitators have been working in many schools to define the cultural profile of the schools and help them determine their needs. The organized activities are planned from a learning perspective in which educational facilitation takes on new meaning.

Through the ArtsSmarts program, the arts have a higher profile in the classroom. The program gives young people an opportunity to work with experienced artists on artistic projects linked to various academic subjects. ArtsSmarts promotes greater appreciation of culture and the arts, awakens students' creativity, and introduces them to local artists. More than 150 projects were carried out between September 2005 and June 2007.

Heritage Week and French Pride Week continue to play a major role in all minority schools in New Brunswick. Students participate in these significant celebrations, which highlight culture and language.

Université de Moncton offers several scholarship programs to improve access to all levels of postsecondary education in French. A total of 660 scholarships were awarded in 2005–06. Furthermore, almost 2,000 student registrations were linked to this measure.

To boost enrolment and access to postsecondary education, the community colleges developed and implemented a strategy to promote their programs, introduced a facilitation service for student life on their campuses, and offered a program to support education in French.

Program development / Quality of programs

To promote the success of all students, the Department of Education is committed to providing additional programs that will allow schools to reflect the special characteristics of their community. Indeed, the diversity of the province's social and linguistic environment requires that services and programs that reflect the community context be available.

The level of readiness for kindergarten varies greatly among children. In recognition that a child's development in the years leading up to kindergarten is critical, a family literacy program has been developed to support parents and their children. Five new preschool intervention consultants now work in the districts to help families whose children are at risk in the year prior to starting kindergarten. This program is designed to give parents the necessary tools to stimulate their child's development. Schools are also responsible for providing the necessary services for enrolment of children whose eligible parents speak little or no French. Slightly more than 500 students received francisation services in 2005–06. This number rose to almost 700 in 2006–07.

In New Brunswick, on-line courses enable rural schools to provide a range of elective courses in grades 10 to 12. More than 1,400 francophone students took one or more of the 21 courses taught on line.

In 2005–06 and 2006–07, Université de Moncton established a number of strategies to support education in French, to enhance access to postsecondary education, and to consolidate its research infrastructure. These

proved very successful as shown by the data gathered on the number of enrolments, of activities, of scientific productions, and of publications. The community colleges completed a good portion of the development of the components to be put in place so that their clients can take part-time programs in the techniques and technologies of the trades sector. New programs are now established and are enabling this institution to offer an even more complete range of courses.

Educational structure and support

One of the most important characteristics of New Brunswick's school system is what is called its duality. This means that each official-language community has its own governance structure and network of primary and secondary schools. This duality also applies to the Department of Education. There are two parallel language sectors, each with a deputy minister. Each language sector is responsible for developing its academic and assessment programs. In 2006–07, the francophone sector had 99 schools and 32,533 students.

In September 2003, the francophone sector launched the gradual introduction of the new educational system based on two semesters of five courses. This change required that all academic programs in grades 9 and 10 be updated. During the 2005–06 and 2006–07 school years, schools introduced new academic programs in all subjects except French, which will come later. Furthermore, several elective courses in the trades, science, mathematics, second and foreign languages, and the arts and humanities were developed and implemented. In primary school, academic programs were introduced in mathematics, English as a second language, personal and social development, and arts education.

In July 2007, the Department of Education launched its new book, *Histoire des Acadiens et des Acadiennes du Nouveau-Brunswick*. Published by La Grande Marée, this textbook is used in grades 3, 4, and 5. Moreover, a project to assemble a collection of Acadian plays was started that same year. More than 200 plays have been compiled for assessment. It should also be noted that many resources were purchased to support the implementation of new academic programs. Some of these are adapted to more effectively meet the needs and reflect the reality of New Brunswick youth.

During the 2005–06 school year, the community colleges continued to implement their new administrative structure based on a single French-language college institution. This will prove more effective in meeting the postsecondary education needs of New Brunswick's francophone community. Introduction of the administrative services branch has now been completed.

<i>Total Investment: French Minority-Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>New Brunswick's contribution</i>	<i>Federal contribution</i>	<i>New Brunswick's contribution</i>
Regular Funds	\$13,293,075	\$99,381,776	\$13,293,075	\$99,447,937
Additional Funds	\$2,978,390	\$5,257,318	\$3,050,790	\$5,132,719
Grand Total	\$16,271,465	\$104,639,094	\$16,343,865	\$104,580,656

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

The pedagogical skills and linguistic proficiency of classroom teachers are critical to successful second-language instruction. Bursaries are made available to the teachers of New Brunswick who wish to pursue studies in French language and pedagogy. In 2005–06, a total of 40 teachers received summer bursaries to participate in French-second-language programs, and 39 teachers received bursaries in 2006–07. In both years, teachers attended the programs offered at Université de Moncton-Shippagan and the Centre Nautique de l'Istorlet, Îles de la Madeleine.

Funds were also provided directly to school districts to support the upgrading of teachers' proficiency in French and their second-language teaching skills. All nine school districts provided such workshops. The 2005–06 and 2006–07 school years marked the third and fourth years of the pilot of intensive French in grades 4 and 5. There were 23 classes of intensive French in 2005–06 and 44 classes in 2006–07; all teachers of these classes received training in the pedagogy underlying the program. Administrators of the schools involved in the pilot also received some training in the program in order to support teacher observations, as did the French second-language-learning specialists in each of the nine school districts. As students completed the intensive French program, they selected either post-intensive or late French immersion programs. Training of post-intensive French teachers occurred in both 2005–06 and 2006–07. In 2006–07, 14 schools offered post-intensive French programs.

In the spring of 2005, teachers of core French in grades 1 to 4 received training on the new core French curriculum to support its implementation in September 2005. Middle school core French teachers (grades 6 to 8) were introduced to a new core French curriculum in September 2005. In some school districts, teachers of core French were provided with sessions on AIM (Accelerated Integrated Method), the language-learning methodology in the new curriculum.

Professional development opportunities were offered in areas linked to academic programs, specifically social studies at grades 6, 7, and 9; middle-level health; grade 9-10 science; and middle-level science. Teachers and French-second-language-learning specialists received training in the use of the French assessment kit, *Trousse d'appréciation de rendement en lecture: Immersion française — Quatrième à la sixième année*, developed for Atlantic Canada to support the monitoring of students' reading development in grades 4 to 6.

Extensive teacher training in the area of literacy development was continued, particularly at the primary level (grades 1 to 3). This training focused on a balanced approach to literacy, with an emphasis on shared reading, guided reading, shared writing, and independent writing. Beginning teachers of both core French and French immersion participated in a beginning teacher induction program that paired them with a subject area and grade mentor.

Student support and development

Participation in sociocultural activities strengthens language skills at the same time as it raises students' awareness of their cultural environment. A portion of the OLEP funding in New Brunswick in 2005–06 and 2006–07 was allocated to school districts to provide French cultural learning experiences for students. These varied learning experiences included Writers in Schools, Artists in Schools (art, music, dance, and drama presentations and workshops), field trips to French communities and historic sites, outdoor experiential learning immersion camps, oratorical competitions, and preparing French cuisine. There was also collaboration between francophone and anglophone students coordinated through Dialogue New Brunswick.

An exchange program with students from the province of Quebec continued for high school students in grades 10 and 11. Students from New Brunswick twinned with students from Quebec and spent three months in each other's province. During the 2005–06 school year, 21 New Brunswick students were involved in the exchange, and during the 2006–07 school year, 17 students participated.

During the 2005–06 and 2006–07 academic years, New Brunswick participated in the federal government's language assistant programs, *Accent/Odyssey*, and the *Explore student bursary program*, which are administered through the Council of Ministers of Education, Canada (CMEC). (Please see "National Programs" on page 93 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

A student bursary program was available to core French and French immersion students (grades 9 and 10) to attend a four-week immersion program at Université de Moncton in the month of July. In 2005–06, 90 students participated, and 94 students were involved in 2006–07.

Program development / Quality of programs

FROM KINDERGARTEN TO GRADE 12

New Brunswick continued its work in the area of program development in French as a second language. A new curriculum document was drafted to support late immersion French language arts. As well, work continued on the development of the interprovincial intensive French program guide (grade 5) and of post-intensive French program guides for grades 6 and 7. To support a research study on the implementation of intensive French in grade 4 in one of the school districts, instructional modules were developed for this level. New programs were introduced in French immersion in 2005–06 and 2006–07, in social studies for grades 6, 7, and 9, and in middle-level health education.

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

In addition to program development, direct support in the form of grants was provided to school districts for the implementation of new classes in French immersion. New intensive and post-intensive French pilot classes were provided with classroom resources to support the implementation of the program.

Further funding was provided to school districts to support students in the early French immersion program who were experiencing difficulties with French language learning. Approximately 28 literacy lead teachers were hired across the province to provide interventions for students and to coach French immersion teachers on effective pedagogical approaches.

The Department of Education assesses the learning of French immersion students in reading, writing, mathematics, and science. In addition, the Department assesses the oral proficiency of students in core French and French immersion. In 2005–06 and 2006–07, grade 2 French immersion students were assessed in French language arts, both reading and writing. The grade 4 French immersion students were assessed in French language arts, both reading and writing, in the 2006–07 school year, which was a pilot year. French immersion students in grades 5 and 8 were also assessed in mathematics in both 2005–06 and 2006–07. A grade 6 science assessment was piloted in 2006–07. Also in 2005–06 and 2006–07, grade 10 French immersion students were assessed in reading and writing.

At the end of grade 12 in both 2005–06 and 2006–07, the Department of Education assessed students' oral proficiency. Students who continue to participate in core French or French immersion courses are eligible to participate in these interviews, and virtually all the students take advantage of this opportunity. In 2005–06, 1,200 students participated in the interview; 1,345 students participated in the interview in 2006–07. In grade 10, a random sample (approximately 10%) of both core French and French immersion students are asked to participate in oral interviews. The oral interviews in grade 10 are completed every second year, and 530 grade 10 students were assessed in 2005–06.

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

POSTSECONDARY LEVEL

The University of New Brunswick (UNB) undertook a number of initiatives concerning second-language programs and related research. The initiatives included designing and delivering on-line courses; redesigning the Web site and adding new items to improve content and accessibility for FSL and ESL students in teacher education; adding to the Atlantic Second Language Education Resource Collection (ASLERC), permanently housed in the Harriet Irving Library < <http://www.unbf.ca/L2/Resources/ASLERC.html> >; and working with professional associations and committees. Materials related to FSL and ESL pedagogy were published, and workshops were conducted for the professional development of second-language teachers. These activities contributed to the ongoing improvement of FSL and ESL instruction through work with both in-service and pre-service teachers. Growth was seen in programs such as intensive English or French, new and innovative materials in core French, and improved pedagogy in elementary immersion.

The University of New Brunswick completed initial work for a best practices database: multimedia materials were developed and disseminated; UNB worked with professional associations and committees to conduct the background research on best practices; and important preliminary work was completed to allow the university to move to the next phase of the project.

The university also completed follow-up research on intensive French; conducted background research on attitudes, motivation, and language use; then designed and published the survey questionnaire as work

preparatory to the collection and analysis of data. UNB also contributed to scholarships for FSL and ESL student teachers, and awarded two scholarships.

As part of their promotion of research on the teaching of second languages, the Second Language Research Institute of Canada <<http://www.unbf.ca/L2/>> designed and initiated a school-based action research project. They hired a full-time faculty member, a research associate, a project manager, and a part-time administrative assistant. They then recruited a full-time graduate student and acquired computers and related software to assist in research design, data collection, and analysis. Research plans were established and implementation begun; presentations sharing preliminary results were given at national and international conferences; articles were prepared and submitted for publication in academic and teacher journals.

Educational structure and support

French learning specialists are in place in each of the nine school districts to support French-second-language programs in schools across the province. An additional French second-language-learning specialist was seconded to the Department of Education in May 2006 to assist with the additional intensive and post-intensive French programming.

French-second-language programs in New Brunswick include early and late French immersion, core French, and the pilot program for intensive French. Early immersion

begins in grade 1; late immersion begins in grade 6. In 2005–06, approximately 26% of the student population was enrolled in French immersion programs. In 2006–07, approximately 27% of the student population was enrolled in French immersion programs.

All students in New Brunswick who are not in French immersion are enrolled in the core French program from grade 1 to grade 10. In 2005–06 and 2006–07, the number of schools beginning to pilot intensive French in grade 5 and post-intensive French in grades 6 to 8 increased. In 2005–06, 15 schools with a total of 23 classes were involved in the intensive French pilot; and the next school year saw 34 schools with a total of 44 classes involved in the pilot. The researchers and developers of the intensive French model also worked with the provincial French second-language-learning specialists to support the implementation of the new literacy-based approach to teaching French.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>New Brunswick's contribution</i>	<i>Federal contribution</i>	<i>New Brunswick's contribution</i>
Regular Funds	\$4,221,925	\$18,119,900	\$4,221,925	\$18,113,900
Additional Funds	\$818,416	\$665,547	\$1,108,976	\$654,247
Grand Total	\$5,040,341	\$18,785,447	\$5,330,901	\$18,768,147



Newfoundland and Labrador

MINORITY-LANGUAGE EDUCATION

Educational structure and support

Among the principal objectives in minority-language education in Newfoundland and Labrador are increased enrolments and the provision of programs and services that respond to the needs of francophone students. In 2005–06 and 2006–07, support was provided in the area of infrastructure, including operations grants and transportation grants for francophone schools as well as teachers beyond the provincial allocation formula. There are 5 schools in the francophone education system, located in 4 regions of the province. Enrolments in French-first-language schools increased by approximately 15.6 % from 2004–05 to 2006–07, with a total provincial enrolment of 192 in 2004–05, 203 in 2005–06, and 222 in 2006–07. Continued support in the area of educational infrastructure has helped move the province toward achievement of the ultimate enrolment goals in French first language.

The Conseil scolaire francophone provincial (CSFP) received direct support through the Official Languages in Education Protocol (OLEP) in 2005–06 and 2006–07 to establish a team of pedagogical experts at the district office level. The aim of this support is to improve student achievement and increase enrolments, and to provide direct support for teachers in the francophone school system.

Additional support was also provided in 2005–06 and 2006–07 for promotional activities and for the translation of government documents. These activities also contribute to enhancing the francophone school system, and thereby encourage parents to consider enrolling their children in the system.

Program development / Quality of programs

In this area, the efforts of Newfoundland and Labrador support the development, increased availability, and delivery of quality curriculum from kindergarten to grade 12. In 2005–06 and 2006–07, new programs and resources were introduced in several areas including language arts, social studies, physical education, and career education.

Distance education continues to be an important method of teaching and learning within the francophone school system of Newfoundland and Labrador because the schools are small and do not always have the necessary personnel on site. Enrolments at the secondary level are particularly low in some areas, which makes it difficult to find specialist teachers. In 2005–06, there were 7 courses offered through distance education, with a total enrolment of 28 students. In 2006–07, there were 8 courses, and 25 students.

Support is provided directly to the CSFP in the context of the OLEP to support early literacy and preschool programs and extracurricular activities. A total of 38

children participated in preschool programs in 2005–06 and 30 in 2006–07. Preschool family francisation programs are also made available to prepare children and parents for the francophone school system. Children in the system who need further help in the area of French language skills continue with the francisation program, with teachers provided to enable the schools to offer such a service. Approximately 80 students availed themselves of the francisation services in 2005–06 and 105 in 2006–07.

The cultural program is another highlight of the francophone education system supported through the OLEP. The CSFP has hired a cultural coordinator and established various activities in this area. Local artists visit the schools through an Artists in residence program, and provincial activities are held annually to bring francophone students together and thereby increase their sense of belonging to a larger community. In 2005–06, approximately 140 students and 40 teachers participated in Franchoralies, a 3-day choral festival in St. John's organized by the francophone school district. In 2006–07, approximately 175 students participated in a provincial francophone public-speaking competition, with 10 attending the final competition held in La Grand' Terre. This activity was also made possible through the OLEP.

Teacher training and development

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

In 2005–06 and 2006–07, all francophone teachers in the province participated in training workshops offered through the Department of Education to upgrade their pedagogical skills and introduce new programs developed through the Department. Bursaries were also made available to teachers for summer study at francophone institutions outside the province. No teachers participated in the bursary program in 2005–06 and 2006–07.

