



ACCESS TO POSTSECONDARY EDUCATION

The goal in this case was to encourage students to continue their studies in their second language and to encourage postsecondary institutions to increase the number of courses offered in that language. With this in mind, a number of jurisdictions offered scholarships to students, often to those who chose to become teachers.

SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

To improve student performance, jurisdictions supported initial training as well as ongoing professional development for teachers in the field. They also supported research that undertook to identify approaches likely to improve teaching strategies related to second-language learning. Certain jurisdictions offered scholarships for teachers to support them in improving their teaching or their second language skills.

PROVISION OF PROGRAMS

Jurisdictions offered a wide range of programs that met students' and parents' needs. The programs were tailored to respond to stated needs and provided support services so that all students could meet with success. These programs included French Immersion, Core French, Intensive French and, in Quebec and New Brunswick, Intensive English and Core English. Ontario and Nova Scotia also offered an Enriched French Program.

STUDENT PERFORMANCE

An important number of initiatives were put in place to measure students' speaking, reading and writing skills in their second language. A number of jurisdictions have implemented processes through which students may receive international recognition of their second-language skills.

ENRICHED SCHOOL ENVIRONMENT

All jurisdictions encouraged students to participate in a variety of social and cultural activities offered by schools and communities. A large number of students participated in interprovincial and intra-provincial youth exchanges, and a number of jurisdictions offered language camps throughout the year. Students had the opportunity to participate in the Explore program, a five-week language experience funded by the federal government and administered by CMEC.

Jurisdictions reported that, on the whole, targets had been attained during the protocol. CMEC deeply appreciates the government of Canada's continuing contribution to efforts by all provinces and territories to improve the quality of minority-language education and second-language instruction. These efforts ensure the provision of some of the highest-rated official languages education programs in the world.

For more details, we invite you to consult the full report on the CMEC website: <http://www.cmec.ca/en/>

Le présent document est également disponible en français.



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HIGHLIGHTS

PAN-CANADIAN REPORT - A SYNOPSIS

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

2009–10 to 2012–13



LINGUISTIC OBJECTIVE 1 Minority-Language Education (English, French)

STUDENT PARTICIPATION

Jurisdictions ensured that minority-language populations had access to education delivered in their own language. Successful initiatives included providing early childhood services, support services in schools, specific curriculum development and promotion of the minority-language education system.

PROVISION OF PROGRAMS

Jurisdictions increased the number of courses offered in the language of the minority at all levels, including online courses that provided students with access to a range of worthwhile possibilities. They also provided support services in the minority language for students facing challenges.

STUDENT PERFORMANCE

Improvements in student performance were the focus in this area, and most targets were reached. Assessment tools were developed, notably in the areas of literacy and numeracy. Jurisdictions provided support for students through mentoring programs and many other individualized services.

ENRICHED SCHOOL ENVIRONMENT

All jurisdictions encouraged schools and communities to offer a variety of social and cultural activities, including sports, student radio stations, participation in local festivities, student exchanges. Students increased their knowledge of and familiarity with the cultural references unique to their minority community while heightening their pride in their identity. Language assistants, provided by the Odyssey program (funded by the federal government and administered by CMEC) worked with students to enrich their learning.



The *Pan-Canadian Report – a Synopsis 2009–10 to 2012–13* is the final report called for under the *Protocol for Agreements on Minority-Language Education and Second-Language Instruction 2009–10 to 2012–13*.

Although education is the exclusive purview of the provinces and territories, there are concerns, approaches and issues that are common to all jurisdictions. With this in mind, jurisdictions wish to promote and implement programs to support minority-language education and second-language instruction. The provinces and territories undertook to pursue two goals:

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

Six outcomes domains were identified, and jurisdictions set targets for each of them. The report provides details on a number of initiatives implemented by Canadian provinces and territories. Some of these initiatives received federal government support to meet those targets.

ACCESS TO POSTSECONDARY EDUCATION

The goal of this outcomes domain was to encourage students to continue their studies in the minority language and to encourage postsecondary institutions to offer programs that met students' needs. With this in mind, a number of jurisdictions often offered bursaries to students, often to those who chose to become teachers.

SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

To improve student performance, jurisdictions supported initial training as well as ongoing professional development for teachers in the field. They also supported research to identify approaches likely to improve teaching strategies in minority environments.

LINGUISTIC OBJECTIVE 2 Second-Language Instruction (English, French)

STUDENT PARTICIPATION

The jurisdictions' objective was to increase the number of students participating in second-language learning programs. By offering engaging and meaningful programs, jurisdictions were able to maintain and increase the percentage of students acquiring skills in their second language.