

Protocol for Agreements

For Minority-Language Education and
Second-Language Instruction

2013-2014 to 2017-2018

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



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)



Canadian
Heritage

Patrimoine
canadien

Canada

Preamble

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

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

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

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

WHEREAS the Government of Canada and the provincial/territorial governments recognize the importance of learning French or English as a second language, and the provincial/territorial governments, in the context of their responsibility for education, agree to foster this learning through the second-language instruction programs that they provide;

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

WHEREAS education is a provincial/territorial jurisdiction and the provincial/territorial governments are responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating their programs in education;

WHEREAS it is appropriate that the arrangements for the provision of financial assistance by the Government of Canada to the provincial/territorial governments, for the purpose of this Protocol, be effected through agreements between the Government of Canada and each provincial/territorial government;

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

WHEREAS this Protocol describes a strategic framework that guides the Government of Canada's support, in the context of the bilateral agreement to be concluded pursuant to this Protocol, for minority-language education and second-language instruction interventions, each provincial/territorial government in the exercise of its responsibilities for education;

WHEREAS each provincial/territorial government agrees to submit an action plan that identifies its minority-language education and second-language instruction interventions with respect to the bilateral agreement to be concluded pursuant to this Protocol;

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

1. Definitions

In this Protocol,

- 1.1 “Bilateral agreement(s)” refers to an agreement or agreements signed by the Government of Canada and each provincial/territorial government which determine the objectives, initiatives and areas of intervention described in an action plan that receive the Government of Canada's financial support for minority-language education and second-language instruction, and set out the commitments, obligations, and financial contributions of both parties.
- 1.2 “Strategic framework” refers to a general framework describing, for each linguistic objective, the areas of intervention for which the Government of Canada's support will be provided for the provincial/territorial governments' action plans developed in the context of the bilateral agreements.
- 1.3 “Action plan” refers to a provincial/territorial action plan based on the minority-language and second-language teaching needs and priorities on which it focuses. This plan includes a preamble and presents, for each linguistic objective and area of intervention, initiatives, indicators, targets specific to each provincial or territorial government, and projected expenditures that will be covered by the federal and provincial/territorial governments' contributions.

- 1.4 The terms “minority language” and “second language” refer to the two official languages of Canada: English and French. The bilateral agreement between each provincial/territorial government and the Government of Canada will specify, as appropriate, which official language is the minority language and the second language.
- 1.5 Unless otherwise specified, “education” and “instruction” refer to all levels of the educational system – elementary, secondary, postsecondary (colleges and universities) and adult education – according to the definition generally accepted by Statistics Canada or agreed upon by the Government of Canada and each provincial/territorial government.
- 1.6 A minority-language education “program” is a set of activities or initiatives that support instruction and learning during an academic cycle offered in the minority language by a minority-language school or by a postsecondary institution. A second-language instruction “program” is a set of activities or initiatives that support second-language instruction and learning during an academic cycle offered by a school or a postsecondary institution.
- 1.7 Unless otherwise specified in this Protocol, in the bilateral agreements or in the contribution agreements with CMEC, “year” refers to the fiscal year that begins April 1 and ends March 31.

2. Objectives

- 2.1 To provide members of the French-language minority or members of the English-language minority in each province/territory with the opportunity to be educated in their own language and to experience cultural enrichment associated with that community.
- 2.2 To provide the residents of each province/territory with the opportunity to learn English or French as a second language along with the opportunity for cultural enrichment through knowledge of the cultures associated with the French-language or English-language minority communities.

3. Strategic framework

- 3.1 Provincial/territorial governments are responsible for establishing plans, determining the objectives, defining the contents, setting the priorities, and evaluating their minority-language education and second-language instruction programs.
- 3.2 For the purpose of intergovernmental collaboration on minority-language education and second-language instruction, the Government of Canada and the provincial/territorial governments agree to a strategic framework that identifies, for each linguistic objective, six areas of intervention for which the Government of Canada's support will be provided for the provincial/territorial action plans developed in the context of the bilateral agreements.
- 3.3 Insofar as their particular circumstances make it possible, provincial/territorial governments agree to take into consideration broad directions in which they share an interest. For minority-language education, this may mean paying special attention to the continuum of education in a minority context, early childhood education, the development of school-community partnerships and postsecondary education, and promoting the sharing of best practices. For second-language learning, this may mean a special focus on the intensive teaching and learning approaches, on youth involvement in authentic language learning and on various undertakings that demonstrate progress in acquiring language skills, as well as promoting the sharing of best practices.
- 3.4 The areas of intervention in the strategic framework are defined as follows:

