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Submission of the Conseil des écoles francsaskoises presented to the Standing Committee on Official Languages in the context of its study on the *Action Plan for Official Languages 2018-2023: Investing in Our Future*

***For an Official Languages Act that frames the Action Plan for
Official Languages***

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Introduction

- [1] Established in 1995, the Conseil des écoles fransaskoises (“CÉF”) is the only school board authorized to provide French first-language instruction in Saskatchewan. More than 1,600 students are enrolled in its twelve schools, from kindergarten through grade twelve.
- [2] The CÉF thanks the Standing Committee on Official Languages (the “Committee”) for its invitation to testify as part of its study on the *Action Plan for Official Languages 2018-2023: Investing in Our Future* (“*Action Plan 2018-2023*”).¹ The CÉF has carefully analyzed the *Action Plan 2018-2023* and wishes to present its observations regarding the need to address the issues that have repeatedly been raised about the management framework for federal financial support for education and early learning in the minority language.
- [3] Unfortunately, this issue, which is a priority concern for the CÉF, is conspicuously absent in the *Action Plan 2018-2023*. Although the plan recognizes a number of the needs of official language minority communities and announces investments in education and early learning, it puts forward the same management framework for federal financial support for minority-language education and early learning with the same flawed instruments.
- [4] As you are no doubt aware, The Department of Canadian Heritage has been entering into agreements with provincial and territorial governments as part of its Official Languages in Education Program (“OLEP”) since 1970. These agreements govern the terms of federal fund transfers intended to pay for additional costs associated with minority-language education and second-language instruction.
- [5] However, the management framework governing federal support for minority-language education is very problematic and has never adequately met the needs of the community.² The CÉF sees nothing to indicate that the bilateral agreements arising out of the recent *Multilateral Early Learning and Child Care Framework* will lead to more positive results in early childhood education.
- [6] In 2005, the Standing Senate Committee on Official Languages (the “Senate Committee”) highlighted a series of shortcomings in the management framework for federal funding of minority-language education. These included: lack of transparency, lack of mechanisms for

¹ Department of Canadian Heritage and Official Languages, [Action Plan for Official Languages 2018-2023: Investing in Our Future](#), catalogue no. CH14-39/2018, Ottawa, 2018 [*Action Plan 2018-2023*].

² Fédération des francophones hors Québec, *À la recherche du milliard : Analyse critique des programmes fédéraux de langues officielles dans l’enseignement*, Ottawa, 1981 (**Annex “1” (excerpt, in French only)**); Commission nationale des parents francophones, *Où sont passés les milliards \$?*, Saint-Boniface, 1996 (**Annex “2” (excerpt, in French only)**).

consultation with communities and for ensuring accountability, and delays in the renewal of the executive agreements.³

- [7] To remedy these shortcomings, the Senate Committee recommended in 2005 “[t]hat the federal government and its partners develop a new framework for the administration of the Official Languages in Education Program for the purposes of [...] ensuring the direct participation of French-language school boards in the negotiation of education agreements; [...] separating minority-language and second-language programs in the negotiation of education protocols and agreements; and [...] respecting the deadlines for the renewal of the protocol and bilateral education agreements.”⁴ It also recommended in 2005, “[t]hat the federal government, through the Official Languages in Education Program, implement: a) effective accountability and reporting mechanisms to ensure that the allocation of federal funds corresponds to the objectives of the federal government and the expectations of Francophone communities in a minority setting; and b) better evaluation measures to determine whether the expected results have been achieved.”⁵
- [8] These recommendations were unfortunately never implemented, and the problems they highlighted have not only persisted but have been aggravated.
- [9] This is why in 2016, in the context of its study on the *Roadmap and Immigration in Francophone and Acadian Minority Communities*, your Committee recommended similar measures that would have addressed some of the shortcomings in the *Protocol for Agreements for Minority-Language Education*.⁶

That, while respecting the provinces and territories’ legislative powers in education, Canadian Heritage work with the Council of Ministers of Education Canada, as well as provincial and territorial departments of education, to develop a new memorandum of understanding for minority language education:

- a. that is separate from the second-language education support agreement;
- b. that gives effect to section 23 of the *Canadian Charter of Rights and Freedoms* and the principles

Que, dans le respect des pouvoirs législatifs des provinces et territoires en éducation, Patrimoine canadien travaille avec le Conseil des ministres en Éducation Canada ainsi que les ministères de l’Éducation des provinces et des territoires afin d’élaborer un nouveau Protocole d’entente pour l’éducation dans la langue de la minorité :

- a. Qui soit distinct du protocole en appui à l’enseignement de la langue seconde ;
- b. Qui met en œuvre l’article 23 de la *Charte canadienne des droits et libertés* et les principes

³ Senate, Standing Senate Committee on Official Languages, *Interim Report: French-Language Education in a Minority Setting: A Continuum from Early Childhood to the Postsecondary Level*, (June 2005) at pp. 46-52 (Chair: the Honourable Eymard Corbin) [Senate Committee, *A Continuum from Early Childhood*].

⁴ Senate Committee, *A Continuum from Early Childhood*, *supra* at pp. 50-51.

⁵ Senate Committee, *A Continuum from Early Childhood*, *supra* at p. 52.

⁶ House of Commons, Standing Committee on Official Languages, *Toward a new action plan for official languages and building new momentum for immigration in Francophone minority communities*, (December 14, 2016) at pp. 50-51 (Chair: the Honourable Denis Paradis). The Senate Committee did the same in its report of May 2017 on the challenges associated with access to French schools and French immersion programs in British Columbia (Senate, Standing Senate Committee on Official Languages, *Horizon 2018 : Toward stronger support of French-language learning in British Columbia*, (May 2017) at pp. xii-xiii (Chair: the Honourable Claudette Tardif)).

resulting from Canadian jurisprudence pertaining to school governance;

c. that Canadian Heritage reach a strategic agreement with the Fédération nationale des conseils scolaires francophones (FNCSF):

i. that addresses the priorities of its members;

ii. that raises these priorities during the negotiations with each province and territory toward the OLEP agreements; and

iii. The Committee encourages the advocacy organizations to continue their education and post-secondary education work with each province and territory.

d. that includes minority-language early childhood education;

e. that includes minority-language post-secondary education; and

f. that includes projects to enhance educational facilities for the official language minority.⁷

découlant de la jurisprudence canadienne en matière de gestion scolaire ;

c. Que Patrimoine canadien convienne d'une entente stratégique avec la Fédération nationale des conseils scolaires francophones (FNCSF) :

i. qui cible les priorités de ses membres ;

ii. qui fasse valoir cesdites priorités lors des négociations avec chaque province et territoire pour les négociations des ententes PLOE.

iii. Le Comité encourage les organisations porte-paroles à poursuivre leurs démarches en éducation et en éducation postsecondaire avec chaque province et territoire.

d. Qui inclut la petite enfance dans la langue de la minorité ;

e. Qui inclut l'éducation postsecondaire dans la langue de la minorité ;

f. Qui inclut des projets pour améliorer les infrastructures scolaires de la minorité

[10] The current federal government has appeared more receptive to these recommendations than its predecessor,⁸ but the fact that the *Action Plan 2018-2023* maintains the status quo in minority language education is now casting doubt as to its true ambition.

[11] Thus, the time is overdue to adopt new practices for managing the federal government's financial support and the *Action Plan 2018-2023* cannot ignore these issues. The CÉF asks that the *Official Languages Act* be amended so as to make the federal government's role in minority language education independent of partisan politics. The consideration of our community's interests in these matters cannot be held captive to the political climate that happens to prevail when the bilateral agreements are renewed. Moreover, the

⁷ Standing Committee on Official Languages, [Toward a new action plan for official languages and building new momentum for immigration in Francophone minority communities](#), December 14, 2016 (Honourable Denis Paradis) at pp. 54-55.

⁸ Fédération nationale des conseils scolaires francophones (FNCSF), [Strategic Education Agreement between the Government of Canada, the Fédération nationale des conseils scolaires francophones \(FNCSF\), the Fédération des communautés francophones et acadiennes du Canada \(FCFA\) and the Commission nationale des parents francophones \(CNPF\)](#), (July 19, 2017) [*Strategic Education Agreement*] (**Annex "3"**); [Government Response to the Report of the Standing Senate Committee on Official Languages](#), signed by the Honourable Jean-Yves Duclos, Minister of Families, Children and Social Development, the Honourable Ahmed Hussen, Minister of Immigration, Refugees and Citizenship, the Honourable Mélanie Joly, Minister of Canadian Heritage, and the Honourable Carla Qualtrough, Minister of Public Services and Procurement (2017); [Government Response to the Report of the Standing Committee on Official Languages](#), signed by the Honourable Mélanie Joly, Minister of Canadian Heritage and the Honourable Ahmed Hussen, Minister of Immigration, Refugees and Citizenship, (April 2017); [Government Response to the Sixth Report of the Standing Senate Committee on Official Languages](#), signed by the Honourable Bev Oda, Minister of Canadian Heritage (November 2006).

Saskatchewan Francophone community is already very vulnerable to the political will of the government of Saskatchewan.

[12] The shortcomings that have been repeatedly identified by minority Francophone school boards and by your Committee require structural solutions that go beyond the adoption of another *Official Languages in Education Protocol*, a *Roadmap for Canada's Official Languages* or a *Multilateral Early Learning and Child Care Framework*.⁹ The permanent solution to these problems is to include protections for continuing French first-language education in the *Official Languages Act* by providing a framework for federal spending for this purpose.

[13] In this context, the CÉF would like to propose changes to the *Official Languages Act* that offer concrete solutions to the problems arising from the management framework for the federal government's financial support for minority-language education. The following paragraphs provide your Committee with: **A)** an outline of the management framework for federal funding of minority language education; **B)** an overview of its current shortcomings; **C)** similar shortcomings in the context of support for minority-language early childhood education; and **D)** a series of proposed amendments to the *Official Languages Act* aimed at addressing these shortcomings.¹⁰

A) The management framework for federal funding of minority language education disregards section 23 of the Charter as well as the CÉF's right to management and control

[14] The Department of Canadian Heritage (and now the Department of Tourism, Official Languages and La Francophonie) supports various official language funding programs to fulfil its obligations under Part VII of the *Official Languages Act*,¹¹ which can be divided into the following three pillars: 1) strengthening official language minority communities; 2) strengthening access to services, including minority-language education and 3) promoting a bilingual Canada.

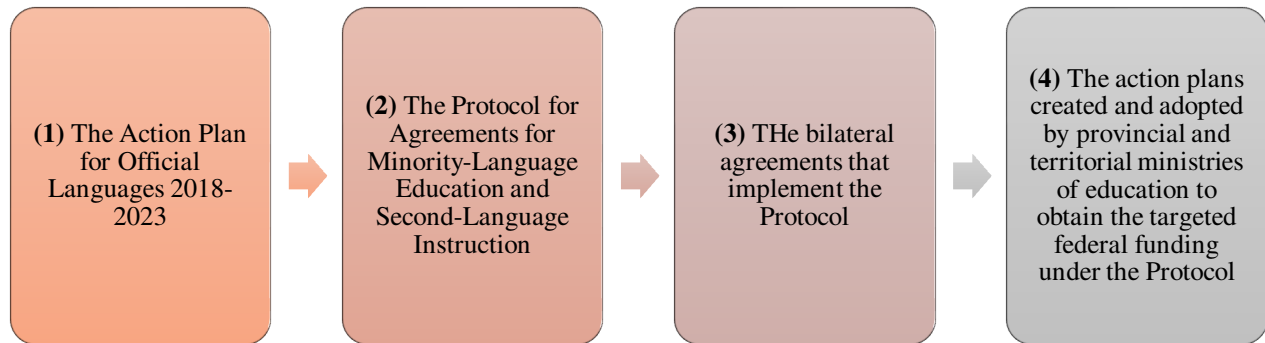
⁹ Standing Committee on Official Languages, *Growing up in French in Western Canada: A review of federal support for early childhood education*, May 2018 (Chair: Hon. Denis Paradis). The Standing Senate Committee on Official Languages also identified various shortcomings in early childhood: Senate, Standing Senate Committee on Official Languages, *French-language education in a minority setting: A continuum from early childhood to the postsecondary level*, (June 2005) (Chair: Hon. Eymard Corbin); Senate, Standing Senate Committee on Official Languages, *Horizon 2018 : Toward stronger support of French-language learning in British Columbia*, (May 2017) (Chair: Hon. Claudette Tardif).

¹⁰ For more details on the issues relating to early childhood education, see the submission dated March 2, 2018 that we presented to your Committee in the context of your study on access to minority language early childhood services, which is attached to this submission in **Annex "8."**

¹¹ *Official Languages Act*, R.S.C. 1985 c. 31 (4th supp.), Part VII.

[15] The “Access to Services” pillar aims to “[support] minority-language education” and “develop and support teacher recruitment strategies for Francophone minority schools.”¹²

[16] The graphic below identifies some of the instruments in the “Access to Services” pillar in terms of minority-language education that are being renewed:



[17] Since 2003, the vast majority of funding for minority-language education has come from the *Action Plan for Official Languages* (also known as the *Roadmap for Official Languages*¹³ under the previous government) (1).

[18] For more than 30 years, the Department of Tourism, Official Languages and La Francophonie (and its precursors, the Department of the Secretary of State and the Department of Canadian Heritage) has entered into a *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*¹⁴ (“*Protocol*”) with the Council of Ministers of Education, Canada (“CMEC”) (2). This *Protocol* “sets the key parameters for collaboration between the two levels of government on official languages in education and provides a mechanism through which the federal government contributes to the costs incurred by the provinces and territories in the delivery of minority-language education and second-language instruction.”¹⁵

[19] This is precisely the source of the problem! There aren’t two, but three “levels of government” in the area of minority-language education. The *Protocol* has always ignored or shown a lack of concern for the existence, perspective and interests of the level of government responsible for designing and delivering said education: the minority-language school boards and commissions, whose constitutional protection is guaranteed by section 23 of the *Canadian Charter of Rights and Freedoms* (the “*Charter*”). Enough money has

¹² *Action Plan 2018-2023, supra.*

¹³ Department of Canadian Heritage and Official Languages, [Roadmap for Canada's Official Language 2013-2018: Education, Immigration, Communities](#), catalogue no. CH14-31/2013F-PDF, Ottawa, Canadian Heritage, 2013.

¹⁴ Council of Ministers of Education, Canada, [Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018](#), signed August 14, 2013, Ottawa. This *Protocol* is in **Annex “4”** of this submission [*CMEC Protocol*].

¹⁵ Council of Ministers of Education, Canada, [Official Languages in Education Protocol](#), *Programs and initiatives*.

been wasted. Enough funds earmarked for minority-language education have been diverted.¹⁶ There needs to be a framework, at least to a small extent, guiding the discretionary power of the Department of Canadian Heritage (and now the Department of Tourism, Official Languages and La Francophonie). The architecture of the *Protocol* is negligent. It needs to change, and the next *Official Languages Act* is the place to start. Yet, the *Action Plan 2018-2023* cannot simply present investments without the slightest regard for the flawed financial framework through which those investments are to be allocated. The CÉF therefore asks that you consider this issue in your study on the *Action Plan 2018-2023*.

[20] The following are the objectives of the *Protocol*:

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.

2. Objectifs

2.1 Offrir aux membres de la minorité de langue française ou aux membres de la minorité de langue anglaise de chaque province/territoire la possibilité de se faire instruire dans leur langue et de participer à un enrichissement culturel associé à cette collectivité.

2.2 Offrir aux résidents de chaque province/territoire la possibilité d'étudier le français ou l'anglais comme langue seconde de même que la possibilité d'un enrichissement culturel grâce à la connaissance des cultures associées aux collectivités minoritaires de langue française ou de langue anglaise.

[21] The *Protocol* contributes financially to a range of programs, going far beyond minority-language elementary and secondary education. Other areas include minority-language post-secondary education; minority-language continuing education; second-language elementary and secondary education (immersion and second-language education in the regular curriculum); second-language post-secondary education; and second-language continuing education.

[22] The federal funds granted to the provinces and territories under the *Protocol* implement initiatives described in action plans (4) prepared by provincial and territorial ministries of education (and not action plans prepared by school boards and commissions providing minority-language education), in accordance with the provisions of the bilateral agreements. Thus, Saskatchewan enters into a five-year bilateral agreement (3) to “establish a new framework of collaboration on official languages in education between Canada and Saskatchewan [but without the CÉF!] [...] in order to fund the initiatives

¹⁶ *Commission Scolaire Francophone du Yukon No 23 v. Attorney General of the Yukon Territory*, 2011 YKSC 57 at para. 863.

described in Saskatchewan’s action plan [and not the CÉF’s action plan!].”¹⁷ An “Action Plan” drawn up by the provincial government [and not the CÉF] appears in Schedule 3 of the *Canada-Saskatchewan Agreement* and is “based on the minority-language education and second-language teaching needs and priorities on which it [Saskatchewan, not the CÉF...] focuses [despite the CÉF’s constitutional right to exclusive management and control of minority-language education!].”¹⁸

[23] The *Official Languages Act* has always allowed and continues to allow the Department of Canadian Heritage (and now the Department of Tourism, Official Languages and La Francophonie) to not give effect to the key milestones in French first-language education:

- i. The entrenchment of section 23 of the Charter in 1982, guaranteeing the “right to minority language educational facilities provided out of public funds”¹⁹ and granting exclusive management and control to minority Francophone school boards of all aspects affecting language and culture.²⁰
- ii. Parliament adopted the *Official Languages Act* in 1988, when there was no right to school management; in Saskatchewan, for example, the CÉF did not exist in 1988. The silence of the *Official Languages Act* with regard to school boards and commissions is therefore not surprising; Parliament could not have done otherwise.
- iii. The situation has changed!

First, in 1990, in *Mahé v. Alberta*,²¹ the Supreme Court of Canada laid down the following authority:

The minority language representatives should have exclusive authority to make decisions relating to the minority language instruction and facilities, including:

(a) expenditures of funds provided for such instruction and facilities;

le pouvoir exclusif [des représentants de la minorité linguistique] de prendre des décisions concernant l’instruction dans sa langue et les établissements où elle est dispensée, notamment :

a) les dépenses de fonds prévus pour cette instruction et ces établissements ;

¹⁷ Department of Canadian Heritage, *Canada-Saskatchewan Agreement on Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018*, (March 25, 2014), s. 2.1 (Annex “5”) [*Canada-Saskatchewan Agreement*].

¹⁸ *Canada-Saskatchewan Agreement*, *supra*, s. 1.1 citing the definition of the “Action Plan” (Annex “5”).

¹⁹ *Canadian Charter of Rights and Freedoms*, s. 23(3)b), Part I of the *Constitution Act, 1982*, constituting Schedule B of the *Canada Act, 1982* (U.K.), 1982, c. 11.

²⁰ *Mahé v. Alberta*, [1990] 1 S.C.R. 342 at pp. 371-372, 377 [*Mahé*] ; *APÉ Rose-des-vents and Conseil scolaire francophone de la Colombie-Britannique v. British Columbia (Education)*, 2015 SCC 21 at para. 34.

²¹ *Mahé*, *supra*.

(b) appointment and direction of those responsible for the administration of such instruction and facilities;

b) la nomination et la direction des personnes chargées de l'administration de cette instruction et de ces établissements ;

(c) establishment of programs of instruction;

c) l'établissement de programmes scolaires ;

(d) recruitment and assignment of teachers and other personnel; and

d) le recrutement et l'affectation du personnel, notamment des professeurs ; et

(e) making of agreements for education and services for minority language pupils.²²

e) la conclusion d'accords pour l'enseignement et les services dispensés aux élèves

The CÉF was then established in 1995. This should have immediately changed the nature of interactions between the Department of Canadian Heritage and the Saskatchewan Ministry of Education with regard to the funding of minority-language education guaranteed by section 23 of the *Charter*. But sadly, the status quo prevailed, and most of the responsibility for this lies with the *Official Languages Act*. It must be amended accordingly.

B) Shortcomings in the management framework governing federal funding for minority-language education

[24] Four fundamental shortcomings reflect the outdated nature of the management framework governing federal funding for minority-language education.

First shortcoming of the Protocol: it allows provinces and territories to unilaterally determine the needs of minority Francophone and Acadian communities

[25] According to articles 3.1 and 3.6.4 of the *Protocol*, provincial and territorial governments, not Francophone and Acadian communities, have the responsibility to determine objectives and set priorities for minority-language education:

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.

Les gouvernements provinciaux/territoriaux sont responsables de planifier, de déterminer les objectifs, de définir les contenus, de fixer les priorités et de faire l'évaluation de leurs programmes d'enseignement dans la langue de la minorité et d'enseignement de la langue seconde.

[...]

[...]

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 [...].²³

Chaque gouvernement provincial/territorial établira son plan d'action et présentera cette information de la façon jugée par le gouvernement

²² Mahé, *supra* at p. 377.

²³ CMEC *Protocol*, *supra*, s. 3.1, 3.6.4 (Annexe "4").

provincial/territorial comme étant la plus conforme à sa situation particulière [...].

- [26] It is clear from a reading of the *Protocol* that it grants no authority to the CÉF with regard to the content of the Action Plan appended to the *Canada-Saskatchewan Agreement*, thus violating the CÉF’s powers of management and control in relation to language and culture.
- [27] The *Protocol* provides that Saskatchewan may “make adjustments in its action plan(s) [for the duration of the Protocol] to reflect increased costs and needs.”²⁴ No such right is granted to the CÉF.
- [28] Moreover, the Saskatchewan Ministry of Education may, at its discretion, transfer funds between the various focus areas.²⁵ Again, no such right is granted to the CÉF.
- [29] This lack of control and flexibility deprives the CÉF of the latitude to use the federal funds to respond to emerging needs and crises over the five years of the *Protocol*. For example, the CÉF reluctantly made the decision to start charging a fee to parents of students enrolled in prekindergarten, as a result of the program’s operational underfunding.²⁶ The federal funds should have, but unfortunately could not, cover this shortfall whose sole effect was to discourage enrolment in CÉF schools, thus fuelling the forces of assimilation.
- [30] The Preamble to the *Protocol* does (mechanically) refer to section 23 of the *Charter*:

WHEREAS Section 23 of the Canadian Charter of Rights and Freedom 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 warrants, 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;

ATTENDU que l’article 23 de la *Charte canadienne des droits et libertés* reconnaît le droit des citoyennes et citoyens canadiens appartenant à la minorité de langue française ou de langue anglaise dans une province/un territoire de faire instruire leurs enfants au niveau primaire et secondaire dans cette langue, là où le nombre de ces enfants le justifie, et que ce droit comprend, là où le nombre de ces enfants le justifie, le droit de les faire instruire dans des établissements de la minorité linguistique, financés à même les fonds publics ;

- [31] However, the same Preamble also states that education is an area of provincial/territorial jurisdiction, without making any mention of the exclusive power of management and control of French-language school boards, in areas pertaining to language and culture, under section 23 of the *Charter*:

WHEREAS education is a provincial/territorial jurisdiction and the provincial/territorial

ATTENDU que l’éducation est de compétence provinciale/territoriale, et que ce sont les

²⁴ *CMEC Protocol*, s. 7.1.2 ; see also *Canada-Saskatchewan Agreement*, s. 5.3 (**Annex “5”**).

²⁵ *CMEC Protocol*, *supra*, s. 7.4.3.1 ; see also *Canada-Saskatchewan Agreement*, *supra*, Schedule 1, s. 5.2.1 (**Annex “4”**).

²⁶ Amélia MachHour, “Le CSF va de l’avant avec la facturation de la prématernelle”, Radio-Canada (September 2, 2017) (**Annex “6”**).

governments are responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating their programs in education;²⁷

gouvernements provinciaux/territoriaux qui sont responsables de planifier, de déterminer les objectifs, de définir les contenus, de fixer les priorités et de faire l'évaluation de leurs programmes en matière d'éducation

- [32] How is it possible that the *Protocol* contains only such a superficial reference to the constitutional right of Francophone and Acadian communities to receive instruction in the French language, and no mention at all of their school boards and commissions? The reason the *Protocol* is so inadequate is that it has never been thoroughly modernized. Why has the *Protocol* never been modernized? One of the reasons is that the *Official Languages Act* has not been modernized since the advent of minority-language school management and thus grants far too much discretion to the minister of Canadian Heritage. The conclusion is clear: Parliament must modernize the *Official Languages Act*.

Second shortcoming of the Protocol: it does not require governments to consult minority French-language school boards

- [33] Article 9.3 of the *Protocol* provides that Saskatchewan may consult the CÉF, but only if it deems doing so necessary:

Each provincial/territorial government agrees to consult with interested associations and groups, when deemed necessary, as it develops its action plan.²⁸

Chaque gouvernement provincial/territorial accepte de consulter les associations et les groupes intéressés, lorsque cela est jugé nécessaire, dans le cadre de l'élaboration de son plan d'action

- [34] The *Canada-Saskatchewan Agreement* requires Saskatchewan to assure Canada, “in the preamble to its action plan (Schedule 3), that interested associations and groups in the province, in particular, representatives of the school boards and postsecondary institutions, were consulted in the development of its action plan.”²⁹ Despite this, it seems that Saskatchewan rarely deems it necessary to consult with the CÉF to determine the priority projects in its action plan. When such consultations do take place, they are superficial.

