

**CANADA-MANITOBA AGREEMENT
ON MINORITY LANGUAGE EDUCATION AND
SECOND OFFICIAL LANGUAGE INSTRUCTION**

MANITOBA ACTION PLAN

2005-2006 TO 2008-2009

MANITOBA ACTION PLAN
2005-2006 TO 2008-2009

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PREAMBLE

OBJECTIVES, GENERAL APPROACH AND STRATEGIC PRIORITIES

FRENCH MINORITY-LANGUAGE EDUCATION (FML)

Formal French-language education is provided by the Division scolaire franco-manitobaine (DSFM), which was established in 1994 under an amendment to the *Public Schools Act*. At the time, there were approximately 4,200 students in the Division. In 2005-2006, about 4,600 students were enrolled in 22 schools in Manitoba. At the post-secondary level, the Collège universitaire de Saint-Boniface (CUSB) currently serves approximately 1,100 students. Thanks to an agreement between Canada and Manitoba to support its development in 1998, the institution has grown remarkably, increasing its enrolment by almost 50% over a period of six years.

Over the four years ending in the 2008-2009 year, Manitoba will strive to continue the work that is already in progress. Together with the DSFM and various community partners, Manitoba will make an effort to increase enrolment of people entitled to attend French schools to 36%. The current percentage is approximately 33%. It will be a difficult task, because the stakeholders in the process have difficult challenges to face. The need for French language enhancement that has resulted in part from the growing number of exogamous homes will be one of the targeted areas. Furthermore, access to a complete range of courses and specialized services in all of the schools in the Division, including small schools, remains one of the keys to the success of the proposed objective. In addition, early childhood services and the delivery of community services and cultural programming, which are needed to build children's culture and identity, remain to be developed.

Over the next four years therefore, Manitoba, in collaboration with its partners, will work toward the following strategic priorities at the primary and secondary school levels:

1. Make people more aware of the French Minority-Language Education program, particularly exogamous families, by describing the benefits of the program and the infrastructure that exists to facilitate the integration of newcomers

2. Improve the integration infrastructure, placing an emphasis on French language enhancement from early childhood onwards, as well as on training parents and creating a community feeling within the school to make it the centre for Francophone activities in the communities
3. Reduce the drop-out rate, particularly at the secondary level:
 - by improving student services, particularly specialized services
 - by training teachers who can offer a complete range of courses and specialized services
 - by instilling a feeling of belonging to French culture and an interest in living in French, through cultural programs.

At the post-secondary level, Manitoba intends to continue its efforts to increase and consolidate enrolment in university programs and vocational training. There will be a major focus on the ability of the Collège universitaire de Saint-Boniface (CUSB), the only French-language university and college in the province, to meet the training needs of the community, particularly in education, health and social services. This post-secondary educational institution will have to place a special emphasis on education for teachers and qualified professionals who can meet the growing needs of the French language school system. The Collège will also have to be able to provide support for early childhood education by training professionals to work in this area, which is so important to the community.

FRENCH SECOND-LANGUAGE LEARNING (FSL)

For over 10 years, enrolment in the French immersion program and the Basic French course has declined in Manitoba. Through its action plan, Manitoba hopes to revitalize the teaching of French as a second language and thereby increase the percentage of young Manitobans in the majority linguistic community who are capable of expressing themselves in the French language from approximately 16% to 19%. This will require implementing the following strategic priorities:

1. Make people more familiar with the French as a second language (FSL) option, describing the advantages of doing so, and explaining the two alternative ways to learn French – French immersion and Basic French
2. Attract more teachers to FSL teaching by co-ordinating the efforts of all partners to encourage and facilitate a career choice that could help to make up for the serious shortage of FSL teachers, a factor that limits the number and quality of FSL courses and programs available
3. reduce the drop-out rate, particularly at the secondary level:

- by improving services to students, in particular specialized services
- by training teachers who can offer a complete range of courses and specialized services in French immersion schools
- by developing more ways of providing distance education courses
- by studying and testing new educational approaches (e.g. intensive French) and support strategies that would be appropriate for revitalizing FSL teaching, in addition to providing increased access to quality pedagogical resources.

As with French minority-language education, the Collège universitaire de Saint-Boniface will be asked to play a key role in the education of teachers. With this provincial mandate, the Government of Manitoba intends to give this institution the tools it needs to perform this task properly. Manitoba also plans to support CUSB in its efforts to attract more students to its faculties, with an emphasis on promoting the institution at French immersion schools. This strategy will not only allow students who know French as a second language to continue their education in that language, making the learning of French more relevant and useful, but will also enable CUSB to reach a critical mass of students, permitting its programs and services to be delivered in a highly efficient manner, and enabling their future growth.

Overall, over the next four years, Manitoba will aim at increasing the number of students enrolled in regular programs from 1,100 to 1,350.

HOW THIS RELATES TO CANADA'S OBJECTIVES AND MANITOBA'S SPECIFIC OBJECTIVES

The objectives of both governments are very close to one another. Both seek to increase the participation level of those entitled to attend French schools, and both seek to increase the rate of bilingualism among young learners in the majority community. Differences arise in terms of the scale of the targeted outcomes. Manitoba's targets, which are lower than Canada's, are suited to the linguistic realities of Manitoba, to its development potential and to its available resources. Achieving these objectives, even though they are more modest, would nevertheless represent an important historical turnaround in the development of the province's two linguistic communities.

The approaches being put forward by Canada and Manitoba are also similar in the sense that they are both strongly focused on French language enhancement, access to quality programs and recruiting and retaining the clientele.

REGULAR PROGRAMS AND ADDITIONAL STRATEGIES

The Manitoba Action Plan consists of two parts: regular programs and additional strategies.

Regular programs

Regular programs are the continuation of existing measures. They include assistance to the elementary, high school and post-secondary educational infrastructure in order to make it possible for institutions to maintain their programs by giving them funding to cover the additional and differential costs of these programs. These additional funds include funds for the development and introduction of curriculum, for the operation of a French educational resource centre and various educational support services provided by the Department of Education, Citizenship and Youth. Regular programs also include school programs operated by non-government organizations to complement the Department's curriculum or that provide students with French language cultural activities. The differential costs result from the comparison of the cost of delivering educational programs in French with the cost of comparable programs in the majority language. These differential costs include such things as the purchase of educational resources, student transportation and small classrooms.

Regular programs also include assistance to teachers and students to enable them to continue their education or to upgrade their knowledge.

Additional strategies

Besides the regular programs, there are also the province's additional strategies, which are specifically designed to achieve not only the objective of increasing the percentage participation of entitled persons, but also of increasing the rate of bilingualism among young Anglophones. These objectives are to be achieved through targeted strategic approaches. Generally speaking, these strategic approaches will focus on the recruitment and retention of students and teachers, and on access to post-secondary education.

More specifically, the additional strategies adopted by Manitoba will aim at:

- promoting the teaching of French as a minority language and as a second language
- establishing a variety of educational approaches, particularly for the teaching of Basic French
- increasing the educational resources and the number of courses available
- revitalizing immersion teaching
- supporting early childhood services
- promoting the integration of students at risk through French language enhancement measures and by making specialized services available
- supporting the recruitment and training of teachers
- increasing access to post-secondary courses and programs.

CONSULTATIONS

The Manitoba government's level of commitment to the teaching of French is unequivocal. This commitment was obvious in 2004-2005, when the province announced a major increase in its financial support to the Division scolaire franco-manitobaine to provide it with the means it needed to fully discharge its mandate under the Act. Its commitment can also be seen in the leadership it has demonstrated in developing a comprehensive and integrated multidisciplinary services plan for early childhood and its co-operation with the *Coalition des centres de la petite enfance*, a partnership of stakeholders interested in enhancing the level care available to preschool age children. Manitoba is recognized as a pioneer and leader in this field.

Manitoba's commitment can also be seen in the constant efforts being made by the Department of Education, Citizenship and Youth, and in particular by the Bureau de l'éducation française (BEF) Division, to establish closer ties with the education community and its various partners. The establishment of a liaison officer position for French immersion schools, and the publication of information booklets for parents, are only a few examples of these efforts.

The Bureau de l'éducation française Division recently set in motion a strategic planning process designed to more clearly define its role, to help it develop a more effective structure and to position itself to be able to take the actions required to achieve the major objectives that Manitoba set out in its action plan.

Manitoba has been working in close consultation with its partners in establishing its priorities and its areas for action, particularly with the key stakeholders in the Division scolaire franco-manitobaine and the Collège universitaire de Saint-Boniface, with whom there has been an ongoing dialogue. The province has also been consulting other French-language education stakeholders on a regular basis, including professional and parental associations and school divisions. For example, the Department organized a series of meetings to inform its partners about the features and opportunities of the *Action Plan for Official Languages*. In December 2005, it also organized a symposium on French immersion teaching, in order to provide information to stakeholders and parents, and to establish a dialogue about the challenges and successes of the program.