3.4.1 Minority Language

Primary and secondary

3.4.1.1 STUDENT PARTICIPATION

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

3.4.1.2 PROVISION OF PROGRAMS

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

3.4.1.3 STUDENT PERFORMANCE

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

3.4.1.4 ENRICHED SCHOOL ENVIRONMENT

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

Postsecondary

3.4.1.5 ACCESS TO POSTSECONDARY EDUCATION

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

Primary, secondary and postsecondary

3.4.1.6 SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

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

3.4.2 Second Language

Primary and secondary

3.4.2.1 STUDENT PARTICIPATION

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

3.4.2.2 PROVISION OF PROGRAMS

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

3.4.2.3 STUDENT PERFORMANCE

- Acquisition of measurable second-language skills by students.

3.4.2.4 ENRICHED SCHOOL ENVIRONMENT

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

Postsecondary

3.4.2.5 ACCESS TO POSTSECONDARY EDUCATION

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

Primary, secondary and postsecondary

3.4.2.6 SUPPORT FOR EDUCATIONAL STAFF AND RESEARCH

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

- 3.5 Appendix A of this Protocol presents, for each area of intervention, examples of performance indicators that could be used by the provinces and territories when determining their own indicators and targets.

3.6 Provincial/Territorial Action Plans

- 3.6.1 Each provincial/territorial government agrees to develop a multi-year action plan as part of a bilateral agreement to be signed with the Government of Canada.
- 3.6.2 Provincial/territorial action plans will include a preamble describing the specific context of the province or territory by providing the following information:
 - 3.6.2.1 an overview of the province's/territory's minority-language education programs and second-language instruction programs;
 - 3.6.2.2 (baseline) reference data for provincial/territorial performance targets and indicators, the performance measurement strategy used and data sources; and
 - 3.6.2.3 a description of the consultation process established to identify initiatives undertaken pursuant to the bilateral agreement.
- 3.6.3. Provincial/territorial action plans will present, for each linguistic objective identified in Clause 2 and for the duration of the bilateral agreements, the following information:
 - 3.6.3.1 provincial/territorial initiatives for each area of intervention funded;
 - 3.6.3.2 at least one performance indicator and one target for each area of intervention funded;
 - 3.6.3.3 a breakdown, by fiscal year, of contributions from the Government of Canada and the provincial/territorial government toward expenditures projected for each area of intervention funded, as well as total expected annual expenditures by initiative.
- 3.6.4 Each provincial/territorial government will develop its action plan and present this information in the manner it deems to be most appropriate to its particular circumstances. This information could be presented using the indicators proposed in Appendix A as a model and the model action plan presented in Appendix B.

- 3.6.5 If applicable, a provincial/territorial government may use its own strategic plan containing its own specific areas of intervention to present the information set out in Paragraph 3.6.3. In such a case, the provincial/territorial government will include a preamble that will, in addition to presenting the information set out in Paragraph 3.6.2, establish any necessary correlation between the areas of intervention of its strategic plan and those set out in this Protocol, using the provisions of Paragraph 3.6.3.
- 3.6.6 Appendix B presents a template for the action plan, the annual report on expenditures and on the status of initiatives, and the periodic report.

4. Bursary and Language-Assistant Programs

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

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

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

6. Budget

- 6.1 The Government of Canada will provide financial assistance for the initiatives described in the provincial/territorial action plans referred to in Subclause 3.6, for the bursary and language-assistant programs described in Clause 4 and for inter-provincial/territorial projects or projects of pan-Canadian scope described in Clause 5.
- 6.2 Subject to Parliamentary approval of funds, to the maintenance by the Minister of current and projected budgetary levels for the Development of Official-Language Communities Program and the Enhancement of Official Languages Program, and in compliance with the provisions of this Protocol, the bilateral agreements and the contribution agreements with CMEC, the total budget to be made available to the provinces/territories and CMEC by the Government of Canada under this Protocol will be a maximum of \$259,558,277 annually or \$1,297,791,385 over five years, as detailed in Appendix C.
- 6.3 In the event that the Government of Canada's new official-languages strategy for 2013–2018 leads to increased federal funding for official languages in education, the Government of Canada will consult the provinces and territories through CMEC, to ensure that the allocation of any additional funds for the purposes of Subclauses 7.1, 7.2 and 7.3 be made taking into account provincial/territorial needs and priorities, with particular consideration to the funding of action plans.