The CSFP also participates in job fairs in an attempt to increase the number of candidates who submit applications for new positions; this is an area of some concern because of the high teacher-attrition rate. In 2005–06, new teachers were hired for 12 of the 30 teaching positions in francophone schools. In 2006–07, there were 9 new teachers among 34 positions.

Student support and development

At the postsecondary level, fellowships are made available through the OLEP to allow francophones to continue their studies beyond high school at French-language institutions outside the province. This support is available to individual students for a 5-year period. A total of 11 students participated in this program in 2005–06, and 11 again in 2006–07.

SECOND-LANGUAGE INSTRUCTION

Educational structure and support

In 2005–06 and 2006–07, French program specialists were appointed at the district level to support French-second-language programs in all areas of the province. One of the main goals of these appointments was to increase enrolments in second-language programs.

French-second-language programs in Newfoundland and Labrador include early and late French immersion and core French. Early immersion begins upon entry to the school system in kindergarten; late immersion begins at grade 7. All students in Newfoundland and Labrador who are not in French immersion are enrolled in the core French program from grade 4 to grade 9. Some schools offer intensive core French as part of the core program at grade 6. The number of students in grade 6 who enrol in the intensive core French program continues to increase. Numbers are also increasing in early and late French immersion programs.

The total percentage of Newfoundland and Labrador students enrolled in French second language was approximately 61% in 2004–05 and 2005–06, and dropped to 60% in 2006–07. This decrease is due largely to the challenge of retention in high school programs because core French becomes optional after grade 9.

The province's goal is to develop new core French and French immersion programs at the secondary level that will enable a greater number of students to meet with success in high school FSL. Student support programs and teacher professional development will be important components of these initiatives.

The province of Newfoundland and Labrador is also continuing to support French through distance education as a method for continuing to offer French-second-language courses in small and remote schools where on-site teachers are not available. In 2005–06, there were 180 students enrolled in these courses. In 2006–07, there were 162 students.

Program development / Quality of programs

Newfoundland and Labrador continues its work in the area of program development in French second language, working on new programs at the elementary level and at the intermediate level in core French. New programs were introduced in French immersion in 2005–06 and 2006–07, particularly in the areas of social studies, French language arts, physical education, and career education. Work is continuing in French immersion where new programs are being developed in French language arts for grades 7 through 12.

In addition to program development, direct support in the form of grants is provided to school districts for the implementation of new classes in French immersion and intensive core French. Further support is provided to all districts for immersion programs in the form of teacher aides. In 2005–06, there was an increase of 8.8% in intensive core French relative to 2004–05, and an increase of 5.6% in French immersion. There was a further increase in 2006–07 of 17.3% in intensive core French and 5.85% in French immersion. Three of four anglophone districts in the province now offer intensive core French. All four anglophone districts offer French immersion.

Teacher training and development

Bursaries and fellowships are made available to teachers of Newfoundland and Labrador who wish to pursue studies in French language or in pedagogy at French language institutions in Canada. In 2005–06, a total of 22 teachers availed themselves of the summer bursary program; in 2006–07, 31 teachers received a bursary. A fellowship for return to full-time studies was made available to second-language teachers and to other teachers who wished to begin studies in this area, but none availed themselves of this opportunity in 2005–06 or in 2006–07. This program is now being reviewed with the aim of increasing teacher interest and participation.

Grants were provided directly to school districts for summer sessions for French-second-language study in 2005–06 and 2006–07. A total of 7 sessions were held in summer 2006 within the province. Two district-sponsored sessions were also held outside the province, with a total of 32 teachers and administrators participating. In 2007, there were 6 summer sessions offered to teachers of French Immersion, core French, and intensive core French through school districts and with the support of the OLEP.

<i>Total Investment: Minority Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Newfoundland and Labrador's contribution</i>	<i>Federal contribution</i>	<i>Newfoundland and Labrador's contribution</i>
Regular Funds	\$528,200	\$2,548,935	\$528,200	\$2,398,430
Additional Funds	\$949,661	\$406,999	\$865,883	\$466,245
Grand Total	\$1,477,861	\$2,955,934	\$1,394,083	\$2,864,675

Student support and development

A primary focus of OLEP funding in Newfoundland and Labrador in 2005–06 and 2006–07 was direct support for students wishing to participate in study outside the province and in activities beyond the classroom. At the elementary and secondary levels, the main goal of these programs is to encourage students to continue their studies of French second language at the high school level when such study becomes optional.

Three bursary programs were available for summer study in French Canada for secondary students, grades 9, 10, and 11. In 2005–06, 101 students participated — 60 from grades 9 and 10 and 41 from grade 11. In 2006–07, these figures were 59 from grades 9 and 10 and 54 from grade 11. The institutions involved in these programs were Collège Saint-Charles Garnier, Collège Notre-Dame de Foy, Université Ste-Anne, and Cégep de Trois-Rivières. Programs were also made available through school districts for sessions at Francoforum in St. Pierre for students of grades 6 and 7. There were 60 participants in 2005–06 and 79 in 2006–07. Winter camps were held in central Newfoundland for intensive core French students and regular core French students. There were 285 students participating in 2005–06, and 280 in 2006–07.

School-trip programs were also available to schools. These provided support for classes travelling to St. Pierre or to French Canada. In 2005–06, a total of 40 schools travelled to St. Pierre and 20 to French Canada. In 2006–07, 37 schools received support for travel to St. Pierre and 16 for French Canada.

At the postsecondary level, fellowships were offered to students pursuing studies in French-language institutions within Canada. There were 26 participants in this program in 2005–06 and 29 in 2006–07. The Frecker program offered through Memorial University also continued, with 55 students involved in an intensive immersion experience for one semester in 2005–06 and 47 students in 2006–07.

<i>Total Investment: Minority Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Newfoundland and Labrador's contribution</i>	<i>Federal contribution</i>	<i>Newfoundland and Labrador's contribution</i>
Regular Funds	\$528,200	\$2,548,935	\$528,200	\$2,398,430
Additional Funds	\$949,661	\$406,999	\$865,883	\$466,245
Grand Total	\$1,477,861	\$2,955,934	\$1,394,083	\$2,864,675



Northwest Territories

CONTEXT

Official languages in the Northwest Territories

The Northwest Territories (NWT) recognizes 11 official languages — 9 Aboriginal languages as well as English and French.

In 5 of the 33 communities in the NWT, during periods of second-language instruction, students can choose from French and the Aboriginal language of their region. Depending on the community, this learning may be provided through basic French courses or immersion programs. In all cases, offering French as a second language adds to the financial costs required to teach the region's Aboriginal language. Parents may choose to send their children to Aboriginal or French-language classes during the second-language period.

The Department also strives to provide members of the French-speaking minority community with the opportunity to obtain instruction in French as a first language and to develop, strengthen, or enrich their cultural identity as they become more familiar with their own culture and the culture of other francophone communities. There are two francophone schools in the NWT, one in Yellowknife and one in Hay River.

MINORITY-LANGUAGE EDUCATION

Teacher training and development

In 2005–06 and 2006–07, several professional development sessions were provided to francophone teachers to enrich the learning environment of minority-language students. Each year, staff of the Department of Education, Culture and Training provide training sessions for all new French teachers in francophone schools. In addition to this training, the Department provides sessions on various subjects such as literacy, guided reading, and two-level classroom management. In addition to the sessions provided by the Department, several teachers have taken part in meetings or summer practicums of the Association canadienne d'éducation de langue française (ACELF) and in provincial conferences. Each year, the francophone school board receives funding to provide professional development grants to its teachers.

Student support and development

The schools of the NWT francophone school board are located in Yellowknife and Hay River. In June 2006, the school board had 163 students from kindergarten to grade 12.

Increasing enrolment in these two minority-language schools is a key objective. To improve the chances of recruiting and retaining students, the francophone school board wanted to avoid three-level combined classes in its schools. Having three levels in a class does not automatically affect the quality of teaching, but parents have a negative perception of such a situation. Thus, most of the additional funds are directed toward funding combined classes comparable to those in majority-language schools, that is, classes with two grade levels.

Program development / Quality of programs

Each year, through its regular funds, the school board receives supplemental funds to purchase teaching resources. Many library books were purchased for the two schools at book fairs; in addition, they received new mathematics textbooks, high school anthologies (draft Western and Northern Canadian Protocol), and health textbooks.

Regular funds also cover sociocultural activities for students, such as variety shows, school trips, and school exchanges. With additional funds, the school board participates in the Passeport francophone project developed by the British Columbia francophone school board.

Each year, a few NWT students receive scholarships to continue their postsecondary education in a French-language institution in Canada.

Educational structure and support

To meet students' special needs, two teachers responsible for the student support program have been hired, in part through additional funds. These teachers provide services to students with physical, academic, or behavioural needs. Teachers' aides, especially in kindergarten and the elementary grades, also provide francisation services to students who speak little or no French.

To provide specialized courses to such a limited student clientele, preference is given to the use of high technology. However, the necessary teaching staff and technology must be available, and during the first two years of the Protocol, some cornerstones of this major technology project were set in place, including procurement of equipment, training, and trials of on-line courses. The project will continue for two more years.

Through additional funds, full-time secretary-librarians have been hired to upgrade services to the community and to parents. The family-school-community link is essential in minority communities. A solid communications system is crucial to this relationship. These hirings also have beneficial effects on the availability of library resources.

<i>Total Investment: Minority Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Northwest Territories' contribution</i>	<i>Federal contribution</i>	<i>Northwest Territories' contribution</i>
Regular Funds	\$162,300	\$484,754	\$164,000	\$711,965
Additional Funds	\$1,102,796	\$832,969	\$1,140,921	\$1,120,209
Grand Total	\$1,265,096	\$1,317,723	\$1,304,921	\$1,832,174

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

Teachers of basic French were provided with sessions on the AIM (Accelerated Integrated Method) language learning methodology, including one session in October 2006 and another in 2007. More than a dozen participants attended the sessions and have implemented this methodology in their classrooms. Resources were made available to these teachers for their classrooms, from kindergarten

to grade 10. Immersion program teachers were able to take several professional development workshops during the first two years of the Protocol. In addition to the sessions provided at the Ministère on literacy, especially on guided reading, several teachers attended meetings of the Canadian Association of Immersion Teachers and the Canadian Association of Second Language Teachers, as well as provincial conferences.

Each year, with contributions from regular funds, the school boards that deliver education in French receive funding to award professional development grants to their teachers.

Student support and development

The policy on teaching Aboriginal languages starting in grade 1 generated a willingness in several school boards to consolidate and increase French-as-a-second-language programs, to give students the option of continuing their studies in French or in the Aboriginal language of their region. Thus, during the second-language teaching period, part of the class is learning French while another group is learning the community's Aboriginal language. The two language groups have a better chance of successful learning because the choice of language is left to the learners and their parents; also the groups of learners are smaller.

In several small communities prior to 2005, basic French courses were not systematically available from one school year to the next. They were always subject to changes in the schedule, or the staff, or the administration's willingness and the school's policy.

The new initiatives for teaching basic French allow for the hiring of qualified second-language teachers as well as a clearly defined job description from one school year to the next and regular teaching periods of 90 hours a year per class group. This teaching framework helps students advance faster in their learning and work toward French as a second language in senior secondary.

Throughout the NWT, basic French is taught in 5 communities and 18 schools. In June 2007, 2,259 students were taking French courses. Through the additional funds, basic French programs are well established and constant from grade 1 to grade 9. In 2006–07, one NWT school board introduced an intensive French course in grade 6. This new initiative proved successful and is continuing.

Six schools spread over three school boards in the NWT provide French immersion programs. More than 600 students take part in these programs. And the number of students continues to grow both through the expansion of the program to Inuvik and the introduction in Yellowknife of two new immersion programs, one early immersion and one late immersion.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Northwest Territories' contribution</i>	<i>Federal contribution</i>	<i>Northwest Territories' contribution</i>
Regular Funds	\$380,200	\$181,928	\$378,500	\$198,975
Additional Funds	\$572,444	\$727,161	\$734,321	\$1,080,168
Grand Total	\$952,644	\$909,089	\$1,112,821	\$1,279,143

Grants in this category also funded sociocultural activities (speaking competition, snow camps, variety shows) organized by the school boards or a chapter of Canadian Parents for French. These activities met the expectations of students from kindergarten to grade 12 in both immersion and basic French programs.

Each year, about 10 NWT students took part in the CMEC's Summer Language Bursary Program (SLBP), now called Explore/Destination Clic. With a contribution from regular funds, these students were able to participate in any Canadian province, and they received the \$1,000 bursary to cover travel costs. (Please see "National Programs" on page 100 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

French upgrading, basic program, and revitalization of immersion programs

In 2005–06 and 2006–07, school boards received funding to cover supplemental costs associated with teaching French as a second language. Some boards received additional funds to solidify their basic French program from grade 1 to grade 9 or to introduce an intensive French class in grade 6. Other boards received additional funds to start or continue introduction of their early or late immersion program. All school boards received funding to purchase teaching resources and organize cultural activities.

In two school boards, additional funds were used to hire a second-language consultant to support teachers in their efforts to meet learners' needs.



Nova Scotia

MINORITY-LANGUAGE EDUCATION

Teacher training and development

In order to enrich the learning environment for minority-language students, francophone teachers in Nova Scotia are provided with opportunities that enable them to diversify teaching methods and to modernize teaching. In 2005–06 and 2006–07, a total of 75 francophone teachers were awarded bursaries that enabled them to participate in training workshops and upgrade their pedagogical and linguistic skills, particularly in the teaching of specialized programs (e.g., speech therapy, communication, literacy, and writing skills) as well as in professional development sessions during the school year. The bursaries also enhanced teachers' access to continuing education programs in teaching to multi-level and multi-age groups. Grants provided to the faculty of education at Université Sainte-Anne in 2005–06 and 2006–07 supported the establishment of this program of study.

These continuing education and professional development opportunities help to improve retention levels and ensure that there is an adequate number of teachers to meet the current needs of the French-minority school system. In order to meet the anticipated needs of the system, Nova Scotia has implemented strategies by which to promote the teaching profession. In partnership with the Faculty of Education at the Université Sainte-Anne, Nova Scotia implemented a recruitment program beginning in

2005–06 to encourage graduates of the French-language school system who are interested in a career in education to enrol at the faculty. As well, additional bursaries were offered in 2006–07 to Bachelor of Education students who would commit to teaching French for a minimum of two consecutive years within the Conseil scolaire acadien provincial upon completion of their studies.

Student support and development

Increasing the number of students in minority-language schools, especially by promoting elementary-to-secondary transition and retention, is Nova Scotia's key objective in this category. In 2005–06, grants enabled the implementation of full-day kindergarten in all francophone schools. As a result, children are now prepared to integrate into the French-language school system as early as grade 1, and they have adequate opportunities to develop the required competencies in French. Grants also allowed for the provision of additional linguistic assistance (that is, speech therapy) to students in grades 1 to 12 who are having difficulties with the French language.

Nova Scotia further supports efforts to improve student retention in French-minority-language schools by funding opportunities for students to enrich their language and cultural identity. Through such funding, the Conseil scolaire acadien provincial develops and supports regular cultural activities; as a result, in both 2005–06 and 2006–07, students had the opportunity to participate in many sociocultural activities and events.

Furthermore, Nova Scotia also contributes to the pan-Canadian cultural exchange program Destination Clic, administered by the Council of Ministers of Education, Canada (CMEC). This program allows French-speaking students from minority-language communities outside of Quebec to improve their fluency in their first language. (Please see “National Programs” on page 100 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

At the postsecondary level, the jurisdiction is working to improve students’ access to higher education in French. In 2005–06 and 2006–07, a total of 80 bursaries were allocated to helping students defray the cost of tuition fees at the postsecondary level.