In addition to the liaison position mentioned above, the Bureau de l'éducation française Division also established two standing advisory committees in 2004-2005, one for each linguistic client, each of which has a representative group of partners in French-language education. The goal of these committees is to respond more effectively to the distinctive features of each of these two groups and to make it possible for all interested parties to make a worthwhile, influential and appropriate contribution on all issues affecting French Minority Language Education and French Second Language Instruction.

RESULT INDICATORS

Indicators to measure the performance of the results set out in the action plan were selected on the basis of their appropriateness and the availability of data to measure them.

**CANADA-MANITOBA AGREEMENT
ON MINORITY LANGUAGE EDUCATION AND
SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
REGULAR FUNDS
2005-2006 TO 2008-2009**

**OBJECTIVE 1 : TO OFFER THE MEMBERS OF THE FRENCH-SPEAKING MINORITY THE OPPORTUNITY TO RECEIVE INSTRUCTION IN THEIR MOTHER TONGUE
AND TO TAKE PART IN CULTURAL ENRICHMENT BY BECOMING FAMILIAR WITH THEIR OWN CULTURE**

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|---|---|----------------------------|-------------------------|
| TEACHING STRUCTURE/Framework | | | | | |
| <i>Kindergarten to Senior 4</i> | | | | | |
| (1) Grants to public school authorities to defray the additional costs associated with French minority language (<i>FML</i>) education. | Access to quality <i>FML</i> programs and courses that meet the needs of Manitoba's entitled students. | Enrolment in the Division scolaire franco-manitobaine. Satisfaction of parents and partner groups. | <u>Canada</u> 2,714.0 | <u>Manitoba</u> 2,774.0 | <u>Total</u> 5,488.0 |
| (2) Ensure the administration, updating and implementation of all policies related to <i>FML</i> education. Provide liaison between all stakeholders in the field of <i>FML</i> education. | Institutions and all stakeholders in the field of French-language education are well-informed of the policies governing <i>FML</i> education. | Stakeholder satisfaction with the quality of administrative services provided by the Department. | <u>Canada</u> 120.8 | <u>Manitoba</u> 518.8 | <u>Total</u> 639.6 |
| (3) Ensure the operation of a French-language educational resource centre for teachers working in <i>FML</i> schools. Provide a video and audio dubbing service. Produce videos that are not available on the market. | Make available to teachers the latest educational resources consistent with the requirements of the curricula. | Number of loans. Number of requests recorded by reference services. Number of documents consulted via the Internet. Number of videocassettes and audiocassettes dubbed. Number of new video productions. Results of surveys conducted among borrowers (every 2–3 years). | <u>Canada</u> 596.0 | <u>Manitoba</u> 1,313.2 | <u>Total</u> 1,909.2 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|--|---|--|---|
| TEACHING STRUCTURE/Framework (cont'd) | | | | | |
| <i>Kindergarten to Senior 4 (cont'd)</i> | | | | | |
| (4) Develop, administer and correct standards tests for the <i>FML</i> program. | Improvement in the quality of teaching, and better student learning. | Number of tests developed and administered. Number of training sessions given to teachers. Student performance/test results. | <u>Canada</u> <u>495.2</u> | <u>Manitoba</u> <u>2,124.4</u> | <u>Total</u> <u>2,619.6</u> |
| <i>Post-secondary</i> | | | | | |
| (5). Grants to the Collège universitaire de Saint-Boniface and the École technique et professionnelle to defray the additional costs associated with post-secondary <i>FML</i> education. | Access to quality post-secondary <i>FML</i> courses and programs that meet the needs of Manitoba's francophone community. Adequate number of <i>FML</i> teachers trained to meet existing and anticipated needs. | Number of post-secondary courses and programs available in French. Enrolment in <i>FML</i> courses and programs. | <u>Canada</u> <u>2,863.6</u> | <u>Manitoba</u> <u>5,806.4</u> | <u>Total</u> <u>8,670.0</u> |
| (6). Support for the adult <i>FML</i> program of courses given by the Collège universitaire de Saint-Boniface. | | | <u>Canada</u> <u>400.0</u> | <u>Manitoba</u> <u>524.0</u> | <u>Total</u> <u>924.0</u> |
| TEACHING STRUCTURE/Framework – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>7,189.6</u> | <u>Manitoba</u> <u>13,060.8</u> | <u>Total</u> <u>20,250.4</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|--|---|----------------------------|-------------------------|
| PROGRAM DEVELOPMENT | | | | | |
| <i>Kindergarten to Senior 4</i> | | | | | |
| (1) Development of <i>FML</i> curricula. Participation in provincial/territorial <i>FML</i> curriculum development projects. | Greater availability of quality curricula. Maximization of available resources. | Number of curricula developed and updated. | <u>Canada</u> 202.8 | <u>Manitoba</u> 870.0 | <u>Total</u> 1,072.8 |
| (2) Development of <i>FML</i> support documents for teachers and educational resources for students (paper and electronic format). | Greater availability of tools necessary to master the content of new curricula. | Quantity of support documents and educational resources developed. Distribution and use of material. | <u>Canada</u> 135.2 | <u>Manitoba</u> 580.0 | <u>Total</u> 715.2 |
| (3) Development of communication tools, including Internet tools, to communicate various types of information to the <i>FML</i> clientele. | Timely and cost-efficient dissemination of useful information to partners in education. Partners and teachers better informed. | Number of Web pages developed. Number of hits on Web site. Satisfaction of teachers and partner groups. | <u>Canada</u> 171.2 | <u>Manitoba</u> 732.8 | <u>Total</u> 904.0 |
| (4) Development of support documents related to distance <i>FML</i> courses, particularly in the fields of mathematics and science. | Greater range of courses available to students enrolled in small schools or who live in geographically remote areas. | Number and variety of courses available and taken by students in remote areas or small schools. | <u>Canada</u> 16.8 | <u>Manitoba</u> 72.4 | <u>Total</u> 89.2 |
| (5) Production, translation and adaptation of <i>FML</i> learning outcomes frameworks, standards and implementation documents. Translation of policy documents relating to <i>FML</i> programs. Production, translation and adaptation of educational resources (textbooks and software) related to <i>FML</i> education, particularly those related to French-language enhancement. | Greater availability of tools necessary to master new curricula. Various policy documents available to the French-speaking population. Quality educational resources available to students. | Number of documents translated and utilization of translated documents. Number of documents distributed. Quantity of educational resources distributed. | <u>Canada</u> 495.2 | <u>Manitoba</u> 1,131.6 | <u>Total</u> 1,626.8 |
| (6) French-language enhancement for parents and entitled children of preschool age. | Improvement in the language skills of entitled persons and their preschool-aged children. Greater awareness of the French fact and the programs of the DSFM. Higher proportion of entitled students enrolled in the DSFM. More successful integration into <i>Français</i> schools. | Enrolment in French-language enhancement programs for parents. Enrolment in French-language enhancement programs for preschool-aged children. Enrolment of entitled students in the DSFM. Evaluation by parents. Anecdotal comments. | <u>Canada</u> 416.0 | <u>Manitoba</u> 1,962.0 | <u>Total</u> 2,378.0 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|---|--|---|---------------------------------|--------------------------------|
| | Higher enrolment. | | | | |
| PROGRAM DEVELOPMENT (cont'd) | | | | | |
| Kindergarten to Senior 4 (cont'd) | | | | | |
| (7) Support for organizations that produce materials liable to reinforce and consolidate <i>FML</i> instruction in the classroom, such as educational radio programs, documentaries, song and dance books, etc. | Production of relevant and quality pedagogical material to reinforce classroom teaching. | Quantity and quality of material produced. Extent to which material is used. Evaluation by consumers. Evaluation by the Department of Education, Citizenship and Youth. | <u>Canada</u> <u>11.2</u> | <u>Manitoba</u> <u>112.4</u> | <u>Total</u> <u>123.6</u> |
| (8) Support for organizations offering to <i>FML</i> schools French-language programs that reinforce the curricula approved by the Department of Education, Citizenship and Youth, including museum, fine arts and environmental studies programs. | Enhancement of activities and programs reinforcing the curricula. | Rate of participation in programs. Evaluation of programs by teachers and participants. | <u>Canada</u> <u>205.6</u> | <u>Manitoba</u> <u>828.4</u> | <u>Total</u> <u>1,034.0</u> |