7. Funding Arrangements

7.1 Funding for Action Plans

7.1.1 Subject to Subclause 6.1 and from within the budget described in Subclause 6.2, the Government of Canada will make the annual contributions indicated below to each provincial/territorial government, subject to an equivalent or higher total provincial/territorial contribution, for the duration of the present Protocol, to carry out the initiatives described in their action plans, in accordance with the provisions of the bilateral agreements.

Provinces and Territories	Minority Language	Second Language	Total
Newfoundland and Labrador	1,301,551	2,639,295	3,940,846
Prince Edward Island	1,545,732	1,076,602	2,622,334
Nova Scotia	3,896,725	3,761,355	7,658,080
New Brunswick	16,236,833	5,465,859	21,702,692
Quebec	46,525,473	18,406,662	64,932,135
Ontario	54,992,678	24,090,634	79,083,312
Manitoba	6,774,749	5,540,451	12,315,200
Saskatchewan	2,693,018	4,039,526	6,732,544
Alberta	5,310,966	8,894,859	14,205,825
British Columbia	6,036,572	10,067,846	16,104,418
Yukon	1,235,800	977,100	2,212,900 *
Northwest Territories	1,382,850	1,204,705	2,587,555 *
Nunavut	772,885	649,746	1,422,631 *
Total	148,705,832	86,814,640	235,520,472

* The integration of funding specific to the territories in the table above reflects the unique context of the territories. Parameters that prevailed for determining the funding for the initiatives outlined in the territorial action plans and the distribution of these funds are maintained.

7.1.2 Given that the federal funding allocated to the bilateral agreements is maintained at the 2012-2013 level for the duration of this Protocol, a provincial/territorial government may, with the prior agreement of the Government of Canada, make adjustments in its action plan(s) in the context of its bilateral agreement with the Government of Canada to reflect increased costs and needs and, consequently, the pace of the action plan or plans.

7.2 Funding for the Bursary and Language-Assistant Programs

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

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

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

7.3 Complementary Contributions

7.3.1 The Government of Canada reserves the right to approve complementary contributions in addition to the forecasted amounts presented in Subclause 7.1. These contributions will address, among others, the following areas:

7.3.1.1 early childhood education in a minority context, in particular the provision of school child-care services and preschool programs;

7.3.1.2 the development of school-minority community partnerships;

7.3.1.3 the development of postsecondary education in a minority context;

7.3.1.4 second-language intensive teaching and learning approaches;

7.3.1.5 the provision of authentic second-language learning experiences for youth;

7.3.1.6 the assessment of second-language proficiency skills;

7.3.1.7 capital projects;

7.3.1.8 inter-provincial/territorial and pan-Canadian projects;

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

7.3.2 All things being equal, the Government of Canada will give priority to projects that reflect growing or emerging needs expressed by the provincial/territorial governments.

7.3.3 The provision of complementary contributions as described in Paragraph 7.3.1 will not result in any adjustment to the funding provided for within the budgets described in Subclauses 7.1 and 7.2.

7.4 Transfers

7.4.1 Transfers Between the Bursary and the Language-Assistant Programs

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

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

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

7.4.3 Transfers within Provincial/Territorial Action Plans

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

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

7.4.4 Residual Funds from the Bursary and Language-Assistant Programs

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

8. Reporting

- 8.1 The Government of Canada and the provincial/territorial governments agree that the principles of transparency, accountability, consistency, accuracy, timeliness and clarity will guide reporting related to this Protocol. The provision of information by the parties will be compatible with their respective policies and legislation, including those related to the protection of privacy and freedom of information.
- 8.2 For accountability and reporting purposes as described in this Clause, each provincial/territorial government will provide the information referred to in Subclauses 8.3 and 8.4 in the manner considered by the provincial/territorial government to be most appropriate to its particular circumstances. To that end, it may follow the model reports provided in Appendix B. As the case may be, the report that a provincial or territorial government provides annually to its legislative assembly will be used for the purpose of Subclauses 8.3 and 8.4 insofar as it meets the requirements of these subclauses. The report will be accompanied, if need be, by a presentation document that will establish any correlation necessary to ensure compliance with Subclauses 8.3 and 8.4. Following the presentation of such information, if there is a need, in the opinion of the Government of Canada, to clarify the information provided, the Government of Canada will discuss this with the provincial/territorial government to obtain the necessary clarifications.
- 8.3 Subject to the preceding provisions, each provincial/territorial government agrees to produce an annual report containing a financial statement of actual expenditures and contributions related to its action plan, as described in Paragraph 3.6.3. The provinces and territories also agree to include in this report a brief update on the status of their action-plan initiatives, including, if necessary, an update on significant revisions to the planned schedule and budget.
- 8.4 Subject to the preceding provisions, each provincial/territorial government agrees to produce a periodic report presenting the progress made in each area of intervention funded based on the indicators and targets identified in its action plan. This report shall explain the progress made in the action plan with respect to the targets set by the provincial/territorial government. The report will be prepared after the second and fifth years of the Protocol and forwarded to the Department of Canadian Heritage within six months of the end of the period covered, as specified in the bilateral agreements. This report will also be provided to CMEC for the purpose of Subclause 8.5.
- 8.5 The provincial/territorial governments agree to compile jointly, through CMEC, two reports of pan-Canadian scope for public information purposes during the period of this Protocol. These reports shall be based on the contents of the reports of each provincial/territorial government as outlined in Subclause 8.4. 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.