- [35] The *Protocol* provides that the Department of Canadian Heritage may also consult with “interested associations and groups” to develop the programs that concern them:

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

Le gouvernement du Canada pourra consulter les associations et les groupes intéressés quant aux programmes mis en place en vertu du présent Protocole et pour lesquels il verse une contribution

²⁷ *CMEC Protocol, supra*, preamble (Annex “4”).

²⁸ *CMEC Protocol, supra*, s. 9.3 (Annex “4”).

²⁹ *Canada-Saskatchewan Agreement, supra* at p. 4, Schedule 3 (General Administrative Procedures and Conditions), s. 10.1 (Annexe “5”). Saskatchewan’s Action Plan at p. 4 (Schedule 3) states that “The Saskatchewan action plan is the result of numerous consultations. The Ministry has met with stakeholders in French minority-language education, such as the CÉF, the Assemblée communautaire francsaskoise (ACF), the Association des parents francophones (APF) and other francophone groups [...] These groups submitted proposals for the next five years that will be supported through the action plan.”

deemed necessary, consultations with national organizations will be conducted jointly with CMEC and the provinces and territories.³⁰

financière. Lorsque cela est jugé nécessaire, les consultations auprès des organisations pancanadiennes seront menées de concert avec le CMEC et les provinces et territoires.

The CÉF dares to think that it would be considered to be among the associations and groups that have an interest in the programs established under the Protocol. Nevertheless, the fact remains that, according to the Protocol, the Department of Canadian Heritage is not required to consult with the CÉF.

- [36] Yet, section 45 of the *Official Languages Act* does appear to require the Department of Canadian Heritage to consult with minority French-language school boards both in the development of the *Protocol* and in the negotiation of the bilateral agreements that arise from it(!):

Consultation and negotiation with the provinces

45 Any minister of the Crown designated by the Governor in Council may consult and may negotiate agreements with the provincial governments to ensure, to the greatest practical extent but subject to Part IV, that the provision of federal, provincial, municipal and education services in both official languages is coordinated and that regard is had to the needs of the recipients of those services.

Consultations et négociations avec les provinces

45 Tout ministre fédéral désigné par le gouverneur en conseil peut procéder à des consultations et négociations d'accords avec les gouvernements provinciaux en vue d'assurer le plus possible, sous réserve de la partie IV et compte tenu des besoins des usagers, la coordination des services fédéraux, provinciaux, municipaux, ainsi que ceux liés à l'instruction, dans les deux langues officielles.

- [37] It would be difficult to argue that the CÉF is not a “recipient” under the *Protocol*. Yet it is only very recently that the Department of Canadian Heritage has consulted with the CÉF about the *Protocol*, and the format of these consultations remains ad hoc and rudimentary. Furthermore, even if the federal government does consult with the CÉF, there is nothing in the *Protocol* that ensures that its needs, ideas and priorities will be implemented.

- [38] In July 2017, the Honourable Mélanie Joly, Minister of Canadian Heritage signed a strategic agreement on education with the Fédération nationale des conseils scolaires francophones [National Federation of Francophone School Boards] and others.³¹ Under this agreement, the Minister of Canadian Heritage undertakes, when negotiating the new *Protocol*, to take into consideration the priorities of Francophone and Acadian communities, which include the strengthening of the consultation clauses in the *Protocol* to ensure that French language school boards are truly consulted. This agreement also confirms the commitment of the Minister of Canadian Heritage to improve the accountability mechanisms in the *Protocol*. She also undertakes to continue to “collaborate with community representatives, promoting an approach based on consultation and

³⁰ *CMEC Protocol, supra*, s. 9.4 (Annex “4”).

³¹ *Strategic Education Agreement (Annex “3”)*.

transparency” and have “discussions with provincial and territorial minority-language school boards in the context of the negotiations of bilateral agreements with each province and territory.”³²

- [39] In spite of this, the Department of Canadian Heritage shared the draft of the next Protocol with the Saskatchewan Ministry of Education but not with the CÉF! The CÉF learned this from the Ministry of Education and not from the Department of Canadian Heritage.³³ The CÉF asked the Department of Canadian Heritage to share this draft with it, but it has received no response from the Department of Canadian Heritage. This draft is obviously confidential, but clearly the Department of Canadian Heritage could share it with the CÉF on condition that the latter sign a non-disclosure agreement. That is the practice of the Department of Canadian Heritage when it carries out consultations on other important files, such as the appointment of Commissioners of Official Languages.
- [40] This is just one more illustration of the genuine and legitimate need of minority French-language communities for much stronger protections than mere principles contained in a strategic agreement. The Department of Canadian Heritage seems to believe it can ignore the spirit of the strategic agreement signed by the Minister and the *Action Plan 2018-2023* does not refute this impression, nor provide any assurance that official language communities will be truly consulted about the management of the announced investments.
- [41] The *Official Languages Act*, on the other hand, cannot be ignored. Clearly, at least two legislative changes are required. First, the text of section 45 of the *Official Languages Act* must be clarified to make it more stringent and set out what a federal institution is required to do in order to take into account the interests of the users, above all with regard to a *Protocol* or federal-provincial agreements on minority-language education and early childhood education. Second, a modernized *Official Languages Act* must also expressly require the responsible federal institution to consult with the French-language school boards in developing and negotiating the *Protocol*. These changes are important, but they are not in themselves a complete solution, as the problems in this area go beyond the framework of consultations.

Third shortcoming of the Protocol: it does not include any true accountability mechanisms

- [42] The *Protocol* provides for three accountability mechanisms that do not give the CÉF any assurance that the funds transferred to Saskatchewan by the federal government are spent on the priorities of the CÉF.

³² *Strategic Education Agreement, supra* at pp. 2-3 (**Annex “3”**).

³³ See the letter from the Saskatchewan Ministry of Education in **Annex “7”** of this submission, in response to a letter sent by the CÉF on September 25, 2017.

[43] The action plan prepared by the Saskatchewan Ministry of Education very generally identifies projects it could implement, but without providing any information about them. The action plan prepared by the province quantifies these projects, but does not specify whether the Ministry of Education or the Department of Canadian Heritage will cover their cost. Furthermore, the action plan prepared by the Ministry of Education provides no details as to who will receive the funds! Let there be no mistake: this plan does no more than give the appearance of accountability. It is a smokescreen, which the Department of Canadian Heritage accepts without lifting a finger! To illustrate this, the following is a page from Saskatchewan's *Action Plan* for 2013-2018, showing examples of how few details it provides on each initiative:

(Please refer to the *Action Plan* excerpt on the following page)

PLAN D'ACTION
Entente Canada-Saskatchewan relatif à l'enseignement dans la langue de la minorité et à l'enseignement de la seconde langue officielle
2013-2014 à 2017-2018

OBJECTIF LINGUISTIQUE		2013-2014						2014-2015						2015-2016						2016-2017						2017-2018					
AXE D'INTERVENTION		Participation des élèves						Participation des élèves						Participation des élèves						Participation des élèves						Participation des élèves					
		Indicateur(s) de rendement						Indicateur(s) de rendement						Indicateur(s) de rendement						Indicateur(s) de rendement						Indicateur(s) de rendement					
Proportion et nombre des élèves admissibles inscrits		Ciblés (s) de rendement						Ciblés (s) de rendement						Ciblés (s) de rendement						Ciblés (s) de rendement						Ciblés (s) de rendement					
Taux de rétention des élèves de :		Accroître la proportion du nombre des élèves inscrits de 25 %						Maintenir le taux de rétention des élèves de :						Accroître le taux de rétention de 5 % pour :						Total											
• 5 ^e à 6 ^e année		• 5 ^e à 6 ^e à 87 %						• 7 ^e à 8 ^e année : de 113 élèves en 2012-2013 à 118						• 8 ^e à 9 ^e année : de 111 en 2012-2013 à 116																	
• 7 ^e à 8 ^e année																															
• 8 ^e à 9 ^e année																															
• 9 ^e à 10 ^e année																															
Contributions		779 600 \$						755 000 \$						755 000 \$						755 000 \$						755 000 \$					
Par axe d'intervention		779 600 \$						755 000 \$						755 000 \$						755 000 \$						755 000 \$					
Canada		779 600 \$						755 000 \$						755 000 \$						755 000 \$						755 000 \$					
Saskatchewan		1 559 200 \$						1 510 000 \$						1 510 000 \$						1 510 000 \$						1 510 000 \$					
Total		2 338 800 \$						2 265 000 \$						2 265 000 \$						2 265 000 \$						2 265 000 \$					
Par initiative		200 000 \$						285 000 \$						285 000 \$						285 000 \$						285 000 \$					
Promotion et recrutement des ayants droits et nouveaux arrivants		- mettre en place des initiatives et des centres d'accueil pour les nouveaux arrivants en partenariat avec les associations fransaskoises						- appuyer la campagne de promotion par l'entremise de dépliants, annonces, affiches						- publier des documents d'information pour les parents fransaskois et exogames						- participer au forum de fidélisation						- faciliter l'intégration sociale et culturelle à la communauté fransaskoise pour développer un sens d'appartenance.					
Appui au Conseil des écoles fransaskoises (CEF)		- connaître le bassin de population afin de mieux cibler les interventions						- faciliter la transition des élèves dans les écoles et permettre la mise à niveau pour qu'ils puissent s'intégrer au programme scolaire et à la culture canadienne et réussir en français et numérique.						- soutenir une planification complète dans le cadre du plan stratégique en éducation de la Saskatchewan.						- offrir une variété de parcours scolaires aux élèves de la maternelle à la 12 ^e année											

[44] According to the *Protocol*, each Ministry of Education must produce an annual report including a financial statement of actual expenditures and contributions related to the action plan it has prepared and submitted to the Department of Canadian Heritage, as well as a periodic report presenting to the Department of Canadian Heritage the progress made in each area of funded intervention:

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.

8.3 Sous réserve de ce qui précède, chaque gouvernement provincial/territorial convient de produire un rapport annuel comportant un état financier des contributions et dépenses réelles liées à son plan d'action, tel qu'il est décrit à l'alinéa 3.6.3. De plus, les provinces et territoires conviennent de fournir à l'intérieur de ce rapport une indication sommaire de l'état de réalisation des initiatives de leur plan d'action, comprenant si nécessaire une mise à jour quant aux modifications significatives de l'échéancier et du budget prévus.

8.4 Sous réserve de ce qui précède, chaque gouvernement provincial/territorial convient de produire un rapport périodique présentant les progrès réalisés pour chaque axe d'intervention financé en fonction des indicateurs et des cibles identifiés dans son plan d'action. Ce rapport devra fournir une explication quant à l'atteinte des cibles que le gouvernement provincial ou territorial s'est fixées. Ce rapport sera produit après les deuxième et cinquième années du Protocole et transmis au ministère du Patrimoine canadien dans les six mois suivant la fin de la période visée, tel que le préciseront les ententes bilatérales. Ce rapport sera également fourni au CMEC aux fins du paragraphe 8.5.

[45] The annual reports of the Saskatchewan Ministry of Education are produced or available in English only. The fact that the *Protocol* does not require the production of annual reports in both official languages is a violation of the spirit of the *Official Languages Act*.³⁴ The CÉF is not able to determine whether the Department of Canadian Heritage ensured that the annual reports are provided in French and English. Even though this is not strictly required by subsection 10(2) of the *Official Languages Act*, it would be a positive measure within the meaning of Part VII of the *Act*.

[46] In reality, these reports are of very little use as they provide hardly any information. The following is an excerpt from the annual report submitted by the Saskatchewan Ministry of Education to the Department of Canadian Heritage for the year 2015-2016:

³⁴ *Official Language Act*, R.S.C. 1985, c. 31 (4th supp.), para. 10(2).

(Please refer to an excerpt of the Saskatchewan Ministry of Education's Annual Report below)

ANNUAL REPORT 2015-2016
Action Plan
Canada-Saskatchewan Agreement on Minority-Language Education
and Second Official-Language Instruction 2013-2014 to 2017-2018

LINGUISTIC OBJECTIVE		French Minority Language (FML) - Primary and Secondary					
AREA OF INTERVENTION		Student Participation		Annual Report			
Action Plan		Planned Investments by Area of Intervention		Actual expenditures			
Year	Federal	Provincial	Total	Year	Federal	Provincial	Total
2015-2016	\$ 755,000	\$ 755,000	\$ 1,510,000	2015-2016	\$ 755,000	\$ 1,093,399	\$ 1,848,399
Total	\$ 755,000	\$ 755,000	\$ 1,510,000	Total	\$ 755,000	\$ 1,093,399	\$ 1,848,399
Action Plan		Annual Report					
Planned Initiatives	Total Planned Contributions by Initiative (Annual or Breakdowns by year if amounts vary)		Total Actual Contributions	Implementation Status (1, 2 or 3)*	Explanation of Variance		
Promotion and recruitment of rights holders and newcomers – implement initiatives and integration centres for newcomers in partnership with Fransaskois associations – support a promotional campaign that uses a variety of pamphlets, advertisements, posters – produce information documents for Fransaskois and exogenous sports – participate in the reunion forum – facilitate social and cultural integration into the Fransaskois community by developing a sense of belonging	\$	289,000	\$ 330,799	1			
Support to the Conseil des écoles fransaskoises (CÉF) – assess the current population to better target interventions – facilitate the transition of students into schools and provide the remedial support they need to integrate into the school program and Canadian culture and to succeed in literacy and numeracy – support comprehensive planning in the framework of the Saskatchewan Education Sector Strategic Plan – provide a variety of ways in which students can complete a kindergarten to Grade 12 program	\$	1,225,000	\$ 1,517,690	1			

Legend for Implementation Status: 1 - Initiative completed or proceeding as planned; 2 - Initiative delayed; 3 - Implementation compromised * Explanation required if status is at level 2 or 3.

- [47] The annual reports submitted by the provinces and territories to the Department of Canadian Heritage show only the total amount spent for each initiative, and these are defined in general terms without specifying either the source of the funding in question (the federal government or the government of Saskatchewan) or its recipient. The so-called “accountability mechanisms” provided for in the *Protocol* simply do not allow the CÉF to ensure that the amounts remitted to the provinces and territories – a little over \$235,000,000 in 2017-2018 alone! – are actually spent as intended by the Department of Canadian Heritage.
- [48] Why has this situation persisted since 1981, despite the fact that it has been repeatedly pointed out to the federal government? The *Official Languages Act* does not require the Department of Canadian Heritage (and now the Department of Tourism, Official Languages and La Francophonie) to take into account the advent of minority school management. There is really only one way to end this unfortunate and even kafkaesque state of affairs: by amending the *Official Languages Act*.

Fourth shortcoming of the Protocol: it allows the funds allocated to minority elementary and secondary education to be used to cover the essential costs of education and not only the supplementary costs

- [49] The *Protocol* allows the Department of Canadian Heritage to permit the funds allocated to minority elementary and secondary education to be used by the provinces and territories to cover the essential costs of education instead of the supplementary costs.
- [50] Yet, the provinces and territories are responsible for funding the essential costs of French first-language education under section 23 of the *Charter*. The Department of Canadian Heritage has lost sight of the original objective of the *Protocol*. Originally, the *Protocol* provided a federal contribution to projects the provinces and territories agreed to partially fund, without being required to do so, i.e. before section 23 of the *Charter* came into effect. The *Protocol* has become a twin to the equalization formula. The CÉF is opposed to this and stresses that the government of Canada must recognize that it is 2018... not 1968.
- [51] A *Protocol* that truly recognizes the rights guaranteed by section 23 of the *Charter* must take into account the powers of management and control of French language school boards in areas that have an influence on language and culture. A modernized *Official Languages Act* must contribute to the implementation of those rights – and not stand in its way – by ensuring that federal financial support for education is no longer used as an equalization measure. This general but fundamental principle must be entrenched in a new *Official Languages Act*. As it stands, the *Act* impedes the development of French-language communities; it must once again become the true vehicle by which the federal government commits to promoting the vitality of those communities.

C) What about early childhood education?

- [52] The importance of early childhood education for intellectual, emotional and identity development hardly needs to be repeated. It is the reason that, in all provinces and territories, including Saskatchewan, initiatives have been adopted in schools to develop education programs beginning in early childhood. The federal government's *Multilateral Early Learning and Child Care Framework* also recognizes that "quality early learning and child care systems play an important role in promoting the social, emotional, physical and cognitive development of young children and can support positive lifelong benefits."³⁵
- [53] Your Committee is well aware of the importance of support for early learning for minority Francophone and Acadian communities and the challenges in this area in Saskatchewan.³⁶ Following its study on access to early childhood education in French in Western Canada, it recognized in its report that the government of Saskatchewan funds prekindergarten programs for three- and four-year-olds for the English-language school boards, but does not provide funding for prekindergarten programs to the CÉF, and that none of the 889 daycare spaces recently created was allocated to the Saskatchewan Francophone community.³⁷
- [54] In its response to your recommendation "[t]hat, after the current *Multilateral Early Learning and Child Care Framework* expires, in negotiating future agreements, the Minister of Families, Children and Social Development, with his provincial and territorial counterparts, take the steps necessary to make official language minority communities a mandatory investment area," the federal government stated that "Saskatchewan has committed to work with the Conseil des écoles fransaskoises and the Fransaskois community to develop additional child care spaces – up to 65 spaces – in Francophone schools and communities" and that "[i]n addition, the province will continue to build curriculum and foundational documents in the French language to ensure culturally appropriate, quality environments and equitable opportunities for Francophone children in child care and early learning programs."³⁸

³⁵ Employment and Social Development Canada, [Multilateral Early Learning and Child Care Framework](#), (June 12, 2017).

³⁶ Standing Committee on Official Languages, [After the Roadmap: Toward better programs and service delivery](#), (November 8, 2012) at pp. 69-70 (Chair: Hon Michael Chong); Standing Committee on Official Languages, [Toward a new action plan for official languages and building new momentum for immigration in Francophone minority communities](#), (December 14, 2016) at p. 51 (Chair: Hon. Denis Paradis); Standing Committee on Official Languages, [Growing up in French in Western Canada: A review of federal support for early childhood education](#), May 2018 (Chair: Hon. Denis Paradis).

³⁷ *Ibid.* at pp. 26-7.

³⁸ Government of Canada, [Government Response to the tenth report of the Standing Committee on Official Languages entitled "Growing up in French in Western Canada: A review of federal support for early childhood education"](#), August 2018.

- [55] Until it sees evidence to the contrary, it is only reasonable for the CÉF to fear that the recent *Multilateral Early Learning and Child Care Framework* will reproduce some of the accountability, transparency and consultation problems identified in the context of federal financial support for minority-language education.
- [56] The CÉF therefore believes that despite the existence of the *Multilateral Early Learning and Child Care Framework*, and despite the investments in support of early learning announced in the *Action Plan 2018-2023*, your Committee was absolutely right to recommend in its report on access to federal early childhood support programs, “[t]hat the Government of Canada amend the *Official Languages Act* to establish and specify an increased role for the federal government in the area of minority language education, including early childhood education.”³⁹ The CÉF wholeheartedly supports this recommendation.

D) Proposed amendments to the *Official Languages Act*

- [57] The reality of minority language education has changed drastically since the federal government of the Honourable Pierre Elliot Trudeau responded, in 1970 (more than 45 years ago!) to the recommendations of the Royal Commission on Bilingualism and Biculturalism “that the federal government accept in principle the responsibility for the additional costs involved in providing education in the official minority language”⁴⁰ by adopting the first agreements between the federal government and the provincial and territorial governments as part of the Official Languages in Education Program in 1970. French first-language education has also changed significantly since the *Official Languages Act* was overhauled in 1988. It was only in 1990, in *Mahé*, that the Supreme Court of Canada confirmed the powers of management and control given to minority French-language school boards under section 23 of the *Charter*.
- [58] A number of the shortcomings in the management framework governing federal funding for minority-language education highlighted by your Committee and the Senate Committee since 2005, and once again raised by the CÉF in this submission, could be addressed by extracting paragraph 43(1)d) of the *Official Languages Act* and making it the heart of a new Part on minority official language education and early childhood services.
- [59] The sections in this new Part must provide for and frame the federal government’s role in minority-language education and early learning. For your consideration, the following is a first draft of such a series of sections:

³⁹ Standing Committee on Official Languages, [Growing up in French in Western Canada: A review of federal support for early childhood education](#), May 2018 at p. 39 (Chair: Hon. Denis Paradis).

⁴⁰ Royal Commission on Bilingualism and Biculturalism, *Report of the Royal Commission on Bilingualism and Biculturalism: Education*, Book II, catalogue no. [Z1-1963/1-5/2E-PDF](#), Ottawa, Queen’s Printer, 1968 at para. 502, p. 193.

Obligation to support education in the minority official language

43.1 (1) The Minister of Official Languages is committed to promoting and supporting education in the official language of the minority and encouraging and helping the provincial and territorial governments to promote the development of francophone and anglophone minorities by allowing them to receive their instruction in their own language.

Implementation

(2) The Minister shall take such measures as that Minister considers appropriate to implement that commitment and, in particular, shall consult with the provincial and territorial governments and with the minority official language school boards and commissions, and negotiates with them the adoption of a five-year agreement on:

- a) education in the language of the minority;
- b) capital asset needs in the area of education in the minority official language;
- c) early learning and child care in the minority official language; and
- d) shall ensure that the funds transferred to the provinces and territories are actually spent as provided for in the agreements negotiated.

Idem

(3) In negotiating the agreements referred to in paragraphs (2), the Minister shall take into account the needs of the recipients, the fundamental importance of education for the vitality and development of official language minorities in Canada and the importance of the role of minority school boards and commissions in this regard, and shall rely on the following principles:

- a) substantive equality;
- b) the principle of subsidiarity;
- c) the importance of accountability and transparency; and
- d) the importance of effective consultation.

Obligation d'appuyer l'éducation dans la langue officielle de la minorité

43.1 (1) Le ministre des langues officielles s'engage à favoriser et à appuyer l'éducation dans la langue officielle de la minorité et à encourager et à aider les gouvernements provinciaux et territoriaux à favoriser le développement des minorités francophones et anglophones en leur permettant de recevoir leur instruction dans leur propre langue.

Mise en œuvre

(2) Le ministre prend les mesures qu'il estime indiquées pour mettre en œuvre cet engagement et, notamment, il consulte les gouvernements provinciaux et territoriaux ainsi que les conseils et les commissions scolaires de langue officielle en situation minoritaire, et négocie avec eux l'adoption d'un accord quinquennal relatif :

- a) à l'enseignement dans la langue de la minorité ;
- b) aux besoins en immobilisations dans le domaine de l'éducation dans la langue officielle de la minorité ;
- c) à l'apprentissage et à la garde des jeunes enfants dans la langue officielle de la minorité ; et
- d) il s'assure que les fonds transférés aux provinces et aux territoires sont effectivement dépensés comme prévu dans les accords négociés.

Idem

(3) En négociant l'accord prévu au paragraphe (2), le ministre tient compte des besoins des usagers, de l'importance fondamentale de l'éducation pour l'épanouissement et le développement des minorités de langue officielle du Canada, de l'importance du rôle des conseils et commissions scolaires minoritaires à cet égard et s'appuie sur les principes suivants :

- a) l'égalité réelle ;
- b) le principe de subsidiarité ;
- c) l'importance de l'imputabilité, de la reddition de compte et de la transparence ; et
- d) l'importance de la consultation effective.

[60] Of course, the CÉF's proposal has certain limitations. For example, if your Committee recommends extracting paragraph 43(1)d) of the *Official Languages Act* dealing with French first-language education, to provide the roots of a separate section, it must consider doing the same for paragraph 43(1)b), which deals with French second-language education. In the event that such a proposal is adopted, it would be worth rewriting the rest of section 43.

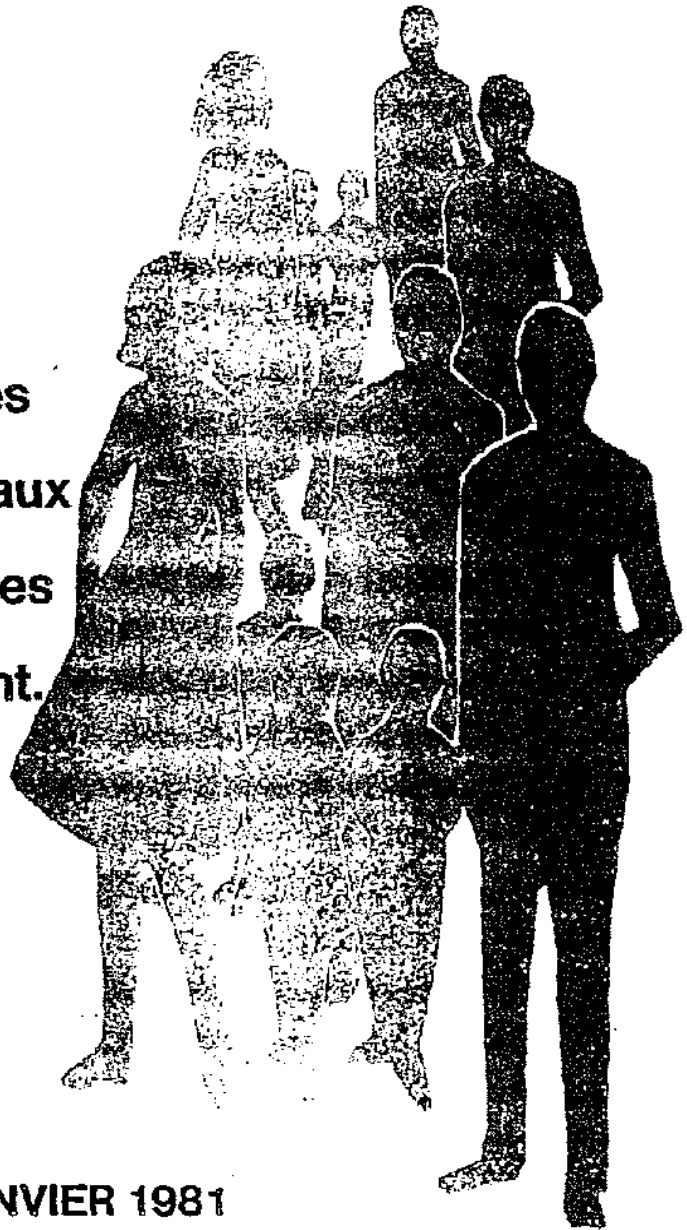
Conclusion

- [61] The CÉF is grateful for the federal government's efforts in announcing investments in education and early childhood services for minority official language communities. However, the government cannot simply ignore the fact that the management of that financial support is flawed and does not allow minority official language communities to fully benefit from the announced investments.
- [62] The solution to the various shortcomings in the management of this financial support is the modernization of the *Official Languages Act*, which, among other things, will fully recognize the constitutional powers of management given to the school boards.
- [63] The CÉF asks that, as part of your study on the *Action Plan 2018-2023*, you recognize the federal government's failure to act or even speak to these issues, and recommend the changes that need to be made to the *Official Languages Act*.