| (9) Support for organizations offering cultural programs designed for the <i>FML</i> student clientele that promote French-language education and develop learners' linguistic and cultural identity and sense of belonging to French culture. | Greater availability of educational programs that interpret Franco-Manitoban and international cultural and linguistic heritage through song, dance, music, theatre, films, festivals, etc. Greater opportunity for personal growth by exposing students to various techniques such as song, video production, radio production and community development. | Rate of participation in activities and programs. Evaluation by participants. | <u>Canada</u> <u>223.2</u> | <u>Manitoba</u> <u>950.4</u> | <u>Total</u> <u>1,173.6</u> |
| Post-secondary | | | | | |
| Support for and development of early childhood centres | | | | | |
| (1) Development and phasing in of a strategic early childhood plan in order to phase in early childhood centres. | Better training for early childhood practitioners. Adequate number of early childhood practitioners to meet community needs. | Number of participants in training programs. Number of sessions offered. | <u>Canada</u> <u>23.0</u> | <u>Manitoba</u> <u>23.0</u> | <u>Total</u> <u>46.0</u> |
| (2) Collaboration in upgrading the training for staff and early childhood centres together with DSFM and the Provincial Federation of | | | <u>Canada</u> <u>123.3</u> | <u>Manitoba</u> <u>123.3</u> | <u>Total</u> <u>246.6</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|---|---|--------------------------|-----------------------|
| Parents' Committees (PFPC). | | | | | |
| Improved retention and success of minority language students at CUSB | | | | | |
| (1) Support for student language skills development and pedagogical support for language training practitioners. | Improvement of student language skills. | Level of student participation. Student language assessment. | <u>Canada</u> 400.6 | <u>Manitoba</u> 400.6 | <u>Total</u> 801.2 |
| (2) Availability of weekly directed study sessions in all courses to consolidate French language skills. | | Number of sessions available. | <u>Canada</u> 184.9 | <u>Manitoba</u> 184.9 | <u>Total</u> 369.8 |
| (3) Availability of cultural and sports activities for minority language students. | | Number of cultural activities available. | <u>Canada</u> 205.5 | <u>Manitoba</u> 205.5 | <u>Total</u> 411.0 |
| (4) Availability of activities and exchanges with other institutions from the international Francophonie. | | Number of activities and exchanges with other institutions. | <u>Canada</u> 51.3 | <u>Manitoba</u> 51.3 | <u>Total</u> 102.6 |
| Making qualified teachers available in French-language schools | | | | | |
| (1) Development and implementation of a strategic recruitment plan to encourage university students enrolled at the CUSB, at the University of Manitoba and at the University of Winnipeg to pursue a career in FML teaching. | Adequate number of qualified teachers in the province's French language schools. | Enrolment in the CUSB Faculty of Education. | <u>Canada</u> 339.0 | <u>Manitoba</u> 339.0 | <u>Total</u> 678.0 |
| (2) Production of advertising and promotional materials for students and parents. | | Number of copies distributed to students. Number of copies distributed to parents. | <u>Canada</u> 77.2 | <u>Manitoba</u> 77.2 | <u>Total</u> 154.4 |
| Making quality education training programs available | | | | | |
| (1) Introduce a major in language, literacy and curriculum in the master of education program. | Enhanced access to courses and programs in education that are suited to the needs of the educational community. | Enrolment in the language, literacy and curriculum major. | <u>Canada</u> 123.3 | <u>Manitoba</u> 123.3 | <u>Total</u> 246.6 |
| (2) Availability of a French school administrators development course. | | Number of development activities offered. | <u>Canada</u> 30.7 | <u>Manitoba</u> 30.7 | <u>Total</u> 61.4 |
| (3) Support for DSFM in implementing effective strategies to improve retention levels for new teachers when they begin practising their profession. | | Number of interventions. | <u>Canada</u> 13.6 | <u>Manitoba</u> 13.6 | <u>Total</u> 27.2 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|--|---|--------------------------|-------------------------|
| Enrichment of student living environment | | | | | |
| (1) Provide a Francophone environment for students in residence. | French ambience in student residence. | Number of activities available in residence. | <u>Canada</u> 64.3 | <u>Manitoba</u> 64.3 | <u>Total</u> 128.6 |
| Increase the range of courses and programs available at the post-secondary level in French at the CUSB | | | | | |
| (1) Carry out a feasibility study on the possibility of offering a B.A. in International Studies and a B.A. in Communications. | Enhanced access to post-secondary courses and programs in French. | Completed feasibility studies. | <u>Canada</u> 60.8 | <u>Manitoba</u> 60.8 | <u>Total</u> 121.6 |
| (2) Increase the number of courses in psychology. | | Number of additional courses offered. | <u>Canada</u> 95.7 | <u>Manitoba</u> 95.7 | <u>Total</u> 191.4 |
| (3) Evaluate university programs and programs at the École technique et professionnelle. | | Number of programs evaluated. | <u>Canada</u> 60.9 | <u>Manitoba</u> 60.9 | <u>Total</u> 121.8 |
| (4) Refurbishing of laboratories. | | Laboratory utilization rate. | <u>Canada</u> 42.6 | <u>Manitoba</u> 42.6 | <u>Total</u> 85.2 |
| Increase the range of distance education projects in French offered by the CUSB | | | | | |
| (1) Offer the Webmaster program via the Internet. | Enhanced access to distance post-secondary courses and programs in French. | Enrolment in the Webmaster program. | <u>Canada</u> 152.0 | <u>Manitoba</u> 152.0 | <u>Total</u> 304.0 |
| (2) Offer the master's degree in Canadian Studies via the Internet. | | Enrolment in the Canadian Studies Master's Program. | <u>Canada</u> 153.5 | <u>Manitoba</u> 153.5 | <u>Total</u> 307.0 |
| (3) Update courses in translation and make them more available; explore the possibility of a distance master's degree in Translation. | Ensure that there will be availability of enough specialists in the field of translation. | Enrolment in translation courses and in the Master's Program in Translation. | <u>Canada</u> 608.1 | <u>Manitoba</u> 608.1 | <u>Total</u> 1,216.2 |
| (4) Provide support, training and learning objects in order to improve the educational skills of teachers in the fields of information technology and communications. | Better use by teachers of teaching methods offered by the new technologies. | Number of learning objects developed. | <u>Canada</u> 760.0 | <u>Manitoba</u> 760.0 | <u>Total</u> 1,520.0 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|--|---|--|---|
| Support for research into French language minority communities | | | | | |
| (1) Development and implementation of an action plan to enhance research support. | Greater research capacity for identifying the educational needs of the minority Francophone community and more effective ways of meeting them. | Number of research applications submitted. | <u>Canada</u> <u>121.6</u> | <u>Manitoba</u> <u>121.6</u> | <u>Total</u> <u>243.2</u> |
| PROGRAM DEVELOPMENT – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>5,569.1</u> | <u>Manitoba</u> <u>10,931.9</u> | <u>Total</u> <u>16,501.0</u> |
| TEACHER EDUCATION | | | | | |
| <i>Kindergarten to Senior 4</i> | | | | | |
| (1) Bursaries for teachers in the <i>FML</i> program. | Enhanced access to education program to improve the language and pedagogical skills of teachers. | Number of bursary recipients. | <u>Canada</u> <u>38.4</u> | <u>Manitoba</u> <u>12.4</u> | <u>Total</u> <u>50.8</u> |
| (2) Facilitation of professional development activities for teachers in the <i>FML</i> program. | Enhance the mastery of the content of new programs of study by teachers. | Number of participants in activities. Evaluation by teachers. | <u>Canada</u> <u>253.6</u> | <u>Manitoba</u> <u>1,086.4</u> | <u>Total</u> <u>1,340.0</u> |
| TEACHER EDUCATION – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>292.0</u> | <u>Manitoba</u> <u>1,098.8</u> | <u>Total</u> <u>1,390.8</u> |
| STUDENT ASSISTANCE | | | | | |
| <i>Post-secondary</i> | | | | | |
| (3) Scholarships for students to enable them to pursue <i>FML</i> studies and <i>FML</i> development courses. | Enhanced access to training programs to improve the general language skills of students, as well as their language skills in a specific area. Facilitate the integration of students into a French language working environment. | Number of scholarships applied for / awarded. | <u>Canada</u> <u>1,110.0</u> | <u>Manitoba</u> <u>0.0</u> | <u>Total</u> <u>1,110.0</u> |
| STUDENT ASSISTANCE – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>1,110.0</u> | <u>Manitoba</u> <u>0.0</u> | <u>Total</u> <u>1,110.0</u> |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION TO OBJECTIVE 1: | | | <u>Canada</u> <u>14,160.7</u> | <u>Manitoba</u> <u>25,091.5</u> | <u>Total</u> <u>39,252.2</u> |