Program development / Quality of programs

Provincial efforts in this category facilitate the development, increased availability and support of quality curricula from kindergarten to grade 12. In 2005–06 and 2006–07, grants were awarded for the production, translation, and adaptation of educational resources (textbooks and software) related to minority-language education, thus increasing the availability of the tools necessary for the mastery of new curricula in the classroom. During the same periods, Nova Scotia provided support to organizations that produce relevant and quality pedagogical material such as educational radio programs and documentaries to reinforce classroom teaching and learning. Grants also enabled the establishment of

a distance-education network and the development of multimedia resources for distance education; as a result, a greater range of distance education courses in French is now available to students enrolled in small schools or who live in geographically remote areas.

At the postsecondary level, special grants are provided to help maintain the quality and diversity of French-minority-language education. In 2005–06 and 2006–07, financial contributions to the Université Sainte-Anne increased the range of courses and programs available in French at the postsecondary level. Grants to the Université Sainte-Anne also enriched student life by helping to establish a francophone environment for students in residence; as well, funding was allocated to promote activities in French.

Educational structure and support

In 2005–06 and 2006–07, special grants to French organizations and educational institutions helped to maintain the quality and diversity of French-minority-language education in Nova Scotia and ensured that francophone students had access to education comparable in quality to that of the majority-language English community. In order to meet the needs of learning-disabled and gifted students, supplementary grants were provided to the Conseil Scolaire acadien provincial for the development of new programs in 2005–06 and in 2006–07.

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

The linguistic proficiency and pedagogical skills of teachers are key factors in second-language instruction. Grants in this category have therefore provided French-as-a-second-language (FSL) teachers in Nova Scotia with opportunities to improve their proficiency in French and to develop skills in second-language pedagogy. In 2005–06 and 2006–07, bursaries enabled 96 French immersion, core French, and other FSL teachers to participate in summer courses aimed at improving their linguistic or pedagogical skills or both. In the same period, grants made it possible for more than 100 French-second-language teachers to complete an on-line course that enabled them to improve their oral and written skills in French.

Using grants to implement strategies devised to ensure currently employed teachers are retained and new teachers are recruited has also helped reduce the previously anticipated shortage of teachers qualified to teach French as a second language. An additional six bursaries were offered in 2006–07 to students in bachelor of education programs who committed to teaching French as a second language for a minimum of two consecutive years within the province upon completion of their studies.

At the postsecondary level, contributions to the Faculty of Education at the Université Sainte-Anne have supported research projects in the field of French-as-a-second-language instruction and, thus, have helped to better inform decision makers about which courses and education programs to offer at the elementary and secondary levels. Contributions to the Université Sainte-Anne made possible the hiring of an adequate number of associate professors and teaching professionals for training future immersion, core French, and other French-as-a-second-language teachers at the Faculty of Education.

Student support and development

Nova Scotia is committed to reducing the dropout rate in French as a second language (FSL), at both elementary and secondary levels, and to increasing the percentage of students in the majority linguistic community who are capable of expressing themselves in French. Grants in 2005–06 made it possible for four FSL teachers to complete graduate studies in “Reading Recovery” in a French Immersion context. Subsequently in 2006–07, these four teacher-leaders were able to implement this early intervention program for students experiencing reading difficulties in all boards in the province that offer Early Immersion programs. This FSL initiative is the first of its kind in the world.

Grants in this category have also supported sociocultural exchanges that help students view French as a living language and provide them with an immediate application for their language skills. In 2005–06 and 2006–07, funding allowed for a total of many sociocultural activities (e.g., Concours d’art oratoire, carnivals, film festivals, dances, camps, entertainers) to be organized by Canadian Parents for French (CPF) within the school districts. In 2006–07, the first Six-Month Exchange Program with Quebec’s Ministry of Education, Recreation and Sports was begun. This program enables grades 10 and 11 French-second-language students to live in Quebec and attend school. The jurisdiction also annually contributed to the spring and summer language bursary programs (now called Explore) administered by CMEC. (Please see “National Programs” on page 100 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

To further motivate students to pursue second-language studies, Nova Scotia provides bilingual graduates with opportunities to put their French to use. In 2005–06 and 2006–07, fellowships were granted to 209 French-second-language students wanting to continue their postsecondary education in French. The jurisdiction also contributed annually to the pan-Canadian language assistant programs — Accent for part-time and Odyssey for full-time language assistants — administered by CMEC.

<i>Total Investment: Minority-Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Nova Scotia’s contribution</i>	<i>Federal contribution</i>	<i>Nova Scotia’s contribution</i>
Regular Funds	\$1,790,645	\$5,482,247	\$1,790,645	\$3,542,203
Additional Funds	\$1,888,726	\$1,142,336	\$2,075,077	\$2,207,762
Grand Total	\$3,679,371	\$6,624,583	\$3,865,722	\$5,749,965

Program development / Quality of programs

Nova Scotia is committed to ensuring that school districts are in a position to offer students complete access to quality second-language programs. In 2005–06 and 2006–07, financial contributions to the school districts covered the additional costs related to core French, French immersion, and other French-second-language programs at the elementary and secondary levels. Grants also allowed boards to increase the number of grade 6 students involved in the Intensive French (IF) pilot program from 115 students in 2006 to 158 in 2007. Funding covered the development and adaptation of an appropriate curriculum and the resources to meet the needs of the specialized program; it also covered the organization of professional development sessions for teachers involved in the program. Consequently, the IF program for grade 6 will be piloted in other school districts in 2007–08.

In addition, financial contributions allowed school districts offering immersion French to respond to the increased enrolment demands for their early-immersion French programs. In 2006–07, there were 366 more enrolments in the province in early immersion French than in 2005–06.

Grants were also awarded in 2005–06 and 2006–07 to CPF for the promotion of second-language instruction in the jurisdiction. Through many presentations to parents, students, teachers, and administrators in both years throughout the province and through the implementation of an advertising campaign targeting multilingual media, CPF increased awareness of the benefits of second-language studies and of the new and ongoing programs available.

<i>Total Investment: Second-Language Instruction</i>	2005-06		2006-07	
	<i>Federal contribution</i>	<i>Nova Scotia's contribution</i>	<i>Federal contribution</i>	<i>Nova Scotia's contribution</i>
Regular Funds	\$2,724,350	\$3,915,462	\$2,724,355	\$3,823,752
Additional Funds	\$930,000	\$1,025,488	\$1,027,000	\$1,196,549
Grand Total	\$3,654,350	\$4,940,950	\$3,751,355	\$5,020,301



Nunavut

CONTEXT

Nunavut and the official languages of Canada

Nunavut covers an area equal to almost 20% of Canada's land mass. Of its 29,474 inhabitants, more than 84% identify themselves as Inuit and speak Inuit languages; that is, many speak neither French nor English. Support arranged through the Official Languages in Education Protocol (OLEP) targets French as the language of instruction and as a second language.

At the policy level, several measures with an impact on official-language instruction have been or are about to be implemented. First, a draft Education Act was tabled in October 2007 and could be passed before the fall of 2008. This bill establishes the Inuit language, Inuktitut, as the majority language and grants Inuit societal values a role as the foundation for the education system. Two other bills, the Inuit Language Protection Act and the Languages of Education Act, round out Nunavut's sociolinguistic landscape and serve as the foundation for the Government of Nunavut's action plan, which seeks to have 85% of its labour force working and providing services in Inuktitut.

MINORITY-LANGUAGE EDUCATION

The francophone population of Nunavut represents barely 1.4% of the total population and is concentrated primarily in the capital, Iqaluit.

Official languages in education in Nunavut

Nunavut shares a certain number of traits with other OLEP jurisdictions, but other traits, no less important, are specific to Nunavut.

The first is school enrolment. Only one school provided French-first-language instruction to 49 students from kindergarten to grade 9 in 2006–07; 40% of these come from exogamous families in which English or Inuktitut is the language spoken in the home. Despite this small enrolment, the obligation to provide an education service equivalent to that of the majority remains an important concern for the Commission scolaire francophone du Nunavut (CSFN) and the Department of Education.

The second is identity-building. In the city of Iqaluit, opportunities and forums for discussion in French are almost non-existent; all economic, social, and cultural activities take place in English or Inuktitut. Developing an approach to francophone identity-building outside the classroom requires considerable human and financial resources, but these are necessary to the success of programs for official languages in education. In this setting, the directors of minority-language education, CSFN and the Department of Education must tackle

enormous challenges not only to provide education services in French equivalent to what is available in English and Inuktitut but also, and especially, to develop a relevant Franco-Nunavummiuq identity.

The third characteristic is educational development. For the obvious reason — lack of resources — neither the school board nor the Department of Education is able to create educational programs that meet the specific needs of the francophone population, which explains the need to forge links and partnerships with both nongovernmental and governmental organizations outside Nunavut. For programs supported by the OLEP, this means intensifying contacts with other jurisdictions and investing in the translation and adaptation of documents available in English or Inuktitut.

Finally, given the remoteness and isolation of Nunavut, the costs of implementing programs supporting official languages in education are very high. For example, to recruit and retain teaching staff, we must look to the South, the only recruiting pool, and we must offer attractive terms: a generous salary with benefits, storage of personal possessions, a shipping grant, airline tickets for the family, a housing subsidy, and access to a development program — for an average cost of more than \$145,000 for each teacher.

In brief, these particular factors require public and parapublic school administrations in Nunavut to set priorities different from those of other provinces and territories and to request large amounts for some activities, which explains the importance of official languages in education and the protocol.

Teacher training and development

The only French mother-tongue school is located in Iqaluit. In 2005–06 and 2006–07, regular instruction from kindergarten to grade 9 was provided by four teachers plus a full-time principal. In addition, personalized educational assistance service for students with learning or behavioural difficulties is provided by two professionals.

To enrich the learning environment of French-minority-language students, francophone teachers in Nunavut are provided with means to diversify their teaching methods and update their teaching. These teachers have access to a development program designed to upgrade their classroom skills, enhance their knowledge of the Inuit cultural environment, and contribute to comprehensive policies through exchanges and discussions of various background papers produced by the Department. This objective is especially important since all school staff are recruited from outside Nunavut and arrive in the territory with cultural referents totally distinct from

and occasionally opposite to those that the school environment seeks to develop and promote. Another important characteristic of teaching staff in Nunavut is the short time they work in the territory, less than 2.5 years on average, thus creating a need to repeat training and orientation programs almost every two years.

In 2005–06 and 2006–07, French minority-language teachers attended workshops on teaching in multiyear classes, on Inuit social values as conveyed in Inuit Qaujimajatuqangit, and on the characteristics of school inclusion. These development activities are organized primarily by the school board and the Department, under a policy that is developed a little more each year.

Finally, in Nunavut, school principals are considered teaching staff and thus have access to various development activities. The principal of the Iqaluit school completed training in school administration in 2005–06 and, in 2006–07, actively participated in the meeting of school principals from throughout the territory, during which training on new background papers and policy reviews was provided.

Student support and development

Increasing and maintaining the number of students in minority-language schools is one of Nunavut's key objectives, and we can state that it has been met even though we lack specific data. Major obstacles and challenges remain: classes are small, other schools clearly are attractive, the French language has little visibility; and, above all, the quality of this language must be constantly reinforced within school walls since too often this is the only place for interaction in French in the community. This is why special measures must be considered. In 2005–06 and 2006–07, grants supported the extension of a full-time kindergarten program. This is an experimental program that ends in June 2008.

Through a francisation program, children can enter the French-language school system in grade 1 and they have an opportunity to reach the required French language skill level. Other grants also support the delivery of auxiliary language services to students in grades 1 to 9 who are experiencing difficulties in French. In 2005–06 and 2006–07, 17 students received these services, and some were able to reach a sufficient skill level in French to participate fully in classroom activities.

Nunavut also supports initiatives designed to improve student retention in minority-language schools by funding language enrichment and cultural identity promotion activities. Through this funding, the Commission scolaire francophone organizes and supports regular cultural activities. In 2005–06 and 2006–07, students had the opportunity to take part in

a range of sociocultural activities from francisation camps during summer vacation to production of plays performed outside Nunavut.

Grants also enable students to continue their secondary education outside Nunavut in grades 10 and 11 until these levels become available locally.

At the postsecondary level, Nunavut strives to improve access to higher education in French.

Program development / Quality of programs

The efforts of the territory and CSFN in this category foster the development, accessibility, and promotion of quality academic programs from kindergarten to grade 9. The Nunavut Department of Education has chosen to use the academic programs and approved resources of the Province of Alberta because the costs of producing original material in French and the human resources to maintain them are well beyond the grants received. Thus, in 2005–06 and 2006–07, grants were used to produce, translate, and adapt complementary teaching resources.

During this same period, the territory supported groups such as the Western and Northern Canadian Protocol (WNCP), the Council of Ministers of Education, Canada (CMEC), or the Association canadienne d'éducation de langue française (ACELF), which produce relevant teaching materials that enhance the quality of teaching and learning, especially a mathematics master program, a course plan database, an anthology of works in French in 2005–06 and, in 2006–07, a teaching tool kit for writing and reading as well as a draft arts program. At the local level, a companion guide for a DVD entitled "Je vis au Nunavut" (I live in Nunavut) has also been written and is being approved, and educational materials produced by the Nunavut Department of Education's curricular services are being translated.

In turn, the Department of Education is providing support in the form of consultations and grants to develop and adapt academic programs that address local realities. Furthermore, in 2005–06 and 2006–07, the Department held consultations on consolidation of the Education Act with special attention to minority-language rights.

Educational structure and support

In 2005–06 and 2006–07, special grants to the Commission scolaire francophone du Nunavut (CSFN) fostered maintenance of the quality and diversity of minority-language education in Nunavut. It should be repeated that the cost of recruiting and retaining teachers in Nunavut is very high. Thus, funds that could be used to support programs and students are directed toward salaries and recruiting activities.

Furthermore, the direction of minority-language educational programs at the CSFN has been in place only since 2004, which entails an enormous effort to implement management systems in French and a complete training plan on these systems.

Total Investment: French Minority-Language Education	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Nunavut's contribution</i>	<i>Federal contribution</i>	<i>Nunavut's contribution</i>
Regular Funds	\$16,000	\$8,600	\$12,500	\$8,600
Additional Funds	\$681,256	\$820,400	\$762,369	\$964,000
Grand Total	\$697,256	\$829,000	\$774,869	\$972,600

SECOND-LANGUAGE INSTRUCTION

A basic French program from grade 1 to grade 12 and an intensive French program in grade 7 (2006–07) are available in Iqaluit. Just as for minority-language education, the teaching of French as a second language and of intensive French have special aspects. First, the program itself is not compulsory, so enrolment changes from year to year; second, the composition of groups is not based on language skills but on other criteria such as the availability of parallel courses such as physical education or Inuktitut. Finally, there is little or no educational support for this subject, except through the Department's French-language education and services office (which is not part of its terms of reference). However, through OLEP grants, qualified professionals are being recruited and trained on site, better structured programs are being delivered, and more resources are available. All this helps place greater value on French in schools and generates a high level of satisfaction among parents. Furthermore, introduction of an intensive French program in grade 7 is strengthening French skills and boosting completion rates at more advanced levels.

A corollary effect of OLEP grants that is very significant for the Department is the option of exporting the intensive French model to create an intensive Inuktitut program.

Teacher training and development

The language and teaching skills of teachers are important factors in second-language instruction and intensive French instruction. Grants in this support category provided French second-language teachers in Nunavut with opportunities to upgrade their second-language teaching skills in the teaching context specific to Nunavut. In 2005–06, teachers had an opportunity for direct access to intensive French teaching practices, thereby laying the groundwork for the following year. The next year, the Department organized for these teachers some workshops about a language teaching approach based on gestures, which was also attended by colleagues specializing in teaching Inuktitut and English.

Grants also helped reduce the shortage of qualified French-second-language teachers by supporting the school board's and the Department's efforts to retain existing staff and expand the recruiting network.

The Department expanded its participation in governmental and non-governmental organizations, thereby contributing to the development of its staff and to networking, so important in a context of limited staff and a remote, if not isolated, region. The funds contributed through the OLEP supported this travel and these meetings which, given the prohibitive cost of air travel, would not otherwise have been possible.

Student support and development

Nunavut is committed to increasing the percentage of students enrolled in French-second-language programs. Enrolment rose from 233 students in 2005–06 to 271 in 2006–07. This increase is attributable in large part to the quality of French-second-language programs resulting from the recruitment of teaching staff specializing in this area. Of course, this is also attributable to the programs for second-language teacher development and support mentioned earlier.