ANNEX 1

À LA RECHERCHE DU MILLIARD...

Analyse critique des
programmes fédéraux
de langues officielles
dans l'enseignement.



JANVIER 1981

La Fédération des Francophones Hors Québec Inc.

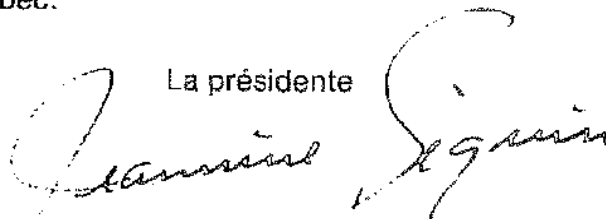
PRÉSENTATION

Au cours de l'année 1980, la Fédération des francophones hors Québec créait son département de recherche et d'information dans le but de donner à ses dires véracité et authenticité . . . Ses membres présentent aujourd'hui leur premier travail. Il veut être un document d'information pour les membres de la Fédération en même temps qu'une aide aux responsables des programmes de langues officielles et à tous ceux et celles que ce dossier intéresse.

Si jamais un sous-titre peut éclaircir un travail, c'est bien celui de "Analyse critique des programmes fédéraux de langues officielles dans l'enseignement" donné à "A la recherche du milliard . . ." On appréciera sans doute le ton objectif de cette critique, la sincérité de ses auteurs et la richesse des renseignements étalés au cours de ces pages.

Pour ces qualités et aussi pour la rapidité avec laquelle ce département a accompli cette première tâche, je me dois de le féliciter hautement au nom de tous les Francophones hors Québec.

La présidente



Jeannine Séguin

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ANNEX 2



La Commission nationale des parents francophones

201-200, rue Goulet – Saint-Boniface (Manitoba) R2H 0R8
(204) 231-1371 ou le 1-800-665-5148 site web : www.cnpf.ca

Où sont passés les milliards \$?

Étude sommaire sur la répartition des subventions du PROGRAMME DES LANGUES OFFICIELLES DANS L'ENSEIGNEMENT (PLOE) 1970_1971 à 1995_1996

sont

<<... le gouvernement fédéral n'est pas seul en cause et (que) les décisions touchant directement la mise en oeuvre des programmes

prises par les provinces. Celles-ci n'ont aucune gêne à accepter du fédéral des sommes confortables, pas plus d'ailleurs qu'à revendiquer l'exclusivité des droits sur le système éducatif. La question, pour les contribuables, est de savoir si elles en font bon usage. >>

(Rapport annuel du Commissaire aux langues officielles du Canada, 1981)

Gérard Lécuyer, consultant, octobre 1996

PRÉAMBULE

"Il y a quelque chose qui ne marche pas !"

Les parents de la minorité francophone du Canada font le même constat

depuis des années : Ottawa dépense des millions \$ sur l'enseignement des langues officielles et on ne voit pas la différence dans les écoles !

Pourtant, le Programme des langues officielles dans l'enseignement (PLOE) de Patrimoine canadien est sensé contribuer aux frais supplémentaires encourus par les provinces ! Pourtant, il y a l'art. 23 de la Charte canadienne des droits et libertés qui reconnaît nos droits et oblige les provinces à les respecter ! Pourtant, il y a eu des jugements en Ontario, en Alberta, au Manitoba, en Colombie_Britannique et à la Cour suprême du Canada qui reconnaissent le besoin criant de réparation et d'un financement additionnel.

Le problème doit donc être le manque de contrôle sur les établissements ! Les parents sont donc allés devant les tribunaux pour obtenir la gestion scolaire. Cela fait, on s'est rendu compte que le financement ne s'est toujours pas amélioré ! Pourquoi ? Les conseils scolaires de la minorité restent prisonniers des mêmes régimes abusifs du passé. En plus, d'autres fonds fédéraux obtenus pour la mise en oeuvre de la gestion scolaire ne se rendent pas toujours à destination.

Que faire ? Dans le mouvement de parents, les cas de cour se multiplient contre des législatures déterminées à défendre leurs violations de la Charte qu'elles ont elles_mêmes signée ! A la Commission nationale des parents francophones, on a décidé qu'il fallait identifier la source du problème : on a commandé une étude sur la répartition des subventions sous le PLOE et leur utilisation dans les provinces et territoires.

MANDAT

Il a été possible d'accomplir d'une façon sommaire la première partie du mandat. Quant à la deuxième, admettons au départ le caractère

ANNEX 3

**Strategic Education Agreement between the Government of
Canada, the Fédération nationale des conseils scolaires francophones
(FNCSF), the Fédération des communautés
francophones et acadiennes du Canada (FCFA) and the Commission
nationale des parents francophones (CNPF)**

The sharing of respective responsibilities among the various levels of government is fundamental to the proper functioning of the Canadian Confederation.

The Government of Canada attaches great importance to the maintenance of a productive and constructive collaboration with provincial and territorial governments.

The Government of Canada takes measures to enhance the vitality of Official Language Minority Communities and foster the full recognition and use of English and French in Canadian society.

In that regard, the Government of Canada encourages and assists provincial and territorial governments to support the development of English and French linguistic minority communities and, in particular, by enabling them to be educated in their own language, while recognizing their exclusive jurisdiction in the matter of education.

Section 23 of the *Canadian Charter of Rights and Freedoms* (hereinafter "the Charter") is of great importance for the vitality of official-language minority communities.

Minority-language school boards play a key role in the full implementation of section 23 of the *Charter*.

Effective collaboration between the provinces and territories and minority-language school boards is essential to the full implementation of section 23 of the *Charter*.

The Government of Canada respects and encourages the involvement of stakeholders, particularly the FNCSF, the FCFA and the CNPF, in its efforts to enhance the vitality of official language minority communities and the learning of English and French as an official language in Canada.

The Government of Canada recognizes that the involvement of stakeholders, particularly the FNCSF, the FCFA and the CNPF, in Francophone minority communities, enables it

to have a better understanding of the issues, challenges and aspirations of these communities and more effectively identify their priorities.

The Government of Canada, the FNCSF, the FCFA and the CNPF recognize that they had several opportunities to discuss the priorities of Francophone minority communities in anticipation of the renewal of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* (hereinafter “the Protocol”) between the Government of Canada and the Council of Ministers of Education, Canada (hereinafter “the CMEC”).

Consequently, the Government of Canada commits to considering the priorities of Francophone minority communities and to make the following points in its negotiations with the CMEC for the renewal of the Protocol:

- Strengthening of the Protocol’s consultation clauses so that minority-language school boards are consulted: ○ by the provinces and territories, in particular when developing and updating their respective actions plans and when the Departments of Education wish to use federal funding for regular operations in minority-language education; and ○ by the Government of Canada prior to the renewal of the Protocol and bilateral agreements;
- Improving accountability mechanisms, in particular by providing more details about the use of federal funding and by ensuring that the reports are made public;
- Recognition of the role of minority-language school boards in all linguistic and cultural aspects of elementary and secondary school education;
- Federal funding provided under the Protocol constitutes a positive measure to help the Departments of Education and minority-language school boards enhance the vitality of minority communities and support their development. More specifically, the purpose of federal funding is to enable Departments of Education and minority-language school boards to go beyond regular operations in minority-language education;
- A clarification to the effect that the Protocol covers preschool, elementary, secondary and post-secondary (college and university) education; and
- The drafting of a protocol specific to minority-language education.

Moreover, regarding the transfer of funding allocated specifically for each of the two linguistic objectives (minority-language education and second-language instruction), the current Protocol specifies that any transfer of funds from one linguistic objective to the other by provincial and territorial governments may be made with the prior agreement of the Government of Canada. If the current single Protocol is maintained, the Government of Canada commits to consulting the minority-language school boards before giving its authorization.

The Government of Canada will continue to collaborate with community representatives, promoting an approach based on consultation and transparency. In this context, the Government of Canada commits to continuing to meet regularly with national organizations to discuss issues and priorities in education. The Government of Canada also commits to having discussions with provincial and territorial minority-language school boards in the context of the negotiations of bilateral agreements with each province and territory.

Signed this 19th day of July 2017

GOVERNMENT OF CANADA


The Honourable Mélanie Joly,
Minister of Canadian Heritage

FÉDÉRATION NATIONALE DES CONSEILS
SCOLAIRES FRANCOPHONES


Mélinna Chartrand
President

FÉDÉRATION DES COMMUNAUTÉS
FRANCOPHONES ET ACADIENNE DU
CANADA


Jean Johnson
President

COMMISSION NATIONALE DES PARENTS
FRANCOPHONES


Véronique Leblond
President

ANNEX 4

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, and 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

Shelly Glover

The Honourable Shelly Glover
Minister of Canadian Heritage and
Official Languages

COUNCIL OF MINISTERS OF
EDUCATION, CANADA

Ramona Jannex

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

WITNESS

Nathalie Podeszinski
Name in block letters

[Signature]
Signature

WITNESS

FRANK DUNN
Name in block letters

[Signature]
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			Total over 5 year		
	Minority Language	Second Language	Total	Minority Language	Second Language	Total
Newfoundland and Labrador	\$1,301,551	\$2,639,295	\$3,940,846	\$6,507,755	\$13,196,475	\$19,704,230
Prince Edward Island	\$1,545,732	\$1,076,602	\$2,622,334	\$7,728,660	\$5,383,010	\$13,111,670
Nova Scotia	\$3,896,725	\$3,761,355	\$7,658,080	\$19,483,625	\$18,806,775	\$38,290,400
New Brunswick	\$16,236,833	\$5,465,859	\$21,702,692	\$81,184,165	\$27,329,295	\$108,513,460
Quebec	\$46,525,473	\$18,406,662	\$64,932,135	\$232,627,365	\$92,033,310	\$324,660,675
Ontario	\$54,992,678	\$24,090,634	\$79,083,312	\$274,963,390	\$120,453,170	\$395,416,560
Manitoba	\$6,774,749	\$5,540,451	\$12,315,200	\$33,873,745	\$27,702,255	\$61,576,000
Saskatchewan	\$2,693,018	\$4,039,526	\$6,732,544	\$13,465,090	\$20,197,630	\$33,662,720
Alberta	\$5,310,966	\$8,894,859	\$14,205,825	\$26,554,830	\$44,474,295	\$71,029,125
British Columbia	\$6,036,572	\$10,067,846	\$16,104,418	\$30,182,860	\$50,339,230	\$80,522,090
Yukon	\$1,235,800	\$977,100	\$2,212,900	\$6,179,000	\$4,885,500	\$11,064,500
Northwest Territories	\$1,382,850	\$1,204,705	\$2,587,555	\$6,914,250	\$6,023,525	\$12,937,775
Nunavut	\$772,885	\$649,746	\$1,422,631	\$3,864,425	\$3,248,730	\$7,113,155
Subtotal	\$148,705,832	\$86,814,640	\$235,520,472	\$743,529,160	\$434,073,200	\$1,177,602,360

Percentage L1/L2	63.14%	36.86%	100.00%	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	\$1,297,791,385
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ANNEX 5

**CANADA-SASKATCHEWAN AGREEMENT ON
MINORITY-LANGUAGE EDUCATION AND
SECOND OFFICIAL-LANGUAGE INSTRUCTION
2013-2014 TO 2017-2018**

THIS AGREEMENT was concluded in English and French
on this 25th day of March 2014,

BETWEEN: **HER MAJESTY THE QUEEN IN RIGHT OF CANADA**, hereinafter called "Canada,"
represented by the Minister of Canadian Heritage,

AND: **HER MAJESTY THE QUEEN IN RIGHT OF SASKATCHEWAN**, hereinafter
called "Saskatchewan," represented by the Minister of Education of Saskatchewan.

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Charter of Rights and Freedoms* as well as by the *Official Languages Act*, and whereas 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 Canada is committed to enhancing the vitality of the official-language minority communities and to fostering the full recognition and use of both English and French in Canadian society, and whereas, in accordance with the *Official Languages Act*, the Minister of Canadian Heritage may, to this effect, take such measures, in particular, to encourage and assist provincial and territorial governments to provide members of the official-language minority communities with education in their own language and to provide opportunities for everyone to learn both English and French as a second language;

WHEREAS a Protocol for Agreements between Canada and the Council of Ministers of Education, Canada (CMEC), for minority-language education and second-language instruction from 2013-2014 to 2017-2018, hereinafter referred to as the "Protocol," was concluded on August 14, 2013;

WHEREAS Saskatchewan recognizes that the concept of additional costs, as recognized by the Protocol, constitutes one of the premises on which Canada bases its financial support to Saskatchewan;

WHEREAS education is under provincial jurisdiction and Saskatchewan is responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating its programs in education;

WHEREAS Saskatchewan, in the context of its responsibility for education, provides education in French in the province in accordance with Section 23 of the *Canadian Charter of Rights and Freedoms* and its spirit, and instruction in French as a second language;

WHEREAS Canada and Saskatchewan acknowledge the importance of learning French as a second language, and Saskatchewan, within its jurisdiction over education, agrees to foster this learning through the second official-language programs it provides in Saskatchewan;

WHEREAS Canada and Saskatchewan wish to foster dialogue and mutual understanding between the French- and English-speaking communities;

WHEREAS the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, announced on March 28, 2013, reaffirms the importance of Canada's long-standing cooperation with the provincial and territorial governments and provides financial investments in this regard;

WHEREAS an agreement between Canada and Saskatchewan should be further to and consistent with the Protocol, and should take into account the respective responsibilities and common interests of the parties;

WHEREAS Saskatchewan agrees to submit an action plan that identifies its minority-language education and second-language instruction interventions with respect to this agreement based on the strategic framework described in the Protocol;

AND WHEREAS Saskatchewan agrees, for the purpose of this agreement, to describe the targets and initiatives that Saskatchewan intends to carry out in its multi-year action plan;

THEREFORE, this agreement confirms that the parties hereto agree as follows:

1. DEFINITIONS

1.1 The following definitions apply to this agreement.

“Action plan” refers to a provincial/territorial action plan based on the minority-language education 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/territorial government, and anticipated expenditures that will be covered by the federal and provincial/territorial governments' contributions.

“Bilateral agreement(s)”, unless otherwise specified, refers to an agreement or agreements signed by Canada and Saskatchewan, which determine the objectives, initiatives and areas of intervention described in an action plan that receives Canada's financial support for minority-language education and second-language instruction, and set out the commitments, obligations and financial contributions of both parties.

“Education” and “instruction”, unless otherwise specified, 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 Canada and Saskatchewan.

“Fiscal year” and “fiscal years”, unless otherwise specified, refer to the period beginning April 1 and ending March 31.

“Incurred expenditures” refers to all accounting operations related to the activities at the time they take place. Expenditures are presented in the interim financial reports and annual reports for the fiscal years to which the activities relate, regardless of when funds are deposited or withdrawn.

“Minority language”, “second official-language” and “second language” refer to the two official languages of Canada: English and French. “Second language” means the second official-language, either English or French, as the case may be. In the context of Saskatchewan, minority language refers to French, and second language refers to French.

A “program” with respect to minority-language education refers to all activities or initiatives to support teaching and learning at a given level provided in the minority language by a minority-language school or postsecondary institution. A “program” with respect to second-language instruction refers to all activities or initiatives to support teaching and learning of the second language at a given level provided by a school or postsecondary institution.

“School year”, unless otherwise specified, refers to the period beginning July 1 and ending June 30.

“Strategic framework” refers to a general framework describing, for each linguistic objective, the areas of intervention for which Canada's support will be provided for the provincial/territorial governments' action plans developed in the context of the bilateral agreements.

2. PURPOSE OF THE AGREEMENT

2.1 The purpose of this agreement is to establish a new cooperation framework on official languages in education between Canada and Saskatchewan for 2013–2014 to 2017–2018 to fund the initiatives described in Saskatchewan's action plan, appearing in Schedule 3 of this agreement. The objectives for which Canada provides Saskatchewan with a financial contribution are set out below:

2.1.1 Provide members of the French-language minority in Saskatchewan with the opportunity to be educated in their own language, including cultural enrichment associated with that community.

2.1.2 Provide the residents of Saskatchewan with the opportunity to learn French as a second language along with opportunities for cultural enrichment through knowledge of the cultures associated with the French-language minority community.

3. PURPOSE OF THE CONTRIBUTION

3.1 Subject to the provisions of this agreement, Canada is prepared to contribute to part of the additional costs that Saskatchewan must assume to implement the initiatives included in the multi-year action plan of this agreement (Schedule 3).

3.2 Further to the linguistic objectives described in section 2 of this agreement, Canada and Saskatchewan agree to focus their efforts, for the purposes of the action plan (Schedule 3), on the areas of intervention described in the strategic framework presented in Schedule 4 of this agreement. The areas of intervention that Saskatchewan chooses to focus on for each linguistic objective may include all or part of the areas described in Schedule 4.

3.3 Canada and Saskatchewan may fund initiatives that address emerging priorities as part of this agreement. Insofar as its particular circumstances make it possible, Saskatchewan also agrees to take into consideration broad directions in which it shares a common interest with all the provinces and territories. 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, as well as 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 experiences and on various undertakings that demonstrate progress in acquiring language skills, as well as promoting the sharing of best practices.

3.4 In the interests of increasing interprovincial/territorial cooperation and encouraging optimum use of resources, Canada and Saskatchewan recognize the importance of undertaking projects or initiatives of an interprovincial/territorial or pan-Canadian scope. For this purpose, it is mutually agreed that these may be coordinated by the CMEC, Saskatchewan, or other provinces and territories, in collaboration with Canada. The terms and conditions governing these projects or initiatives shall be subject to prior agreement between Canada, Saskatchewan and/or the CMEC.

4. MAXIMUM AMOUNT OF CONTRIBUTION

4.1 Subject to the appropriation of funds by Parliament, to the maintenance by the federal minister of current and forecasted budgetary levels to March 31, 2018, for the Development of Official-Language Communities Program, Minority-Language Education Component, and the Enhancement of Official Languages Program, Second-Language Learning Component, to the compliance with the provisions of the Protocol, to the commitments made within special agreements or arrangements, and to the terms and conditions of this agreement, Canada agrees to contribute to the eligible expenditures incurred by Saskatchewan for the purposes described in section 2 of this agreement. Canada's total financial contribution shall be the lesser of thirty-three million six hundred and sixty-two thousand seven hundred and twenty dollars (\$33,662,720) or 50 percent of the total eligible expenditures incurred during the term of this agreement.

4.2 Subject to subsection 4.1 of this agreement and from within Canada's financial contribution described therein, Canada shall make the following annual contributions to Saskatchewan for the implementation of the measures described in its action plan (Schedule 3):

Fiscal Year	Minority Language	Second Language	Total
2013–2014	\$2,693,018	\$4,039,526	\$6,732,544
2014–2015	\$2,693,018	\$4,039,526	\$6,732,544
2015–2016	\$2,693,018	\$4,039,526	\$6,732,544
2016–2017	\$2,693,018	\$4,039,526	\$6,732,544
2017–2018	\$2,693,018	\$4,039,526	\$6,732,544
Total	\$13,465,090	\$20,197,630	\$33,662,720

4.3 Canada's contribution is conditional on Saskatchewan providing for each area of intervention a financial contribution equivalent to or greater than that of Canada for the implementation of its action plan (Schedule 3).

4.4 Subject to the appropriation of funds by the Legislative Assembly of Saskatchewan and the maintenance of current and forecasted budgetary levels for the Department of Education, Saskatchewan agrees to contribute to the eligible expenditures incurred under the terms of its action plan (Schedule 3) for the period covered by this agreement.

4.5 Complementary Contributions

4.5.1 Canada reserves the right to approve complementary contributions in addition to the amount provided in subsection 4.1 of this agreement. These contributions shall be subject to Canada's approval and shall address, among others, the following areas:

- a) early childhood education in a minority context, in particular the provision of child-care services in schools and preschool programs;
- b) the development of school-minority community partnerships;
- c) the development of postsecondary education in a minority context;
- d) second-language intensive teaching and learning approaches;
- e) the provision of authentic second-language learning experiences for youth;
- f) the assessment of second-language proficiency skills;
- g) capital projects;
- h) interprovincial/territorial and pan-Canadian projects;
- i) program growth and quality and cultural enrichment in minority-language education at all levels of instruction as well as research in this area.

4.5.2 All things being equal, Canada shall give priority to projects that reflect growing or emerging needs expressed by the provincial and territorial governments.

4.5.3 Any additional contributions made by Canada are conditional on Saskatchewan making a financial contribution equivalent to or greater than that of Canada during the project period in question.

4.5.4 The provision of complementary contributions as described in subsection 4.5 of this agreement shall not result in any adjustment to the funding provided for and within the budgets described in subsection 4.1 of this agreement.

5. PROVINCIAL ACTION PLAN – 2013–2014 TO 2017–2018

5.1 For the purposes of this agreement, Saskatchewan agrees to provide a multi-year action plan for each linguistic objective, in accordance with the objectives described in section 2 of this agreement. Saskatchewan's action plan (Schedule 3) is preceded by a preamble.

5.1.1 The preamble describes Saskatchewan's specific context by providing the following information:

- a) an overview of Saskatchewan's minority-language education programs and second-language instruction programs;
- b) (baseline) reference data for Saskatchewan's performance targets and indicators and for data sources, which constitute the provincial performance measurement strategy; and
- c) a description of the consultation process established to identify initiatives undertaken pursuant to this agreement.

5.1.2 The action plan provides, for each linguistic objective, and for the duration of this agreement, a table presenting the following information:

- a) Saskatchewan's initiatives for each area of intervention funded;
- b) at least one performance indicator and one target for each area of intervention funded;
- c) a breakdown, by fiscal year, of contributions from Canada and Saskatchewan toward expenditures projected for each area of intervention funded, as well as the total expected annual expenditures by initiative.

5.2 Saskatchewan develops and submits its action plan (Schedule 3) in the manner it deems to be most appropriate to its particular circumstances, notably in the manner described in paragraph 3.6.5 of the Protocol. Saskatchewan may provide this information using as a model the indicators proposed in the strategic framework (Schedule 4) and in the model action plan presented in Schedule 5. If there is a need, in Canada's opinion, to clarify and determine the relevance of the information provided, Saskatchewan agrees to hold discussions with Canada.

5.3 Saskatchewan may, with Canada's prior agreement, make adjustments to its action plan (Schedule 3) to reflect increased costs and needs and, consequently, the pace of the action plan. The action plan (Schedule 3) may be adjusted annually in accordance with the terms and conditions in this agreement.

5.4 Complementary Projects

5.4.1 Complementary projects shall constitute an addendum to the multi-year action plan (Schedule 3) and shall form an integral part thereof.

5.4.2 For Canada's approval of a financial contribution for complementary projects under this agreement, projects shall be submitted as an action plan. The plan shall include a preamble, the intended areas of intervention, targets, performance indicators, initiatives and contributions of Canada and Saskatchewan. These action plans shall be provided to Canada by an individual duly authorized by Saskatchewan.

5.4.3 Each complementary project shall identify the targets of the action plan to which the complementary project contributes or new performance indicators and new targets specific to the project.

6. COORDINATION

6.1 The representatives of Canada and Saskatchewan agree to hold a meeting, within the sixty (60) days prior to the end of each fiscal year covered by this agreement, or at a time mutually agreed upon, to discuss the implementation of the action plan. The parties may then, if required, agree to amendments to the action plan (Schedule 3).

7. AVAILABILITY OF MATERIALS

7.1 Saskatchewan agrees to take all reasonable measures to make available to any researcher, institution, provincial or territorial government, Canada and the general public any audio-visual aids, curriculum material, films, research, studies or other material developed through financial support provided by Canada under this agreement. For this purpose, Saskatchewan may catalogue this material and make it available to the public. Saskatchewan also agrees that all the costs of providing such documents shall be calculated in light of Canada's financial contribution. Wherever possible, such costs shall be calculated solely on the basis of the costs associated with the provision of said documents but not with the preparation thereof.

8. PARTNERSHIP

8.1 The parties recognize that this agreement does not constitute an association with the intent to establish a partnership or a joint venture nor to create an agency relationship between Canada and Saskatchewan.