OBJECTIVE 2: TO OFFER MANITOBA RESIDENTS THE OPPORTUNITY TO STUDY FRENCH AS A SECOND LANGUAGE AND ENRICH THEMSELVES THROUGH KNOWLEDGE OF FRENCH CULTURE

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|--|---|----------------------------|--------------------------|
| TEACHING STRUCTURE/Framework | | | | | |
| <i>Kindergarten to Senior 4</i> | | | | | |
| (1) Grants to public school authorities to defray the additional costs related to <i>French as a Second Language (FSL)</i> education. | Greater access to the French immersion program. Greater selection of optional courses within the French immersion program. Students from the majority community have access to quality courses in Basic French. | Enrolment in the French immersion program. Enrolment in the Basic French course. | <u>Canada</u> 8,889.2 | <u>Manitoba</u> 9,087.2 | <u>Total</u> 17,976.4 |
| (2) Ensure the administration, updating and implementation of all policies relating to <i>FSL</i> education. Provide liaison between all stakeholders in the field of <i>FSL</i> education. | Institutions and all stakeholders in the field of education are well informed of the policies governing <i>FSL</i> education. | Stakeholders' level of satisfaction with the quality of administrative services provided by the Department. | <u>Canada</u> 268.4 | <u>Manitoba</u> 1,150.0 | <u>Total</u> 1,418.4 |
| (3) Ensure the operation of a French-language educational resource centre for teachers working in the French immersion program and those teaching Basic French. Provide a video and audio dubbing service. Produce videos that are not available on the market. | Make available to teachers the latest educational resources consistent with the requirements of the curricula. | Number of loans. Number of requests recorded by the reference service. Number of documents consulted via the Internet. Number of videocassettes and audiocassettes dubbed. Number of new video productions. Results of surveys conducted among borrowers (every 2–3 years). | <u>Canada</u> 697.2 | <u>Manitoba</u> 1,969.6 | <u>Total</u> 2,666.8 |
| (4) Develop, administer and correct standards tests for the French immersion program. | Improvement in the quality of teaching, and better student learning. | Level of tests developed and administered. Number of training sessions given to teachers. | <u>Canada</u> 605.2 | <u>Manitoba</u> 2,596.4 | <u>Total</u> 3,201.6 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|--|---|-----------------------------------|--------------------------------|
| (5) Grants to independent schools to defray the additional costs associated with <i>FSL</i> education. | Quality Basic French courses are available in the independent school system. | Enrolment in Basic French courses provided by the independent school system. Number of Basic French courses provided. | <u>Canada</u> <u>310.0</u> | <u>Manitoba</u> <u>391.6</u> | <u>Total</u> <u>701.6</u> |
| <i>Post-secondary</i> | | | | | |
| (1) Support for the adult <i>FSL</i> courses offered by the Collège universitaire de Saint-Boniface. | Quality <i>FSL</i> courses available to the adult population. | Enrolment in <i>FSL</i> courses. Evaluation by adult participants. | <u>Canada</u> <u>280.0</u> | <u>Manitoba</u> <u>2,024.0</u> | <u>Total</u> <u>2,304.0</u> |
| TEACHING STRUCTURE/Framework – FEDERAL/PROVINCIAL CONTRIBUTION: PROGRAM DEVELOPMENT | | | <u>Canada</u> | <u>Manitoba</u> | <u>Total</u> |
| <i>Kindergarten to Senior 4</i> | | | | | |
| (1) Development of <i>FSL</i> curricula. Participation in joint ventures between educational authorities with respect to curriculum development. | Greater availability of quality curricula. Maximization of available resources. | Number of curricula developed and updated. | <u>Canada</u> <u>219.6</u> | <u>Manitoba</u> <u>942.4</u> | <u>Total</u> <u>1,162.0</u> |
| (2) Development of <i>FSL</i> support documents for teachers and educational resources for students (paper and electronic format). | Greater availability of tools necessary to master the content of new curricula. | Quantity of support documents and educational resources developed. | <u>Canada</u> <u>186.0</u> | <u>Manitoba</u> <u>797.2</u> | <u>Total</u> <u>983.2</u> |
| (3) Development of communication tools, including Internet tools, to communicate various types of information to the <i>FSL</i> clientele. | Timely and cost-efficient dissemination of useful information to partners in education. Partners and teachers better informed. | Number of hits on Web site. Satisfaction of teachers and partner groups. | <u>Canada</u> <u>256.4</u> | <u>Manitoba</u> <u>1,099.2</u> | <u>Total</u> <u>1,355.6</u> |
| (4) Development of support documents related to distance <i>FSL</i> courses, particularly in the fields of mathematics and science. | Greater range of courses available to students enrolled in small schools or who live in geographically remote areas. | Number and variety of courses available and taken by students in remote areas or small schools. | <u>Canada</u> <u>33.6</u> | <u>Manitoba</u> <u>144.8</u> | <u>Total</u> <u>178.4</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|--|---|---|-----------------------------------|--------------------------------|
| Kindergarten to Senior 4 (cont'd) | | | | | |
| (5) Production, translation and adaptation of <i>FSL</i> learning outcomes frameworks, standards and implementation documents. Translation of policy documents relating to <i>FSL</i> courses and programs. Production, translation and adaptation of educational resources (textbooks and software) related to <i>FSL</i> education. | Greater availability of tools necessary to master new curricula. Various policy documents available to the population of the majority community. Quality educational resources available to students. | Number of documents translated and utilization of translated documents. Number of documents distributed. | <u>Canada</u> <u>165.2</u> | <u>Manitoba</u> <u>377.2</u> | <u>Total</u> <u>542.4</u> |
| (6) Support for organizations that produce materials liable to reinforce and consolidate classroom teaching of <i>FSL</i> such as educational radio programs, documentaries, song and dance books, etc. | Production of relevant and quality pedagogical material to reinforce classroom teaching. | Quantity and quality of material produced. Evaluation of materials produced by consumers. | <u>Canada</u> <u>9.2</u> | <u>Manitoba</u> <u>92.0</u> | <u>Total</u> <u>101.2</u> |
| (7) Support for organizations that offer French-language programs to <i>FSL</i> schools to reinforce the curricula approved by the Department of Education, Citizenship and Youth, including museum, fine arts and environmental studies programs. | Enhancement and support of activities and programs reinforcing the curricula. | Rate of participation in programs. Evaluation of programs by teachers and participants. | <u>Canada</u> <u>503.6</u> | <u>Manitoba</u> <u>2,226.0</u> | <u>Total</u> <u>2,729.6</u> |
| (8) Support for organizations offering cultural programs to the <i>FSL</i> student clientele that promote awareness of French culture and <i>rapprochement</i> between the French- and English-speaking communities. | Greater availability of educational programs that interpret Franco-Manitoban and international cultural and linguistic heritage through song, dance, music, theatre, films, festivals, etc. Greater opportunity for personal growth by exposing students to various techniques such as song, video production, radio production and community development. | Rate of participation in activities and programs. Evaluation by participants. | <u>Canada</u> <u>451.6</u> | <u>Manitoba</u> <u>1,658.0</u> | <u>Total</u> <u>2,109.6</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|---|---|-------------------------|-----------------------|
| PROGRAM DEVELOPMENT (cont'd) | | | | | |
| <i>Post-secondary</i> | | | | | |
| Increase the range of courses and programs available at the post-secondary level in French at the CUSB | | | | | |
| (1) Carry out a feasibility study on the possibility of offering a B.A. in International Studies and a B.A. in Communications. | Enhanced access to post-secondary courses and programs in French. | Completed feasibility studies. | <u>Canada</u> 21.2 | <u>Manitoba</u> 21.2 | <u>Total</u> 42.4 |
| (2) Increase the number of courses in psychology. | | Number of additional courses offered. | <u>Canada</u> 33.6 | <u>Manitoba</u> 33.6 | <u>Total</u> 67.2 |
| (3) Evaluate university programs and programs at the École technique et professionnelle. | | Number of programs evaluated. | <u>Canada</u> 21.4 | <u>Manitoba</u> 21.4 | <u>Total</u> 42.8 |
| (4) Refurbishing of laboratories. | | Laboratory utilization rate. | <u>Canada</u> 15.0 | <u>Manitoba</u> 15.0 | <u>Total</u> 30.0 |
| Increase the range of distance education projects in French offered by the CUSB | | | | | |
| (1) Offer the Webmaster program via the Internet. | Enhanced access to distance post-secondary courses and programs in French. | Enrolment in the Webmaster program. | <u>Canada</u> 53.5 | <u>Manitoba</u> 53.5 | <u>Total</u> 107.0 |
| (2) Offer the master's degree in Canadian Studies via the Internet. | | Enrolment in the master's degree in Canadian Studies. | <u>Canada</u> 53.9 | <u>Manitoba</u> 53.9 | <u>Total</u> 107.8 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|--|--|---|---|---|
| Increase the range of courses and programs available at the post-secondary level in French at the CUSB (cont'd) | | | | | |
| (3) Update distance courses in translation and make them more available; explore the possibility of a distance master's degree in translation. | Ensure that there will be enough translation specialists available for the future. | Enrolment in translation courses and in the master's program in translation. | <u>Canada</u> <u>213.6</u> | <u>Manitoba</u> <u>213.6</u> | <u>Total</u> <u>427.2</u> |
| (4) Provide support, training and learning objects in order to improve the educational skills of teachers in the fields of information technology and communications. | Better use by teachers of teaching methods offered by the new technologies. | Number of learning objects developed. | <u>Canada</u> <u>267.1</u> | <u>Manitoba</u> <u>267.1</u> | <u>Total</u> <u>534.2</u> |
| Support for research into French language minority communities | | | | | |
| (1) Development and implementation of an action plan to enhance research support. | Greater research capacity for identifying the educational needs of the minority Francophone community and more effective ways of meeting them. | Number of research applications submitted. | <u>Canada</u> <u>42.8</u> | <u>Manitoba</u> <u>42.8</u> | <u>Total</u> <u>85.6</u> |
| DEVELOPMENT OF FEDERAL/PROVINCIAL CONTRIBUTION PROGRAMS: | | | <u>Canada</u> <u>2,547.3</u> | <u>Manitoba</u> <u>8,058.9</u> | <u>Total</u> <u>10,606.2</u> |
| TEACHER EDUCATION | | | | | |
| <i>Kindergarten to Secondary 4</i> | | | | | |
| (1) Bursaries for teachers in the <i>FSL</i> program. | Enhanced access to education programs to improve the language and pedagogical skills of teachers. | Number of bursary recipients. Evaluation by participants. | <u>Canada</u> <u>310.8</u> | <u>Manitoba</u> <u>98.8</u> | <u>Total</u> <u>409.6</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|--|---|---|--|
| Kindergarten to Secondary 4 (cont'd) | | | | | |
| (2) Support for <i>FSL</i> teacher education and development programs given by Brandon University. | Support to assist in improving the French language skills of French immersion and Basic French teachers. New teaching techniques learned. | Enrolment in French upgrading and <i>FSL</i> teaching methods programs. Evaluation by teachers. | <u>Canada</u> 268.0 | <u>Manitoba</u> 811.6 | <u>Total</u> 1,079.6 |
| (3) Facilitation of professional development activities for teachers in the <i>FSL</i> program. | Enhanced teacher mastery of content of new programs of study. | Number of participants in activities. Evaluation by teachers. | <u>Canada</u> 388.8 | <u>Manitoba</u> 1,667.6 | <u>Total</u> 2,056.4 |
| TEACHER EDUCATION – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> 967.6 | <u>Manitoba</u> 2,578.0 | <u>Total</u> 3,545.6 |
| STUDENT ASSISTANCE | | | | | |
| Post-secondary | | | | | |
| (1) Scholarships for students to enable them to pursue <i>FSL</i> studies and <i>FSL</i> development courses. | Enhanced access to training programs to improve the general language skills of students, as well as their language skills in a specific area. Facilitate the integration of students into a French language working environment. | Number of scholarships applied for / awarded. | <u>Canada</u> 624.4 | <u>Manitoba</u> 0.0 | <u>Total</u> 624.4 |
| STUDENT ASSISTANCE – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> 624.4 | <u>Manitoba</u> 0.0 | <u>Total</u> 624.4 |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION TO OBJECTIVE 2: | | | <u>Canada</u> 15,189.3 | <u>Manitoba</u> 27,855.7 | <u>Total</u> 43,045.0 |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION REGULAR PROGRAMS | | | <u>Canada</u> 29,350.0 | <u>Manitoba</u> 52,947.2 | <u>Total</u> 82,297.2 |