Upgrade of the Basic French program and introduction of an Intensive French program

Nunavut has made a commitment to school districts that they will be able to provide students with full access to quality second-language programs. In 2005–06 and 2006–07, the Iqaluit District Education Authority (IDEA) received funds to cover the additional costs related to teaching basic French programs at the primary and secondary levels. Through grants, IDEA also introduced an intensive French program for grade 7 students in 2006–07 after it studied the feasibility of this in 2005–06. The funds were also used to develop and adapt courses and resources to meet the needs of this specialized program. The grade 7 intensive French program will become available in grade 8 in 2007–08.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Nunavut's contribution</i>	<i>Federal contribution</i>	<i>Nunavut's contribution</i>
Regular Funds	\$301,500	\$159,000	\$305,000	\$163,100
Additional Funds	\$110,383	\$9,000	\$227,415	\$50,000
Grand Total	\$411,883	\$168,000	\$532,415	\$213,100



Ontario

MINORITY-LANGUAGE EDUCATION

Teacher training and development

Training and professional development activities are available for teachers working in a minority situation to prepare and help them in their work in a minority environment. The Province of Ontario has definitely proved that it is committed to developing the skills required by teaching staff to help students achieve better results, to reduce the disparities in students' performance, and to increase public confidence. Following are some examples of programs and services which, based on Ontario's Action Plan, continue to contribute to training and professional development in different disciplines.

French-language school boards provide training to their staff, for both elementary and secondary, on an ongoing basis so that they are kept up to date on new instructional methods.

Workshops for professional development and updating pedagogical knowledge and language skills for teaching subject matter and specialized disciplines helped teachers provide support to low-achieving students and promote the development of students' cultural identity. In addition, thanks to the grants extended to the Faculty of Education, registrants were able to gain access to courses in teaching multi-level and multi-age groups.

In the effort to promote oral pedagogy and to include cultural affirmation in teaching practices in compliance

with the Aménagement Linguistique (AL) policy, the training provided led to among other things, the teaching staff's heightened ability to foster linguistic and cultural development. The improved results of the past two years in subject areas related to literacy and numeracy seem to confirm this.

These different programs, designed to provide ongoing professional development in Ontario's French-language schools, seem to have borne fruit already because in 2005–06, looking at improved results among students on provincial tests and taking these same test results as performance indicators in relation to the previous year, we see the following:

- or grade 3, an increase in the number of students having achieved a level 3 in reading and in writing
- for grade 6, an apparent trend to improvements in reading, in writing, and in mathematics, although less pronounced than that for grade 3 students
- for the grade 10 Ontario Secondary School Literacy Test (OSSLT), the overall improvement is 1%

The feedback from the cultural pedagogy project indicated that respondents have put into practice all the fundamentals of cultural pedagogy. The cultural pedagogy team provided a number of training sessions in 2006–07, five for students, three for teachers of grades 3 to 6, and three for school principals. The team also trained nine teachers so that they could in turn become trainers.

In addition, a profile of skills for working in a minority environment was developed in 2006–07, and Formation du personnel à l'amélioration de la réussite scolaire des élèves (FARE) began to develop related training. The province continues to support training to help students with identity building through organizers/leaders of cultural activities.

At the University of Ottawa, which offers training programs for working with the deaf and blind in French, we note that four teachers received their B.Ed. in November 2007 after training at the Centre Jules-Léger in working with deaf children.

Student support and development

The Ministry strengthened the capacity of French-language school boards to keep open elementary and secondary schools with low enrolments, thus ensuring access to education in those remote areas and, through the strategies implemented, increased the number of students in 2005–06. Even a slight increase in enrolment had a positive effect on student retention, as numbers have not decreased in the last few years.

A study was carried out to determine factors that might contribute to a decline in enrolment in French-language schools in Ontario. Reasons were found, making it feasible to plot out strategies. Thus, through open house activities, awareness-raising campaigns, and new communication plans established in several school boards, we were able to recruit new students while also fostering retention. Through these programs, an increase in enrolment of nearly 2% in participating school boards was observed in 2005–06 alone.

We cannot yet give an official report on 2006–07 data. However, we saw a small increase in enrolment in 2005–06 and a retention rate of 93% of the students who have gone from a French-language elementary school to a French-language secondary school, which represents an increase of 2% since 2004–05. As for trends in enrolment, based on budget forecasts (unofficial data) we saw an increase of 1,000 students over the last four years.

Meaningful partnerships between a number of boards at both elementary and secondary levels were created, aimed particularly at enhancing the ability of the French-language school boards to maintain small elementary and secondary schools to provide access by students living in remote regions. Lessons connecting students from different communities were provided through computers and other media.

Intake programs were put in place to connect with new arrivals, as was a cultural transition and integration program to promote success among secondary students.

Various strategies were implemented, including enrolment of secondary students at summer camp. This strategy was very successful and was aimed at both retention and ongoing improvement of students' oral skills.

A variety of communication strategies — including an initial survey for parents, development of a general information kit for parents, and distribution of various promotional items — improved communication and raised the profile of French-language schools.

The different communication strategies were aimed at making the presence of French language schools in the community better known. Research on innovative models identified the barriers and challenges faced by new arrivals with respect to their participation in their children's education. Compilation of data from this consultation led to identification of effective integration strategies, things to be avoided in the future, and what schools can do to promote integration.

With the objective of offering an increasingly broad variety of quality programs and services in French-language colleges, numerous strategies yielded a slight increase in the number of registrations in 2005–06 as well as a rise in the graduation rate. We are considering, among other possibilities, drawing up training models to foster retention in rural areas or developing on-line courses.

A variety of full-time junior and senior kindergarten programs have been implemented; for example: a summer school program designed to prepare children aged 3 through 5 to begin junior kindergarten, which emphasizes reasoning, language, social behaviour, and independence; a revision of junior and senior kindergarten curriculum targeting linguistic support and development of oral skills; and the assignment of an early childhood specialist in Actualisation linguistique en français (ALF). New resources were also made available — a few that spring to mind are a teacher's guide to raise phonological awareness, a francisation kit, and various software programs to foster the emergence of written or oral skills.

With respect to the funds to support cultural awareness activities, more than 19,000 students took part in a leadership workshop, and 117 workshops were provided. More than 7,500 students took part in activities aimed at community involvement, and there were forty occasions where cultural agencies went into the schools.

Grants were extended to bilingual universities for the purpose of implementing initiatives to increase the participation of francophone students in French-language university programs. Also in the area of

postsecondary French-language programs, the support funds at the college level helped us to achieve a number of results — for example, providing educational training to teaching staff and increasing vocational programs. Through the distance learning and initiation fund, we were able to produce courses that helped to increase the quantity and quality of French-language educational resources. In addition, new students were enrolled in the health sciences faculty. Also, hiring additional instructors for the graduate program in health sciences at the University of Ottawa meant that 17 courses could be provided to small classes.

At the college level, in order to make for better integration and adaptation of students, all information was updated, including the guidebooks for new arrivals. This information is distributed to students coming from other countries.

The Collège d'Alfred at Guelph University reported that the number of students enrolled in the nutrition and food safety program has gone from 7 to 20, and the number of students in regular programs increased from 106 to 114 in 2006–07. Among the new services, we note tele-learning services, new training content in the area of potable water management, the development of a series of workshops to help secondary students who are choosing a career and a life in francophone rural areas, the introduction of a specialty major in agriculture in collaboration with the French-language school boards, and a project set up for secondary school dropouts with the Conseil scolaire des écoles publiques de l'est ontarien.

In 2006–07, Collège Boréal offered 72 postsecondary college programs and reported a total of 1,227 students; Cité collégiale provided 83 postsecondary college programs. In 2006, the total number of students increased by 256 and the number of new enrolments went from 1,950 to 1,995. In 2006–07, 12,352 French-language students were enrolled in Ontario bilingual universities under the Éduc Action program.

The Ontario Institute for Studies in Education (OISE) at the University of Toronto reported 8 bilingual francophone M.Ed. graduates, 6 doctoral graduates, and 11 new admissions of bilingual francophone students. In addition, a director of the Centre de recherches en éducation franco-ontarienne (CREFO) was hired to see to the development of graduate studies in education in French in Central Southwestern Ontario. Data collected on the fund for start-up and distance training (FODEFAD) indicate that there are more university courses and programs provided in French, including five new courses at Saint Paul University. The Collège universitaire Dominicain reported that it has created a

new program for M.A. and Ph.D. degrees in analytical philosophy of language, previously available only in English. At Glendon College, two new programs are being developed along with new educational resources for the Internet. The number of students at Glendon increased by 14% in 2006–07 compared to the preceding year.

Program development / Quality of programs

In K–12 curricula, by strengthening the abilities of teachers in the area of aménagement linguistique (ALF), perfectionnement du français (PDF), and differentiated teaching, several school boards were able to implement a master French actualisation linguistique (AL) program, projects aimed at developing skills in reading, technological education, or dramatic arts that foster oral competencies as well as identity building.

The Office des télécommunications éducatives de langue française de l'Ontario (TFO) produced a number of multimedia resources adapted to the Ontario curriculum, namely educational broadcasts, Web sites, reference catalogues, and on-line training catalogues, which attracted some 2,000 participants through interactive guides and workshops for consultation with educational advisors.

In the production of multimedia educational resources adapted to the Ontario curriculum by TFO, almost 4,000 educational broadcasts, including 1,600 that were available on the Internet, contributed to the ongoing improvement of instruction. An on-line version of 15,000 school timetables that can be used to search for resources is available, and 225 instructional guides focused on the Ministry of Education's curricula are available free of charge on the TFO Web site.

Four series of magazines aimed at students from grade 3 to grade 6 were produced, as well as reading sheets for students from grade 7 to grade 10. Annual maintenance of the research services for educational resources is provided.

As for TFO's interactive resources, in 2006–07 they reported 5,289,503 visits to the SOS Devoirs Web site; 66,302 to the Petit Monde de TFO site; 321,643 to the TFO educational games site; and 581,099 visits to the TFO.org site. There were 9,500 introductory kits distributed to children entering junior kindergarten and kindergarten. In addition, TFO education services officers met with between 400 and 500 parents.

Electronic media materials addressed directly to students (elementary and secondary) were focused on oral communication and motivated students to learn, be creative and innovative, and solve problems in French.

Recreational activities in French at summer camp enabled 105 students from four elementary schools to improve their oral communication abilities. There were 1,160 participants who took advantage of a cultural enrichment project through leadership camps and a summer program for students from grade 6 to grade 12. To help them improve their skills in oral communication and to further develop their cultural identity, 13 teachers and 331 grade 4 students were able to take advantage of opportunities to communicate with other students from different schools.

In order to provide teaching staff with more tools, 149 multimedia sessions provided 1,081 administrators and teachers with professional development training in on line learning through videoconferences, and helped to meet the specific needs of French-language school boards for electronic media educational resources and services.

Educational structure and support

Interactive resources such as SOS Devoirs (offered by TFO to help students achieve success in a fun French learning environment, thus heightening their interest for a subject matter or discipline at hand through the use of multimedia learning aids) gave rise to no fewer than 309,000 on-line sessions for adults in 2005–06, and 332,000 sessions for children, an increase of nearly 30% compared to the previous year.

To promote independent work habits while improving mother-tongue language skills, the on-line resource for youth aged 12 to 18 that provides information on trades and training available in Ontario in French, CareerMATTERS, recorded a 10% increase in readership.

Toward the goal of increasing the number of additional resources in support of teaching French in elementary schools and to meet specific needs in secondary school, financing in 2005–06 for the equivalency fund for basic learning resources made possible productions such as 6 series of magazines aimed at stimulating interest in reading among boys, 10 reading packets for grades 7 and 8 students, and oral communication resources for grades 4, 5, and 6.

For better harmonization between requirements of the curriculum and the schools' capacity to meet these requirements, French-language learning resources were created through partnerships with publishing houses and private-sector resource designers and distributors. Thus, by example, it became feasible to produce 12 television programs on French Ontario, 10 books and 4 CD-ROMs to help hearing-impaired children learn to read, and an educational Web site aimed at preventing violence in the schools.

Finally, helping to improve access to university programs given in French and to promote successful academic achievement in this language, more than 700 bursaries for studies in French were extended to students attending Ontario colleges and universities offering courses in French.

With respect to the development and acquisition of French-language teaching resources, the percentage of materials and courses taught during each year of study that are supported by texts from the Trillium List in 2006–07 varied between 11% (in grade 10) and 45% (in grades 3, 4, 5, and 6). In 2006–07, some complementary resources were produced, including 10 books, 4 CD-ROMs, a Web site, and an on line learning unit. At present, 19 educational texts and related guides are being developed or being translated and adapted to support 14 courses and subjects from grade 1 to grade 12.

As for the instruction aimed at narrowing the gap between girls' and boys' performance in French-language secondary schools, the creation of collaborative networks and inter-school cultural products has fostered the development of skills related to literacy and numeracy, particularly for boys.

The use of SOS Devoirs services increased thanks to programs and services for linguistic and cultural support that made possible educational interventions aimed at students from grade 1 to grade 12 in all subjects of the Ontario program of studies.

<i>Total Investment: Minority-Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Ontario's contribution</i>	<i>Federal contribution</i>	<i>Ontario's contribution</i>
Regular Funds	\$35,185,493	\$125,788,017	\$35,185,493	\$233,891,398
Additional Funds	\$9,874,916	\$17,519,392	\$11,063,042	\$15,567,638
Grand Total	\$45,060,409	\$143,307,409	\$46,248,535	\$249,459,036

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

Because the objective in this area has been to reinforce the capacity of English-language school boards to offer French as a second language (FSL) programs and to improve student access to these programs, grants have helped to bring about a situation in which, out of a total of 60 English-language school boards, 53 offer programs in French (intensive or immersion).

To enhance the ability of English-language school boards to provide French as a second language courses and to improve students' access to FSL programs, targeted grants enabled them to provide programs in French (intensive or immersion) in 53 of the 60 English-language boards.

Student support and development

With the goals of improving students' skills in oral French as a second language, of developing cultural backgrounds and positive attitudes toward French-language culture, and of increasing the number of French language assistants (formerly called "monitors") throughout the school boards, activities and programs were established that resulted in an increase in 2005–06 in the number of language assistants and in the training sessions provided for them. When the teachers were surveyed about the work performance of the language assistants, 75% of them stated that they were "satisfied" or "very satisfied" with their work. (Please see "National Programs" on page 90 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

With the goals of achieving better communication with teachers in French immersion schools, of developing a greater awareness of the realities and accomplishments of Franco-Ontarians among these teachers and an increased use of the education resources offered by TFO and the effective integration of technologies, the bulletin Liaison generated 10 workshops for additional FSL course qualifications (FSK), giving rise to 4,505 Internet sessions for immersion and numerous contacts with the FSL consultants of the 41 English-language school boards offering immersion.

For the development and quality of programs from kindergarten to grade 12, four boards set up a pilot program for the first time in Ontario. This is an intensive French program for grades 5 and 6 that takes place over a five-month period. During this time, 70% of class time is allocated to learning French. Only mathematics and some subjects such as physical education or music are taught in English. During the five other months of the school year, students return to the regular schedule. This program was provided in eight classes in 2007. It will be held in other classes in September 2008, depending on results.

Improvement of the Core French program and reinvigoration of the immersion programs

In order to improve students' ability to speak French as a second language, to develop knowledge of and positive attitudes toward the French-speaking culture, as well as to increase the number of French language assistants (formerly called "monitors") used by school boards, activities and programs were put in place which resulted in an increase in the number of language assistants and their training periods. Among teaching staff asked about the language assistants' work, 75% said they were very satisfied.

With the aims of better communication with teaching staff, better knowledge of the realities and achievements of francophone Ontario, greater use of educational resources provided by TFO, and effective integration of technology in French-immersion schools, the newsletter Liaison arranged 10 workshops for additional qualifications in FSL courses, involving 4,505 Internet sessions for immersion and numerous contacts with the FSL consultants of the 41 English-language boards that offer immersion.