- 8.6 The Government of Canada will produce an annual financial statement for public information purposes.
- 8.7 CMEC will make this Protocol available on its Web site. Provincial/territorial governments will make their bilateral agreements and action plans publicly available.
- 8.8 CMEC and the Department of Canadian Heritage may publish information on specific themes relating to minority-language education and second-language instruction.
- 8.9 All the provinces and territories agree to recognize the Government of Canada's participation when conducting publicity for all programs for which financial assistance was provided by the Government of Canada.

9. Consultation

- 9.1 Federal officials and officials from all provinces/territories will meet during the term of this Protocol to discuss the programs and initiatives undertaken as a result of this Protocol.
- 9.2 Officials of the Government of Canada and of the provincial/territorial governments will hold bilateral talks annually to discuss the implementation of the provincial and territorial action plans.
- 9.3 Each provincial/territorial government agrees to consult with interested associations and groups, when deemed necessary, as it develops its action plan. The federal and provincial/territorial governments may agree, in the context of their respective bilateral agreement, to hold joint consultations. In accordance with Paragraph 3.6.2, the preamble to the provincial/territorial action plan will describe the consultation process established for initiatives undertaken pursuant to this Protocol.
- 9.4 The Government of Canada may consult with interested associations and groups about the programs provided for in this Protocol and toward which it provides a financial contribution. When deemed necessary, consultations with national organizations will be conducted jointly with CMEC and the provinces and territories.

10. Evaluation

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

11. Duration

- 11.1 The Government of Canada and the provincial/territorial governments agree that this Protocol will cover a five-year period from 2013-14 to 2017-18. The contribution agreements with the Corporation of the Council of Ministers of Education, Canada, for the administration of the bursary and language-assistant programs will also cover a five-year period.
- 11.2 The Government of Canada and the provincial/territorial governments agree that the bilateral agreements between the Government of Canada and each provincial/territorial government, including the provincial/territorial action plans, will cover a five-year period from 2013-14 to 2017-18.

12. Agreements

- 12.1 In accordance with this Protocol, each provincial/territorial government is to enter into a bilateral agreement with the Government of Canada.
- 12.2 In accordance with this Protocol and Clause 4, the Government of Canada is to enter into contribution agreements with CMEC, through its corporate body, the Corporation of the Council of Ministers of Education, Canada, with respect to the bursary and language-assistant programs.
- 12.3 Any agreement arising from this Protocol shall be governed by and interpreted in accordance with applicable laws in the provinces and territories.

IN WITNESS WHEREOF the parties have signed this Protocol,

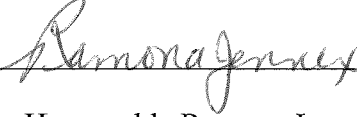
the 14 day of August, 2013

GOVERNMENT OF CANADA



The Honourable Shelly Glover
Minister of Canadian Heritage and
Official Languages

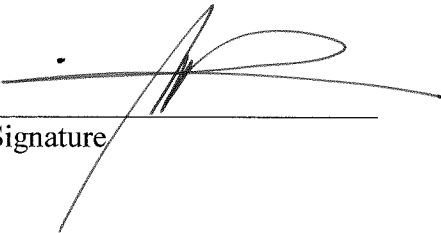
COUNCIL OF MINISTERS OF
EDUCATION, CANADA



The Honourable Ramona Jannex
Chair
Council of Ministers
of Education, Canada (CMEC)