**CANADA-MANITOBA AGREEMENT ON
MINORITY LANGUAGE EDUCATION AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
REGULAR FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | | |
|--|--|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|-------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | |
| FRENCH MINORITY-LANGUAGE EDUCATION | | | | | | | | | | | |
| 1. TEACHING STRUCTURE/Framework | | | | | | | | | | | |
| <i>Kindergarten to Senior 4</i> | | | | | | | | | | | |
| (1) | Grants to public school authorities to defray the additional costs associated with French minority language (FML) education. | 678,500 | 693,500 | 678,500 | 693,500 | 678,500 | 693,500 | 678,500 | 693,500 | 2,714,000 | 2,774,000 |
| (2) | Ensure the administration, updating and implementation of all policies related to FML education. Provide liaison between all stakeholders in the field of FML education. | 30,200 | 129,700 | 30,200 | 129,700 | 30,200 | 129,700 | 30,200 | 129,700 | 120,800 | 518,800 |
| (3) | Ensure the operation of a French-language educational resource centre for teachers working in FML schools. Provide a video and audio dubbing service. Produce videos that are not available on the market. | 149,000 | 328,300 | 149,000 | 328,300 | 149,000 | 328,300 | 149,000 | 328,300 | 596,000 | 1,313,200 |
| (4) | Develop, administer and correct standards tests for the FML program. | 123,800 | 531,100 | 123,800 | 531,100 | 123,800 | 531,100 | 123,800 | 531,100 | 495,200 | 2,124,400 |
| <i>Post-secondary</i> | | | | | | | | | | | |
| (5) | Grants to the Collège universitaire de Saint-Boniface (CUSB) and the École technique et professionnelle to defray the additional costs associated with post-secondary FML education. | 715,900 | 1,451,600 | 715,900 | 1,451,600 | 715,900 | 1,451,600 | 715,900 | 1,451,600 | 2,863,600 | 5,806,400 |
| (6) | Support for the adult FML program of courses given by the Collège universitaire de Saint-Boniface. | 100,000 | 131,000 | 100,000 | 131,000 | 100,000 | 131,000 | 100,000 | 131,000 | 400,000 | 524,000 |
| SUBTOTAL - TEACHING STRUCTURE/Framework | | 1,797,400 | 3,265,200 | 1,797,400 | 3,265,200 | 1,797,400 | 3,265,200 | 1,797,400 | 3,265,200 | 7,189,600 | 13,060,800 |

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| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| 2. PROGRAM DEVELOPMENT | | | | | | | | | | |
| <i>Kindergarten to Senior 4</i> | | | | | | | | | | |
| (1) Development of FML curricula. Participation in provincial/territorial FML curriculum development projects. | 50,700 | 217,500 | 50,700 | 217,500 | 50,700 | 217,500 | 50,700 | 217,500 | 202,800 | 870,000 |
| (2) Development of FML support documents for teachers and educational resources for students (paper and electronic format). | 33,800 | 145,000 | 33,800 | 145,000 | 33,800 | 145,000 | 33,800 | 145,000 | 135,200 | 580,000 |
| (3) Development of communication tools, including Internet tools, to communicate various types of information to the FML clientele. | 42,800 | 183,200 | 42,800 | 183,200 | 42,800 | 183,200 | 42,800 | 183,200 | 171,200 | 732,800 |
| (4) Development of support documents related to distance FML courses, particularly in the fields of mathematics and science. | 4,200 | 18,100 | 4,200 | 18,100 | 4,200 | 18,100 | 4,200 | 18,100 | 16,800 | 72,400 |
| (5) Production, translation and adaptation of FML learning outcomes frameworks, standards and implementation documents. Translation of policy documents relating to FML programs. Production, translation and adaptation of educational resources (textbooks and software) related to FML education, particularly those related to French-language enhancement. | 123,800 | 282,900 | 123,800 | 282,900 | 123,800 | 282,900 | 123,800 | 282,900 | 495,200 | 1,131,600 |
| (6) French-language enhancement for parents and eligible children of preschool age. | 104,000 | 490,500 | 104,000 | 490,500 | 104,000 | 490,500 | 104,000 | 490,500 | 416,000 | 1,962,000 |
| (7) Support for organizations that produce materials liable to reinforce and consolidate FML instruction in the classroom, such as educational radio programs, documentaries, song and dance books, etc. | 2,800 | 28,100 | 2,800 | 28,100 | 2,800 | 28,100 | 2,800 | 28,100 | 11,200 | 112,400 |