9. MEMBERS OF THE HOUSE OF COMMONS, THE SENATE AND THE LEGISLATIVE ASSEMBLY OF SASKATCHEWAN

9.1 No member of the House of Commons, the Senate or the Legislative Assembly of Saskatchewan may take part in this agreement or benefit from it in any way.

10. FORMER FEDERAL PUBLIC OFFICE HOLDERS AND PUBLIC SERVANTS

10.1 No official or employee of Canada shall be admitted to share in this agreement or to benefit from it without the written consent of the official's or employee's minister. No former public office holder or public servant who is not in compliance with the *Conflict of Interest Act*, S.C. 2006, c. 9 or the *Values and Ethics Code for the Public Sector* may receive a direct benefit from this agreement.

11. LIABILITY OF CANADA AND SASKATCHEWAN

11.1 Canada shall not be liable for any injury, including death, or for any loss or damage to the property of Saskatchewan or anyone else, that occurs through the implementation of this agreement by Saskatchewan unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of Canada, the federal minister, or their employees, officers or agents.

11.2 Saskatchewan shall not be liable for any injury, including death, or for any loss or damage to the property of Canada or anyone else, that occurs through the implementation of this agreement by Canada unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of Saskatchewan, the provincial minister, or their employees, officers or agents.

11.3 Canada disclaims itself from any liability in the event that Saskatchewan concludes a loan, rent-to-own contract or other long-term contract as part of the initiatives funded under this agreement.

12. INDEMNIFICATION

12.1 Saskatchewan shall indemnify Canada, the federal minister and their employees, officers or agents, and release them from any liability for claims, losses, damages, expenditures and costs related to any injury or death, or loss or damage to property caused by Saskatchewan or its employees, officers or agents in carrying out the activities described in this agreement.

12.2 Canada shall indemnify Saskatchewan, the provincial minister and their employees, officers or agents, and release them from any liability for claims, losses, damages, expenditures and costs related to any injury or death, or loss or damage to property caused by Canada or its employees, officers or agents in carrying out the activities described in this agreement.

13. DISPUTE RESOLUTION

13.1 In the event of a dispute arising under the terms of this agreement, the parties agree to try to make a good faith attempt to settle the dispute. In the event that the parties cannot resolve the dispute through negotiation, they agree to submit to mediation. The parties shall bear the cost of mediation equally.

14. BREACH OF COMMITMENTS AND RECOURSE

14.1 The following constitute breach of commitments:

14.1.1 Saskatchewan, directly or through its representatives, makes or made, otherwise than in good faith, a false declaration or a misrepresentation to Canada; or

14.1.2 One of the conditions or commitments included in this agreement has not been fulfilled; or

14.1.3 Canada suspends or withholds for no legitimate reason payments of its contribution with respect to amounts already owing or future payments.

14.2 In the event of breach of commitments, Canada may avail itself of the following remedies:

14.2.1 Reduce Canada's contribution to Saskatchewan and inform it accordingly;

14.2.2 Suspend any payment of Canada's contribution, either with respect to amounts already owing or future payments; and

14.2.3 Rescind this agreement and immediately terminate any financial obligation arising out of it.

14.3 In the event of breach of commitments, Saskatchewan may avail itself of the following remedies:

14.3.1 Suspend some or all planned activities provided for in the action plan (Schedule 3); and

14.3.2 Rescind this agreement and immediately terminate any financial obligation arising out of it.

14.4 The fact that one of the two parties refrains from exercising a remedy it is entitled to exercise under this agreement shall not be considered to be a waiver of such right and, furthermore, partial or limited exercise of a right conferred on it shall not prevent it in any way in the future from exercising any other right or remedy under this agreement or other applicable law.

15. ASSIGNMENT

15.1 This agreement, and any benefit thereunder, may not be assigned without prior written approval from Canada.

16. APPLICABLE STATUTES

16.1 This agreement shall be governed by and interpreted in accordance with the applicable statutes in Saskatchewan.

17. COMMUNICATIONS

17.1 Any notice, request, information or any other document required with respect to this agreement shall be deemed to be served if mailed or transmitted by fax or electronic mail. Any notice sent or transmitted by fax or electronic mail shall be deemed to have been received one (1) business day after it was sent; any mailed notice shall be deemed to have been received eight (8) business days following its mailing.

17.2 All notices shall be sent to the following addresses or to any other address a party indicates by written notice to the other party:

To Saskatchewan:

Deputy Minister of Education
Government of Saskatchewan
2220 College Avenue
Regina, Saskatchewan
S4P 4V9
Fax: 306-787-1300

To Canada:

Director, Operations and Regional
Coordination
Official Languages Branch
Department of Canadian Heritage
15 Eddy Street, 7th Floor
Gatineau, Quebec
K1A 0M5
Fax: 819-953-9353

18. DURATION

18.1 This agreement shall take effect on the date on which it is signed by all the parties and shall terminate, barring its cancellation beforehand, one year (365 days) following the expiration of the period of activities indicated in subsection 18.2 of this agreement.

18.2 All contributions to be provided by Canada in accordance with the provisions of this agreement shall apply only to the initiatives carried out in implementing the action plan (Schedule 3) and the expenditures incurred by Saskatchewan for the period commencing on April 1, 2013, and ending on March 31, 2018.

18.3 All the obligations of Saskatchewan shall, expressly or by their nature, survive termination or expiry of this agreement, until they are fulfilled or by their nature expire.

19 AMENDMENT OR TERMINATION

19.1 The parties may, with mutual written consent, amend or terminate this agreement during the life of this agreement.

20 CONTENT OF THE AGREEMENT

20.1 This agreement, including the following schedules that form an integral part of it and subsequent amendments to them, constitutes the entire agreement between the parties and supersedes all previous and future documents, negotiations, understandings and undertakings related to its subject matter. The parties acknowledge having read this agreement and agree with its content. In case of conflict or incompatibility between Schedule 1 and Schedule 2 of this agreement, Schedule 2 shall take precedence.

SCHEDULE 1 – General Administrative Procedures and Conditions

SCHEDULE 2 – Administrative Procedures and Conditions – Capital Projects

SCHEDULE 3 – Action Plan – 2013–2014 to 2017–2018

SCHEDULE 4 – Protocol Strategic Framework – 2013–2014 to 2017–2018

SCHEDULE 5 – Models – Action Plan, Annual Report, Periodic Report and Interim Financial Statement

IN WITNESS WHEREOF, the parties hereto have signed this agreement on the date that appears on the first page.

ON BEHALF OF CANADA

ON BEHALF OF SASKATCHEWAN



The Honourable Shelly Glover
Minister of Canadian Heritage and
Official Languages

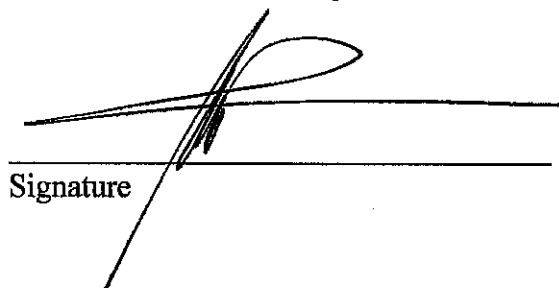


The Honourable Don Morgan,
Minister of Education

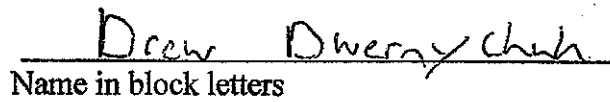


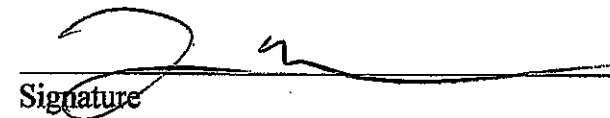
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Signature

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Name in block letters


Signature

GENERAL ADMINISTRATIVE PROCEDURES AND CONDITIONS

1. TERMS OF PAYMENT

1.1 Multi-year Action Plan (2013–2014 to 2017–2018)

Canada's annual contributions to Saskatchewan's action plan (Schedule 3) referred to in subsection 4.2 of this agreement shall be made as follows:

1.1.1 Year 1 (2013–2014)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Approval of action plan by Canada and signature of this agreement 2. Requirements of the <i>Canada – Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction 2009-10 to 2012-13</i> fulfilled		
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2013–2014)	Interim financial statement	Actual: April 1 to September 30, 2013 Anticipated: October 1, 2013, to March 31, 2014	March 31, 2014
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2013–2014)	Annual report	April 1, 2013, to March 31, 2014	March 31, 2015

1.1.2 Year 2 (2014–2015)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2014
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2014–2015)	1. Annual report for previous fiscal year 2. Interim financial statement	April 1, 2013, to March 31, 2014 Actual: April 1 to September 30, 2014 Anticipated: October 1, 2014, to March 31, 2015	March 31, 2015 March 31, 2015
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2014–2015)	1. Annual report for previous fiscal year 2. Annual report	April 1, 2013, to March 31, 2014 April 1, 2014, to March 31, 2015	March 31, 2015 March 31, 2016

1.1.3 Year 3 (2015–2016)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2015
No payment	Periodic report	Most recent data held by the provincial government at the time of preparation of the report	September 30, 2015
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2015–2016)	1. Annual report for previous fiscal year 2. Interim financial statement	April 1, 2014, to March 31, 2015 Actual: April 1 to September 30, 2015 Anticipated: October 1, 2015, to March 31, 2016	March 31, 2016 March 31, 2016
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2015–2016)	1. Annual report for previous fiscal year 2. Annual report	April 1, 2014, to March 31, 2015 April 1, 2015, to March 31, 2016	March 31, 2016 March 31, 2017
The periodic report shall be finalized and accepted by Canada before the second payment is made.			

1.1.4 Year 4 (2016–2017)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2016
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for 2016–2017)	1. Annual report for previous fiscal year 2. Interim financial statement	April 1, 2015, to March 31, 2016 Actual: April 1 to September 30, 2016 Anticipated: October 1, 2016, to March 31, 2017	March 31, 2017 March 31, 2017
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for 2016–2017)	1. Annual report for previous fiscal year 2. Annual report	April 1, 2015, to March 31, 2016 April 1, 2016, to March 31, 2017	March 31, 2017 March 31, 2018

1.1.5 Year 5 (2017–2018)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30, 2017
No payment	Periodic report	Most recent data held by the provincial government at the time of preparation of the report	September 30, 2017
Second payment (not exceeding the balance of Canada's contribution for 2017–2018)	1. Annual report for previous fiscal year 2. Annual report	April 1, 2016, to March 31, 2017 April 1, 2017, to March 31, 2018	March 31, 2018 March 31, 2019
The periodic report shall be finalized and accepted by Canada before the second payment is made.			

1.2 Complementary Projects

Canada's complementary contributions to Saskatchewan for projects funded under the provisions set out in subsection 4.5 of this agreement shall be made as follows:

1.2.1 For One-year Projects

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	Approval of project		
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year

1.2.2 For Multi-year Projects

a) Year 1

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	Approval of project		
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Interim financial statement	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	Annual report	April 1 to March 31 of current fiscal year	March 31 of next fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives an annual report for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

b) Subsequent Years (excluding the final fiscal year)

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30 of current fiscal year
<i>Option 1</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report for previous fiscal year 2. Interim financial statement	April 1 to March 31 of previous fiscal year Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of current fiscal year
<i>Option 2</i> Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report for previous fiscal year 2. Annual report	April 1 to March 31 of previous fiscal year April 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of next fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives an annual report for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

c) Final Year

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (80%)	1. Requirements of previous payments fulfilled 2. Action plan updated (if applicable)		June 30 of current fiscal year
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Annual report for previous fiscal year 2. Annual report	April 1 to March 31 of previous fiscal year April 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of next fiscal year

1.3 Canada's contributions to Saskatchewan for capital projects funded under this agreement shall be made in accordance with the administrative procedures and conditions set out in Schedule 2 of this agreement.

1.4 The first payments made by Canada to Saskatchewan as part of this agreement shall be made approximately ninety (90) business days following acceptance by Canada of the documents referred to in section 1 of this schedule.

1.5 Except for the first payments, all payments made by Canada to Saskatchewan as part of this agreement shall be made approximately thirty (30) business days following acceptance by Canada of the documents referred to in section 1 of this schedule.

1.6 All payments are conditional on Canada's acceptance of the documents produced by Saskatchewan in accordance with sections 1 and 2 of this schedule. This acceptance is conditional on the compliance of the information provided in the said documents with the administrative procedures and conditions of this agreement and on Saskatchewan having addressed the issues raised by Canada, if any.

2. FINANCIAL STATEMENTS AND REPORTS

2.1 Canada and Saskatchewan agree that they must be accountable to Parliament, the provincial legislature and the general public for the proper use of funds provided under this agreement and for the results achieved by these investments. Consequently, Saskatchewan agrees to provide Canada with the financial statements and reports required for each fiscal year covered by this agreement.

2.2 The reports and financial statements shall be approved by an individual duly authorized by Saskatchewan.

2.3 For each reference period, the financial statements shall separately present the budget established in the province's action plan (Schedule 3), the federal and provincial contributions by area of intervention and, for each initiative, all expenditures incurred by Saskatchewan, including those incurred since the effective date of this agreement, in other words, April 1, 2013. The financial statements shall be prepared in accordance with generally-accepted accounting principles.

2.4 Saskatchewan shall provide the financial statements and annual and periodic reports in the manner it considers to be most appropriate to its particular circumstances. To this end, it may use the report models proposed in Schedule 5 or any other format, insofar as it meets the requirements set out in subsections 2.8, 2.9 and 2.10 of this schedule and is in line with the spirit of subsection 8.2 of the Protocol.

2.5 If, following presentation of such information, there is a need, in the opinion of Canada, to clarify and determine the relevance of the information provided in the financial statements and reports, Saskatchewan agrees to hold discussions with Canada.

2.6 For the purposes of subsection 3.3 of this schedule, Saskatchewan undertakes to ensure that the expenditures it reports in the financial statements submitted to Canada for expenditures incurred between April 1 and June 30, and charged to the previous fiscal year, are not reported in the following fiscal year.

2.7 Saskatchewan agrees to keep accounts and documents up to date and in due form on receipts and expenditures related to the content of this agreement, including all related invoices, receipts and useful supporting documents. For the purposes of this agreement, Saskatchewan shall retain all financial accounts, source documents and other useful documents for a period of at least five (5) years following the expiration of this agreement.

2.8 Interim Financial Statements

2.8.1 Interim financial statements provide, for each linguistic objective, details of the actual expenditures incurred and of the anticipated expenditures in connection with the action plan (Schedule 3) for the fiscal year in question, by area of intervention and initiative.

2.8.2 If Saskatchewan requires a second advance payment, it is agreed that Saskatchewan's interim financial statement shall be submitted no later than March 31 of the fiscal year in question.

2.8.3 Rather than submitting an interim financial statement, Saskatchewan may provide an annual report for any of the fiscal years covered by this agreement.

2.9 Annual Reports

2.9.1 Annual reports comprise a final financial statement of contributions and actual expenditures relating to the action plan (Schedule 3) for the fiscal year in question, by area of intervention and initiative. Annual reports also provide a brief update on the status of implementation of the action-plan initiatives (Schedule 3), including, if necessary, an explanation of significant revisions to the planned schedule and budget.

2.9.2 For the purposes of paragraph 2.9.1, Saskatchewan may use the following legend for implementation status:

- a) "1" for an initiative completed or proceeding on time and on budget;
- b) "2" for a delayed initiative or an initiative that has undergone significant revision in the planned scope, schedule or budget for the fiscal year in question;

c) "3" for a compromised or cancelled initiative.

2.9.3 An explanation will be required if the implementation status is at level "2" or "3."

2.10 Periodic Reports

2.10.1 Periodic reports, produced by Saskatchewan at the end of years 2 and 5 of this agreement, outline the progress made in each funded area of intervention on the basis of baseline data, indicators and targets identified in its action plan (Schedule 3), including indicators and targets for complementary projects, as applicable. Periodic reports also provide an explanation of any significant variations in the pace of anticipated progress in achieving the targets set by Saskatchewan.

2.10.2 Saskatchewan shall provide information based on data available at the time of preparation of the periodic report.

2.10.3 Saskatchewan shall submit these periodic reports to the CMEC once they have been finalized and accepted by Canada.

3. ELIGIBLE EXPENDITURES

3.1 For the purposes of this agreement, eligible expenditures for each initiative described in Saskatchewan's action plan (Schedule 3) may include, among others, salaries and benefits, professional fees, administrative costs, expenditures related to purchasing or renting essential supplies and equipment, purchasing and producing educational materials and providing training.

3.2 Only those expenditures incurred during a fiscal year for initiatives described in the action plan (Schedule 3) shall be deemed eligible expenditures for the fiscal year in question.

3.3 Canada agrees that the period during which expenditures may be charged against the contributions for a given fiscal year may be extended to June 30, in order to coincide with the school year. The parties agree that, in general, the expenditures related to Canada's contributions will be incurred from April 1 to March 31 of the fiscal year in question.

4. NON-COVERED EXPENDITURES

4.1 For the purposes of this agreement, activities with an international scope, such as travel costs, shall not be considered covered expenditures for Canada's or Saskatchewan's contributions.

5. TRANSFERS

5.1 Transfers of Funding From the Multi-year Action Plan to the Bursary and Language-assistant Program

5.1.1 For each fiscal year covered by this agreement, Saskatchewan may transfer a portion of the funds provided in subsection 4.2 of this agreement to the bursary and language-assistant program. To that end, Saskatchewan shall make arrangements with the CMEC to permit the funds to be transferred directly on an annual basis. Saskatchewan agrees to reflect all transfers made to the CMEC in its annual reports and to update its action plan (Schedule 3) to reflect the changes to the contributions provided.

5.2 Transfers Within the Multi-year Action Plan

For each fiscal year covered, and subject to the provisions of subsection 4.3 of this agreement, Saskatchewan may transfer a portion of the funds provided in the multi-year action plan as follows:

5.2.1 Saskatchewan may, at its discretion, transfer a portion of the funds between the areas of intervention under the same linguistic objective.

5.2.2 Canada and Saskatchewan may agree in writing, no later than February 15 of the fiscal year in question, to transfer a portion of the funds between linguistic objectives.

5.2.3 Saskatchewan acknowledges the importance of respecting, for the duration of this agreement, the overall distribution of funding between the linguistic objectives provided in subsection 4.2 of this agreement.

5.3 Transfers Between the Multi-year Action Plan and the Complementary Projects

5.3.1 Saskatchewan agrees to make no transfer between the funding provided in subsection 4.2 of this agreement for the multi-year action plan and the complementary contributions provided by Canada as part of the provisions of subsection 4.5 of this agreement.

5.3.2 Saskatchewan agrees to make no transfer between the action plans funded through the complementary contributions referred to in subsection 4.5 of this agreement.

6. OVERPAYMENT

6.1 The parties agree that, if payments made to Saskatchewan exceed the amounts to which Saskatchewan is entitled, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to Saskatchewan by an equivalent amount.

7. FINANCIAL AUDITS

7.1 In the event a financial audit is deemed necessary within a period of up to five (5) years after the end of this agreement, Canada and Saskatchewan agree that it would be conducted by the Auditor General of Saskatchewan.

8. PUBLIC INFORMATION

8.1 Canada and Saskatchewan agree that the principles of transparency, accountability, consistency, accuracy, timeliness and clarity shall guide the preparation of reports subject to this agreement. The provision of information by the parties shall be compatible with their respective policies and legislation, particularly those on the protection of privacy and freedom of information.

8.2 Canada and Saskatchewan agree to make the text of this agreement and its schedules available to the Canadian public.

8.3 Saskatchewan agrees to make available to the public copies of the reports, including the evaluations, audits and other reviews regarding this agreement. Interested individuals may contact Saskatchewan in accordance with the provisions of subsection 17.2 of this agreement.

8.4 Saskatchewan shall endeavour, through the CMEC, to produce two pan-Canadian reports intended for the general public during the period covered by this agreement. These reports shall consist of content taken from Saskatchewan's periodic reports, as described in subsection 2.10 of this schedule.

8.5 Canada and Saskatchewan agree that communications and publications for the general public, regarding this agreement, shall be issued in both official languages.

9. PUBLIC ACKNOWLEDGEMENT OF CANADA'S CONTRIBUTION

9.1 Saskatchewan agrees to recognize Canada's participation when conducting publicity for all programs for which financial assistance was provided by Canada. For the purpose of this agreement, publicity includes, without being limited to, news releases and provincial departmental and agency reports. This acknowledgement could include a mention of the *Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities*, wherever appropriate.

9.2 Saskatchewan agrees to take all reasonable measures to ensure that any other recipient of a financial contribution from Canada, namely schools, school boards and postsecondary institutions, agrees to mention Canada's contributions and the *Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities*, wherever appropriate, in any publicity relating to the programs for which Canada has made a financial contribution.

10. CONSULTATION

10.1 Saskatchewan shall assure Canada, in the preamble to its action plan (Schedule 3), that interested associations and groups in the province, in particular representatives of the school boards and postsecondary institutions, were consulted in the development of its action plan (Schedule 3).

10.2 Saskatchewan agrees to consult interested groups and associations, in particular representatives of the school boards and postsecondary institutions, on the programs implemented as part of this agreement. When deemed necessary, these consultations shall take place annually; Canada and Saskatchewan may agree to conduct them jointly.

10.3 Canada proposes to consult interested groups and associations on the programs implemented as part of this agreement for which Canada makes a financial contribution to Saskatchewan. When deemed necessary, these consultations will be conducted in cooperation with Saskatchewan and the CMEC. In the event that this is not possible, Canada shall notify Saskatchewan of the formal consultations linked directly to the initiatives funded under this agreement. Following these consultations, Canada shall provide Saskatchewan with a report on the key discussion topics.

11. EVALUATION

11.1 Saskatchewan is responsible for the evaluation of its education programs and measures under its jurisdiction, including its action plan (Schedule 3). Saskatchewan agrees to share with Canada the results of those evaluations.

11.2 Canada's programs, including the Development of Official-Language Communities Program, Minority-Language Education Component and the Enhancement of Official Languages Program, Second-Language Learning Component, are routinely evaluated. Canada shall encourage input from Saskatchewan in such evaluations and shall use the information provided under this agreement. If additional information is required, such information shall be discussed between Canada and Saskatchewan.

**ADMINISTRATIVE PROCEDURES AND CONDITIONS
CAPITAL PROJECTS**

1. PURPOSE OF THE SCHEDULE

1.1 In accordance with the provisions of this agreement, Canada may contribute financially to capital projects through the action plan (Schedule 3) or as a complementary project. Canada and Saskatchewan agree that the funding of these projects shall be subject to the provisions of this agreement and to the administrative procedures and terms described in this schedule.

1.2 The provisions regarding financial statements and reports, overpayment, financial audits, public reporting, public acknowledgement of Canada's contribution, consultation and evaluation set out in the General Administrative Procedures and Conditions (Schedule 1) of this agreement, and those not mentioned in this schedule, also govern capital projects.

2. ELIGIBLE EXPENDITURES

2.1 For the purposes of this agreement, capital project expenditures may include, among others, expenditures regarding the preparation of construction plans and blueprints, environmental assessments, site development, professional fees, construction, renovation, and acquisition of essential furniture and equipment.

2.2 For the purposes of this agreement, "essential furniture and equipment" means the furniture and equipment needed for the operation and maintenance of the building and the lands that are usually and reasonably provided for in such an institution, except perishables.

2.3 Canada's participation is conditional on Saskatchewan demonstrating that the spaces funded by Canada are over and above existing school standards, as applicable.

3. NON-COVERED EXPENDITURES

3.1 For the purposes of this agreement, feasibility studies as well as land acquisition and development shall not be considered covered expenditures for Canada's contributions.

4. PROJECT DESCRIPTION

4.1 For Canada's approval of a financial contribution for a capital project under this agreement, Saskatchewan shall provide a detailed description for each capital project with the following information:

- a) a preamble briefly describing the current situation;
- b) the areas of intervention, targets and indicators covered by the project;
- c) the project phases, type and scope;
- d) the planned school, community and shared spaces; and
- e) a summary of the budget items and anticipated investments.