WITNESS


Nathalie Podeszinski
Name in block letters



Signature

WITNESS

FRANK DUNN
Name in block letters



Signature

STRATEGIC FRAMEWORK – PROTOCOL FOR AGREEMENTS FOR MINORITY-LANGUAGE EDUCATION AND SECOND-LANGUAGE INSTRUCTION

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

Appendix A

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

MODEL FOR ACTION PLAN, ANNUAL REPORT (EXPENDITURES AND STATUS REPORT), AND PERIODIC ACCOUNTABILITY REPORT

LINGUISTIC OBJECTIVE [two linguistic objectives]	Minority language/Second language
AREAS OF INTERVENTION [six areas of intervention per linguistic objective]	Student participation; Provision of programs; Student performance; Enriched school environment; Access to postsecondary education; and Support for educational staff and research

Action Plan		Periodic Report (end of 2 nd and 5 th years)	
Performance indicator(s)	Performance target(s)	Progress	Explanation of discrepancy
Examples Number of students enrolled in minority-language schools in relation to desired number.	Examples The number of students enrolled in minority-language schools will increase from X in 2012-13 to Y by 2017-18.		

Action Plan				Annual Report			
Planned investments by types of intervention				Actual expenditures			
Year	Federal	Provincial/Territorial	Total	Year	Federal	Provincial/Territorial	Total
2013-2014	\$000,000,000	\$000,000,000	\$000,000,000				
2014-2015	\$000,000,000	\$000,000,000	\$000,000,000				
2015-2016	\$000,000,000	\$000,000,000	\$000,000,000				
2016-2017	\$000,000,000	\$000,000,000	\$000,000,000				
2017-2018	\$000,000,000	\$000,000,000	\$000,000,000				
Total	\$000,000,000	\$000,000,000	\$000,000,000				

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

Legend for annual report: 1 - Initiative completed or underway, on schedule and on budget 2 - Initiative delayed 3 - Implementation compromised
* Explanation required if levels 2 or 3.

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

Date: _____
Date: _____

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

Total Budget 2013-2014 to 2017-2018

Provinces and territories	Annual Federal Contributions		
	Minority Language	Second Language	Total
Newfoundland and Labrador	\$1,301,551	\$2,639,295	\$3,940,846
Prince Edward Island	\$1,545,732	\$1,076,602	\$2,622,334
Nova Scotia	\$3,896,725	\$3,761,355	\$7,658,080
New Brunswick	\$16,236,833	\$5,465,859	\$21,702,692
Quebec	\$46,525,473	\$18,406,662	\$64,932,135
Ontario	\$54,992,678	\$24,090,634	\$79,083,312
Manitoba	\$6,774,749	\$5,540,451	\$12,315,200
Saskatchewan	\$2,693,018	\$4,039,526	\$6,732,544
Alberta	\$5,310,966	\$8,894,859	\$14,205,825
British Columbia	\$6,036,572	\$10,067,846	\$16,104,418
Yukon	\$1,235,800	\$977,100	\$2,212,900
Northwest Territories	\$1,382,850	\$1,204,705	\$2,587,555
Nunavut	\$772,885	\$649,746	\$1,422,631
Subtotal	\$148,705,832	\$86,814,640	\$235,520,472

Percentage L1/L2	63.14%	36.86%	100.00%
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National Programs	
Explore/Destination Clic	\$16,923,407
Odyssey	\$7,114,398
Subtotal	\$24,037,805

Total Budget	\$259,558,277
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Total over 5 year		
Minority Language	Second Language	Total
\$6,507,755	\$13,196,475	\$19,704,230
\$7,728,660	\$5,383,010	\$13,111,670
\$19,483,625	\$18,806,775	\$38,290,400
\$81,184,165	\$27,329,295	\$108,513,460
\$232,627,365	\$92,033,310	\$324,660,675
\$274,963,390	\$120,453,170	\$395,416,560
\$33,873,745	\$27,702,255	\$61,576,000
\$13,465,090	\$20,197,630	\$33,662,720
\$26,554,830	\$44,474,295	\$71,029,125
\$30,182,860	\$50,339,230	\$80,522,090
\$6,179,000	\$4,885,500	\$11,064,500
\$6,914,250	\$6,023,525	\$12,937,775
\$3,864,425	\$3,248,730	\$7,113,155
\$743,529,160	\$434,073,200	\$1,177,602,360

63.14%	36.86%	100.00%
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	\$84,617,035
	\$35,571,990
	\$120,189,025

	\$1,297,791,385
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