Forty-one English-language boards implemented or improved a new approach to teaching French, the Accelerated Integrated Method (AIM), which was designed to try to have students feel comfortable speaking French from the outset. Two boards have begun research to determine the differences between students who are taught using this method and those who are not.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Ontario's contribution</i>	<i>Federal contribution</i>	<i>Ontario's contribution</i>
Regular Funds	\$16,523,507	\$180,055,000	\$16,523,507	\$204,541,309
Additional Funds	\$6,391,621	N/A*	\$7,387,645	N/A*
Grand Total	\$22,915,128	\$180,055,000	\$23,911,152	\$204,541,309

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



Prince Edward Island

MINORITY-LANGUAGE EDUCATION

Prince Edward Island places very great importance on learning. Everyone has the opportunity to achieve his or her full social, intellectual, economic, cultural, and physical potential. The Department of Education is the leader among those who strive to ensure equitable opportunities for learning to support continuing acquisition of knowledge. We work with individuals, communities, and other partners to teach them to value the past, benefit from the present, and shape the future.

The French Language School Board has developed a strategic plan that has served as an important guide in preparing this multiyear action plan for the province. The province is working with school board representatives and consults with them regularly to ensure that their interests are adequately represented. In this context, the current action plan presents the priorities developed by the Department of Education in conjunction with the French Language School Board.

Since the year 2000, the French Language School Board has opened four new schools. Staffing at the four centres continues to grow. In 2005–06, total staffing in French-language schools was 699 people, an increase of 96 people (15.9%) since 2001.

In the second-language sector, Prince Edward Island has a very high participation in immersion. The latest report by Canadian Parents for French ranks the province third in Canada for enrolment in the immersion program.

Moreover, enrolment in the late immersion program and the senior secondary immersion program could still increase.

Since 2001–02, enrolment in the immersion program rose from 3,792 to 4,164 in 2005–06. By contrast, enrolment in the basic French program declined.

In January 2006, the Government of Prince Edward Island adopted the report *Excellence in Education: a challenge for Prince Edward Island*. In that report, six priorities were noted: early learning and literacy, academic programs, student assessment, student involvement, parent participation, and leadership. Several recommendations emerged, including two other major priorities:

- Ensure that all students can read before the end of grade 3.
- Ensure that an academic performance program in mathematics and French is implemented at the end of grades 3, 6, and 9.

FROM KINDERGARTEN TO GRADE 12

Teacher training and development

Teacher training holds an important place in students' learning. Training serves 70 teachers with the French Language School Board. First, this training is centred on the academic programs, specifically mathematics at the primary level, the sciences at the secondary level, and literacy.

Second, the literacy project is expanding and continues to serve both groups of students, French immersion (about 60%) and French as a mother tongue (40%). The project's objective is to improve the performance of all students from kindergarten to grade 12. The services of two mentors are available to elementary schools that have developed action and improvement plans for literacy among young people. Junior secondary staff members are starting the training and drawing up their plan. These plans vary but may, for example, provide staff with on-site training on student assessment in reading and expand staff's range of teaching strategies.

Third, teacher training in preventive intervention in reading and writing was launched in 2005–06. This program targets those students who have the greatest difficulties in literacy, the 15% to 20% at the bottom of the ladder. The program requires that we provide very intense training to teachers one day every two weeks. From 2005 to 2007, one teacher was trained and is now certified to train teachers throughout the province. Teachers from the province will now be trained on site to provide this service to the province's francophone students.

The multi-year pedagogy brings together students of various ages, aptitudes, and interests who represent a random sample of the school population. The academic program is drawn up outside the divisions by level. Emphasis is placed on learning outcomes rather than content. Assessment is holistic and qualitative rather than competitive and quantitative.

Training in multi-year teaching has been provided to teachers adopting this approach in their classes. This training shows how to integrate this pedagogy in a classroom with various age levels. Instructors have presented the research that exists in this field. They have also informed participants of the tools required to implement the program in schools where staff can subsequently work more effectively with multi-year classes.

Student support and development

The French Language School Board continues to increase the number of students in its six French-language schools. From 2005 to 2007, it opened a minority-language instruction program for students from grade 7 to grade 12 in Souris in the Kings East region. It also introduced a minority-language instruction program for students from grade 10 to grade 12 in Prince-West. The school district's student enrolment rose from 666 to 699.

The province of Prince Edward Island is still seeking ways to encourage young people to obtain their education in the French-language system, especially at the secondary level. With the opening of new schools in the province, the recommendations from the French Language School Board's strategic plan must now be implemented to retain students, especially at the secondary level. Three challenges must be met: the number and choice of courses; the method of delivering these courses, and the promotion among secondary students of the importance of their participation as francophones within the island community. We also want to lower the drop-out rate in the schools of the French Language School Board.

In the report Excellence in Education: A challenge for Prince Edward Island, the province proposes a strategy on trades to emphasize postsecondary studies in this field. This report also recommends that program delivery at the secondary level be assessed. Secondary schools in a minority setting may then benefit from this strategy, which is sure to foster retention at the secondary level and may counter student transfers to the English-language school system. A counsellor has been hired to conduct this research with schools. She has conducted a survey of students and has met with groups of students, teachers, and parents to discuss follow-up to the survey.

To address the specific needs of the small student body in the French Language School Board's small schools, creative and unique planning is necessary. It goes without saying that distance education can meet these students' educational needs. To benefit from the expertise of teachers in the larger schools, initiatives have been launched to offer distance education courses between schools in the province, with the assistance of teachers who have expertise in teaching science, mathematics, or other subjects. The preliminary work has also begun to develop an on-line professional development module so teachers can benefit from this training on site.

Program development / Quality of programs

The French Language Programs Division continues to develop and review its academic programs. In 2005–06, the educational consultants reviewed the French-language programs for grades 1 to 6, for grades 1 and 2 mathematics, for mathematics from grade 7 to grade 9, and for grade 6 humanities.

For several years now, the research has shown that students must be introduced to the arts because this builds their self-esteem, their communication skills, and their performance. Teachers, artists, and students are cooperating so that students can acquire new knowledge and carry out projects linked to learning outcomes. In a minority setting, more emphasis must be placed on arts and culture so that students can have enriching experiences. In 2005–06 and 2006–07, the province launched the Arts Smarts program in which students learn through the arts. This program is centred on integrating the arts into the regular academic program through various subjects. The culture component is also being expanded and the Department has assigned an educational consultant to this issue.

POSTSECONDARY LEVEL

The Société éducative de l'Île-du-Prince-Édouard continues to upgrade and refine services to adults in the francophone community. In 2005–06 and 2006–07, it conducted information campaigns to make the Société éducative and its programs known. It also approached senior officials in the Department of Education to have the province recognize the Société éducative as a public postsecondary educational institution so it could obtain public status as a French-language community college. The Société éducative has also recruited students from the province's secondary schools (and elsewhere) and has forged partnerships with various networks (e.g., health, education) and other interested institutions and organizations. To provide a broader range of training options, it has developed inter-institutional college/university alliances.

<i>Total Investment: Minority-Language Education</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Prince Edward Island's contribution</i>	<i>Federal contribution</i>	<i>Prince Edward Island's contribution</i>
Regular Funds	\$733,500	\$733,500	\$733,500	\$733,500
Additional Funds	\$746,614	\$319,977	\$830,700	\$447,300
Grand Total	\$1,480,114	\$1,053,477	\$1,564,200	\$1,180,800

SECOND-LANGUAGE INSTRUCTION FROM KINDERGARTEN TO GRADE 12

Teacher training and development

More than 400 French immersion and basic French teachers are receiving training in various fields. First, training is centred on areas linked to academic programs, specifically mathematics at the primary level, science at the secondary level, and literacy. The province has given English-language school boards grants to deliver an intensive French program. Teachers in these programs have received training and support to deliver this program to grade 6 students.

Second, the literacy project is expanding and continues to serve both groups of students, French immersion (about 60%) and French as a mother tongue (40%). The project's objective is to improve the performance of all students from kindergarten to grade 12. Elementary schools have developed action and improvement plans for literacy among young people. Junior secondary staff members are starting the training and drawing up their plan. These plans vary but may, for example, provide staff with on-site training on student assessment in reading and expand the staff's range of teaching strategies.

Third, another priority is to train teachers in preventive intervention in reading and writing. This program targets those students who have the greatest difficulties in literacy, the 15% to 20% at the bottom of the ladder. The program requires that we provide very intense training to teachers one day every two weeks. From 2005 to 2007, one teacher was trained and is now certified to train teachers throughout the province. Teachers from the province will now be trained on site to provide this service to the province's francophone students.

Student support and development

The province of Prince Edward Island remains aware of the efforts it must make to increase the number of students in second-language programs. Thus, the Eastern School District continues to expand its ongoing immersion program by adding classes in grades 3 and 4. The province has provided grants to teachers for the purchase of resources to deliver quality education to these students.

Program development / Quality of programs

The French Language Programs Division continues to develop and review its academic programs. In 2005–06, the educational consultants reviewed the French-language programs from grade 1 to grade 6, for grades 1 and 2 mathematics, mathematics from grade 7 to grade 9, and grade 6 humanities.

For several years now, the research has shown that students must be introduced to the arts because this builds their self-esteem, their communication skills,

and their performance. Teachers, artists, and students are cooperating so that students can acquire knowledge and carry out projects linked to learning outcomes. In a minority setting, more emphasis must be placed on arts and culture so that students can have enriching experiences. In 2005–06 and 2006–07, the province launched the Arts Smarts program in which students learn through the arts. This program is centred on integrating the arts into the regular academic program through various subjects. The culture component is also being expanded and the Department has assigned an educational consultant to this issue.

POSTSECONDARY LEVEL

The Bachelor of Education program with honours in teaching Immersion French has been available since September 2004. Faculty programs at the University of Prince Edward Island and Université de Moncton were very different and several compromises were made by both partners to meet the needs of immersion programs. Course development continues to make adjustments more satisfactory to future teachers at the various levels (primary, elementary, junior secondary, and senior secondary). Université de Moncton also needs to hire staff to offer these new courses and ensure supervision of practicums. The University of Prince Edward Island therefore currently offers a Master of Education program. Teachers in this program can conduct research on immersion and may be accompanied by professors specializing in this field.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Prince Edward Island's contribution</i>	<i>Federal contribution</i>	<i>Prince Edward Island's contribution</i>
Regular Funds	\$489,000	\$489,000	\$489,000	\$489,000
Additional Funds	\$489,034	\$213,443	\$554,258	\$298,447
Grand Total	\$978,034	\$702,443	\$1,043,258	\$787,447



Quebec

CONTEXT

The Quebec Ministry of Education, Recreation and Sports (Ministère de l'Éducation, du Loisir et du Sport [MELS] du Québec) establishes and regularly updates a strategic plan that indicates the general orientations that the Ministry wants to pursue in the area of education. The strategic plan currently in effect covers the period from 2005 to 2008.

In the negotiations that led to the signing of the Canada-Quebec Agreement on Minority-Language Education and Second-Language Instruction from 2005–06 to 2008–09, it was stated that the Ministry's annual report would serve to meet the accountability requirements regarding the educational activities undertaken during each fiscal year under the aforementioned agreement. Strategic planning at MELS presents the Ministry's vision and orientations for the public and private education systems in both the French-language and English-language sectors; the annual report presents the achievements of MELS in this regard.

This report complements the 2005–06 and 2006–07 annual reports by the Ministry of Education, Recreation and Sports, which are available on the following Web site: www.mels.gouv.qc.ca/ministere/ministere/index.asp?page=rapport.

This complementary report first reviews the main orientations of the strategic plan and then briefly presents the links between the orientations and the objectives of the strategic plan, the objectives vis-à-vis the quality of instruction for minority-language students and second-language instruction, as well as the support categories from the Agreement. It also presents the main achievements that received a federal contribution for 2005–06 and 2006–07 under each orientation of the strategic plan. The report presents commentary on Quebec's achievements and examples of those achievements, all in light of its education objectives.

OBJECTIVE 1: MINORITY-LANGUAGE EDUCATION

Support category A: Supervision and diversification of educational services

Special grants to the network of English-language educational organizations and institutions are designed to strengthen the quality and diversity of minority-language education. The funding contributes to the management of the system, to the development of networks of technological resources, to the availability of distance education services, and to the application by schools of Quebec's language legislation and reception measures. In addition, contributions support research in the field of development of community spaces where education, culture, and health intersect.

The English-speaking community now has additional community spaces that foster the development of both education and culture. The Dawson College Theatre is an achievement of the higher education sector. The contributions to infrastructure at Concordia University and in the English-language school boards, especially for the facilities required to establish School and Community Centres, are also part of the projects in this category.

The use of technology for educational purposes is a preferred thrust of Quebec's Action Plan. Since the Chambers report identified networking as a preferred approach to overcoming the isolation of small minority communities far from major centres, the English-language education community in Quebec has continued its efforts to integrate technology, to become networked, and to share resources that promote enhanced practices in management and in teaching and learning.

A service to provide activities and ongoing support for the adaptation to new technologies has been maintained and upgraded. RÉCIT is a network of resource persons on the educational integration of information and communication technologies (ICT) into Quebec schools. RÉCIT carries out this mission primarily through training, support, and mentoring of teaching staff while simultaneously developing a culture of networking and sharing. In 2005–06 and 2006–07, the English component of RÉCIT at the primary and secondary levels conducted dozens of sessions and reached hundreds of teachers. Sessions lasting a half-day or less were also provided and reached hundreds of clients at colloquiums and conferences. On-line collaborative projects mobilized dozens of schools and more than 2,000 students.

Through the English-language network of resource persons on educational integration of information and communication technologies (RÉCIT) at the primary

and secondary levels, activities and ongoing support services were delivered to the entire English-language education network in the adoption of new technology. Officials responsible for the English-language component of the provincial RÉCIT on vocational and technical training continued to develop the RÉCIT site (recitfp.qc.ca/?lang=en) and completed the RÉCIT site for teachers in vocational training (dokeos.recitvt.qc.ca).

Officials of the provincial RÉCIT on adult education provided training to counsellors and teachers on integrating information and communication technologies (ICT). In 2005–06, for example, they delivered 10 training sessions to 90 participants (Graphic Organizer, Digital Video, Building a Web site, eBay across the curriculum, McCord Virtual Museum). The satellite sites (SITSA) helped provide support to RÉCIT extensions in the regions, through eight provincial coordination meetings and four tours of the centres.

The Société de formation à distance des commissions scolaires du Québec (SOFAD) provides distance education to adult education clients. As in the French-language sector, the English sector wanted its clients to be able to register directly for this service. Thus, in 2004–05 the number of English-speaking registrants for distance education was 1,546. The number has been increasing since 2000. The number of on-line registrations for 2007–08 is estimated to exceed 2,000.

The E-Learning Connections division of LEARN has played a key role in the design and development of virtual schools. LEARN has focused on creating an environment that brings together the best virtual learning that can be offered today. A first virtual school has been developed and will provide a full academic program to students in secondary levels 3 to 5. A second virtual public school is now being established. The range of services has grown considerably to 10 synchronous courses and more than 30 virtual resources. The next stage will consist of registering all students in Quebec's English-language educational community for LEARN resources. In 2005–06, partnerships for on-line college education were established. Many on-line tutorials have also been developed in cooperation with the college sector. Furthermore, in 2006–07, LEARN developed the use of the synchronous platform for English-language courses in cooperation with Collège Lionel-Groulx.

The English-language school boards have received support to comply with the application of Bill 101 in their respective organizations. Support measures for the reception of English-speaking students from outside Quebec have continued to enable the school boards in question to meet the needs of their respective client groups in 2006–07.

In the fiscal years of 2005–06 and 2006–07, research projects enabled the School and Community Centres coordinating team to refine the tools it developed to support the centres with their implementation.

Support category B: Development of teaching and educational tools

Grants in this category have enabled the English-language system to acquire teaching materials developed in English. Grants have also contributed to the design, development, and production of programs of study in French as a second language and French immersion and of evaluation tools, as well as to the creation of teaching materials and teaching support materials designed to help teachers make the transition to education reform.

The Direction de la production en langue anglaise (DPLA) has made hundreds of Ministry documents on its strategic choices available in English for the English-language system. In addition, this unit has developed and maintained computer applications to manage documents and service contracts, draw up contracts, and track payment requests in order to allow faster processing and tracking of translation requests from units in the Ministry.