4.2 The project shall be submitted to Canada by an individual duly authorized by Saskatchewan.

5. PAYMENT TERMS AND CONDITIONS

5.1 Canada's contributions to Saskatchewan for capital projects shall be made as follows:

5.1.1 For One-year Complementary Projects

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (50%)	Approval of project by Canada and of environmental assessment, as required		
Second payment (30%)	1. Interim financial statement 2. Project update, if required	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of current fiscal year
Third payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Final activity report 2. Final financial statement 3. Confirmation, if applicable, that environmental mitigation measures have been implemented	April 1 to March 31 of current fiscal year	March 31 of next fiscal year March 31 of next fiscal year March 31 of next fiscal year

5.1.2 For Multi-year Complementary Projects

a) Year 1

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (50%)	Approval of project by Canada and of environmental assessment, as required		
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Interim financial statement 2. Work progress report	Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of current fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives a final financial statement for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

b) Subsequent Years (excluding the final fiscal year)

Payments	Conditions and type of reports	Period Covered by Reports	Deadline
First payment (50%)	1. Requirements of previous payments fulfilled 2. Project updated, if required		June 30 of current fiscal year
Second payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Final financial statement for previous fiscal year 2. Interim financial statement 3. Work progress report	April 1 to March 31 of previous fiscal year Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of current fiscal year March 31 of current fiscal year
If the second payment is the final payment of Canada's contribution, this payment shall be withheld until Canada receives a final financial statement for the current fiscal year. The conditions and reports for subsequent fiscal years shall be provided in accordance with the requirements of those years.			

c) Final Year

Payments	Conditions and Type of Reports	Period Covered by Reports	Deadline
First payment (50%)	1. Requirements of previous payments fulfilled 2. Project updated, if required		June 30 of current fiscal year
Second payment (30%)	1. Final financial statement for previous fiscal year 2. Interim financial statement	April 1 to March 31 of previous fiscal year Actual: April 1 to September 30 of current fiscal year Anticipated: October 1 to March 31 of current fiscal year	March 31 of current fiscal year March 31 of current fiscal year
Third payment (not exceeding the balance of Canada's contribution for current fiscal year)	1. Final activity report 2. Final financial statement 3. Confirmation, if applicable, that environmental mitigation measures have been implemented	1) Actual: April 1 to March 31 of current fiscal year 2) Actual (by budget category): April 1 of the first fiscal year to March 31 of the last fiscal year covered by the project	March 31 of next fiscal year March 31 of next fiscal year March 31 of next fiscal year

5.1.3 For Projects Funded Through the Multi-year Action Plan (Schedule 3)

- a) The terms and conditions of payment for the multi-year action plan set out in Schedule 1, paragraph 1.1.1, will apply to capital projects funded through the multi-year action plan.
- b) Before making the first annual payments:
 - i) each of these projects must be approved by Canada; and,
 - ii) the requirements concerning environmental assessments must be fulfilled.
- c) The annual reports submitted pursuant to Schedule 1, paragraph 1.1.1, will include actual expenditures for each project subject to this paragraph.

6. FINANCIAL STATEMENTS AND REPORTS

6.1 Interim Financial Statements

6.1.1 Interim financial statements separately present the budget established for the fiscal year in question, the actual expenditures incurred and the expenditures anticipated by the province in connection with federal and provincial contributions for the fiscal year in question.

6.2 Final Financial Statements

6.2.1 Final financial statements separately present the budget established for the fiscal year in question, the provincial and federal contributions, and all actual expenditures incurred by the province.

6.2.2 The final financial statement for the final fiscal year in question also separately presents the total budget for each category of expenditures funded, provincial and federal contributions, and all actual expenditures incurred by the province for the duration of the project.

6.3 Work Progress Reports

6.3.1 Work progress reports provide a brief update on how far work has advanced and an explanation of any deviations from the planned implementation schedule.

6.3.2 Work progress reports are not required for one-year projects or for the final fiscal year of multi-year projects.

6.4 Final Activity Reports

6.4.1 Final activity reports provide the status of work carried out with contributions from Canada and Saskatchewan. Final activity reports also confirm the spaces built and the equipment acquired.

7. TRANSFERS

For each fiscal year covered by this agreement, Saskatchewan may transfer a portion of the funds provided for funding capital projects as follows:

7.1 Transfers Within the Same Initiative

7.1.1 Canada and Saskatchewan agree that a portion of the funds provided for each project within the same initiative may be transferred from one project to another. Canada and Saskatchewan may agree in writing, no later than February 15 of the fiscal year in question, to transfer a portion of the funds between such projects.

7.2 Transfers Between Budget Categories

7.2.1 Saskatchewan may, at its discretion, transfer a portion of the funds from one budget category to another. These transfers must be made within budget categories eligible for a contribution from Canada.

8. TENDERS

8.1 Prior to awarding contracts for carrying out capital projects funded under this agreement, Saskatchewan agrees to issue a call for tenders in one or more English- and French-language newspapers. All public tenders must be published in a comparable manner and in an equivalent number of English- and French-language newspapers.

8.2 Saskatchewan shall ensure that all contracts required for capital projects are awarded in accordance with the applicable rules with respect to the awarding of its government contracts.

9. ACCESS TO FACILITIES

9.1 Saskatchewan shall allow the federal minister or her representatives to visit the premises where the activities funded under this agreement are being carried out.

9.2 Saskatchewan shall ensure that the new facilities funded under this agreement are accessible to persons with disabilities.

10. DISPOSAL OF ASSETS

10.1 For any asset purchase (furniture, equipment, automotive equipment, buildings, etc.) that has a cost of more than two thousand dollars (\$2,000), Saskatchewan shall preserve and maintain the assets acquired with the contribution funds of this agreement and use them for the purposes of the funded activities for a period of five (5) years following the expiry or termination of this agreement, unless:

10.1.1 written exemption from this requirement is obtained from Canada;

10.1.2 Canada authorizes the disposal of the assets;

10.1.3 the assets must be replaced on account of wear; or

10.1.4 the assets must be replaced on account of obsolescence.

11. CONTINUED PURPOSE

11.1 Saskatchewan undertakes to preserve the community spaces funded under this agreement for the purpose for which they were funded by Canada. Saskatchewan agrees to respect this commitment throughout the existence of the school component unless written exemption from this requirement is obtained from Canada.

12. ENVIRONMENTAL ASSESSMENT

12.1 Saskatchewan recognizes Canada's environmental assessment obligations and undertakes to provide Canada with an environmental assessment in accordance with the *Canadian Environmental Assessment Act* (2012) for the capital projects funded under this agreement as early as possible in the project planning phase.

12.2 If an environmental assessment is not necessary, an explanatory document shall be presented to Canada. This document, which shall indicate those exemptions applicable to the capital projects funded under this agreement, must be expressly approved by Canada.

12.3 Saskatchewan undertakes to respect any municipal, provincial and federal statutes and regulations related to the protection of the environment.

12.4 Saskatchewan undertakes to complete, as applicable, all environmental mitigation measures identified in the projects' environmental assessments and, once the projects are completed, to provide written confirmation that these mitigation measures have been completed, along with the related documentation.

12.5 Prior to awarding contracts for projects funded under this agreement, Saskatchewan shall have completed, to Canada's satisfaction, the environmental assessment provided in this paragraph, in compliance with the *Canadian Environmental Assessment Act* (2012).

13. INSURANCE

13.1 Saskatchewan shall take the necessary measures to ensure that the premises funded under this agreement are, at all times, insured against fire, loss or damage from whatever reason, for the full replacement value of the premises.

14. PUBLIC ACKNOWLEDGEMENT OF CANADA'S CONTRIBUTION

14.1 During the work being carried out, Saskatchewan shall publicly acknowledge Canada's contribution, and shall allow representatives of Canada to participate fully in all official ceremonies to underline Canada's contribution to the project and, upon completion of the work, in the official inauguration of the new facilities.

14.2 Saskatchewan agrees to give recognition to Canada's contributions when conducting publicity for the projects for which financial assistance was provided by Canada. For the purpose of this agreement, publicity includes, without being limited to, temporary signs erected on the construction site, news releases, and reports by provincial departments and agencies. Saskatchewan agrees to provide Canada with samples of these various types of publicity.

14.3 Saskatchewan agrees to take all reasonable measures to ensure that any recipient of a financial contribution from Canada, including schools, school boards and postsecondary institutions, mentions Canada's contributions wherever appropriate, in any publicity relating to the projects for which Canada has made a financial contribution.

14.4 Upon completion of the work, Saskatchewan shall install a plaque on the site, drawing attention to Canada's participation in the project funded under this agreement. The text of this plaque, which shall be written in both English and French, as well as the manner in which it is presented, shall be submitted to Canada for approval.

14.5 Any acknowledgement could include a mention of the *Roadmap for Canada's Official Languages 2013–2018: Education, Immigration, Communities*, wherever appropriate.

**ACTION PLAN
2013–2014 TO 2017–2018**

CANADA-SASKATCHEWAN AGREEMENT ON MINORITY-LANGUAGE EDUCATION AND SECOND OFFICIAL-LANGUAGE INSTRUCTION 2013-2014 TO 2017-2018

Preamble

• Introduction

Saskatchewan has experienced increased economic growth since 2007. In 2012, the Government of Saskatchewan released the *Saskatchewan Plan for Growth*, to ensure a better quality of life in the province. This growth plan outlines the goals to be achieved by 2020 and provides direction for the Saskatchewan Ministry of Education with respect to increasing graduation rates throughout the province.

By July 1, 2013, the province's population had risen to 1,108,303. This represents an increase of 100,000 people since 2007 and an increase of 6,895 people since April 2013.

To mark the contribution of the Fransaskois community to the province's development, the Government of Saskatchewan proclaimed 2012 the Year of the Fransaskois. The proclamation of the year 2012 provided an opportunity for the Fransaskois community to celebrate 100 years of accomplishments and to become better known.

The province will continue to create partnerships that will allow Saskatchewan francophone communities to remain dynamic and to contribute to our province's growth.¹

• Directions 2013-2018

The Ministry is completing the development of the 2014-2020 Education Sector Strategic Plan (ESSP). The government has identified the education priorities for Kindergarten to Grade 12 in Saskatchewan:

- Ensure that, by 2020, Saskatchewan leads the country in Grade 12 graduation rates and that the difference in graduation rates between Aboriginal and non-Aboriginal students is reduced by 50%.
- Develop a unique provincial preschool to Grade 12 assessment program to ensure that school divisions consistently measure and report progress.
- Work with school boards to increase by 20% the number of Grade 3 students reading at "grade level" by 2015.

Working closely with Saskatchewan school divisions, implementation and measurement tools will be finalized in 2014.

These priorities are very much in line with the areas of intervention defined in the *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* (Protocol). The Ministry has also made treaty education compulsory in all grades, along with 30 minutes of physical activity per day in all schools.

A new educational approach called *Student First* is part of the implementation of the ESSP. This approach is about unifying and re-orienting the Saskatchewan education system. The goal of the Government of Saskatchewan is to have the plan in place by spring 2014. The *Saskatchewan Plan for Growth* and the *Student First* approach promote actions that will help us meet our targets.

¹ 2012-2013 Report on French-Language Services

These actions are also in line with the direction taken by the Cabinet Committee on the Child and Family Agenda. This Committee has begun to change the focus on the significant challenges faced by children, youth, and families in Saskatchewan. Its action is directed at these goals:

Children get a good start in life: school readiness, literacy, parenting, overweight and obese children and youth.

Youth are prepared for their future: educational attainment among Aboriginal groups, graduation rates, school attendance.

Families are strong: mental health, addictions, parenting, Fetal Alcohol Spectrum Disorder.

Communities are supportive: inter-agency cooperation and communication.

The Saskatchewan action plan is in line with provincial government priorities and with the goals and priorities set out in the *Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities*.

I. Primary and Secondary Education

• Context

The geographical distribution of students in Saskatchewan remains one of the main factors in providing access to educational services and programs. Saskatchewan has 28 school divisions, made up of one francophone school division and 27 anglophone divisions, and it provides a variety of programs to students who choose French as their language of instruction.

Most school divisions offer French second-language programs. Early Immersion is offered in 61 schools in 18 school divisions. There are Intensive French programs and Post-Intensive French programs in 15 schools in 5 divisions, and Core French programs in all anglophone school divisions and about 450 schools.

The total student population (Kindergarten to Grade 12) in Saskatchewan rose by 6.74% between 2009 and 2013, resulting in a total of 170,582 students.² The *Report on Government of Canada Consultations on Linguistic Duality and Official Languages* (February 2008) indicates that 66% of Saskatchewan residents are in favour of bilingualism, and rising enrolments confirm this. The bilingual population of Saskatchewan decreased by 0.5% (5.1% in 2001 to 4.6% in 2011)³ and now amounts to 46,600 Saskatchewan residents. However, enrolments in Fransaskois, Immersion, and Intensive French have been increasing regularly over the last 4 years. The number of students enrolled in Immersion rose from 9,976 in 2009-2010 to 12,445 in 2013-2014, representing a 25% increase over 4 years. 1,151 students are enrolled in Intensive French and Post-Intensive French. The amalgamation of school divisions has had a negative impact on the provision of Core French programs and those enrolments continue to fall.

The Ministry of Education is responsible for developing curricula and support material, as well as for providing teacher training to facilitate curriculum implementation. In 2013, the Ministry began a program of curriculum renewal. The goal of the renewal is to make the curricula clearer and more concise and to define learning outcomes that detail what students must know and be able to do at the end of each grade.

Curriculum renewal includes the development of performance indicators that will show whether students have attained the desired learning outcomes. The goal of curriculum renewal is to improve student achievement. The goals, objectives, and skills, knowledge and abilities

² <http://www.education.gov.sk.ca/IEF/provincial-school-stats-2013-14>

³ Source: Statistics Canada, Census of Population, 2001 and 2011.

students should develop are similar in French and English curricula and support material. However, curricula are developed or adapted to meet the needs of clients in the various French programs.

A. Minority-Language Education

• Current situation

Saskatchewan offers French minority-language programs. The *Conseil des écoles francsaskoises* (CÉF) is the provincial school division responsible for minority-language education. It includes 15 schools spread across a wide geographical area. In 2013, the CÉF completed the construction of a school-community centre in Regina that welcomed 99 Grade 8 to 12 students in September 2013. The number of students enrolled in CÉF schools reached 1,903 in 2013-2014 (1,556 elementary and secondary students and 347 preschool students).

• Issues/Challenges

The availability of French-language resources continues to be a challenge, along with the lack of qualified staff. Kindergarten to Grade 12 curriculum is being renewed in Saskatchewan. Teachers need instructional resources and support material to help in the adaptation of renewed curricula and for the treaty education now required in all classrooms in the province. Workshops and mentoring will also be provided to support teachers in curriculum implementation.

• Important accomplishments under the 2009-2013 agreement

Saskatchewan provides Fransaskois schools with curricula for all Kindergarten to Grade 12 subjects, including practical and applied arts. Teacher participation in workshops and mentoring demonstrates how important this support is for curriculum implementation. Instructional resources are evaluated and/or developed to support implementation. The construction of the *Pavillon secondaire des Quatre-Vents de Regina* was completed in 2013. This school-community centre houses the secondary level (Grades 8 to 12) of *École Monseigneur de Laval* and the *Carrefour Horizons*. About ten Fransaskois groups and organizations are housed under the same roof in this francophone community facility.

Full-time Kindergarten and pre-Kindergarten programs are offered in all Fransaskois schools and five child and family support centres (*Centre d'appui à la famille et à l'enfant (CAFE)*) have been established in Saskatchewan: Regina, Saskatoon, Gravelbourg, Ponteix and Lloydminster. The CAFEs had 8,192 users in 2012-2013.

Saskatchewan also ensures access to artistic and cultural activities, which are enjoyed and valued by students and teachers. There is a student recruitment and retention campaign.

• Consultation process

The Saskatchewan action plan is the result of numerous consultations. The Ministry has met with stakeholders in French minority-language education, such as the CÉF, the *Assemblée communautaire francsaskoise* (ACF), the *Association des parents francophones* (APF), and other francophone groups, and in French second-language education, such as school divisions and Canadian Parents for French (CPF). These groups submitted proposals for the next five years that will be supported through the action plan.

• Performance measurement strategy

Saskatchewan is using 2012-2013 data to establish its action plan for primary and secondary education. These data come from various sources. The Ministry collects data on enrolments, student achievement and retention at the secondary level, training provided and participation levels, and the provision of programs. Every organization that receives funding through the bilateral agreement must submit an audited financial report and an activities report to us. These

reports are used to collect information on enriched school environments, student participation, resources, and the provision of continuing teacher education.

Performance Measurement Strategy	
Student participation	
1,768 students enrolled in 2012-2013	Student Data Services (SDS), Ministry of Education
Provision of programs	
70 curricula were renewed in 2012-2013	Ministry of Education data (curriculum renewal for FML) and CÉF annual reports
Student performance	
87.3 % of students received a Grade 12 diploma in 2012-2013	Ministry of Education data
Enriched school environments	
11 enriched learning activities were provided in 2012-2013 308 children were enrolled in a preschool program in 2012-2013 in 9 educational centres	Ministry of Education and francophone organization data
Support for educational staff and research	
11 continuing education activities provided in 2012-2013	Ministry of Education, CÉF, <i>Bac en éducation</i> data

B. Second-Language Instruction

- **Current situation**

Saskatchewan provides French second-language curricula for all Kindergarten to Grade 12 subjects in Immersion, and for Core French. Teacher participation in workshops and mentoring demonstrates how important this support is to curriculum implementation. Instructional resources are evaluated and/or developed to support implementation. Saskatchewan will continue Kindergarten to Grade 12 curriculum renewal, a process that will last for several years.

- **Issues/Challenges**

Saskatchewan is continuing curriculum renewal for Kindergarten to Grade 12 French second-language curricula. An integrated curriculum will be developed for Grades 1 and 2, promoting language development through core subjects such as mathematics, science, social studies, physical education, health, and arts education. Teachers need instructional resources, as well as support material, to help with the adaptation of renewed curricula and with treaty education, required in all classrooms in the province. Workshops and mentoring will always be available to support teachers in curriculum implementation. The province is planning to expand Intensive French and Post-Intensive French programs, as well as Late Immersion.

- **Important accomplishments under the 2009-2013 agreement**

Saskatchewan ensures access to artistic and cultural activities, which are enjoyed and valued by students and teachers. These activities help second-language students learn more about francophone culture. There is a recruitment and retention campaign for Immersion, Core French, and Intensive and Post-Intensive French students. The number of Intensive French

classes increased from 10 in 2009 to 23 in 2013. The number of Post-Intensive French classes rose from 18 to 36.

The growth in Intensive and Post-Intensive French programs highlights the need for a variety of second-language programs and entry levels.

- **Consultation process**

The Saskatchewan action plan is the result of numerous consultations. The Ministry has met with all stakeholders in French second-language education. Education consultants from 13 school divisions responsible for French second-language instruction in Saskatchewan, the ACF, the CPF, the *Conseil culturel fransaskois*, as well as other francophone groups, were consulted and participated in the development of the initiatives within the areas of intervention in the action plan. These groups and school divisions submitted proposals for the next five years that will be supported through this action plan.

- **Performance measurement strategy**

Saskatchewan is using 2012-2013 data to establish its action plan for primary and secondary education. These data come from various sources. The Ministry collects data on enrolments, student achievement and retention at the secondary level, training provided and participation levels, and the provision of programs. Every organization that receives funding through the bilateral agreement must submit an audited financial report and an activities report to us. These reports are used to collect information on enriched school environments, student participation, resources, and the provision of continuing teacher education.

Performance Measurement Strategy	
Student participation	
11,767 students were enrolled in Immersion in 2012-2013 37,969 students were enrolled in Core French (Kindergarten to Grade 12) in 2012-2013 1,151 students were enrolled in Intensive French in 2012-2013	Ministry of Education data (Student Data System)
Provision of programs	
54 Immersion curricula were renewed in 2012-2013 5 curricula were renewed, 4 draft versions were completed for Core French in 2012-2013 24 units were developed for Intensive French in 2012-2013	Ministry of Education data (Student Achievement and Supports Branch)
Student performance	
98% of students attained the desired level (Level 14-BL) in Intensive French in 2012-2013 369 students, of a total of 400, graduated in Immersion in 2012-2013 385 students, of a total of 1,416, graduated in Core French in 2012-2013	Ministry of Education data (Student Data System)
Enriched school environments	
11 exchanges took place between linguistic groups in 2012-2013	Ministry of Education data
15 enrichment activities were offered in 2012-2013	Francophone organizations
Support for educational staff and research	
300 schools had staff who received professional development and continuing education in 2012-2013	Ministry of Education and anglophone school division data

II. University and College Postsecondary Education and Training

• Context

Postsecondary – College

Collège Mathieu (CM) is a francophone postsecondary college-level institution serving clients throughout the province. Through CM's *Centre francsaskois de ressources culturelles et pédagogiques* (Le Lien), resources are distributed to members of the community, Fransaskois and Immersion schools, adult learners in the province and in Western Canada, and postsecondary institutions.

Postsecondary – University

The *Bac en éducation*, the French Department, and the *Institut français* (IF) at the University of Regina (U of R) are the postsecondary entities providing university-level programs and courses in French in Saskatchewan.

Since 1982, the *Bac en éducation* has been offering French minority-language and French second-language 4- or 5-year (depending on the specific program) teacher training programs. Students complete their second year at *Université Laval* in Quebec City in order to improve their French-language skills in a francophone setting.

The IF was established as a postsecondary university centre in 2003, at the U of R. Its *Centre de recherche sur les francophonies en milieu minoritaire* (CRFM) supports research projects in French and provides French-language support to students. Together with its partners, the IF is carrying out its provincial mandate, playing a leadership role throughout the province, and participating in the growth and development of the community.

Student population

Two-thirds of the francophone student population resides in the northern part of the province. University services are almost non-existent for these students. More than 50% of francophone Grade 12 graduates leave the province to pursue their education in French. Apart from the students enrolled in the *Bac en éducation*, most francophone students enroll in English-language programs and have no way of maintaining their French. The ACF is working with the institutions and the Ministry of Advanced Education (MAE) in an effort to counter this situation.

Since October 2012, the MAE has been working with all public postsecondary institutions in Saskatchewan, as part of the Deputy Minister Working Group (DMWG), headed by the Deputy Minister of Advanced Education. Two ACF representatives, as well as a CPF representative, are part of this working group. One of the tasks of the DMWG is to identify all educational services provided in French in Saskatchewan and to submit recommendations on the model proposed by Saskatchewan.

A collaborative and interinstitutional governance model might respond to the needs of Saskatchewan's francophone community. This model is based on developing each institution's capacity to provide programs in French and creating opportunities for experiential learning to support the development of the Fransaskois community. All future activities in French education at the postsecondary level in the province will be assessed on the basis of their contribution to a common vision and this interinstitutional collaboration.

The MAE continues to support the *Bac en éducation* and the IF at the U of R, as well as the CM, and it supports the development of French-language capacity in each of the institutions to foster collaboration.

The action plan for postsecondary education in French is in line with the province's *Plan for Growth 2020*. In Saskatchewan, education in French must contribute to:

- education, technical and professional training, and continuing education; and
- the development of the skills required to respond to needs of the labour market.

The MAE is promoting the development of a provincial francophone postsecondary system focussed on learners and founded on the principles of collaboration, cooperation, and partnership. This will allow the province to build its knowledge economy and to meet its labour force needs.

A. Minority-Language Education

• Context

Given the limited number of French minority-language courses and programs offered and the small number of francophone students enrolled at the U of R, it is important to maintain the quality of programs and to attract and retain students interested in pursuing postsecondary education in French.

• Issues/Challenges

Two major factors:

- the limited number of courses and programs offered; and
- the exodus of francophone students to other provinces.

The MAE supports the development and delivery of high-quality services in French and is developing a provincial strategic plan, with the support of the ACF and other partners.

• The following challenges have been identified:

- increase the number of students enrolled in the *Bac en éducation* to counter the significant shortage of minority-language teachers in the francophone school division;
- support the CM in its efforts to develop its specialization with a view to full recognition as one of the province's postsecondary institutions; and
- support the U of R in defining the role that the IF should play in the development of the province's Fransaskois and bilingual community.

• Important accomplishments under the 2009-2013 agreement

- The partnership established by the CM with *Éducacentre* in British Columbia to train early childhood educators doubled the number of students enrolled in this program over 3 years. In 2012-2013, more than sixty (60) students were registered.
- The CM established a training program for teachers' aides and enrolments have risen from 2 to 15 students in 2012-2013.
- The CM has worked to ensure that the number of loans of pedagogical and cultural materials reached 6,000 in the last two years, although it had only anticipated reaching 5,000 loans in 2012-2013.
- All graduates of the *Bac en éducation* had a teaching contract before they finished their program.
- The IF student service centre provided more than 1,200 hours of tutoring per year to undergraduate students at the university. Every day, about 30 students come to the IF rotunda (a francophone gathering space on campus), where they are invited to gather, to speak French, to study, to relax, or to do group work.

Performance Measurement Strategy	
Access to college postsecondary education (<i>Collège Mathieu</i>)	
2 programs were offered: early childhood and teacher's aide with 76 students enrolled overall in 2012-2013	CM data
Support for college teaching staff and research (<i>Collège Mathieu</i>)	
Teachers borrowed 6,000 cultural and pedagogical resource materials in 2012-2013	CM data
Access to university postsecondary education (<i>Institut français</i>)	
Undergraduate students received 1,200 hours of tutoring in 2012-2013	IF data
29 students were enrolled in the <i>Bac en éducation</i> in 2012-2013	<i>Bac en éducation</i> data
66 bursaries were awarded to French minority-language students in 2012-2013, amounting to \$73,000	<i>Bac en éducation</i> data
Support for university teaching staff and research (<i>Institut français</i>)	
The <i>Bac en éducation</i> carried out 3 research projects on teaching and learning strategies in the classroom in 2012-2013	<i>Bac en éducation</i> data

- **Directions 2013-2018**

The MAE hopes that the services developed under the last agreement (2009-2013) will be optimized as the following new activities are taken into consideration:

- The CM hopes to maximize its partnerships in order to increase the number of programs offered to its francophone clients.
- The IF wants to increase the number of francophone students enrolled in the *Bac en éducation*.
- The IF plans to continue offering support to francophone students by providing a tutoring service that will encourage them to pursue their education in French, and to offer undergraduate university courses.

- **Consultation process**

The MAE initiated meetings with Saskatchewan postsecondary institutions to "*coordinate, elaborate, implement, promote and apply Saskatchewan government policies and programs with respect to the future of postsecondary education in French*". Every postsecondary institution whose purpose is to provide services in French was consulted.