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FINANCIAL SUMMARY TABLE**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| (8) Support for organizations offering to FML schools French-language programs that reinforce the curricula approved by the Department of Education, Citizenship and Youth, including museum, fine arts and environmental studies programs. | 51,400 | 207,100 | 51,400 | 207,100 | 51,400 | 207,100 | 51,400 | 207,100 | 205,600 | 828,400 |
| (9) Support for organizations offering cultural programs designed for the FML student clientele that promote French-language education and develop learners' linguistic and cultural identity and sense of belonging to French culture. | 55,800 | 237,600 | 55,800 | 237,600 | 55,800 | 237,600 | 55,800 | 237,600 | 223,200 | 950,400 |
| <i>Post-secondary</i> | | | | | | | | | | |
| Support for and development of early childhood centres | | | | | | | | | | |
| (1) Development and phasing in of a strategic early childhood plan in order to phase in early childhood centres. | 6,100 | 6,100 | 5,700 | 5,700 | 5,600 | 5,600 | 5,600 | 5,600 | 23,000 | 23,000 |
| (2) Collaboration in upgrading the training for staff and early childhood centres together with DSFM and the Fédération provinciale des comités de parents (FPCP). | 32,800 | 32,800 | 30,300 | 30,300 | 30,200 | 30,200 | 30,000 | 30,000 | 123,300 | 123,300 |
| Improved retention and success of minority language students at CUSB | | | | | | | | | | |
| (1) Support for student language skills development and pedagogical support for language training practitioners. | 106,600 | 106,600 | 98,600 | 98,600 | 98,000 | 98,000 | 97,400 | 97,400 | 400,600 | 400,600 |
| (2) Availability of weekly directed study sessions in all courses to consolidate French language skills. | 49,200 | 49,200 | 45,500 | 45,500 | 45,200 | 45,200 | 45,000 | 45,000 | 184,900 | 184,900 |
| (3) Availability of cultural and sports activities for minority language students. | 54,600 | 54,600 | 50,600 | 50,600 | 50,300 | 50,300 | 50,000 | 50,000 | 205,500 | 205,500 |
| (4) Availability of activities and exchanges with other institutions from the international Francophonie. | 13,600 | 13,600 | 12,600 | 12,600 | 12,600 | 12,600 | 12,500 | 12,500 | 51,300 | 51,300 |

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| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| Making qualified teachers available in French-language schools | | | | | | | | | | |
| (1) Development and implementation of a strategic recruitment plan to encourage university students enrolled at the CUSB, at the University of Manitoba and at the University of Winnipeg to pursue a career in FML teaching. | 90,200 | 90,200 | 83,500 | 83,500 | 82,900 | 82,900 | 82,400 | 82,400 | 339,000 | 339,000 |
| (2) Production of advertising and promotional materials for students and parents. | 20,500 | 20,500 | 19,000 | 19,000 | 19,000 | 19,000 | 18,700 | 18,700 | 77,200 | 77,200 |
| Making quality education training programs available | | | | | | | | | | |
| (1) Introduce a major in language, literacy and curriculum in the master of education program. | 32,800 | 32,800 | 30,300 | 30,300 | 30,200 | 30,200 | 30,000 | 30,000 | 123,300 | 123,300 |
| (2) Availability of a French school administrators development course. | 8,200 | 8,200 | 7,600 | 7,600 | 7,500 | 7,500 | 7,400 | 7,400 | 30,700 | 30,700 |
| (3) Support for DSFM in implementing effective strategies to improve retention levels for new teachers when they begin practising their profession. | - | - | - | - | 6,800 | 6,800 | 6,800 | 6,800 | 13,600 | 13,600 |
| Enrichment of student living environment | | | | | | | | | | |
| (1) Provide a Francophone environment for students in residence. | - | - | 19,300 | 19,300 | 19,100 | 19,100 | 25,900 | 25,900 | 64,300 | 64,300 |
| Increase the range of courses and programs available at the post-secondary level in French at the CUSB | | | | | | | | | | |
| (1) Carry out a feasibility study on the possibility of offering a B.A. in International Studies and a B.A. in Communications. | 16,200 | 16,200 | 15,000 | 15,000 | 14,800 | 14,800 | 14,800 | 14,800 | 60,800 | 60,800 |
| (2) Increase the number of courses in psychology. | - | - | 32,100 | 32,100 | 31,900 | 31,900 | 31,700 | 31,700 | 95,700 | 95,700 |
| (3) Evaluate university programs and programs at the École technique et professionnelle. | 16,200 | 16,200 | 15,000 | 15,000 | 14,900 | 14,900 | 14,800 | 14,800 | 60,900 | 60,900 |

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| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| (4) Refurbishing of laboratories. | - | - | 14,300 | 14,300 | 14,200 | 14,200 | 14,100 | 14,100 | 42,600 | 42,600 |
| Increase the range of distance education projects in French offered by the CUSB | | | | | | | | | | |
| (1) Offer the Webmaster program via the Internet. | 40,400 | 40,400 | 37,400 | 37,400 | 37,200 | 37,200 | 37,000 | 37,000 | 152,000 | 152,000 |
| (2) Offer the master's degree in Canadian Studies via the Internet. | 40,800 | 40,800 | 37,800 | 37,800 | 37,600 | 37,600 | 37,300 | 37,300 | 153,500 | 153,500 |
| (3) Update courses in translation and make them more available; explore the possibility of a distance master's degree in Translation. | 161,700 | 161,700 | 149,700 | 149,700 | 148,800 | 148,800 | 147,900 | 147,900 | 608,100 | 608,100 |
| (4) Provide support, training and learning objects in order to improve the educational skills of teachers in the fields of information technology and communications. | 202,200 | 202,200 | 187,100 | 187,100 | 185,900 | 185,900 | 184,800 | 184,800 | 760,000 | 760,000 |
| Support for research into French language minority communities | | | | | | | | | | |
| (1) Development and implementation of an action plan to enhance research support. | 32,300 | 32,300 | 29,900 | 29,900 | 29,800 | 29,800 | 29,600 | 29,600 | 121,600 | 121,600 |
| SUBTOTAL - PROGRAM DEVELOPMENT | 1,393,700 | 2,734,400 | 1,390,600 | 2,731,300 | 1,391,800 | 2,732,500 | 1,393,000 | 2,733,700 | 5,569,100 | 10,931,900 |
| 3. TEACHER EDUCATION | | | | | | | | | | |
| (1) Bursaries for teachers in the FML program. | 9,600 | 3,100 | 9,600 | 3,100 | 9,600 | 3,100 | 9,600 | 3,100 | 38,400 | 12,400 |
| (2) Facilitation of professional development activities for teachers in the FML program. | 63,400 | 271,600 | 63,400 | 271,600 | 63,400 | 271,600 | 63,400 | 271,600 | 253,600 | 1,086,400 |
| SUBTOTAL - TEACHER EDUCATION | 73,000 | 274,700 | 73,000 | 274,700 | 73,000 | 274,700 | 73,000 | 274,700 | 292,000 | 1,098,800 |
| 4. STUDENT ASSISTANCE | | | | | | | | | | |
| (1) Scholarships for students to enable them to pursue FML studies and FML development courses. | 277,500 | - | 277,500 | - | 277,500 | - | 277,500 | - | 1,110,000 | - |

**CANADA-MANITOBA AGREEMENT ON
MINORITY LANGUAGE EDUCATION AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
REGULAR FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|--------------------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| SUBTOTAL - STUDENT ASSISTANCE | 277,500 | - | 277,500 | - | 277,500 | - | 277,500 | - | 1,110,000 | - |
| TOTAL CONTRIBUTIONS - FML | 3,541,600 | 6,274,300 | 3,538,500 | 6,271,200 | 3,539,700 | 6,272,400 | 3,540,900 | 6,273,600 | 14,160,700 | 25,091,500 |

FRENCH AS A SECOND LANGUAGE

Kindergarten to Senior 4

| | | | | | | | | | | | |
|-----|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| (1) | Grants to public school authorities to defray the additional costs related to French as a Second Language (FSL) education. | 2,222,300 | 2,271,800 | 2,222,300 | 2,271,800 | 2,222,300 | 2,271,800 | 2,222,300 | 2,271,800 | 8,889,200 | 9,087,200 |
| (2) | Ensure the administration, updating and implementation of all policies relating to FSL education. Provide liaison between all stakeholders in the field of FSL education. | 67,100 | 287,500 | 67,100 | 287,500 | 67,100 | 287,500 | 67,100 | 287,500 | 268,400 | 1,150,000 |
| (3) | Ensure the operation of a French-language educational resource centre for teachers working in the French immersion program and those teaching Basic French. Provide a video and audio dubbing service. Produce videos that are not available on the market. | 174,300 | 492,400 | 174,300 | 492,400 | 174,300 | 492,400 | 174,300 | 492,400 | 697,200 | 1,969,600 |
| (4) | Develop, administer and correct standards tests for the French Immersion program. | 151,300 | 649,100 | 151,300 | 649,100 | 151,300 | 649,100 | 151,300 | 649,100 | 605,200 | 2,596,400 |
| (5) | Grants to independent schools to defray the additional costs associated with FSL education. | 77,500 | 97,900 | 77,500 | 97,900 | 77,500 | 97,900 | 77,500 | 97,900 | 310,000 | 391,600 |