Dozens of new programs of study have been made available on schedule; for example, in 2005–06 the project to produce French-second-language programs and English language-of-instruction programs as well as accompanying manuals resulted in changes to 10 English language-of-instruction courses based on the recommendations contained in the external assessors' report. Course development work linked to the Literacy program (6 courses) continued in 2006–07.

In 2005–06, a new version of courses was submitted for validation (pre-secondary and secondary cycle one courses): English language-of-instruction (10 courses) and French second language (6 courses). Validation of programs of study in English-language school boards required the review, adaptation, and translation of validation questionnaires, a process that was the subject of a report. Changes were made to the course texts to comply with the validation results. English-speaking writers participated in the preparation and delivery of colloquiums to support teacher training: Adult Education Conference and Centre Lead Teams. All activities specifically involve adult general education.

In both the youth and adult sectors, in general education as well as vocational and technical training, evaluation tools have also been designed for each program and course developed. In cooperation with LEARN and the course materials approval office, the teaching and

teaching support materials designed to help teachers make the transition to education reform are now being developed.

Support category C: Professional support for staff of schools, centres, colleges, and universities

The use of technology, the implementation of the reform, the diversification of learning paths, as well as the development of leadership and the promotion of the value of the teaching profession are all targets that have been enriched by the projects conducted in this category.

To promote access by English-language colleges to instructional material in English, the material translated and adapted has been made available to youth and adult clients at CÉGEPs and English-language colleges. Various measures designed to disseminate the material have been implemented, including downloading, dissemination to respondents identified in each college, and tours of colleges. Dozens of miscellaneous documents (promotional documents, guides, regulations, articles, etc.), many Internet sites, and on-line teaching platforms have been translated and adapted. In some cases, the project extended far beyond translation in that the adaptation generated original productions by those involved in the English-language college system.

In order to produce and disseminate instructional material in English for the college environment, nine original projects by anglophone authors in the college system were set up in 2005–06. Two translation projects were also set up. The English section of the Centre collégial de développement de matériel didactique (CCDMD) Web site was completed. One educational software program was translated. In 2006–07, eight projects to produce and disseminate material were carried out.

To be able to offer distance education activities, the PERFORMA team contributed to the development of the new version of the Master Teacher Program, coordinated educational activities, and contributed to the hiring and mentoring of people. Two courses associated with the program leading to the Master Teacher Program for college-level teachers were developed. The project supported the start of scripting for three educational activities during the period covered by the project.

In 2005–06 and 2006–07, the Cégep@distance team translated and modified the database to ensure communications with students in their own language (admission, social file, academic file), translated and modified the letters and reports generated by the report production tool, and produced the multilingual adaptation of the system for courses available via the Internet (SOCI) on the Cégep@distance site.

In 2005–06, the Groupe provincial de soutien pour une approche orientante (GPSAO) à l'école and the network called Guidance Oriented Approach to Learning (GOAL) jointly developed training at the colloquium that brought together 171 participants from public and private schools. These were primarily teachers, administrators, guidance counsellors, and representatives of the Ministry. In 2006–07, training for the personal orientation project (POP) consisted of two provincial training sessions with the participation of all school boards and the two associations of private English-language schools; 12 presentations were made to the English-language system (professional associations, symposiums, school boards, and other professional forums). The personal orientation project has been tested in four English-language schools. Finally, articles were written for the GOALPOST newsletter (published by the English-language-oriented approach network).

In 2005–06, more than a hundred managers learned management practices that promote student success. Increased knowledge and improved perception of vocational and technical education (VTE) among the English-speaking general public, especially young people, led to open-house days, presentation of a promotional video, and several promotional activities organized by the sectors involved.

The Provincial Organization of Continuing Education Directors, English (PROCEDE) and the English-language school boards participated in the development of directions for renewal of intake, referral, counselling, and mentoring services (SARCA); three school boards contributed to research-action projects related to these services. The project supported training of staff from English-language general education centres and vocational education centres as part of the launch of the implementation of renewal of intake, referral, counselling, and mentoring services in 2005–06. During the introduction of the update on advances in basic general education, four English-language school boards participated in this experiment. Two more days of training were provided on the assessment policy and the new legislative framework for the reform of adult education; 49 participants from eight English-language school boards benefited from this training.

Each sector was asked to respond to various projects written in English that were translated into French, in compliance with MELS language policy, by the Multimedia and Documentation Publications Unit of the Communications Branch.

Support category D: Student support

Student retention and the need to provide each student with skills training are fundamental targets of the education reform in Quebec. English-language advertising campaigns emphasizing the value of education and promoting vocational and technical education as well as information on the labour market reinforce these values among students in the minority community. Quebec also wants to increase the proportion of young people under the age of 20 enrolled in vocational education, raising their access rate from 16.6% to 20%. Initiatives toward this end continued in 2005–06 and 2006–07.

The summer academic remedial activities project set up by the Quebec Board of Black Educators (QBBE) and the English-Montreal School Board (EMSB) reached young people from various cultural communities, especially the English-speaking Caribbean community, at the secondary level. During the 2006 and 2007 summer vacation periods, young people who had failed one or more subjects during the school year registered for official supplemental examinations in secondary 4 and 5 and were able to retake some of the courses they had failed. The project also reached primary students who had obtained very low marks in some subjects in order to facilitate their transition to the next school year. In 2006, almost 68% of secondary students enrolled in these activities passed their exams and were able to enter the regular program or sit the official supplemental examinations. In 2007, the proportion exceeded 70%. Participants also gained a better understanding of the school subjects covered during the school year and improved their academic results in general. A total of 260 secondary students and 80 primary students enrolled in the program.

With regard to promoting the value of vocational and technical training among young people and their families, the sectors involved were asked to respond to various projects written in English, which were translated into French in compliance with MELS language policy, by the multimedia and documentation publications unit of the Communications Branch. It is still too early to determine whether these initiatives boosted enrolment and the number of applications to English-language vocational and technical training programs. The Ipsos Décarie poll of students' and parents' perceptions of vocational and technical training is conducted each year following the provincial campaign, *Tout pour réussir*, to promote vocational and technical training; in English the slogan is "You're heading for success." The campaign strives to change the perception among young people and their parents of vocational and technical training, which opens the door to interesting and well-paid careers. Based on the findings of these polls, the percentage of

English-speaking young people with a very good opinion of vocational training dipped from 89% in 2004–05 to 88% in 2005–06. The percentage of English-speaking parents who were very favourable or fairly favourable to vocational training remained at 76%, the same as in 2004–05. The percentage of young anglophones with a very good opinion of technical training rose from 85% in 2004–05 to 92% in 2005–06 and finally, the percentage of anglophone parents very favourable or fairly favourable

to technical training dropped from 80% in 2004–05 to 78% in 2005–06. The results of this poll do not, however, support the view that a highly favourable perception of vocational and technical training automatically guarantees intent to enrol in such training. It must also be noted that the campaign strives to change the perception of vocational and technical training. We know very well that changes in public perceptions take time and more than one means of promotion.

Total Investment: French Minority-Language Education	2005–06		2006–07	
	Federal contribution	Quebec's contribution	Federal contribution	Quebec's contribution
Regular Funds	\$44,243,394	\$44,243,394	\$48,426,784	\$48,426,784
Additional Funds	\$3,784,296	\$3,784,296	\$4,070,272	\$4,070,272
Grand Total	\$48,027,690	\$48,027,690*	\$52,497,056	\$52,497,056*

* Quebec provided a financial contribution equivalent to that of Canada for the implementation of its action plan. Quebec invested \$380 M in 2004–05 for minority-language education. At the time of writing, data for 2005–06 and 2006–07 had not yet been compiled.

OBJECTIVE 2: SECOND-LANGUAGE INSTRUCTION

Support category A: Supervision and diversification of educational services

In higher education, special grants to the network of English-language educational organizations and institutions have strengthened the quality and diversity of second-language education. For general education in the youth sector, the funding supported access to services in school boards coping with the challenges of organizing new programs and greater access to second-language programs. To date, grants in this category have helped establish networks that will allow schools and colleges to provide better support for second-language instruction and learning.

Support category B: Development of teaching and educational tools

Since 2001, English as a second language has been taught starting in grade 3. This new arrangement required the development of new educational orientations and

approaches and a reorganization of teaching. Moreover, since September 2006, English as a second language has been taught starting in grade 1. These measures have resulted in a greater need for staff qualified to teach English as a second language. Grants in this category have contributed to the development of programs of study and educational tools that support interventions by school boards and schools. They contributed to the development of learning evaluation instruments.

In 2005–06 and 2006–07, the funds allocated to address the shortage of teaching staff in English as a second language supported bursaries for teachers of English as a second language to successfully complete training activities in English. Thus, they were able to upgrade their spoken and written language skills, and thereby enhance their teaching skills in English as a second language. Individual bursaries are granted for three types of training activities in English: credit, non-credit, and immersion internships in Quebec or outside the province. Most bursaries awarded for immersion internships are for internships outside Quebec. Three Canadian universities offer immersion programs to Quebec teachers; they are located in Prince Edward Island, Nova Scotia, and New Brunswick. Ten Quebec universities offer an accelerated

training track: Université de Montréal, Université du Québec à Montréal, McGill University, Concordia University, Université de Sherbrooke, Université Laval, Université du Québec à Trois-Rivières, Université du Québec à Rimouski, Université du Québec à Chicoutimi, and Université du Québec en Abitibi-Témiscamingue.

In 2005–06, new versions of courses (pre-secondary and secondary cycle one courses) were submitted for validation: English, language of instruction (10 courses); French, second language (6 courses). English-speaking writers participated in preparing and conducting colloquiums to support teacher training, such as the Adult Education Conference and Centre Lead Teams. All the activities specifically involved adult general education. They involved translating and adapting the various programs in the curriculum into English. The colloquiums also involved training delivered to English-speaking teachers, again linked with the programs. Production of the provisional version of courses to be tested in English-language school boards was also supported for two courses in English, language of instruction, and one course in French as a second language (FSL).

Support category C: Professional support for staff of schools, centres, colleges, and universities

Teachers' language skills are a crucial factor in teaching a second language. Support documents have been produced to facilitate training and mentoring in the English-language system. Second-language examinations have been developed to meet the objective of more flexible, authentic, and comprehensive second-language evaluation. These objectives are consistent with the goals of the education reform. The project has led to production of generic evaluation grids for FSL basic and enriched

programs, and to training in evaluation for secondary cycle one teachers as well as education consultants.

Support category D: Student support

The pan-Canadian language assistant and summer programs administered by the Council of Ministers of Education, Canada (CMEC) fall within this category. (See "National Programs" on page 91 for more information about official languages programs coordinated by CMEC at the pan-Canadian level.) Grants in this category also support exchanges between French-speaking and English-speaking students inside and outside Quebec. For example, in 2005–06, the six-month Canada-Quebec exchange project allowed 138 French-speaking students in secondary 4 and 5 from 89 public and private secondary schools in most regions of Quebec to live for three months with English-speaking families and attend English-language schools in every English-speaking province except Ontario and Nova Scotia. These 138 Quebec students, their families and schools then hosted their Canadian partners for three months so they could experience full French immersion.

Finally, an interprovincial project conducted jointly with Ontario supported experiments with digital interactive content on idiomatic expressions. The project *Se donner le mot* advanced a whole series of innovative approaches to teaching French as a second language.

Se donner le mot is a project that supported college and secondary teachers and students in teaching and learning French as a second language in Quebec, in Ontario, and in the rest of Canada, using printed materials (guides and classroom activities), interactive activities (Web site), and video capsules (sedonnerlemot.tv/).

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Quebec's contribution</i>	<i>Federal contribution</i>	<i>Quebec's contribution</i>
Regular Funds	\$12,243,372	\$10,917,272	\$8,145,716	\$7,112,916
Additional Funds	\$3,931,805	\$3,931,805	\$4,323,655	\$4,323,655
Grand Total	\$16,175,177	\$14,849,077*	\$12,469,371	\$11,436,571*

* Except for teacher and student bursaries and fellowships, which were fully covered by the federal financial contribution, Quebec provided a financial contribution equivalent to that amount for the implementation of its action plan. In 2004–05, Quebec also invested more than \$359 M for second-language instruction. At the time of writing, 2005–06 and 2006–07 data had not yet been compiled.



Saskatchewan

MINORITY-LANGUAGE EDUCATION

Education administration and support

Federal funding facilitates the achievement of desired outcomes for French-minority-language students. The province of Saskatchewan has only one francophone school division made up of 12 schools that serve approximately 1,100 students from kindergarten to grade 12. Enrolment numbers were stable in 2005–06 and 2006–07. Approximately 80% of the students access transportation provided by the school division and funded through federal grants. The school division supports the needs of gifted and learning disabled students through the delivery of integrated services, and parents and teachers have expressed their satisfaction with this delivery model.

Federal funding also gives adults access to postsecondary education in French. The University of Regina (U. of R.) and the Institut français ensure that postsecondary educational services in French are available to adults. The Bac program at the U. of R. is responsible for teacher training. Federal grants facilitate a year of study at Université Laval for the Bac students. The U. of R. continues to update its courses and to engage in research that is shared at provincial, national, and international forums. The Institut français offers French language development courses to adults, including summer immersion courses and a language certificate program. It also provides an environment where students can gather to socialize in French.

Grants also allow for the delivery of training in French to adults through the Service francosaskois de formation des adultes (SEFFA). An early childhood training program will ensure that the province can respond to the needs of the francophone community in providing early intervention to help young children develop their language and culture in readiness for kindergarten and grade 1. Federal funding also supports the development of the Far Ouest project, a virtual campus, and Le Lien, a resource centre with over 40,000 French cultural and teaching resources that schools and communities across the province can access.

Program development

The Saskatchewan Ministry of Education is responsible for the development of the provincial curricula followed in all francophone schools from kindergarten to grade 12. In 2005–06 and 2006–07, several courses were renewed or translated and adapted. For example, Psychologie 20 and 30 were adapted from the Alberta programs while Mieux-être 10, Sciences 10, and Calcul 30 were translated and adapted from Saskatchewan English curricula. The renewal of Mathématiques M, 1, 4, and 7 has begun. Teachers were invited to participate in the evaluation of resources that will be recommended to support the delivery of new and existing curriculum documents. Updates of the list of resources are published every year. Teachers also took part in professional development activities that would support the implementation of new curricula.

In 2006–07, the Ministry of Education began the renewal process of all curriculum documents in the required areas of study. Federal funding facilitated the participation of teachers from the francophone school division in a consultative capacity through this renewal process. The process is ongoing, with implementation of some programs slated for September 2008. Grants have also given teachers the opportunity to be involved in the development of integrated units of study for the primary multi-grade classrooms found in small or geographically remote schools. The Ministry and the francophone school division collaborate on the development and field testing of these units of study, an ongoing initiative.

The use of technology in teaching is compulsory in the francophone school division. All teachers are equipped with a laptop computer, and all students have an e-mail address. The school division uses technology for delivering professional development materials and training to teachers, and 70% to 80% of teachers use technology on a daily basis as a teaching tool. Web-based resources in the area of mathematics and the sciences have also been developed.

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

Teacher training

The construction of identity, part of la CLIC (Construction de la langue, identité, culture), was a major focus of professional development for teachers in the francophone school division. Teachers also had the opportunity to participate in training in the areas of theory of choice, literacy, and professional learning communities. Participation in local and national conferences including the ACELF conference was encouraged. The local teacher association also organizes an annual conference and a variety of workshops to meet teacher and student needs. Grants facilitated the development of leadership at the

local level in many areas, including technology, numeracy, and community development. Teachers took advantage of mentorship opportunities and workshops offered by consultants from the French Education Branch of the Ministry of Education.

The Assessment for Learning (AFL) initiative in the province of Saskatchewan aims to improve the achievement of students. Students have the opportunity to participate in assessments in mathematics, reading, and writing. The assessment instruments for these evaluations are developed in collaboration with teachers. Teachers also participate in the field testing of these assessments, ensuring the validity of the content and the language. These opportunities provide valuable professional development opportunities for participants as they develop their “literacy” in assessment approaches and processes.