B. Second-Language Instruction

- **Context**

Emerging labour force requirements have created an increasing need for technical and practical training in Saskatchewan. The CM offers the training needed for employment in early childhood centres, as well as a teacher's aide program to support education in the province's Immersion and francophone schools. The CM has worked to deliver other certificates and diplomas, such as social economics, event planning, and office management.

The *Bac en éducation* offers second-language teacher training to francophile students wanting to teach in Immersion and Core French schools. Saskatchewan is experiencing a teacher shortage in Immersion and Core French programs in all school divisions.

Every year, the IF offers credit courses in partnership with other faculties on campus. It negotiates which courses will be offered based on needs identified by students and on what courses the ACF considers essential for students to retain their French. The IF will continue to provide tutoring services to students enrolled in the *Bac en éducation* and in undergraduate

courses sponsored by the IF. It offers non-credit second-language courses to students on the U of R campus, to civil servants, and to the general public.

- **Issues/Challenges**

- In its effort to redefine itself as one of the province's public educational institutions, the CM, together with the IF, will have an opportunity to play a central leadership role in achieving the second-language educational goals of the *Saskatchewan Plan for Growth 2020* in the province.
- The MAE is working with the CM to explore offering trades courses, in partnership with SIAST and the province's regional colleges.
- The *Bac en éducation* plans to increase enrolment in its programs in order to respond to the serious shortage of second-language teachers in the province.
- The IF must offer a wider range of courses and develop targeted marketing in order to attract more graduates from Immersion schools to postsecondary education in French.

- **Important accomplishments in second-language instruction under the 2009-2013 agreement**

- The CM surpassed the number of training sessions it had planned and the number of students enrolled in training sessions offered.
- The number of educational and training activities increased at the CM.
- The CM increased the number of partnerships from 3 to 7 in 2012-2013.
- Two university programs were maintained: 1) the *Bac en éducation* and 2) a range of undergraduate courses such as mathematics, kinesiology and biology.
- Enrolment in the *Bac en éducation* rose to 76 in 2012-2013 (higher than anticipated).
- More than 3,000 documents were loaned to support teaching staff and university research in 2012-2013.

- **Performance Measurement Strategy**

Performance Measurement Strategy	
Access to college education (<i>Collège Mathieu</i>)	
28 courses, workshops and continuing education sessions were offered in 2012-2013	CM data
283 students were enrolled in courses, workshops and continuing education sessions in 2012-2013	CM data
Support for college teaching staff and research (<i>Collège Mathieu</i>)	
23 activities related to second-language instruction and professional development were offered in 2012-2013	CM data
The CM had 7 partnerships: with Canadian Parents for French, <i>Éducacentre</i> , the IF, the MAE, the <i>Conseil fransaskois d'éducation postsecondaire</i> , the APF, and the <i>Réseau des Collèges et Cégeps Francophones du Canada</i> , to support French second-language instruction in 2012-2013	CM data
\$148,000 in bursaries were awarded to second-language students	Ministry of Education data
Access to university education (<i>Institut français</i>)	
3 undergraduate French second-language courses were offered in 2012-2013	IF data
21 students were enrolled in French second-language undergraduate courses in 2012-2013	IF data
76 students were enrolled in the French second-language <i>Bac en éducation</i> in 2012-2013	<i>Bac en éducation</i> data

Support to teaching staff and university research (<i>Institut français</i>)	
The IF created 4 advertisements and one video in 2012-2013	IF data
The IF produced 200 brochures and posters and visited 20 second-language schools for student recruitment in 2012-2013	IF data
The IF participated in 10 student recruitment fairs in 2012-2013	IF data

- **Consultation process**

The action plan for second-language postsecondary education was prepared following numerous consultations with the President and the Director of the ACF, the U of R and the CM. The institutions had an opportunity to present their initiatives and projects and to identify their budgetary needs. Consultations were not limited to educational institutions that already receive funding from the Province and from the Department of Canadian Heritage. Working with the ACF and CPF, the University of Saskatchewan, the Saskatchewan Institute of Applied Science and Technology (SIAST), and the Gabriel Dumont Institute were also consulted. All those consulted contributed to the overview of provincial needs in the area of French education in Saskatchewan.

ACTION PLAN
Canada – Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction
2013–2014 to 2017–2018

LINGUISTIC OBJECTIVE								
French Minority Language (FML)								
Area of intervention	Student participation	Performance indicators(s)	Performance target(s)					
			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Proportion and number of eligible students enrolled								
Retention rates for students in:								
• Grade 5 to 6		<ul style="list-style-type: none"> • Increase the proportion of students enrolled by 25%. • Maintain the student retention rate at: <ul style="list-style-type: none"> • 97% for Grade 5 to 6 • 93% for Grade 9 to 10 • Increase the student retention rate increases by 5% for: <ul style="list-style-type: none"> • Grade 7 to 8: from 113 students in 2012-2013 to 118 • Grade 8 to 9: from 111 in 2012-2013 to 116 						
• Grade 7 to 8								
• Grade 8 to 9								
• Grade 9 to 10								
Contributions			2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention								
Canada			\$ 779,600	\$ 755,000	\$ 755,000	\$ 755,000	\$ 755,000	\$ 3,799,600
Saskatchewan			\$ 779,600	\$ 755,000	\$ 755,000	\$ 755,000	\$ 755,000	\$ 3,799,600
Total			\$ 1,559,200	\$ 1,510,000	\$ 1,510,000	\$ 1,510,000	\$ 1,510,000	\$ 7,599,200
By initiative								
Promotion and recruitment of rights holders and newcomers								
	<ul style="list-style-type: none"> – Implement initiatives and integration centres for newcomers in partnership with Fransaskois associations – support a promotional campaign that uses a variety of pamphlets, advertisements, posters – produce information documents for Fransaskois and exogamous parents – participate in the retention forum – facilitate social and cultural integration into the Fransaskois community by developing a sense of belonging 		\$ 200,000	285,000	\$ 285,000	\$ 285,000	\$ 285,000	
Support to the Conseil des écoles francsaskoises (CEF)	<ul style="list-style-type: none"> – assess the current population to better target interventions – facilitate the transition of students into schools and provide the remedial support they need to integrate into the school program and Canadian culture and to succeed in literacy and numeracy – support comprehensive planning in the framework of the Saskatchewan Education Sector Strategic Plan – provide a variety of ways in which students can complete a Kindergarten to Grade 12 program 		\$ 1,359,200	1,225,000	\$ 1,225,000	\$ 1,225,000	\$ 1,225,000	

Area of Intervention	Provision of programs		Performance target(s)				
	Performance indicators(s)		Performance target(s)				
Percentage of renewed curricula being offered			100% of FML Grade 1 - 12 curricula identified by the Ministry are renewed 100 % of FML Level 10, 20, and 30 Physics, Social Studies, Applied and Practical Arts and <i>French First Language</i> curricula identified by the Ministry are renewed Update modified curricula for Levels 11, 21 and 31 as identified by the Ministry				
Contributions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	
By area of intervention							
Canada	\$ 949,950	\$ 900,050	\$ 900,050	\$ 900,050	\$ 900,050	\$ 4,550,150	
Saskatchewan	\$ 949,950	\$ 900,050	\$ 900,050	\$ 900,050	\$ 900,050	\$ 4,550,150	
Total	\$ 1,899,900	\$ 1,800,100	\$ 1,800,100	\$ 1,800,100	\$ 1,800,100	\$ 9,100,300	
By initiative							
Curriculum renewal – renew and develop Kindergarten to Grade 12 curricula	\$ 550,000	\$ 550,000	\$ 550,000	\$ 550,000	\$ 550,000	\$ 2,750,000	
Update Levels 11, 21 and 31 curricula – facilitate the integration of students into the social life of the Fransaskois community by providing individually tailored curricula that retain their Fransaskois character – counteract assimilation and contribute to the vitality of the Fransaskois community by involving students in community activities	\$ 199,900	\$ 200,100	\$ 200,100	\$ 200,100	\$ 200,100	\$ 999,300	
Collaboration with other provincial ministries and community associations – ensure early childhood services and student services by collaborating with the Early Years Branch of the Ministry of Education and the Ministry of Social Services – work with communities to ensure the implementation of services for early childhood	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 750,000	
Student support – ensure that students have access to Francisation, language upgrading (<i>accueil</i>), and distance education – provide adapted courses for students with special needs, academic and career guidance, and counselling	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,500,000	
Instructional resources – develop multi-media resources such as DVDs, kits, guides, website, pamphlets – support the development of APF kits – develop support materials for provincial evaluations – adaptation of existing resources	\$ 500,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 400,000	\$ 2,000,000	

Area of intervention	Student performance	Performance target(s)					
	Performance indicators(s)	Performance target(s)					
Attainment rate of students who obtain their Grade 12 diploma		Increase the Grade 12 attainment rate from 87% in 2012-2013 to 93%					
Attainment rate in reading		Increase the attainment of Grade 3 students who read below grade level -by 20% in 2015 to reach 23% by 2018					
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention							
Canada		\$ 100,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 700,000
Saskatchewan		\$ 100,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 700,000
Total		\$ 200,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,400,000
By initiative							
Training							
- offer leadership training for students		\$ 200,000	\$ 200,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000
- offer training for francophone and exogamous parents, focusing on health and student achievement		\$	\$	\$	\$	\$	\$
Evaluation of student competencies							
- training, workshops, working groups to establish reading level standards		\$0	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000

Enriched school environments	
Area of intervention	Performance indicator(s)
Number of learning enrichment initiatives	Performance target(s) Maintain the number of learning enrichment initiatives at 11
Number of early learning centres for preschool children ready to enter the minority school system	Maintain the number of early learning centres for preschool children ready to enter the minority school system at 9

Contributions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention						
Canada	\$ 285,000	\$ 273,500	\$ 273,500	\$ 273,500	\$ 273,500	\$ 1,379,000
Saskatchewan	\$ 285,000	\$ 273,500	\$ 273,500	\$ 273,500	\$ 273,500	\$ 1,379,000
Total	\$ 570,000	\$ 547,000	\$ 547,000	\$ 547,000	\$ 547,000	\$ 2,758,000
By initiative						
Support for official languages						
– ensure access to bursaries and language assistant programs	\$ 171,100	\$ 148,100	\$ 148,100	\$ 148,100	\$ 148,100	\$ 148,100
– oversee the selection, monitoring and training of language assistants, and logistics for exchanges						
Community-building projects						
– ensure students have access to a variety of activities intended to develop language and culture, such as summer or weekend camps, socio-cultural programs, theme days, youth parliament	\$ 398,900	\$ 398,900	\$ 398,900	\$ 398,900	\$ 398,900	\$ 398,900
– offer cultural and artistic activities such as workshops, performances, presentations, DVDs, handbooks, pamphlets						
– ensure that parents and students have places to meet, to foster the development of language, culture and identity (CLIC), the sense of belonging, and intergenerational relationships						
– CAFE: workshops for parents of preschool children to foster school readiness						

Support for educational staff and research						
Area of intervention	Performance indicators(s)		Performance target(s)			
	Number of professional development and continuous training initiatives		Maintain the number of professional development and continuous training initiatives at 9			
Contributions	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention						
Canada	\$ 165,068	\$ 165,068	\$ 165,068	\$ 165,068	\$ 165,068	\$ 825,340
Saskatchewan	\$ 165,068	\$ 165,068	\$ 165,068	\$ 165,068	\$ 165,068	\$ 825,340
Total	\$ 330,136	\$ 330,136	\$ 330,136	\$ 330,136	\$ 330,136	\$ 1,650,680
By initiative						
Professional development						
– provide continuous training and a variety of implementation workshops to facilitate the implementation of renewed curricula, CMEC kits such as the Pan-Canadian-French-as-a-First-Language Project, CLIC kits, and differentiated learning and instruction	\$ 190,136	\$ 190,136	\$ 190,136	\$ 190,136	\$ 190,136	\$ 190,136
– provide opportunities for participation in conferences, webinars, workshops						
– offer training on how to support students to transition from high school to postsecondary education						
Support materials						
– develop support materials such as instructional guides for teachers, in partnership with francophone associations and teachers, to support the implementation of renewed curricula	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000	\$ 100,000
Research						
– participate and work with teachers in inter-ministerial seminars, in the development of the Education Sector Strategic Plan, in research projects on learning French in a minority setting, on the development of language, culture and identity, and on the inclusion of newcomers	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
– conduct an external evaluation of the Grade 1 to 5 curriculum development pilot project						
Inclusion activities						
– set up school communities with the ACF and the Immigration Branch of the Ministry of the Economy to ensure appropriate transitions for newcomers or exogamous parents	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000

Area of intervention		Access to postsecondary education - College Mathieu					Performance target(s)	
Performance indicator(s)		Performance indicator(s)					Performance target(s)	
Number of programs offered							Increase the number of programs offered from 2 in 2012-2013 to 5	
Number of students enrolled in programs offered							Increase the number of students enrolled in programs and educational activities from 76 in 2012-2013 to 90	
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	
By area of intervention								
Canada		\$ 155,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 755,000	
Saskatchewan		\$ 155,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 150,000	\$ 755,000	
	Total	\$ 310,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 1,510,000	
By initiative								
French minority language certificates and continuous training								
– offer the following certificates: early childhood, academic advisor, health care support worker, nurses aid, office management, record-keeping		\$ 310,000	\$ 300,000	\$ 300,000	\$ 300,000	\$ 300,000		
– offer French first language refresher courses								

Area of intervention		Support for teaching and research - Collège Mathieu				
Performance indicators(s)		Performance target(s)				
Number of resources loaned to support professional development and continuous training		Maintain at 6,000 the number of loans of instructional and cultural documents to support teachers, to students, and for the teaching of French				
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
By area of intervention						Total
Canada		\$ 166,000	\$ 165,000	\$ 165,000	\$ 165,000	\$ 826,000
Saskatchewan		\$ 166,000	\$ 165,000	\$ 165,000	\$ 165,000	\$ 826,000
	Total	\$ 332,000	\$ 330,000	\$ 330,000	\$ 330,000	\$ 1,652,000
By initiative						
Access to instructional, cultural, and community resources						
– provide access to instructional, cultural, and community resources to support teaching and learning at the postsecondary level		332,000 \$	330,000 \$	330,000 \$	330,000 \$	330,000 \$

Area of intervention		Access to postsecondary education - Institut français						
Performance indicators(s)		Performance target(s)						
Number of tutoring sessions for university students		Maintain at 1,200 the number of tutoring hours provided annually						
Number of students enrolled in the minority language Master of Education Program		Maintain the annual enrolment in the minority language Master of Education Program at 6						
Number of bursaries awarded to minority language students		Maintain the number of bursaries awarded to minority-language students at 66						
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	
By area of intervention								
Canada		\$ 90,400	\$ 132,400	\$ 132,400	\$ 132,400	\$ 132,400	\$ 620,000	
Saskatchewan		\$ 90,400	\$ 132,400	\$ 132,400	\$ 132,400	\$ 132,400	\$ 620,000	
	Total	\$ 180,800	\$ 264,800	\$ 264,800	\$ 264,800	\$ 264,800	\$ 1,240,000	
By initiative								
Support to Student Services Center								
– encourage use of services offered by the <i>Centre des étudiants en éducation universitaire</i> by providing support to students in their projects, their writing, and in the development of learning strategies		\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	
– have staff members provide tutoring services to help students improve their writing and speaking abilities								
Development of the knowledge economy in education								
– continue to offer the French Master of Education by providing teachers with the opportunity to pursue their graduate degree		\$0	\$ 21,800	\$ 21,800	\$ 21,800	\$ 21,800	\$ 21,800	
University teacher training								
– continue offering the <i>Bac en éducation</i> , by offering all the courses required for graduation and certification, to train elementary and secondary teachers, in response to the shortage of teachers in the province		\$ 150,800	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	\$ 140,000	
Financial support to students								
– provide financial support to minority-language students through scholarships that enable and encourage them to pursue their postsecondary education in French in Saskatchewan		\$0	\$ 73,000	\$ 73,000	\$ 73,000	\$ 73,000	\$ 73,000	

Support for educational staff and research - Institut français and University of Regina						
Area of intervention	Performance indicators(s)	Performance target(s)				
Number of research projects that support teaching and continuous training		Maintain the number of research projects that support teaching and continuous training at 3				
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total						
By area of intervention						
Canada	\$	2,000	2,000	2,000	2,000	2,000
Saskatchewan	\$	2,000	2,000	2,000	2,000	2,000
Total	\$	4,000	4,000	4,000	4,000	4,000
By initiative						
Research in support of French first-language instruction						
– provide support for teaching-related research projects in the <i>Bac en éducation</i> , such as research projects approved by Saskatchewan Instructional Development and Research Unit - French Education Fund, in order to improve teaching and learning in French by identifying the needs of learners and new instructional methods.						
	\$	4,000	4,000	4,000	4,000	4,000

LINGUISTIC OBJECTIVE French Second Language (FSL)

Area of intervention	Student participation	Performance indicators(s)	Performance targets(s)				
Proportion and number of students enrolled in Immersion			Increase the proportion and number of students enrolled in Immersion from 11,767 to 12,826 – an increase of 9%				
Number of students enrolled in Intensive French and Post-Intensive French			Increase the number of students enrolled in Intensive French (Grades 5 and 6) and Post-Intensive French (Grades 7 to 12) from 1,151 to 1,207 students – an increase of 5%				
Student retention rate from Intensive French to Post-Intensive French			Maintain the retention rate for students from Intensive French (Grades 5 and 6) to Post-Intensive French (Grades 7 to 12) at 95%				
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention							
Canada		\$ 813,500	\$ 795,000	\$ 795,000	\$ 795,000	\$ 795,000	\$ 3,993,500
Saskatchewan		\$ 813,500	\$ 795,000	\$ 795,000	\$ 795,000	\$ 795,000	\$ 3,993,500
	Total	\$ 1,627,000	\$ 1,590,000	\$ 1,590,000	\$ 1,590,000	\$ 1,590,000	\$ 7,987,000
By initiative							
Promotion of programs							
– support promotional campaigns, such as a poster contest, advertising, websites, or pamphlets, in order to increase enrolment		\$ 287,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	
– promote French Second Language Education Week through a poster or multimedia contest for Immersion students							
– produce informational material for parents, such as pamphlets describing new Immersion curricula							
– offer information sessions for school divisions and parents to present a variety of potential French second-language programs							
Support for school boards offering French second-language programs							
– increase the number of Immersion and Grade 7 to 12 Intensive French and Post-Intensive French programs		\$ 1,340,000	\$ 1,340,000	\$ 1,340,000	\$ 1,340,000	\$ 1,340,000	

Area of intervention		Provision of programs				
Performance indicators(s)		Performance target(s)				
Number of renewed curricula offered in Immersion		100% of FSL Grade 1 - 9 curricula identified -by the Ministry are renewed	100% of FSL Grade 1 - 9 curricula identified -by the Ministry are renewed	100% of FSL Grade 1 - 9 curricula identified -by the Ministry are renewed	100% of FSL Grade 1 - 9 curricula identified -by the Ministry are renewed	100% of FSL Grade 1 - 9 curricula identified -by the Ministry are renewed
		100% of FSL Levels 10, 20, 30 in Physical Education, Social Studies, Applied and Practical Arts and immersion curricula identified by the Ministry are renewed	100% of FSL Levels 10, 20, 30 in Physical Education, Social Studies, Applied and Practical Arts and immersion curricula identified by the Ministry are renewed	100% of FSL Levels 10, 20, 30 in Physical Education, Social Studies, Applied and Practical Arts and immersion curricula identified by the Ministry are renewed	100% of FSL Levels 10, 20, 30 in Physical Education, Social Studies, Applied and Practical Arts and immersion curricula identified by the Ministry are renewed	100% of FSL Levels 10, 20, 30 in Physical Education, Social Studies, Applied and Practical Arts and immersion curricula identified by the Ministry are renewed
		100% of FSL modified Levels 11, 21 and 31 modified curricula identified by the Ministry of Education are renewed	100% of FSL modified Levels 11, 21 and 31 modified curricula identified by the Ministry of Education are renewed	100% of FSL modified Levels 11, 21 and 31 modified curricula identified by the Ministry of Education are renewed	100% of FSL modified Levels 11, 21 and 31 modified curricula identified by the Ministry of Education are renewed	100% of FSL modified Levels 11, 21 and 31 modified curricula identified by the Ministry of Education are renewed
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
By area of intervention		Total				
Canada		987,000 \$	987,000 \$	987,000 \$	987,000 \$	987,000 \$
Saskatchewan		987,000 \$	987,000 \$	987,000 \$	987,000 \$	987,000 \$
	Total	1,974,000 \$	1,974,000 \$	1,974,000 \$	1,974,000 \$	1,974,000 \$
By initiative						
Curriculum renewal						
- renew Kindergarten to Grade 12 curricula		\$ 899,000	\$ 899,000	\$ 899,000	\$ 899,000	\$ 899,000
- purchase curricula not currently available in Saskatchewan						
Inter-ministerial collaboration						
- ensure that early childhood services, student services, and provincial evaluations are available in French by collaborating with other ministries such as the Ministry of Health, the Ministry of Social Services, and the Ministry of Justice, in keeping with the <i>Student First</i> approach and the <i>Child and Youth Agenda</i> of Saskatchewan		\$ 175,000	\$ 175,000	\$ 175,000	\$ 175,000	\$ 175,000
Development of resources						
- develop curricula in support of enhanced French						
- participate in the development of resources, in collaboration with teachers						
- support the acquisition of resources for Intensive French and Post-Intensive French		\$ 900,000	\$ 900,000	\$ 900,000	\$ 900,000	\$ 900,000
- adapt resources for the <i>Help Me Tell My Story</i> initiative and support- documents for the <i>Tell Them From Me</i> initiative for teachers, school administrators, and parents						

Area of intervention	Student performance	Performance indicators(s)	Performance target(s)				
Attainment rate of students in Intensive French			Maintain the proportion of students who attain the desired level (Level 14 – BL) in Intensive French at 98%				
Success rate in Immersion (students who have obtained their Grade 12 diploma with bilingual mention)			Maintain the proportion of students who obtain their Grade 12 diploma with bilingual mention at 92%				
Attainment rate in reading			Increase the reading level of Grade 3 students not reading at grade level by 20%				
Success rate in Core French (students who have passed the Core French course up to Grade 12)			Maintain the proportion of students who obtain their Grade 12 diploma with Core French credits at 96%				
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention							
Canada		\$ 475,000	\$ 475,000	\$ 475,000	\$ 475,000	\$ 475,000	\$ 2,375,000
Saskatchewan		\$ 475,000	\$ 475,000	\$ 475,000	\$ 475,000	\$ 475,000	\$ 2,375,000
	Total	\$ 950,000	\$ 950,000	\$ 950,000	\$ 950,000	\$ 950,000	\$ 4,750,000
By initiative							
Training to improve student performance							
— offer an annual training symposium for Intensive French and Post-Intensive French teachers, focussing on teaching strategies for student success							
— train evaluators to evaluate student performance in Intensive French and Post-Intensive French		\$ 780,000	\$ 780,000	\$ 780,000	\$ 780,000	\$ 780,000	\$ 780,000
— offer workshops on the development of transdisciplinary competencies, such as literacy and numeracy, to improve student achievement							
Evaluation							
— have the oral and written performance of Intensive French and Post-Intensive French students evaluated by the Assessment Unit of the Ministry of Education		\$ 170,000	\$ 170,000	\$ 170,000	\$ 170,000	\$ 170,000	\$ 170,000
— develop tools to support provincial evaluations such as the evaluation of Grade 3 reading levels							

Area of intervention

Enriched school environments

Performance indicators(s)	Performance target(s)					
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
Number of exchanges between language groups			Increase the number of language group exchanges from 11 students in 2012-2013 to 15 students			
Number of learning enrichment initiatives			Maintain the number of enrichment and learning initiatives at 15			
Contributions						
By area of intervention						
Canada	\$ 338,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,338,000
Saskatchewan	\$ 338,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 250,000	\$ 1,338,000
Total	\$ 676,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 500,000	\$ 2,676,000
By initiative						
Community-building projects						
– ensure that students have access to language and cultural activities, such as the oratorical contest, summer and weekend camps, cultural and artistic performances, <i>Francofièvre</i> and mini- <i>Francofièvre</i> , career fairs, <i>Rendez-vous fransaskois</i>	\$ 566,000	\$ 390,000	\$ 390,000	\$ 390,000	\$ 390,000	
Official languages support						
– ensure access to Odyssey Program bursaries and language assistants	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	\$ 80,000	
– oversee the provincial coordination of selection, training and logistics for Odyssey Program monitors and bursaries						
Exchanges						
– provide the opportunity for students to participate in the Sask-Quebec exchange through funding to school divisions	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	