Post-secondary

| | | | | | | | | | | | |
|-----|---|--------|---------|--------|---------|--------|---------|--------|---------|---------|-----------|
| (6) | Support for the adult FSL courses offered by the Collège universitaire de Saint-Boniface. | 70,000 | 506,000 | 70,000 | 506,000 | 70,000 | 506,000 | 70,000 | 506,000 | 280,000 | 2,024,000 |
|-----|---|--------|---------|--------|---------|--------|---------|--------|---------|---------|-----------|

**CANADA-MANITOBA AGREEMENT ON
MINORITY LANGUAGE EDUCATION AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
REGULAR FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|--|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| SUBTOTAL - TEACHING STRUCTURE/Framework | 2,762,500 | 4,304,700 | 2,762,500 | 4,304,700 | 2,762,500 | 4,304,700 | 2,762,500 | 4,304,700 | 11,050,000 | 17,218,800 |

2. PROGRAM DEVELOPMENT

| | | | | | | | | | | | |
|-----|--|--------|---------|--------|---------|--------|---------|--------|---------|---------|-----------|
| (1) | Development of FSL curricula. Participation in joint ventures between educational authorities with respect to curriculum development. | 54,900 | 235,600 | 54,900 | 235,600 | 54,900 | 235,600 | 54,900 | 235,600 | 219,600 | 942,400 |
| (2) | Development of FSL support documents for teachers and educational resources for students (paper and electronic format). | 46,500 | 199,300 | 46,500 | 199,300 | 46,500 | 199,300 | 46,500 | 199,300 | 186,000 | 797,200 |
| (3) | Development of communication tools, including Internet tools, to communicate various types of information to the FSL clientele. | 64,100 | 274,800 | 64,100 | 274,800 | 64,100 | 274,800 | 64,100 | 274,800 | 256,400 | 1,099,200 |
| (4) | Development of support documents related to distance FSL courses, particularly in the fields of mathematics and science. | 8,400 | 36,200 | 8,400 | 36,200 | 8,400 | 36,200 | 8,400 | 36,200 | 33,600 | 144,800 |
| (5) | Production, translation and adaptation of FSL learning outcomes frameworks, standards and implementation documents. Translation of policy documents relating to FSL courses and programs. Production, translation and adaptation of educational resources (textbooks and software) related to FSL education. | 41,300 | 94,300 | 41,300 | 94,300 | 41,300 | 94,300 | 41,300 | 94,300 | 165,200 | 377,200 |
| (6) | Support for organizations that produce materials liable to reinforce and consolidate classroom teaching of FSL such as educational radio programs, documentaries, song and dance books, etc. | 2,300 | 23,000 | 2,300 | 23,000 | 2,300 | 23,000 | 2,300 | 23,000 | 9,200 | 92,000 |

**CANADA-MANITOBA AGREEMENT ON
MINORITY LANGUAGE EDUCATION AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
REGULAR FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| (7) Support for organizations that offer French-language programs to FSL schools to reinforce the curricula approved by the Department of Education, Citizenship and Youth, including museum, fine arts and environmental studies programs. | 125,900 | 556,500 | 125,900 | 556,500 | 125,900 | 556,500 | 125,900 | 556,500 | 503,600 | 2,226,000 |
| (8) Support for organizations offering cultural programs to the FSL student clientele that promote awareness of French culture and <i>rapprochement</i> between the French- and English-speaking communities. | 94,900 | 414,500 | 107,340 | 414,500 | 107,340 | 414,500 | 107,340 | 414,500 | 416,920 | 1,658,000 |
| (9) Transfer to Council of Ministers of Education (Canada) - Accent/Odyssey Program | 18,000 | - | 5,560 | - | 5,560 | - | 5,560 | - | 34,680 | - |
| <i>Post-secondary</i> | | | | | | | | | | |
| Increase the range of courses and programs available at the post-secondary level in French at the CUSB | | | | | | | | | | |
| (1) Carry out a feasibility study on the possibility of offering a B.A. in International Studies and a B.A. in Communications. | 5,700 | 5,700 | 5,200 | 5,200 | 5,200 | 5,200 | 5,100 | 5,100 | 21,200 | 21,200 |
| (2) Increase the number of courses in psychology. | - | - | 11,300 | 11,300 | 11,200 | 11,200 | 11,100 | 11,100 | 33,600 | 33,600 |
| (3) Evaluate university programs and programs at the École technique et professionnelle | 5,700 | 5,700 | 5,300 | 5,300 | 5,200 | 5,200 | 5,200 | 5,200 | 21,400 | 21,400 |
| (4) Refurbishing of laboratories. | - | - | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 15,000 | 15,000 |
| Increase the range of distance education projects in French offered by the CUSB | | | | | | | | | | |
| (1) Offer the Webmaster program via the Internet. | 14,200 | 14,200 | 13,200 | 13,200 | 13,100 | 13,100 | 13,000 | 13,000 | 53,500 | 53,500 |
| (2) Offer the master's degree in Canadian Studies via the Internet. | 14,300 | 14,300 | 13,300 | 13,300 | 13,200 | 13,200 | 13,100 | 13,100 | 53,900 | 53,900 |
| (3) Update distance courses in translation and make them more available; explore the possibility of a distance master's degree in translation. | 56,800 | 56,800 | 52,600 | 52,600 | 52,300 | 52,300 | 51,900 | 51,900 | 213,600 | 213,600 |

**CANADA-MANITOBA AGREEMENT ON
MINORITY LANGUAGE EDUCATION AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
REGULAR FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| (4) Provide support, training and learning objects in order to improve the educational skills of teachers in the fields of information technology and communications. | 71,000 | 71,000 | 65,800 | 65,800 | 65,300 | 65,300 | 65,000 | 65,000 | 267,100 | 267,100 |
| Support for research into French language minority communities | | | | | | | | | | |
| (1) Development and implementation of an action plan to enhance research support. | 11,400 | 11,400 | 10,500 | 10,500 | 10,500 | 10,500 | 10,400 | 10,400 | 42,800 | 42,800 |
| SUBTOTAL - PROGRAM DEVELOPMENT | 635,400 | 2,013,300 | 638,500 | 2,016,400 | 637,300 | 2,015,200 | 636,100 | 2,014,000 | 2,547,300 | 8,058,900 |
| 3. TEACHER EDUCATION | | | | | | | | | | |
| (1) Bursaries for teachers in the FSL program. | 77,700 | 24,700 | 77,700 | 24,700 | 77,700 | 24,700 | 77,700 | 24,700 | 310,800 | 98,800 |
| (2) Support for FSL teacher education and development programs given by Brandon University. | 67,000 | 202,900 | 67,000 | 202,900 | 67,000 | 202,900 | 67,000 | 202,900 | 268,000 | 811,600 |
| (3) Facilitation of professional development activities for teachers in the FSL program. | 97,200 | 416,900 | 97,200 | 416,900 | 97,200 | 416,900 | 97,200 | 416,900 | 388,800 | 1,667,600 |
| SUBTOTAL - TEACHER EDUCATION | 241,900 | 644,500 | 241,900 | 644,500 | 241,900 | 644,500 | 241,900 | 644,500 | 967,600 | 2,578,000 |
| 4. STUDENT ASSISTANCE | | | | | | | | | | |
| (1) Scholarships for students to enable them to pursue FSL studies and FSL development courses. | 156,100 | - | 156,100 | - | 156,100 | - | 156,100 | - | 624,400 | - |
| SUBTOTAL - STUDENT ASSISTANCE | 156,100 | - | 156,100 | - | 156,100 | - | 156,100 | - | 624,400 | - |
| TOTAL CONTRIBUTIONS - FSL | 3,795,900 | 6,962,500 | 3,799,000 | 6,965,600 | 3,797,800 | 6,964,400 | 3,796,600 | 6,963,200 | 15,189,300 | 27,855,700 |

CANADA-MANITOBA AGREEMENT ON
 MINORITY LANGUAGE EDUCATION AND SECOND OFFICIAL LANGUAGE INSTRUCTION
 MANITOBA ACTION PLAN
 REGULAR FUNDS
 2005-2006 TO 2008-2009
 FINANCIAL SUMMARY TABLE