Student support

Francophone students continue to access bursaries to further their education in French. Funding to the Association Jeunesse Fransaskoise (AJF) allows it to offer opportunities for youth to develop their francophone identity and a sense of belonging to the community. All high school students took part in a volleyball tournament. Francophone youth also participated in the Jeux de la francophonie, the Festival du voyageur, the Fête fransaskoise jeunesse, the Parlement jeunesse fransaskoise, and leadership training. Interest and participation in these events remain high since they provide opportunities for students to engage in many different activities — such as canoeing, archery, night games. A partnership between the Association jeunesse fransaskois (AJF) and the Comité fransaskois d'éducation postsecondaire (CFEP) led to the establishment of a francophone club at the University of Regina to support postsecondary students.

The language assistant program (Accent/Odyssey), funded by federal dollars and administered by CMEC, is considered key to the development of culture and language. Teachers and students expressed a high degree of satisfaction with the program. The francophone school division had 11 full-time language assistants in 12 schools in 2005–06 and 2006–07. (See “National Programs” on page 100 for more information about official languages programs coordinated by CMEC at the pan-Canadian level.)

<i>Total Investment: Minority-Language Education</i>	2005-06		2006-07	
	<i>Federal contribution</i>	<i>Saskatchewan's contribution</i>	<i>Federal contribution</i>	<i>Saskatchewan's contribution</i>
Regular Funds	\$914,750	\$1,064,750	\$ 914,750	\$1,064,750
Additional Funds	\$1,909,803	\$1,909,803	\$2,115,815	\$2,115,815
Grand Total	\$2,824,553	\$2,974,553	\$3,030,565	\$3,180,565

SECOND-LANGUAGE INSTRUCTION

Education administration and support

Federal funding facilitates the achievement of desired outcomes for French-second-language students. The province of Saskatchewan offers three French-second-language programs: French Immersion, Core French, and Intensive French. Enrolment numbers are on the rise in immersion programs. In 2006–07, there were 65 French immersion schools serving approximately 9,000 students in kindergarten to grade 12. Transportation is available to students in French immersion programs. The intensive French program continues to expand. By 2006–07, six schools offered the grade 6 intensive French program to 98 students, and there were 177 students enrolled in the grades 7, 8, 9, and 10 follow-up program, Enhanced French. Core French programs are experiencing a decrease in enrolment. This may be due in part to the amalgamation of school divisions and in part to demographics. Schools in Saskatchewan have access to French curriculum documents in all required areas of study. There is a recommended list of resources to support each area of study. A teacher's guide has been developed to enhance the delivery of integrated services to meet the diverse needs of students.

Students in French-second-language programs can also access postsecondary education in French at the University of Regina (U. of R.) and the Institut français. French immersion and core French students enrol in the Bac program at the U. of R., the teacher training program. As with French-first-language students, they can access federal grants that facilitate a year of study at Université Laval. The French language development courses for adults offered by the Institut français, which include summer immersion courses and a language certificate program, are also available to students from French-second-language programs. French-second-language students are invited to take advantage of the

environment where students can gather to socialize in French. The SEFFA offers training for exogamous couples.

Le Lien is a resource centre with over 40,000 French cultural and teaching resources that schools and communities across the province can access. Immersion schools also have access to this library. The level of usage is increasing, which testifies to the importance of this service.

Program development

The Saskatchewan Ministry of Education is responsible for the development of the provincial curricula used in all schools from kindergarten to grade 12. Curriculum documents in all required areas of study for French immersion are developed or translated and adapted by the Ministry of Education. Saskatchewan also has curriculum documents for the core French program from kindergarten to grade 12. Programs such as Mieux-être 10 or Sciences 10 have been renewed and implemented in French immersion schools. Psychologie 20 and 30 were adapted from the Alberta programs. The renewal of the following curriculum documents began in 2005–06: Français 1–5, Core French 1–5, and Mathématiques M, 1, 4, and 7. The renewal of all other curriculum documents began in 2006–07 with the implementation of some curricula slated for September 2008. Renewed curricula will focus on student outcomes and indicators rather than objectives.

The development of resources to support the expansion of enhanced French has been crucial to the success of the program. Collaboration with jurisdictions at the local and pan-Canadian levels has resulted in quality materials for the classroom. Teachers have expressed a high degree of satisfaction with these resources. Funding allows the participation of teachers in the process of evaluating resources to support new and current

provincial curricula in all areas of study. The literature circle strategy has been implemented to evaluate novels for the intermediate and secondary cycles. Updates to the list of resources are published annually.

Students in secondary immersion programs also have access to a variety of on-line courses. Some schools, such as the small or geographically remote schools, may not have qualified human resources to be able to offer all compulsory secondary immersion courses. The first two students to receive the bilingual mention on their grade 12 diploma, thanks to on-line courses, graduated in the 2005–06 school year. Web-based resources continue to be developed, and teachers have the opportunity to participate in the training designed to help them maximize the use of the on-line resource, Biblio-branché.

Teacher training

Teachers have the opportunity to participate in a variety of professional development activities every year. The Saskatchewan Association of Teachers of French (SATF) offers an annual conference with a variety of workshops that keep teachers abreast of research, innovations, and resources. The SATF also offers ongoing professional development through its bulletin. The Ministry of Education offers workshops and mentorship to support curriculum implementation. Mentorship is a favourite strategy as it allows teachers to take advantage of professional development to meet their particular needs. Teachers also access bursaries to pursue training during the summers in the areas of pedagogy or language development. Teachers express a high level of satisfaction with these opportunities.

As is the case for French-first-language students, the Assessment for Learning (AFL) initiative in the province of Saskatchewan aims to improve the achievement of French-second-language students. These students have the opportunity to participate in assessments in mathematics, reading, and writing. The assessment instruments for these evaluations are developed in collaboration with teachers. Teachers also participate in the field-testing of these assessments, ensuring the validity of the content and the language. These opportunities are seen as valuable professional development for the participants because they develop literacy in the processes of assessment. The funding also allows teachers to be involved in consultations through the program renewal initiative. Their expertise contributes to program development in a positive way and their involvement allows them to become familiar with the documents in preparation for implementation.

Teachers of intensive and enhanced French participated in week-long training sessions during the summer, developing teaching strategies for the second-language classroom. They also had access to ongoing mentorship throughout the year, with professional development focusing on strategies to develop literacy. They participated in the evaluation of resources to support the programs. Teachers expressed a very high degree of satisfaction with this professional development.

Student support

Federal funding supports Canadian Parents for French (CPF), which organizes many opportunities for French-second-language students to gather and to develop their language skills. Some of the activities include Concours d'art oratoire, Rendez-vous, Foire des carrières, Camp Ultime, and Fête du soleil. Immersion students also participated in Camp voyageur. Funding allows CPF to work in partnership with francophone associations for the recruitment and retention of students in French language programs. Francofièvre is an event that allows youth from French-first-language and French-second-language programs to gather and share in a cultural experience. Students express a very high degree of satisfaction with this event.

Grants have facilitated access to many cultural presentations including Les bûcherons, Lise Maurais, Impro-performance. Various workshops featuring art, music, and dance organized by different French cultural groups were well attended. There is collaboration between francophone associations and French-second-language schools to allow for exposure to many cultural experiences.

Teachers and students are very satisfied with the federal government's language assistant program (Accent/Odyssey), administered by CMEC and designed to enhance learning of French language and culture. (Please see "National Programs" on page 90 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.) Students also express a high degree of satisfaction with their experiences in the Saskatchewan-Quebec exchange.

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Saskatchewan's contribution</i>	<i>Federal contribution</i>	<i>Saskatchewan's contribution</i>
Regular Funds	\$2,391,050	\$2,391,221	\$2,391,050	\$2,391,221
Additional Funds	\$438,269	\$438,269	\$1,121,813	\$1,121,813
Grand Total	\$2,829,319	\$2,829,490	\$3,512,863	\$3,513,034



Yukon

MINORITY-LANGUAGE EDUCATION

Teacher training and development

The educational program at Émilie-Tremblay, Yukon's only French-language school, is essentially the same as that in British Columbia, aside from a few minor changes made to meet the needs of the target students. In September 2004, British Columbia announced changes to the requirements for earning a secondary school graduation diploma. As a result of these changes, the Yukon Francophone School Board (YFSB) has strived for the past few years to meet its needs in mathematics, natural sciences, and outdoor activities by reworking its course content and studying new resources. From 2005 to 2007, YFSB had to provide 12 on-site training and development sessions in addition to sending 8 teachers to workshops outside Yukon.

Given the considerable costs involved in establishing the infrastructure for distance education, YFSB has exercised great caution in procurement of equipment and, as much as possible, favours partnership agreements. Thus, YFSB has worked in close cooperation with the Service d'orientation et de formation des adultes (SOFA) and the Department of Education to ensure that all Franco-Yukoners, not just students, can obtain distance education if they wish. SOFA is a Yukon adaptation of the Collège Éducacentre. SOFA has delivered a wide range of services, including: job preparation, basic education, homecare, personal and professional development, customized training and distance education, computer courses, and preparation for

the secondary school equivalency examination. Between 2005 and 2007, SOFA responded to more than 1,000 requests for services.

To meet its future needs, YFSB has adopted strategies to promote the teaching profession. In partnership with the Association canadienne d'éducation de langue française (ACELF) and Université de Sherbrooke, YFSB has instituted a student teacher exchange program. By 2007, 4 interns had benefited from this program.

From 2005 to 2007, YFSB hired 4 new teachers. Through additional funds from the Department of Education, the school was able to support its regular staff by adding 3 more assistant educators, 1 educational consultant, 1 cultural facilitator, 1 teaching assistant, and 1 specialized education consultant.

Student support and development

Increasing the number of students in a minority-language school, especially by promoting the transition from primary to secondary, remains a key objective of YFSB. Based on the findings of a survey conducted in 2005, excluding students already attending Émilie-Tremblay school, more than 300 students would be eligible for education in French. In the spring of 2006, YFSB hired a communications officer to focus on student retention and recruiting, and also assigned him responsibility for promoting school programs to the French-speaking community.

In 2005–06 and 2006–07, grants supported the francisation program Jardin d'Émilie and implementation of a full-time kindergarten program. Through these two programs, children were able to achieve the required level of language proficiency in French and thus achieve better integration into the French-language school system starting in grade 1. Other grants also supported delivery of language upgrade services to students in grades 1 through 12 who were experiencing difficulties in French.

Enrolment at the school rose sharply from 110 in 2005–06 to 147 in 2006–07. Enrolment at primary level rose from 86 to 116 in less than two years. YFSB also studied the option of offering an enrichment class to eligible students in Dawson City, starting in September 2007.

YFSB and the francophone community have always placed great importance on sociocultural activities as a complement to French-as-a-first-language educational programs. Participation in sociocultural activities strengthens language skills at the same time as it raises students' awareness of their culture. To assist in this task, YFSB hired a part-time cultural facilitator in 2006. Throughout the year, she is responsible for organizing a host of activities such as concerts, student exchanges, plays, arts workshops, and sports events. Activities are chosen jointly with the student council and school staff. Although funded individually or as a block, activities and projects are very often shared by immersion and basic French students. Through financial contributions from many partners, such as the Association franco-yukonnaise (AFY) and Canadian Parents for French (CPF), YFSB was able to hold more than a hundred activities between 2005 and 2007. Recurring activities have been incorporated into the schools' strategic plan. Over the same period, 125 young francophones and francophiles have attended the Picamp and Portes ouvertes vacation camps.

Program development / Quality of programs

In 2005–06 and 2006–07, grants were used to produce, translate, and adapt some 15 educational resources for use in minority-language instruction, which expanded the range of instruments needed for effective integration of new classroom programs. Émilie-Tremblay school has acquired several collections, including textbooks and kits for the plastic arts, easy-to-read books for classrooms and the library, new resources in the social sciences for students in grades 5 to 7, and new science resources for students in grades 3 to 11. A grammar reference has been prepared for all levels at the school. In turn, Robert Service School in Dawson received collections of easy-to-read books and educational resources for students in grades 1 to 5. Additional

materials were also provided to the Jardin d'Émilie, Picamp and Parascolaire programs. During this same period, Yukon supported its partners in the Western and Northern Canadian Protocol (WNCP) in the production of teaching materials, especially anthologies and mathematics textbooks for students in grades 9 to 12. The partners also completed a review of French-language documentation for the arts program from kindergarten to grade 12.

Since 2005–06, federal and territorial grants have enabled YFSB to add 11 mini-programs to its range of courses, including Boules de feu, Photographie, TAM (theatre, art, music), Intégration culturelle and PASE (éducation plein air et sciences expérientielles). These programs incorporate practical experience into the learning process. Research has shown that this approach is less restrictive and more suited to learning for many students, even those with learning difficulties.

YFSB has maintained its support for three major partnership projects: Le passeport francophone, a British Columbia initiative that encourages teens to play a more active role in the French culture; S.O.S. devoirs, an on-line after-school tutoring program for students; and Transformation pédagogique, a project in which all the western provinces are participating, to promote sharing of best teaching practices.

YFSB produces its own policies and procedures manual, operates a homework club, a daycare service for students from kindergarten to grade 6, as well as a support and language program for exogamous parents. YFSB is again supporting the Garderie du petit cheval blanc, this time by providing funds required to retain an educator, and to support staff training and the organization of an early childhood socialization and education project. In 2007–08, YFSB will attempt to forge a partnership with the Government of Yukon to tackle the French-language daycare issue.

For academic programs and performance, students at Émilie-Tremblay scored very well on standardized knowledge tests for Yukon (grades 3, 6, and 9). The Yukon Achievement Tests (YAT), which assess comparable skills in English, francophone students score well, if not better than anglophone Yukon students. In mathematics, for two consecutive years, grade 3 and grade 6 students received scores similar to those of students in Alberta.

Educational structure and support

Governance of the Émilie-Tremblay school is the responsibility of the YFSB and, in contrast with the majority schools, the catchment area encompasses the entire territory. In 2005–06 and 2006–07, although the majority of francophone students are concentrated

in Whitehorse, YFSB also sought ways to meet the needs of francophone students in Faro, Mayo, and Dawson City. Grants helped sustain the quality and diversity of education in the minority language. They also ensured that francophone students have access to quality education comparable to that received by majority-language students. Through implementation and maintenance grants, YFSB was able to continue to provide and expand the scope of its French-as-a-first-language programs.

A survey conducted in the fall of 2006 reveals that parents are satisfied with the quality of school programs and the support the school provides to families, but are concerned about the constant drain of secondary students to the English school. As a solution to this problem, YFSB will introduce in September 2007 a brand new program called Académie Parhélie. It is hoped that this arts and outdoor program will not only retain existing students but recruit new ones as

well. In January 2007, YFSB released two teachers for the new secondary program. An education consultant has also been retained to support teachers and staff of Académie Parhélie in meeting the requirements of the new academic programs.

In 2005–06 and 2006–07, YFSB awarded five scholarships to francophone postsecondary students. In addition to the Bourse d'études françaises, recipients also received a second scholarship amounting to \$4,500 a year for four years. Furthermore, 17 young teens took part in the pan-Canadian cultural exchange program Destination Clic. This program, administered by the Council of Ministers of Education, Canada, allows francophone students outside Quebec to upgrade their first-language skills. (See "National Programs" on page 91 for more information about official-languages programs coordinated by CMEC at the pan-Canadian level.)

<i>Total Investment: Second-Language Instruction</i>	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Yukon's contribution</i>	<i>Federal contribution</i>	<i>Yukon's contribution</i>
Regular Funds	\$418,800	\$1,907,693	\$418,800	\$2,268,381
Additional Funds	\$715,500	\$773,738	\$717,000	\$787,931
Grand Total	\$1,134,300	\$2,681,431	\$1,135,800	\$3,056,312

SECOND-LANGUAGE INSTRUCTION

Teacher training and development

Grants in this category provided Yukon teachers with opportunities to upgrade their language and teaching skills in French and second-language instruction. In 2005–06 and 2006–07, 5 teachers of French immersion and 1 teacher of basic French received scholarships for a Master of Education program. A group of 6 other people received a grant to travel to Quebec to take French conversation courses. Recipients rated their general satisfaction with this new scholarship program 9 out of 10.