Area of intervention		Support for educational staff and research						Performance indicator(s)		Performance target(s)	
Ratio between professional development activities and number of renewed curricula								Maintain the ratio between the number of professional development activities and number of renewed curricula at 1:1. A professional development opportunity will be provided for each renewed curriculum			
Number of published reports on French second-language instruction								3 reports on French second-language instruction are published by 2017-2018			
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total				
By area of intervention											
Canada		\$ 512,526	\$ 512,526	\$ 512,526	\$ 512,526	\$ 512,526	\$ 512,526	\$ 2,562,630			
Saskatchewan		\$ 512,526	\$ 512,526	\$ 512,526	\$ 512,526	\$ 512,526	\$ 512,526	\$ 2,562,630			
	Total	\$ 1,025,052	\$ 1,025,052	\$ 1,025,052	\$ 1,025,052	\$ 1,025,052	\$ 1,025,052	\$ 5,125,260			
By initiative											
Training											
— offer implementation workshops on how to adapt and use renewed curricula, feedback sessions, and curriculum validation											
— provide access to bursaries for upgrading courses											
— offer workshops and mentoring to support school boards in the provision of a complete Kindergarten to Grade 12 program		\$ 384,052	\$ 384,052	\$ 384,052	\$ 384,052	\$ 384,052	\$ 384,052				
— support partnerships between school boards with French second-language programs and Fransaskois organizations such as the <i>Conseil culturel Fransaskois</i> and the ACF											
Support materials											
— working with teachers, promote the development of support materials associated with renewed curricula		\$ 621,000	\$ 621,000	\$ 621,000	\$ 621,000	\$ 621,000	\$ 621,000				
— develop multi-media material such as CDs, DVDs, and guides related to renewed curricula											
Partnerships with universities											
— work with various French second-language research partners such as the <i>Bac en éducation</i> at the University of Regina		\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000				

Access to postsecondary education – Collège Mathieu

Area of intervention	Performance indicators(s)		Performance target(s)				
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total	
Number of adult education training sessions, courses, and workshops Maintain the number of training sessions, workshops and courses offered for second- language learners at 28							
Number of students enrolled in courses, workshops and training sessions Increase the number of students enrolled in courses, workshops and adult education from 283 in 2012-2013 to 300							
Contributions							
By area of intervention							
Canada	\$ 192,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 1,048,000	
Saskatchewan	\$ 192,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 214,000	\$ 1,048,000	
Total	\$ 384,000	\$ 428,000	\$ 428,000	\$ 428,000	\$ 428,000	\$ 2,096,000	
By initiative							
College education and training in French							
– offer adult education and training on an <i>ad hoc</i> basis, as well as French- language courses and activities at the college postsecondary level, such as French for Parents, beginner and intermediate French classes, and Conversational French – develop marketing tools for recruitment and for the promotion of adult education							
\$	328,000	\$ 372,000	\$ 372,000	\$ 372,000	\$ 372,000		
Improved access							
– foster student support and develop enriched learning environments by implementing a virtual campus, tools and on-line methods, such as learning models, problem-solving, and critical and creative thinking, which students can access to improve their success							
\$	40,000	\$ 40,000	\$ 40,000	\$ 40,000	\$ 40,000		
Recruitment and promotion							
– develop marketing and communications tools for recruitment (pamphlets, brochures, etc.) aimed at French second-language learners and parents							
\$	16,000	\$ 16,000	\$ 16,000	\$ 16,000	\$ 16,000		

Support for college teaching and research – College Mathieu

Area of intervention	Performance indicators(s)	Performance target(s)				
	Number of activities related to teaching and professional development	Maintain the number of activities related to teaching and professional development at 23				
	Number of partnerships with other college institutions	Maintain the number of partnerships with other college institutions at 7				
Contributions						
By area of intervention						
Canada	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
	\$ 199,000	\$ 181,000	\$ 181,000	\$ 181,000	\$ 181,000	\$ 923,000
Saskatchewan	\$ 199,000	\$ 181,000	\$ 181,000	\$ 181,000	\$ 181,000	\$ 923,000
Total	\$ 398,000	\$ 362,000	\$ 362,000	\$ 362,000	\$ 362,000	\$ 1,846,000
By initiative						
Adult education and professional development						
– support the co-ordination and delivery of second-language training	\$ 380,000	\$ 350,000	\$ 350,000	\$ 350,000	\$ 350,000	\$ 350,000
Research						
– maintain support for research on college second-language teaching leading to new partnerships to identify the needs of second-language learners	\$ 10,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Partnerships						
– facilitate collaboration among organizations, associations and institutions in support of language teaching and learning, such as memoranda of agreement, joint adult education initiatives, and partnerships with institutions like <i>Collège Boréal</i> , the <i>Réseau des Collèges et des Cégeps Francophones du Canada</i> , SIAST, the University of Regina, Pakland College, Great Plains College, the <i>Réseau de l'alphabétisme et des compétences essentielles du Canada</i> , and other colleges or institutions, to support college education in Saskatchewan	\$ 8,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000

Area of intervention		Access to postsecondary education – Institut français and University of Regina					
	Performance indicators(s)	Performance target(s)					
	Number of courses offered at the undergraduate level					Increase the number of courses offered at the undergraduate level from 3 in 2012-2013 to 5	
	Number of students enrolled in courses offered at the undergraduate level					Increase enrolment in undergraduate courses from 21 to 35	
	Number of French second-language students enrolled in the <i>Bac en éducation</i>					Increase second-language enrolments in the <i>Bac en éducation</i> from 76 to 104	
	Number of bursaries awarded to French second-language students					Increase the number of bursaries awarded to French second-language students to 155	
	Number of students enrolled in the French second-language Master of Education program					Maintain enrolment in the French second-language Master of Education at 4	
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention							
	Canada	\$ 308,000	\$ 416,500	\$ 416,500	\$ 416,500	\$ 416,500	\$ 1,974,000
	Saskatchewan	\$ 308,000	\$ 416,500	\$ 416,500	\$ 416,500	\$ 416,500	\$ 1,974,000
	Total	\$ 616,000	\$ 833,000	\$ 833,000	\$ 833,000	\$ 833,000	\$ 3,948,000
By initiative							
	University undergraduate education						
	– offer FLS undergraduate courses in partnership with other faculties, whereby faculties offer undergraduate French credit courses, such as mathematics, biology, kinesiology, etc. in French, paid for by the <i>Institut français</i>	\$ 60,000	\$ 65,000	\$ 65,000	\$ 65,000	\$ 65,000	\$ 65,000
	Teacher training for French second-language schools and programs						
	– maintain the Elementary and Secondary – Immersion and the Secondary – Core French <i>Bac en éducation</i>	\$ 556,000	\$ 556,000	\$ 556,000	\$ 556,000	\$ 556,000	\$ 556,000
	Development of knowledge economy in French second-language education						
	– maintain the French second-language Master of Education by offering teachers in Saskatchewan the opportunity to pursue their graduate degree	\$ 0	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
	Financial support to students						
	– increase access to postsecondary education for French second-language students by offering bursaries	\$ 0	\$ 192,000	\$ 192,000	\$ 192,000	\$ 192,000	\$ 192,000

Area of intervention		Support for educational staff and university research – <i>Institut français</i>					
Performance indicators(s)		Performance targets(s)					
Number of advertisements and video clips Number of pamphlets and posters Number of schools visited Number of career fairs at the <i>Institut français</i>		Maintain the number of advertisements at 4 Maintain the number of videoclips at 1 Produce 200 pamphlets and posters annually Increase the number of schools visited from 20 to 25 Increase the participation in career fairs from 10 in 2012-2013 to 12 per year					
Contributions		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Total
By area of intervention							
Canada		\$ 214,500	\$ 208,500	\$ 208,500	\$ 208,500	\$ 208,500	\$ 1,048,500
Saskatchewan		\$ 214,500	\$ 208,500	\$ 208,500	\$ 208,500	\$ 208,500	\$ 1,048,500
Total		\$ 429,000	\$ 417,000	\$ 417,000	\$ 417,000	\$ 417,000	\$ 2,097,000
By initiative							
Recruitment and promotion							
– develop communications and marketing tools, such as pamphlets, posters, advertisements, and video clips on social media, for student recruitment and the promotion of Francophone Campus activities – carry out targeted recruitment of students for the Francophone Campus, such as school visits and participation in career fairs		\$ 71,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	
Support to university teaching and administration							
– provide administrative support for university programs such as administrative assistance, translation/adaptation, class delivery, and operational costs		\$ 358,000	\$ 347,000	\$ 347,000	\$ 347,000	\$ 347,000	

Summary

LINGUISTIC OBJECTIVE	French Minority Language (FML)		
Area of Intervention	Contributions		
Primary and Secondary	Canada	SK	Total
Student participation	\$ 3,799,600	\$ 3,799,600	\$ 7,599,200
2013-2014	\$ 779,600	\$ 779,600	\$ 1,559,200
2014-2015	\$ 755,000	\$ 755,000	\$ 1,510,000
2015-2016	\$ 755,000	\$ 755,000	\$ 1,510,000
2016-2017	\$ 755,000	\$ 755,000	\$ 1,510,000
2017-2018	\$ 755,000	\$ 755,000	\$ 1,510,000
Provision of programs	\$ 4,550,150	\$ 4,550,150	\$ 9,100,300
2013-2014	\$ 949,950	\$ 949,950	\$ 1,899,900
2014-2015	\$ 900,050	\$ 900,050	\$ 1,800,100
2015-2016	\$ 900,050	\$ 900,050	\$ 1,800,100
2016-2017	\$ 900,050	\$ 900,050	\$ 1,800,100
2017-2018	\$ 900,050	\$ 900,050	\$ 1,800,100
Student performance	\$ 700,000	\$ 700,000	\$ 1,400,000
2013-2014	\$ 100,000	\$ 100,000	\$ 200,000
2014-2015	\$ 150,000	\$ 150,000	\$ 300,000
2015-2016	\$ 150,000	\$ 150,000	\$ 300,000
2016-2017	\$ 150,000	\$ 150,000	\$ 300,000
2017-2018	\$ 150,000	\$ 150,000	\$ 300,000
Enriched school environments	\$ 1,379,000	\$ 1,379,000	\$ 2,758,000
2013-2014	\$ 285,000	\$ 285,000	\$ 570,000
2014-2015	\$ 273,500	\$ 273,500	\$ 547,000
2015-2016	\$ 273,500	\$ 273,500	\$ 547,000
2016-2017	\$ 273,500	\$ 273,500	\$ 547,000
2017-2018	\$ 273,500	\$ 273,500	\$ 547,000
Support for educational staff and research	\$ 825,340	\$ 825,340	\$ 1,650,680
2013-2014	\$ 165,068	\$ 165,068	\$ 330,136
2014-2015	\$ 165,068	\$ 165,068	\$ 330,136
2015-2016	\$ 165,068	\$ 165,068	\$ 330,136
2016-2017	\$ 165,068	\$ 165,068	\$ 330,136
2017-2018	\$ 165,068	\$ 165,068	\$ 330,136
Postsecondary			
Access to college postsecondary education	\$ 755,000	\$ 755,000	\$ 1,510,000
2013-2014	\$ 155,000	\$ 155,000	\$ 310,000
2014-2015	\$ 150,000	\$ 150,000	\$ 300,000
2015-2016	\$ 150,000	\$ 150,000	\$ 300,000
2016-2017	\$ 150,000	\$ 150,000	\$ 300,000
2017-2018	\$ 150,000	\$ 150,000	\$ 300,000
Support for college teaching and research	\$ 826,000	\$ 826,000	\$ 1,652,000
2013-2014	\$ 166,000	\$ 166,000	\$ 332,000
2014-2015	\$ 165,000	\$ 165,000	\$ 330,000
2015-2016	\$ 165,000	\$ 165,000	\$ 330,000
2016-2017	\$ 165,000	\$ 165,000	\$ 330,000
2017-2018	\$ 165,000	\$ 165,000	\$ 330,000
Access to university postsecondary education	\$ 620,000	\$ 620,000	\$ 1,240,000
2013-2014	\$ 90,400	\$ 90,400	\$ 180,800
2014-2015	\$ 132,400	\$ 132,400	\$ 264,800
2015-2016	\$ 132,400	\$ 132,400	\$ 264,800
2016-2017	\$ 132,400	\$ 132,400	\$ 264,800
2017-2018	\$ 132,400	\$ 132,400	\$ 264,800
Support for educational staff and university research	\$ 10,000	\$ 10,000	\$ 20,000
2013-2014	\$ 2,000	\$ 2,000	\$ 4,000
2014-2015	\$ 2,000	\$ 2,000	\$ 4,000
2015-2016	\$ 2,000	\$ 2,000	\$ 4,000
2016-2017	\$ 2,000	\$ 2,000	\$ 4,000
2017-2018	\$ 2,000	\$ 2,000	\$ 4,000
Total FML=40% of the agreement	\$ 13,465,090	\$ 13,465,090	\$ 26,930,180

LINGUISTIC OBJECTIVE	French Second Language (FSL)		
Area of Intervention	Contributions		
Primary and Secondary	Canada	SK	Total
Student participation	\$ 3,993,500	\$ 3,993,500	\$ 7,987,000
2013-2014	\$ 813,500	\$ 813,500	\$ 1,627,000
2014-2015	\$ 795,000	\$ 795,000	\$ 1,590,000
2015-2016	\$ 795,000	\$ 795,000	\$ 1,590,000
2016-2017	\$ 795,000	\$ 795,000	\$ 1,590,000
2017-2018	\$ 795,000	\$ 795,000	\$ 1,590,000
Provision of programs	\$ 4,935,000	\$ 4,935,000	\$ 9,870,000
2013-2014	\$ 987,000	\$ 987,000	\$ 1,974,000
2014-2015	\$ 987,000	\$ 987,000	\$ 1,974,000
2015-2016	\$ 987,000	\$ 987,000	\$ 1,974,000
2016-2017	\$ 987,000	\$ 987,000	\$ 1,974,000
2017-2018	\$ 987,000	\$ 987,000	\$ 1,974,000
Student performance	\$ 2,375,000	\$ 2,375,000	\$ 4,750,000
2013-2014	\$ 475,000	\$ 475,000	\$ 950,000
2014-2015	\$ 475,000	\$ 475,000	\$ 950,000
2015-2016	\$ 475,000	\$ 475,000	\$ 950,000
2016-2017	\$ 475,000	\$ 475,000	\$ 950,000
2017-2018	\$ 475,000	\$ 475,000	\$ 950,000
Enriched school environments	\$ 1,338,000	\$ 1,338,000	\$ 2,676,000
2013-2014	\$ 338,000	\$ 338,000	\$ 676,000
2014-2015	\$ 250,000	\$ 250,000	\$ 500,000
2015-2016	\$ 250,000	\$ 250,000	\$ 500,000
2016-2017	\$ 250,000	\$ 250,000	\$ 500,000
2017-2018	\$ 250,000	\$ 250,000	\$ 500,000
Support for educational staff and research	\$ 2,562,630	\$ 2,562,630	\$ 5,125,260
2013-2014	\$ 512,526	\$ 512,526	\$ 1,025,052
2014-2015	\$ 512,526	\$ 512,526	\$ 1,025,052
2015-2016	\$ 512,526	\$ 512,526	\$ 1,025,052
2016-2017	\$ 512,526	\$ 512,526	\$ 1,025,052
2017-2018	\$ 512,526	\$ 512,526	\$ 1,025,052
Postsecondary			
Access to college postsecondary education	\$ 1,048,000	\$ 1,048,000	\$ 2,096,000
2013-2014	\$ 192,000	\$ 192,000	\$ 384,000
2014-2015	\$ 214,000	\$ 214,000	\$ 428,000
2015-2016	\$ 214,000	\$ 214,000	\$ 428,000
2016-2017	\$ 214,000	\$ 214,000	\$ 428,000
2017-2018	\$ 214,000	\$ 214,000	\$ 428,000
Support for college teaching and research	\$ 923,000	\$ 923,000	\$ 1,846,000
2013-2014	\$ 199,000	\$ 199,000	\$ 398,000
2014-2015	\$ 181,000	\$ 181,000	\$ 362,000
2015-2016	\$ 181,000	\$ 181,000	\$ 362,000
2016-2017	\$ 181,000	\$ 181,000	\$ 362,000
2017-2018	\$ 181,000	\$ 181,000	\$ 362,000
Access to university postsecondary education	\$ 1,974,000	\$ 1,974,000	\$ 3,948,000
2013-2014	\$ 308,000	\$ 308,000	\$ 616,000
2014-2015	\$ 416,500	\$ 416,500	\$ 833,000
2015-2016	\$ 416,500	\$ 416,500	\$ 833,000
2016-2017	\$ 416,500	\$ 416,500	\$ 833,000
2017-2018	\$ 416,500	\$ 416,500	\$ 833,000
Support for educational staff and university research	\$ 1,048,500	\$ 1,048,500	\$ 2,097,000
2013-2014	\$ 214,500	\$ 214,500	\$ 429,000
2014-2015	\$ 208,500	\$ 208,500	\$ 417,000
2015-2016	\$ 208,500	\$ 208,500	\$ 417,000
2016-2017	\$ 208,500	\$ 208,500	\$ 417,000
2017-2018	\$ 208,500	\$ 208,500	\$ 417,000
Total FSL=60% of the agreement	\$ 20,197,630	\$ 20,197,630	\$ 40,395,260

\$ 2 693 018 per year (FML) & \$4 039 526 per year (FSL)

**PROTOCOL STRATEGIC FRAMEWORK
2013–2014 TO 2017–2018**

AREAS OF INTERVENTION	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 communities comparable to that of majority community students 	<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., francization, 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 sport 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 in the minority language 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

AREAS OF INTERVENTION	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/or and 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 extra-curricular 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 sport 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

**MODELS
ACTION PLAN – ANNUAL REPORT (EXPENDITURES AND IMPLEMENTATION STATUS) AND PERIODIC REPORT
SASKATCHEWAN**

LINGUISTIC OBJECTIVE [2 linguistic objectives]	Minority Language / Second Language
AREA OF INTERVENTION [6 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.

Performance Indicator(s) Examples Number of students enrolled in minority schools compared to desired number and % of progress.	Action Plan		Periodic Report (End of Years 2 and 5)	
	Performance Target(s) Examples Increase by xx% the number of students enrolled in minority schools compared to xx% of students enrolled in 2012-2013.	Progress	Explanation of Variance	

Years 2013-2014 2014-2015 2015-2016 2016-2017 2017-2018 Total	Action Plan			Annual Report		
	Planned Investments by Area of Intervention			Actual Expenditures		
	Federal	Provincial	Total	Federal	Provincial	Total

Planned Initiatives Initiative 1: (title and description) Initiative 2: (title and description)	Action Plan		Annual Report		
	Total Planned Contributions by Initiative (annual or breakdown by year if amounts vary)	Total Actual Contributions	Implementation Status (1, 2 or 3*)	Explanation of Variance	

Legend for Implementation status: 1 - Initiative completed or on schedule and on budget 2 - Initiative delayed or initiative has undergone significant revisions to the planned scope, schedule or budget 3 - Implementation compromised or cancelled
* Explanation required if Implementation status is at level 2 or 3.

Approved by: _____ (authorized provincial representative) Date: March 25th, 2014

**MODEL
INTERIM FINANCIAL STATEMENT
SASKATCHEWAN**

Action Plan			Anticipated and Actual Expenditures					
Planned Investments by Area of Intervention			Federal		Provincial		Total	
Years	Federal	Provincial	Total	Year	Actual as of September 30	Anticipated from October 1 to March 31	Actual as of September 30	Anticipated from October 1 to March 31
2013-2014								
2014-2015								
2015-2016								
2016-2017								
2017-2018								
Total								

Action Plan		Anticipated and Actual Expenditures		
Planned Initiatives	Total Planned Contributions by Initiative (annual or breakdown by year if amounts vary)	Year	Total	
			Actual as of September 30	Anticipated from October 1 to March 31
Initiative 1: (title and description)				
Initiative 2: (title and description)				

Approved by: _____ (authorized provincial representative)

Date: March 25th, 2014.

ANNEX 6

Le CSF va de l'avant avec la facturation de la prématernelle

Publié le samedi 2 septembre 2017



Le Conseil scolaire fransaskois (CSF) a tenu, le 2 septembre, une séance extraordinaire par audioconférence. Photo : Radio-Canada/Amélia MachHour

Le Conseil scolaire fransaskois (CSF) a tenu, samedi matin, une séance extraordinaire par audioconférence portant sur la facturation de la prématernelle. Le président par intérim du CSF, Martin Prince, souhaitait avoir une discussion sur le sujet alors que tous les élus étaient présents.

Un texte d'**Amélia MachHour**

Certains conseillers ont mis de l'avant leurs inquiétudes, alors que d'autres ont affirmé avoir reçu une rétroaction positive de la part des parents concernant la facturation de la prématernelle pour des frais qui pourraient s'élever jusqu'à 80,88 \$ par mois par enfant.

En mai dernier, le Conseil des écoles fransaskoises (CEF) a indiqué qu'il espérait amasser 158 000 \$ en 2017-2018 grâce au projet, une somme qui serait réinvestie en animation culturelle et en éducation à distance.

Certains conseillers ont notamment des appréhensions quant à la « compétition » présente en milieu rural et craignent que d'imposer de tels frais mensuels aux parents ait un impact négatif sur les inscriptions.

À lire aussi :

- [Le CSF veut éviter des frais pour la prématernelle 4 ans](#)
- [CEF : compressions et frais pour la prématernelle](#)

Le conseiller scolaire, Alpha Barry, a d'ailleurs soumis au vote une proposition pour revenir sur la décision du CSF de facturer la prématernelle. Il a, entre autres, mis de l'avant le manque d'informations sur laquelle la décision a été prise, mais aussi le surplus budgétaire prévu pour l'année 2016-2017 qui, selon lui, pourrait couvrir les 158 000 \$ que le CEF espère amasser avec la facturation de la prématernelle.

La proposition d'Alpha Barry a été défaite puisque le vote s'est soldé par une égalité de trois contre trois.

La prochaine séance régulière aura lieu le 8 septembre 2017 à Regina.

Vos réactions

Veillez noter que Radio-Canada ne cautionne pas les opinions exprimées. Vos commentaires seront modérés, et publiés s'ils respectent [la nétiquette](#). Bonne discussion!

L'information vous passionne? Nous aussi! Abonnez-vous à notre infolettre pour ne rien manquer.

ANNEX 7



Government
— of —
Saskatchewan

Minister of Education
Legislative Building
Regina, Canada S4S 0B3



NOV 15 2017

Mr. Martin Prince
Interim President of the Conseil Scolaire Fransaskois
1440 9th Avenue N
REGINA SK S4R 8B1

Dear Mr. Prince:

Thank you for your recent letter regarding the renewal of the *Canada-Saskatchewan Agreement on Minority-Language Education and Second Official-Language Instruction*, "The Agreement."

The current *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2018* (the Protocol) will expire on March 31, 2018. Negotiations of the Protocol are conducted between officials of the provinces and territories under the Official Language in Education Protocol (OLEP) committee, the Council of Ministers of Education, Canada (CMEC), and the Department of Canadian Heritage. Canadian Heritage officials submitted their first draft of the Protocol on July 19, 2017. Provincial and territorial officials met on September 13, 2017, and provided a counter proposal. Canadian Heritage officials met in October with the director of CMEC and the chair of OLEP committee to discuss the proposed changes.

Once the Protocol is signed between CMEC and Canadian Heritage, officials from the Ministry of Education and their federal counterparts will negotiate the new Agreement. Due to the delayed start in the negotiation, it is not clear at this time if all parties will ratify a new Protocol by March 2018.

I have asked Donna Johnson, Assistant Deputy Minister to meet with you and your board at your earliest convenience to discuss the progress of the protocol negotiations and the upcoming agreement.

... 2

Mr. Martin Prince

Page 2

Please contact Anne-Marie Chevalier, Director of the Strategic Policy unit, at 306-798-1884 or anne-marie.chevalier@gov.sk.ca to arrange for a meeting.

Thank you for taking the time to write with your concerns.

Sincerely,

A handwritten signature in blue ink, appearing to be 'Bronwyn Eyre', with a long horizontal flourish extending to the right.

Bronwyn Eyre
Minister of Education

cc: Donna Johnson, Assistant Deputy Minister of Education
Anne-Marie Chevalier, Director, Strategic Policy Unit, Ministry of Education

ANNEX 8



**Conseil des écoles
fransaskoises**

Please help!

**The Fransaskois community is at the mercy of
the assimilationist policies
of the government of Saskatchewan and
Parliament is missing in action**

Brief of the Conseil des écoles fransaskoises presented to the
Standing Committee on Official Languages
as part of its study on access to minority language early learning services

Alpha Barry

President of the Conseil des écoles fransaskosies

Friday, March 2nd, 2018

Introduction

1. The importance of early childhood education for intellectual, emotional and identity development hardly needs to be repeated. It is the reason that, in all provinces and territories, including Saskatchewan, initiatives have been adopted in schools to develop education programs beginning in early childhood.
2. It is a topic of focus for the federal government and is addressed in the 2018 Federal Budget. The Multilateral Early Learning and Child Care Framework (“*Multilateral Framework*”) between the federal government and the provinces and territories, signed in 2017, recognizes and supports this important step in the education continuum. For example, according to the *Multilateral Framework*:

[...] quality early learning and child care systems play an important role in promoting the social, emotional, physical and cognitive development of young children and can support positive lifelong benefits.¹

[...] des systèmes de qualité en matière d'apprentissage et de garde des jeunes enfants jouent un rôle important dans la promotion du développement social, affectif physique et cognitif des jeunes enfants et que de tels programmes seront profitables aux enfants tout au long de leur vie.

3. As this Committee knows, early childhood is an even more crucial stage for minority francophone and Acadian communities. It is the developmental stage when children most easily learn language and the period during which they develop a connection to their community.² French language early learning programs slow assimilation and act as a counterbalance to the effects of exogamy. According to the 2017 report published by the Advisory Committee on Francophone Affairs regarding early learning education in Saskatchewan:

Since children tend to identify with the environment they live in, one cannot deny how critical early learning is in a child's development. In a predominantly

On ne peut nier à quel point l'apprentissage de la petite enfance est essentiel au développement de l'enfant. Les enfants ont tendance à s'identifier au

¹ The Ministry of Employment and Social Development Canada announced the signature of the *Multilateral Early Learning and Child Care Framework*, June 12th, 2017 (**Schedule “1”**). Canada, Employment and Social Development Canada, *Framework, Multilateral Early Learning and Child Care Framework*, (June 12 2017) [*Multilateral Framework*] (**Schedule “2”**).

² Saskatchewan, Advisory Committee on Francophone Affairs, *Report: French-language Early Learning and Child Care Services*, Regina, Provincial Secretariat, July 2017 at p 3 [*Report: Early childhood education and care services in French*] (**Schedule “3”**); see also Assemblée communautaire francophone, *Feuille de route 2008-2013 : la perspective francophone : Favoriser un avenir prometteur pour les organismes et les institutions de la communauté francophone dans le cadre de la dualité linguistique au Canada est un engagement concret au service de tout le pays*, Brief of the Assemblée communautaire francophone to the Standing Committee on Official Languages, (November 2011) at p 9 [Assemblée communautaire francophone, OCOL Brief].

Anglophone society, and without adequate services that support a Francophone culture and language, the child identifies with the Anglophone culture and language which leads to assimilation.³

milieu dans lequel ils vivent. Dans une société majoritairement anglophone, et sans les services suffisants pour soutenir la culture francophone et la langue française, l'enfant s'identifie à la culture et à la langue anglaise, ce qui mène à l'assimilation.

4. In Saskatchewan, the Conseil des écoles fransaskoises ("CÉF") is the only school board authorized to offer French first language instruction. Like all other school boards, the CÉF offers early learning education programs. More than 203 students are enrolled in prekindergarten in its 12 schools (part time for children age three, full time for children age four).⁴
5. However, the CÉF must increase the number of spaces it has in these programs in order to respond to the needs of the Fransaskois community. The Fransaskois community is subject to one of the highest rates of assimilation in the country and linguistic exogamy is increasing. In this context, many CÉF students do not have the necessary language skills to succeed in the French first language program when they enter kindergarten. This increases the costs of francisation. The chronic underfunding of the CÉF does not allow it to increase the number of spaces available in prekindergarten for children age three and four nor to cover the costs of francisation, this negatively impacts the quality of education offered to students eligible to enroll in French language schools in Saskatchewan.
6. In 2012, this committee highlighted the importance of early childhood education and recognized that the Fransaskois community suffers from "a systematic shortage of resources."⁵ In order to respond to this problem, this committee recommended "[t]hat, for a future horizontal initiative, the government, while respecting provincial jurisdiction, provide support for early childhood services, particularly with the aim of assisting exogamous parents in socializing their children in French."⁶

³ The Advisory Committee on Francophone Affairs is a committee of representatives from a variety of fransaskois organisations. It produces reports to assist the minister responsible for francophone affairs to improve the implementation of the provincial French language services policy. The members are named by order in council of the lieutenant governor in council, for a 3-year term.

⁴ Conseil des écoles fransaskoises n° 310, [Rapport annuel 2016-2017](#), Regina.

⁵ House of Commons, Standing Committee on Official Languages, [After the Roadmap: Toward better programs and service delivery](#), (November 8, 2012) at p 56 (chair: Hon Michael Chong) [Standing Committee, 2012, *After the Roadmap*].

⁶ Standing Committee, *After the Roadmap*, 2012, *supra* at p 166 (Recommendation 8).

7. Unfortunately, this recommendation was never acted upon⁷ and the problems highlighted at that time remain real and serious.
8. In 2016, this Committee recommended “[t]hat, further to the commitments made in the 2016 Federal Budget for initiatives related to early childhood education, a portion of the allocated funding be earmarked for developing early childhood education and related services in the official language minority communities.”⁸
9. Based on the adoption of the *Multilateral Framework* in 2017, the federal government appears to be receptive to this recommendation. Nevertheless, the *Multilateral Framework* is not a permanent commitment but only a 7-year commitment: as for the bilateral agreements that will implement it, they expire three years after their adoption. Whether or not the interests of our community are taken into account when these documents are renewed will depend on how favourable the political will is toward us.
10. The Fransaskois community is already very vulnerable to the good will of the government of Saskatchewan. There is a gap between the early childhood programs offered to the majority and those offered to the minority, which contributes to assimilation in the province. In this context, the interventions of the federal government are even more important. They must promote Saskatchewan’s French-language communities and, at least in part, narrow the gap that separates our community from the anglophone majority in Saskatchewan.
11. The shortcomings that have been repeatedly identified by minority francophone school boards and by this committee⁹ require structural solutions that go beyond the adoption of another *Official Languages in Education Protocol*, a *Roadmap for Canada’s Official Languages* or a *Multilateral Early Learning and Child Care Framework*. The permanent solution to these problems is to include protections for early childhood education in the *Official Languages Act* by providing a framework for federal spending in this context.
12. This committee’s study on access to early learning services in minority languages presents the perfect opportunity to recommend legislative changes in the *Official*

⁷ House of Commons, Standing Committee on Official Languages, [Government Response to the report: After the Roadmap](#), (March 8, 2013).

⁸ House of Commons, Standing Committee on Official Languages, [Toward a New Action Plan for Official Languages and Building New Momentum for Immigration in Francophone Minority Communities](#), (December 14, 2016) at p 51 (Recommendation 9).

⁹ The Standing Senate Committee on Official Languages has also identified various gaps in early learning: Senate, Standing Senate Committee on Official Languages, [French-Language Education in a Minority Setting: A Continuum from Early Childhood to the Postsecondary Level](#), (June 2005) (chair: Hon. Eymard Corbin); Senate, Standing Senate Committee on Official Languages, [Horizon 2018: Toward Stronger Support of French-Language Learning in British Columbia](#), (May 2017) (chair: Hon. Claudette Tardif).

Languages Act. Such changes could permanently remedy the problems faced by the CÉF in relation to early childhood education.

13. In order to formulate a proposal for concrete solutions to the lack of access to early childhood education in French, it is necessary to describe **(A)** the legislative structure governing early childhood education in Saskatchewan **(B)** the administrative structure of early learning programming in Saskatchewan and the negative impacts for the Fransaskois community. These submissions propose **(C)** language for a series of amendments to the *Official Language Act* in order to ensure that federal funds aimed at the Fransaskois community are used effectively to eliminate the disparity created by the legislative structure in Saskatchewan and elsewhere.
 - A. The permissive legislative framework governing the management of early learning programs puts the Fransaskois community at a disadvantage**
14. Since 1997, the province has funded a prekindergarten program offered to some three- and four-year-olds to promote academic success.
15. The legislative framework governing prekindergarten services in Saskatchewan is vague and permissive. The *Education Act*, which establishes this framework, grants broad powers to the Ministry of Education and the Lieutenant Governor in Council.
16. The Minister has the authority to approve the prekindergarten program “that may be delivered by a board of education or the conseil scolaire for children who are not yet eligible to be enrolled in a kindergarten program in a school.”¹⁰ The Minister is responsible “for all matters not by law assigned to any other minister, ministry, branch or agency of the Government of Saskatchewan relating to prekindergarten programs”¹¹ and may “establish policies with respect to the approval, implementation, co-ordination, funding and operation of prekindergarten programs.”¹²
17. Under paragraph 370(1) o.1) of the *Education Act*, the government of Saskatchewan may make regulations “providing for and governing the funding and operation of prekindergarten programs by boards of education and the conseil scolaire.”
18. The government of Saskatchewan uses its powers to fund prekindergarten programs for English-language school boards. For example, in 2010, the

¹⁰ *Education Act*, 1995, SS 1995, c E-0.2, s 2 [*Education Act*].

¹¹ *Education Act*, *supra*, s 3(1.1).

¹² *Education Act*, *supra*, s 4(1.1).

government granted funding to nine English-language school boards to implement 18 prekindergarten programs.¹³ The government of Saskatchewan does not provide targeted funding for the CÉF’s prekindergarten programs.

19. The *Education Act* has allowed the government of Saskatchewan to establish an administrative structure governing the management of early learning programs. The framework governing prekindergarten in Saskatchewan is thus totally dependent on the political will of the government and entrusts the needs of the minority in the area of early childhood education to the majority. This management framework does not in any way meet our needs.

B. The administrative structure governing early learning in Saskatchewan is detrimental to the survival of the Fransaskois community because it favours English-language prekindergarten programs

20. In 2016, the government of Saskatchewan adopted the “Early Years Plan 2016-2020: A roadmap for a brighter path for children and families,” which constitutes its new plan for early learning (“*Early Years Plan*”).¹⁴ It announced the government’s intention to increase the accessibility of spaces in prekindergarten programs by 2020 “when able”. Despite a general recognition of the importance of early childhood education, the *Early Years Plan* in no way addresses the particular needs of the Fransaskois community. Based on its experience, the CÉF highly doubts that the Ministry of Education will prioritize French-language prekindergartens.
21. The prekindergarten program is optional in Saskatchewan. It is aimed at “vulnerable” children only. This vulnerability is determined by the English-language school boards and by the CÉF, taking the following factors into account:
 - a) Socio-economic factors of the child’s family;
 - b) Single or teen parent;
 - c) Family crisis;
 - d) Child/family isolation;
 - e) Language or communication delays;
 - f) Social, emotional or behaviour challenges; and
 - g) Home language is one other than English (or French).¹⁵

¹³ *School Division Grants for \$885,000 – Implementation of 18 Prekindergarten Programs (2010-2011 Fiscal Year (Minister of Education)*, [OC 498/2010](#) (August 19, 2010).

¹⁴ Saskatchewan, Ministry of Education, [Early Years Plan 2016-2020: A roadmap for a brighter path for children and families](#), Government of Saskatchewan, Regina, at p 8.

¹⁵ Saskatchewan, Ministry of Education, PreK-12 Education, Early Learning, and Schools, [Prekindergarten](#) [emphasis added] (**Schedule “4”**).

22. As a result of the high rate of linguistic assimilation suffered by the Fransaskois community and the high rate of exogamy among its families,¹⁶ the CÉF has determined, under its power of management and control guaranteed by the *Canadian Charter of Rights and Freedoms* (the “*Charter*”), that all students eligible to attend a CÉF prekindergarten are “at risk,” since they all have a “language or communication delay.” Despite this determination, Saskatchewan does not fund the CÉF’s prekindergarten programs serving children aged three and four.
23. The province’s funding manual for 2017-18 sets out a formula to calculate the funding granted to school boards managing “prekindergarten programs targeted” by the Minister. For the 2017-18 school year, 316 targeted programs, serving more than 5,000 children,¹⁷ received 20.1 million dollars.¹⁸ The CÉF does not have a single targeted prekindergarten program serving children aged three and four for this school year, and thus, has received no funding!¹⁹ This is illustrated by **Table 1**.

¹⁶ In 2006, the rate of exogamy in Saskatchewan was 66% and the rate of linguistic discontinuity was 74.4%: see R Mougeon, “[Maintien et évolution du français dans les provinces du Canada anglophone](#)” in S Mufwene and C Vigouroux (ed), *Colonisation, globalisation et vitalité du français*, Paris, Odile Jacob, 2013 at pp 9 and 10.

¹⁷ Saskatchewan, Ministry of Education, [2016-2017 Annual Report](#), (2017) at p 4.

¹⁸ Government of Saskatchewan, Ministry of Education, « [Prek-12 Funding Distribution Model](#) » (December 2017) [*Funding Manual*]; [Prekindergarten](#), *supra*.

¹⁹ For a list of targeted programs, see: Registrar’s Handbook for school administrators, G-1, valid from August 1, 2017 to July 31, 2018, [September 30 Count Process Frequently Asked Questions](#), Updated as of June 2017, Appendix G (**Schedule “5”**); Government of Saskatchewan, Ministry of Education, [2017-2018 Funding Manual: Pre-K Funding Distribution Model](#), December 2017 at pp 31-32, 51 (**Schedule “6”**).

Table 1: Funding granted for targeted prekindergarten programs serving children aged three and four (2017-2018)²⁰

	Number of programs	Program funding Total in \$	Number of classrooms	Coordination funding Total in \$	Annual total in \$
Chinook SD 211	5	308,005	4	19,232	327,237
Christ the Teacher RCSSD 212	5	308,005	3	14,424	322,429
Conseil des écoles francsaskoises 310	0	0	0	0	0
Creighton SD 111	2	123,202	1	4,808	128,010
Englefeld Protestant Separate SD 132	0	0	0	0	0
Good Spirit SD 204	11	677,611	7	23,849	701,460
Holy Family RCSSD 140	3	184,803	3	14,424	199,227
Holy Trinity RCSSD 22	5	308,005	3	14,424	322,429
Horizon SD 205	7	431,207	5	20,771	451,978
Ile a la Crosse SD 112	3	184,803	2	9,616	194,419
Light of Christ RCSSD 16	7	431,207	4	19,232	450,439
Living Sky SD 202	15	924,015	10	28,466	952,481
Lloydminster RCSSD 89	2	123,202	1	4,808	128,010
Lloydminster SD 99	3	184,803	2	9,616	194,419
North East SD 200	9	554,409	6	22,310	576,719
Northern Lights SD 113	14	862,414	12	31,544	893,958
Northwest SD 203	13	800,813	9	26,927	827,740
Prairie South SD 210	8	492,808	6	22,310	515,118
Prairie Spirit SD 206	13	800,813	11	30,005	830,818
Prairie Valley SD 208	10	616,010	10	28,466	644,476
Prince Albert RCSSD 6	11	677,611	6	22,310	699,921
Regina RCSSD 81	22	1,355,222	16	37,700	1,392,922
Regina SD 4	41	2,525,641	25	51,551	2,577,192
Saskatchewan Rivers SD 119	24	1,478,424	15	36,161	1,514,585
Saskatoon SD 13	41	2,525,641	22	46,934	2,572,575
South East Cornerstone SD 209	9	554,409	7	23,849	578,258
St. Paul's RCSSD 20	28	1,724,828	16	37,700	1,762,528
Sun West SD 207	5	308,005	4	19,232	327,237
Provincial total	316	19,465,916	210	620,669	20,086,585

24. Furthermore, the government of Saskatchewan funded the creation of 889 English language prekindergarten spaces, including 810 spaces in 18 new community schools in Saskatoon, Regina, Warman and Martensville.²¹ No funding was granted to the Fransaskois community. This prioritization of prekindergarten spaces for the majority directly contributes to assimilation. Worse yet: the federal government is complicit in this.

²⁰ Government of Saskatchewan, Complementary Services (PreK), 2017-18 School Year, Report Date: March 2017.

²¹ Atkinson Centre, [Early Childhood Education Report : Saskatchewan ECE Profile](#) at p 3; Government of Saskatchewan, "[Joint-Use Schools Project](#)"; Advisory Committee, *Learning services*, *supra* at p 8.

25. Yet access to early learning services in French is essential for the survival of the Fransaskois community. In the absence of provincial funding to support prekindergarten services in French, until 2016 the CÉF found funding where it could to make a prekindergarten service available to all children aged three and four.
26. The CÉF manages 15 prekindergarten classes for four-year-olds throughout the province. A prekindergarten program for three-year-olds is offered in four CÉF schools.²² Fifteen three-year-old prekindergarten students are enrolled part-time at those four schools. The CÉF serves 206 full-time four-year-old prekindergarten students and 15 additional part-time students. Each CÉF school offers a prekindergarten program for four-year-olds with at least one parent who is a rights-holder under section 23 of the *Charter*.²³
27. Unfortunately, because of a lack of resources, the CÉF had to cancel the program for three-year-olds at a number of its schools, including in Regina, Saskatoon, Prince Albert and Moose Jaw. Parents with children eligible to attend CÉF schools must therefore enroll their children in English-language early learning programs!
28. The lack of funding also forced the CÉF to require, in 2017-2018, that parents pay up to \$80 per month, per student enrolled in prekindergarten.²⁴ It goes without saying that the federal funds could have and should have absorbed this loss whose effects do nothing less than discourage enrolment in CÉF schools and, as a result, accelerate assimilation.
29. The CÉF has unfortunately *already* observed a delay in the linguistic skill of students who did not have access to a prekindergarten program (age three) due to the closure of these programs.
30. Not only has the provincial government not provided any funding to the CÉF for its prekindergarten program for three and four-year-old children, it wishes to prevent the CÉF from using the necessary space in its schools to offer prekindergarten programs. In October 2017, two parents of students in Regina filed a claim against the government of Saskatchewan and the CÉF, alleging a violation of section 23 of the *Charter*.²⁵ In its response, the government takes the position that it is only

²² The four schools are: Notre-Dame-des-Vertus (Zenon Park); Beau Soleil (Gravelbourg); Boréale (Ponteix); and Bellegarde (Bellegarde); Conseil des écoles francsaskoises, "[Preschool & Kindergarten](#)".

²³ Conseil des écoles francsaskoises, "[Preschool & Kindergarten](#)".

²⁴ Amélia MachHour, « [Le CSF va de l'avant avec la facturation de la prématernelle](#) » *Radio-Canada* (2 septembre 2017) (**Schedule "7"**).

²⁵ *Jean De Dieu Ndayyahunwa et Michelle Allard Johnson c Gouvernement de la Saskatchewan et Conseil Scolaire Francsaskois*, (CBR n° 2716 de 2017) (Notice to defendant) [*Ndayyahunwa et Johnson c Saskatchewan et Conseil Scolaire Francsaskois*].

responsible for funding infrastructure for education at the elementary and secondary levels.²⁶ It therefore denies that the space for early learning programs is guaranteed by section 23 of the *Charter*. The government also alleges that the lack of space for kindergarten to grade 12 students is attributable to the fact that the space is being used for prekindergarten programs.²⁷

31. This position does not recognize the right to equivalence guaranteed by section 23 of the *Charter*. The anglophones in Saskatchewan have access to early learning programs for at risk children. Section 23 guarantees equivalent access to these services, in French, and requires the government to provide operational funding as well as the required space.²⁸
32. Despite the fact that elementary and secondary French language education in Saskatchewan did not traditionally include a prekindergarten program for three and four-year-old children, it remains that in 2018, these programs can no longer be divorced from the mandate of elementary schools and the fact that they form an integral part of school programming in many jurisdictions. A high-quality prekindergarten program in French, is the cornerstone of French language education.
33. At minimum, federal funding must counter the negative effects of the assimilative approach taken by the Government of Saskatchewan. However, due to the *Official Languages Act*, the funding received by the province for French language education, does not have the desired impact. The *Act* must be modified. In the meantime, it is not only federal parliamentarians that must leave Ottawa to visit our communities. Federal officials would also benefit from setting foot in the field.

C. What can be done? The CSF proposes modifications to the *Official Languages Act* in order provide a sufficient framework for the use of federal funding aimed at early learning and to promote the development and vitality of minority language communities

34. The CÉF recently appeared before the Standing Senate Committee on Official Languages in relation to its study on the perspective of Canadians on the modernisation of the *Official Languages Act*. In the brief that it provided to the Senate Committee, the CÉF highlighted the multiple shortcomings of the structure for federal funding of minority language education. The CÉF also suggested that

²⁶ *Ndayahundwa et Johnson c Saskatchewan et Conseil Scolaire Fransaskois*, (Statement of Defence) December 19 2017 at paras 9, 19.

²⁷ *Ndayahundwa et Johnson c Saskatchewan et Conseil Scolaire Fransaskois*, (Statement of Defence) December 19 2017 at paras 17, 19.

²⁸ *CSFC-B, FPFC-B et al c C-B (Éducation)*, 2016 BCSC 1764 at paras 1872, 1875.

the *Official Languages Act* be modified to provide for and create a framework for the role of the Federal Government.

35. The CÉF proposed the text for a new part of the *Official Languages Act*, on education in official minority languages, that it has since revised to include early learning:

1. Section 42 of the Official Languages Act is replaced by the following:

“42. The Minister [of the department to be determined], in consultation with other ministers of the Crown, shall encourage and promote a coordinated approach to the implementation by federal institutions of the commitments set out in section 41, in particular by adopting a five-year action plan on official languages for Canada. »

[...]

2. The same Act is amended by the insertion after section 43 of the following:

“43.1(1) The Minister [of the department to be determined] is committed to promoting and supporting education in the official language of the minority.

(2) The Minister shall take such measures as that Minister considers appropriate to implement that commitment and, in particular, the following measures:

a) consult with the provincial and territorial governments and with the minority official language school boards and commissions, and negotiate with them the adoption of a five-year agreement on minority-language education;

b) consult with the provincial and territorial governments and with the minority official language school boards and commissions, and negotiate with them the adoption of a five-year agreement on capital requirements in the area of minority official language education;

1. L'article 42 de la Loi sur les langues officielles est remplacé par ce qui suit :

« 42. Le ministre [du ministère à déterminer], en consultation avec les autres ministres fédéraux, suscite et encourage la coordination de la mise en œuvre par les institutions fédérales de cet engagement, notamment en adoptant un plan d'action quinquennal en matière de langues officielles pour le Canada. »

[...]

2. La même loi est modifiée par insertion, après l'article 43, de ce qui suit :

« 43.1(1) Le ministre [du ministère à déterminer] s'engage à favoriser et à appuyer l'éducation dans la langue officielle de la minorité.

(2) Le ministre prend les mesures qu'il estime indiquées pour mettre en œuvre cet engagement, notamment les mesures suivantes :

a) il consulte les gouvernements provinciaux et territoriaux ainsi que les conseils et les commissions scolaires de langue officielle en situation minoritaire, et négocie avec eux l'adoption d'un accord quinquennal relatif à l'enseignement dans la langue de la minorité ;

b) il consulte les gouvernements provinciaux et territoriaux ainsi que les conseils et les commissions scolaires de langue officielle en situation minoritaire, et négocie avec eux l'adoption d'un accord quinquennal relatif aux besoins en immobilisations dans le domaine de l'éducation dans la langue officielle de la minorité ;

c) consult with the provincial and territorial governments and with the minority official language school boards and commissions, and negotiate with them the adoption of a five-year agreement on early childhood learning and child care in the minority official language;

d) encourage the provinces and territories to adopt measures that promote progress toward the equality of status and use of English and French;

e) ensure that the funds transferred to the provinces and territories are actually spent as provided for in the agreements negotiated.

(3) In negotiating the agreements referred to in paragraphs (2) a), b) and c), the Minister shall take into account the needs of the recipients and rely on the principles set out in section 43.2.

43.2 The Minister [of the department to be determined] shall apply the following principles in implementing this Part:

a) the fundamental importance of education for the vitality and development of Canada's official language minorities;

b) the importance of the role of minority school boards and commissions in this regard;

c) the principle of subsidiarity;

d) the importance of accountability and transparency;

e) the importance of effective consultation.

43.3 The Minister of Finance shall allocate the necessary funds to implement this Part.

c) il consulte les gouvernements provinciaux et territoriaux ainsi que les représentants intéressés des communautés de langue officielle en situation minoritaire, et négocie avec eux l'adoption d'un accord quinquennal relatif à l'apprentissage et à la garde des jeunes enfants dans la langue officielle de la minorité ;

d) il encourage les provinces et les territoires à adopter des mesures qui favorisent la progression vers l'égalité de statut ou d'usage du français et de l'anglais ;

e) il s'assure que les fonds transférés aux provinces et aux territoires sont effectivement dépensés comme prévu dans les accords négociés.

(3) En négociant les accords prévus aux alinéas (2) a), b) et c), le ministre tient compte des besoins des usagers et s'appuie sur les principes énumérés à l'article 43.2.

43.2 Le ministre [du ministère à déterminer] met en œuvre la présente partie en appliquant les principes suivants :

a) l'importance fondamentale de l'éducation pour l'épanouissement et le développement des minorités de langue officielle du Canada ;

b) l'importance du rôle des conseils et commissions scolaires minoritaires à cet égard ;

c) le principe de subsidiarité ;

d) l'importance de l'imputabilité, de la reddition de compte et de la transparence ;

e) l'importance de la consultation effective.

43.3 Le ministre des Finances consacre les fonds nécessaires pour mettre en œuvre la présente partie. »

36. The CÉF has seen the list of questions proposed by this Committee in order to inform its study on access to early learning services in the minority language. The final question which was asked is as follows: « Should minority-language early childhood education be protected by constitutional guaranteed? ».
37. Granted, in a world where unicorns pranced in CÉF school yards, it would certainly be ideal to modify the Constitution. It would be the ideal permanent solution to the problems surround access to early learning programming in French. But the world we live in includes section 41 of the *Constitution Act, 1982*, which makes it practically impossible²⁹ to modify section 23 of the *Charter* so that it specifically targets early childhood programs:

Consentement unanime

41. Toute modification de la Constitution du Canada portant sur les questions suivantes se fait par proclamation du gouverneur général sous le grand sceau du Canada, autorisée par des résolutions du Sénat, de la Chambre des communes et de l'assemblée législative de chaque province : [...]

c) sous réserve de l'article 43, l'usage du français ou de l'anglais; [...]

Amendment by unanimous consent

41. An amendment to the Constitution of Canada in relation to the following matters may be made by proclamation issued by the Governor General under the Great Seal of Canada only where authorized by resolutions of the Senate and House of Commons and of the legislative assembly of each province: [...]

(c) subject to section 43, the use of the English or the French language; [...]

38. In contrast, the solution proposed by the CÉF, has the potential to be feasible

²⁹ Richard Albert, "The Difficulty of Constitutional Amendment in Canada" (2015) 53:1 Alberta Law Review 85 (**Schedule "8"**).