To keep abreast of changes in academic programs in British Columbia, the Department of Education has been forced to provide several development training sessions to

school staff. In basic French, more than 180 participants attended 13 training sessions, while in French immersion, 24 training sessions were given to more than 105 participants. Some 26 people travelled outside Yukon to attend conferences, working groups, or training sessions, or to obtain certification in Lecture guidée, Intensive French, or in Approche gestuelle.

Grants also allowed the Department to adopt promotion strategies to attempt to offset the shortage of teachers qualified to teach French as a second language. In cooperation with the Association des enseignantes et enseignants du Yukon, the Department of Education has offered a two-day orientation and training program since 2005 for newcomers, to familiarize them thoroughly with the resources and people available to support them. Furthermore, in partnership with faculties of education

in Alberta and Quebec, the Department was also able to introduce a student-teacher exchange program. By 2007, six interns had benefited from this program

From 2005 to 2007, to accommodate anticipated growth in the intensive French program, the Department had to add three new teachers to its staff and two new language assistants. Teaching staff assigned to the new and old programs received assistance from a French immersion consultant on teaching methods, assessment, and programs.

Student support and development

Basic French is taught in all Whitehorse schools and in several schools in rural areas. The French immersion program extends from kindergarten to grade 12 and is available only in Whitehorse. In the past 10 years or so, general school enrolment in Yukon has been declining by about 3% a year. Additionally in 2004, due to an overload in the primary school program, several schools were forced to make changes to their daily schedules to insert long uninterrupted periods of teaching for mathematics, reading, and writing. This overload had an impact on enrolment and on delivery of the education program in all schools with French-as-a-second-language programs. For example, in 2005–06, enrolment declined by 175 in the basic French program. The Department of Education, therefore, was forced to review its approach to reduce the dropout rate in the French-as-a-second-language course and increase the percentage of students from the majority language able to speak French. In 2006–07, thanks to support from Canadian Parents for French (CPF), better advertising, and major changes to language studies programs, the situation was slowly reversed, and enrolment began to rise: basic French increased from 1,490 to 1,539 students, while French immersion rose from 411 to 463 students.

Yukon has always placed great importance on sociocultural activities as a complement to French-as-a-second-language education programs. Participation in sociocultural activities strengthens language skills at the same time as it raises students' awareness of their culture. Our 20 schools receive federal and territorial funds to participate in this sociocultural program. Activities include exchange trips with Quebec or France, plays, concerts, artistic creation workshops, improve leagues, various exhibitions and shows as well as sports gatherings. Many young francophiles have taken part in activities organized by the Association franco-yukonnaise (AFY) and CPF. As a result, many students in French as a second language have joined members of the francophone community in a host of activities such as: les Jeux de la francophonie, la Semaine nationale de la francophonie, le Parlement franco-canadien du Nord et de l'Ouest, Un écrivain à

l'école, La cabane à sucre du Rendez-vous, le Festival du conte narratif, le Concours d'épellation, and le Concours d'art oratoire. Thanks to the kindness of many partners such as AFY, CPF, and the City of Whitehorse, the schools were able to hold more than 110 activities between 2005 and 2007. Recurring activities were incorporated into the schools' strategic plan. Over the same period, some 30 young francophiles attended the Portes ouvertes vacation camps.

To encourage students even more to study in their second language, Yukon offers bilingual young people opportunities to put their knowledge of French into practice. In 2005–06 and 2006–07, the Department awarded 25 scholarships to French immersion students. In addition to the Bourse d'études françaises, recipients also received a second scholarship amounting to \$4,500 a year for four years. Furthermore, 24 young teens took part in the pan-Canadian cultural exchange program Explore. This program, administered by the Council of Ministers of Education, Canada (CMEC), gives students an opportunity to upgrade their second-language skills. (Please see "National Programs" on page 100 for more detail on official-languages programs coordinated by CMEC at the pan-Canadian level.)

Program development / Quality of programs

The Department of Education is committed to providing students with full access to quality second-language programs in 20 of Yukon's 28 schools. Between 2005–06 and 2006–07, the Department received funds to offset the additional costs of teaching second-language programs. In basic French, Holy Family School has introduced Phases I and II of an intensive French program for grade 5 students. The funding was used to develop and adapt courses and resources that meet the needs of this specialized program, and to organize development sessions for teaching staff assigned to this program. Since 2005–06, 41 grade 5 students and 44 grade 6 students have benefited from this program. Following the success at Holy Family, an intensive French pilot project will be introduced at Christ the King elementary school in 2007–08. Since 2005–06, Vanier Secondary School has offered the Option français plus to grade 10 students. This program uses the social sciences course as the centre of interest to help students in basic French maintain and further develop their written and spoken language skills. Hidden Valley Elementary School was also able to offer basic French courses to 18 kindergarten students while Holy Family School established a language support program for parents of children enrolled in intensive French.

From 2005 to 2007, the Gestural Approach continued to achieve great success in the territory's elementary schools. This program is an integrated method that uses

hand movements to teach a second language. Children learn faster through gestures and are better able to place vocabulary into context by mimicking the words in games, songs, and dances. In the past two years, the Gestural Approach has been introduced in five schools in rural areas and eight schools in Whitehorse. The Department has held several on-site training sessions and six teachers have travelled to Quebec or Ontario to take in-depth training.

From 2005 to 2007, with the introduction of full-time kindergarten, the later immersion pilot project and production of two new promotional brochures, the immersion program at Whitehorse Elementary School has seen a 7% rise in enrolment. More than 100 students are enrolled in kindergarten. Late immersion, available to students in grades 6 and 7, continues to grow with 72 enrolled in this program. This increase is due in part to the vigilant efforts of CPF, an organization locally recognized for lending an attentive ear to government. Over the past two years, CPF has effectively publicized the benefits of a second-language education and the programs available, both new and old. They have organized countless advertising campaigns and have made many presentations to parents, students, teaching staff, administrators, and politicians.

Since 2003, the Reading Recovery program has become compulsory in all English-language schools in Yukon. With 26 teachers, the program is one of the Department's main areas of investment. Available to primary students, this preventive program helps students learn to read and write. In addition to classroom teaching, students receive individual teaching in which they learn to read and write independently using problem-solving strategies. Since French immersion lacked such a program, the Department of Education had to institute a similar program called Lecture guidée. From 2005 to 2007, no

fewer than 300 students in grades 1 to 3 benefited from this pilot program. Parents and teachers were pleasantly surprised by the preliminary results. In September 2007–08, the program will be made available to all students from grades 1 to 7.

To ensure that its programs continue to meet the requirements of British Columbia's education program, the Department continues to upgrade the materials for basic French. Several resources have been added to the intensive French, Gestural Approach, and Option français plus programs. Robert Service School in Dawson is receiving countless collections of easy-to-read books and educational resources for students in grades 1 to 7.

In immersion, Whitehorse Elementary School is acquiring a considerable number of resources for its early immersion, late immersion, and Lecture guide programs, including computers and printers for its media laboratory. Several teachers' kits and easy-to-read books are also being added to classrooms and the library. In the French immersion program at the secondary level, students in grades 8 to 12 at F.H. Collins are receiving an abundance of library and classroom resources. Special attention is being paid to the career planning, multimedia and technology, French second language, humanities, and information and communications technology courses.

The government has also contributed to the pan-Canadian Accent/Odyssey programs for language assistants. From 2005 to 2007, additional contributions from the federal government have raised the quota of full-time language assistants from 8 to 10. (Please see "National Programs" on page 100 for more detail on the official-languages programs coordinated by CMEC at the pan-Canadian level.)

Total Investment: Second-Language Instruction	2005–06		2006–07	
	<i>Federal contribution</i>	<i>Yukon's contribution</i>	<i>Federal contribution</i>	<i>Yukon's contribution</i>
Regular Funds	\$276,200	\$611,067	\$276,200	\$509,580
Additional Funds	\$678,000	\$1,384,734	\$783,000	\$2,306,112
Grand Total	\$954,200	\$1,995,801	\$1,059,200	\$2,815,692



NATIONAL PROGRAMS

In cooperation with the provinces and territories, the Council of Ministers of Education, Canada (CMEC) coordinates the following official-language programs at the pan-Canadian level:

- The bursary program *Explore* provides anglophones with the opportunity to learn French in a francophone community, and provides francophones with the opportunity to learn English in an anglophone community.
- The bursary program *Destination Clic* provides francophones living outside of Quebec with the opportunity to enrich their French.
- The programs *Odyssey* (full-time) and *Accent* (part-time) allow students from across Canada to work as language assistants in minority-language classrooms while living in another jurisdiction and enriching their second language.

In 2005–06, 7,208 students participated in *Explore/Destination Clic*; 7,802 took part in the program in 2006–07.

In 2005–06, 892 students participated in *Accent/Odyssey*; 881 took part in 2006–07.

The Department of Canadian Heritage allocated funding to the programs, as follows:

Programs	2005–06	2006–07
Explore/Destination Clic	\$15,002,000	\$16,802,000
Accent/Odyssey	\$8,591,000	\$9,491,000



APPENDIX I:

Total Budget — 2005–06 to 2008–09

Action Plan Funding	2005-2006				2006-2007			
	Regular Funds (Base)	Additional Funds		Total	Regular Funds (Base)	Additional Funds		Total
		Minority Language	Second Language			Minority Language	Second Language	
Newfoundland and Labrador	2,435,000	949,662	390,301	3,774,963	2,435,000	1,060,883	429,199	3,925,082
Prince Edward Island	1,222,500	1,081,719	162,929	2,467,148	1,222,500	1,205,791	179,167	2,607,458
Nova Scotia	4,515,000	1,960,334	858,392	7,333,726	4,515,000	2,171,180	943,941	7,630,122
New Brunswick	17,515,000	2,799,182	997,624	21,311,806	17,515,000	3,062,717	1,097,049	21,674,766
Quebec	56,497,500	3,784,297	3,931,804	64,213,600	56,497,500	4,070,271	4,323,656	64,891,426
Ontario	51,709,000	12,028,487	9,994,001	73,731,488	51,709,000	13,216,613	10,990,025	75,915,638
Manitoba	7,337,500	3,211,307	1,171,265	11,720,072	7,337,500	3,555,496	1,287,996	12,180,992
Saskatchewan	3,667,500	1,909,803	838,269	6,415,572	3,667,500	2,115,814	921,813	6,705,127
Alberta	8,085,000	2,348,696	2,444,781	12,878,477	8,085,000	2,558,034	2,688,433	13,331,468
British Columbia	9,465,000	2,444,437	2,792,642	14,702,080	9,465,000	2,684,508	3,070,963	15,220,471
Yukon	695,000	1,099,525	23,664	1,818,189	695,000	1,230,401	26,023	1,951,424
Northwest Territories	542,500	1,221,296	53,944	1,817,741	542,500	1,365,921	59,321	1,967,741
Nunavut	317,500	681,256	20,383	1,019,139	317,500	762,369	22,415	1,102,284
Subtotal	164,004,000	35,520,000	23,680,000	223,204,000	164,004,000	39,060,000	26,040,000	229,104,000
Explore/Destination Clic and Accent/Odyssey								
Explore/Destination Clic				15,002,000				16,802,000
Accent/Odyssey				8,591,000				9,491,000
Subtotal				23,593,000				26,293,000
TOTAL BUDGET				246,797,000				255,397,000

Action Plan Funding	2007-2008				2008-2009				TOTAL			
	Regular Funds (Base)	Additional Funds		Total	Regular Funds (Base)	Additional Funds		Total	Regular Funds (Base)	Additional Funds		TOTAL
		Minority Language	Second Language			Minority Language	Second Language			Minority Language	Second Language	
Newfoundland and Labrador	2,435,000	1,073,351	432,495	3,940,847	2,435,000	1,073,351	432,495	3,940,847	9,740,000	4,157,247	1,684,491	15,581,738
Prince Edward Island	1,222,500	1,219,291	180,543	2,622,334	1,222,500	1,219,291	180,543	2,622,334	4,890,000	4,726,092	703,181	10,319,273
Nova Scotia	4,515,000	2,191,889	951,191	7,658,080	4,515,000	2,191,889	951,191	7,658,080	18,060,000	8,515,292	3,704,716	30,280,009
New Brunswick	17,515,000	3,082,217	1,105,475	21,702,692	17,515,000	3,082,217	1,105,475	21,702,692	70,060,000	12,026,335	4,305,622	86,391,957
Quebec	56,497,500	4,077,770	4,356,864	64,932,134	56,497,500	4,077,770	4,356,864	64,932,134	225,990,000	16,010,108	16,969,186	258,969,294
Ontario	51,709,000	13,315,345	11,074,434	76,098,779	51,709,000	13,315,345	11,074,434	76,098,779	206,836,000	51,875,790	43,132,894	301,844,684
Manitoba	7,337,500	3,589,096	1,297,889	12,224,485	7,337,500	3,589,096	1,297,889	12,224,485	29,350,000	13,944,994	5,055,039	48,350,034
Saskatchewan	3,667,500	2,136,151	928,893	6,732,543	3,667,500	2,136,151	928,893	6,732,543	14,670,000	8,297,918	3,617,867	26,585,785
Alberta	8,085,000	2,571,234	2,709,082	13,365,316	8,085,000	2,571,234	2,709,082	13,365,316	32,340,000	10,049,200	10,551,379	52,940,578
British Columbia	9,465,000	2,704,202	3,094,549	15,263,752	9,465,000	2,704,202	3,094,549	15,263,752	37,860,000	10,537,350	12,052,704	60,450,054
Yukon	695,000	1,245,401	26,222	1,966,624	695,000	1,245,401	26,222	1,966,624	2,780,000	4,820,728	102,132	7,702,860
Northwest Territories	542,500	1,382,382	59,776	1,984,658	542,500	1,382,382	59,776	1,984,658	2,170,000	5,351,980	232,817	7,754,798
Nunavut	317,500	771,669	22,587	1,111,756	317,500	771,669	22,587	1,111,756	1,270,000	2,986,964	87,972	4,344,936
Subtotal	164,004,000	39,360,000	26,240,000	229,604,000	164,004,000	39,360,000	26,240,000	229,604,000	656,016,000	153,300,000	102,200,000	911,516,000
Explore/Destination Clic and Accent/Odyssey												
Explore/Destination Clic				18,602,000				18,602,000				69,008,000
Accent/Odyssey				10,391,000				10,391,000				38,864,000
Subtotal				28,993,000				28,993,000				107,872,000
TOTAL BUDGET				258,597,000				258,597,000				1,019,388,000

APPENDIX II:

Web Links

COUNCIL OF MINISTERS OF EDUCATION, CANADA (CMEC)
www.cmec.ca

OFFICIAL LANGUAGES IN EDUCATION PROTOCOL (2005–06 TO 2008–09)
<http://www.cmec.ca/publications/index.en.stm>

PROVINCIAL/TERRITORIAL ACTION PLANS (2005–06 TO 2008–09)

Alberta
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/ab/05-09Plan_Education_AB_e.cfm

British Columbia
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/cb-bc/05-09Plan_Education_CB_e.cfm

Manitoba
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/mb/05-09_Plan_Education_Manitoba_e.cfm

New Brunswick
http://www.pch.gc.ca/progs/lo-ol/pubs/2005-2006/NB/05-09Plan_Education_NB_e.cfm

Newfoundland and Labrador
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/tn-nf/plan_education_tn-nf_e.cfm

Northwest Territories
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/tno/05-09Plan_Education_tno_e.cfm

Nova Scotia
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/ne-ns/05-09Plan_action_N-E_e.cfm

Nunavut
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/nun/05-09Plan_Education_nun_e.cfm

Ontario
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/ont/2005-2009/schedule_2-4_e.cfm

Prince Edward Island
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/pei/2000-2003/00-03_plan_education_pei_e.cfm

Quebec
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/qc/tdm_e.cfm

Saskatchewan
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/sk/05-09_plan_education_sk_e.cfm

Yukon
http://www.pch.gc.ca/progs/lo-ol/entente-agreement/education/yk/05-09_Plan_Education_Yukon_e.cfm

APPENDIX III:

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