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|------------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| GRAND TOTAL OF CONTRIBUTIONS | 7,337,500 | 13,236,800 | 7,337,500 | 13,236,800 | 7,337,500 | 13,236,800 | 7,337,500 | 13,236,800 | 29,350,000 | 52,947,200 |

**CANADA-MANITOBA AGREEMENT
ON MINORITY LANGUAGE EDUCATION AND
SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
ADDITIONAL STRATEGIES
2005-2006 TO 2008-2009**

FRENCH MINORITY-LANGUAGE EDUCATION

ELEMENTARY AND SECONDARY

A) PROMOTION OF ACCESS AND INTEGRATION

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|--|---|-----------------------------------|--------------------------------|
| Develop and implement French language enhancement measures and special support measures for students at risk | | | | | |
| a. Renew and restructure French language enhancement program (Phase d'accueil) focused on parental intervention. | 1. Students whose language skills are not sufficiently developed are provided with access to programming that meets their language needs. 2. Parents have the skills needed to support the language development of their children. 3. The results achieved by the students meet the expectations of the Department and the DSFM. 4. Increased enrolment in the DSFM. | a. Number of students enrolled in the French language enhancement program. b. Number of parents receiving training. c. Improved student results in the Department's Grade 3 formative assessment. d. Enrolment in the DSFM. | <u>Canada</u> <u>3,693.2</u> | <u>Manitoba</u> <u>3,693.2</u> | <u>Total</u> <u>7,386.4</u> |
| b. Review the programming required to introduce an entry point at the 7 th Grade. | 1. Plan, develop and implement a program. | a. Enrolment in the 7 th Grade entry program. | <u>Canada</u> <u>232.6</u> | <u>Manitoba</u> <u>232.6</u> | <u>Total</u> <u>465.2</u> |
| PROMOTION OF ACCESS AND INTEGRATION – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>3,925.8</u> | <u>Manitoba</u> <u>3,925.8</u> | <u>Total</u> <u>7,851.6</u> |

B) PROGRAM QUALITY AND CULTURAL ENRICHMENT OF SCHOOL ENVIRONMENT

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|--|--|---|-----------------------------------|---------------------------------|
| Delivery of quality FML educational programs | | | | | |
| a. Increased access to technology and specialized curricula. | Students have access to specialized technological programs. Higher retention rate. All Francophone communities have access to quality specialized technological programs and resources. Increased enrolment in minority schools. Franco-Manitoban students have access to specialized, appropriate educational resources that are suited to their needs. | b. Number of specialized curricula (technology professionals) available. c. Participation rate in specialized programs for students. d. Number of Francophone communities that can offer technological and specialized curricula. e. Enrolment in minority schools. | <u>Canada</u> <u>7,006.5</u> | <u>Manitoba</u> <u>7,006.5</u> | <u>Total</u> <u>14,013.0</u> |
| b. Develop partnership strategies in order to offer vocational training. | 1. Agreements with other educational institutions, including the Red River Technical Vocational Area (RRTVA). | a. Number of vocational training programs available in French. | <u>Canada</u> <u>166.8</u> | <u>Manitoba</u> <u>166.8</u> | <u>Total</u> <u>333.6</u> |
| c. Through distance education, increase access to FML courses and programs to meet the needs of students and the education community. | 1. Students have access to quality interactive distance education programs. 2. The community has access to quality distance programs. 3. Teachers have access to continuing development programs available on a distance basis. 4. Higher retention rate. | Number of communities served by an interactive communication system. Number of distance courses offered. Enrolment in distance courses. | <u>Canada</u> <u>272.0</u> | <u>Manitoba</u> <u>272.0</u> | <u>Total</u> <u>544.0</u> |
| The school's roots in the community | | | | | |
| a. Assign responsibility for adult programming and training in communities served by the DSFM to the FML school environment. | 1. Minority communities have access to community programming that meets their needs. 2. Parents in Francophone homes have access to community training and programming that can increase their pride and feeling of belonging to a Francophone community. | a. Number of minority communities with access to community training and programming in French. b. Participation in training programs for parents. | <u>Canada</u> <u>181.6</u> | <u>Manitoba</u> <u>181.6</u> | <u>Total</u> <u>363.2</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|---|---|-----------------------------------|---------------------------------|
| The school's roots in the community (cont'd) | | | | | |
| | 3. Parents in exogamous homes have access to community training and programming that support them in their role as parents of children who are enrolled in a French school. 4. Improvement of the language skills of entitled parents and adults in the community. | | | | |
| b. Develop ties with community groups to work with them to identify community needs. | 1. Awareness of community needs. 2. Delivery of services that meet community needs. | Number of participating community groups. Number of services offered. | <u>Canada</u> <u>198.1</u> | <u>Manitoba</u> <u>198.1</u> | <u>Total</u> <u>396.2</u> |
| c. Develop a full range of cultural, identity, sports and health programming. | 1. Students have access to a complete range of programming that promotes the development of their culture and identity. 2. Students have access to sports programming in French. 3. Students have access to health programming in French. | Number of cultural activities and services available to students. Number of sports activities and services available to students. Number of health activities and services available to students. | <u>Canada</u> <u>1,041.5</u> | <u>Manitoba</u> <u>1,041.5</u> | <u>Total</u> <u>2,083.0</u> |
| PROGRAM QUALITY AND CULTURAL ENRICHMENT OF SCHOOL ENVIRONMENT – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>8,866.5</u> | <u>Manitoba</u> <u>8,866.5</u> | <u>Total</u> <u>17,733.0</u> |

C) TEACHERS AND EDUCATION SUPPORT SERVICES

| | | | | | |
|---|--|---|-------------------------------|---------------------------------|------------------------------|
| Teacher education | | | | | |
| a. Develop <i>FML</i> recruitment and career promotion strategies for teachers. | 1. Better dissemination of information about career opportunities in <i>FML</i> teaching. 2. Greater visibility of the school division at career fairs. | a. Number of documents (print and electronic) developed and disseminated. b. Participation rate career days and fairs organized by universities. | <u>Canada</u> <u>157.0</u> | <u>Manitoba</u> <u>157.0</u> | <u>Total</u> <u>314.0</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|--|---|--------------------------|-------------------------|
| Teacher education (cont'd) | | | | | |
| b. In partnership with the Faculty of Education at the Collège universitaire de Saint-Boniface, develop a recruitment program and strategies to encourage graduates of French language schools who are interested in a career in education to enrol at the CUSB. | 1. Adequate number of specialized teachers to meet the current and expected needs of the minority school system. | a. Number of graduates participating in recruitment activities and information sessions. | <u>Canada</u> 8.4 | <u>Manitoba</u> 8.4 | <u>Total</u> 16.8 |
| c. Develop recruitment strategies for Francophone students enrolled in faculties of education at Anglophone universities. | 1. Adequate number of teachers to meet the current and expected needs of the minority school system. | Number of students who attend recruitment activities and information sessions. | <u>Canada</u> 27.9 | <u>Manitoba</u> 27.9 | <u>Total</u> 55.8 |
| d. Create a continuing education and retention program for <i>FML</i> teachers. | 1. Enhanced access to continuing education programs to develop the language and pedagogical skills of teachers, particularly in the teaching of specialized programs (e.g. mathematics, natural sciences, chemistry, health, biology, physics, harmony, music, integration of students at risk, etc.), as well as in cultural facilitation and identity development. 2. Access to continuing education programs in teaching to multi-level and multi-age groups. 3. Lower staff turnover rate. | a. Number of continuing education programs available. | <u>Canada</u> 289.2 | <u>Manitoba</u> 289.2 | <u>Total</u> 578.4 |
| e. Study and implement a shadowing program for new teachers in collaboration with the CUSB. | 1. New teachers receive additional support to help them integrate into the school environment. | a. Teacher retention rate. | <u>Canada</u> 148.8 | <u>Manitoba</u> 148.8 | <u>Total</u> 297.6 |
| f. Develop and offer services of Francophone specialists in all educational communities. | 1. Students, teachers and parents have access to specialists who can meet their needs (guidance counsellors, remedial teaching, social workers, school psychologists, speech therapist, health specialists, etc.). | a. Number of specialized services available to educational communities. | <u>Canada</u> 511.4 | <u>Manitoba</u> 511.4 | <u>Total</u> 1,022.8 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|---|---|---|-----------------------------|--------------------------|
| Teacher education (cont'd) | | | | | |
| g. Recruit and train teachers who can work on behalf of students in special education. | 1. Number of teachers who can meet the special needs of students. | a. Number of teachers trained in special education. | <u>Canada</u> 10.0 | <u>Manitoba</u> 10.0 | <u>Total</u> 20.0 |
| TEACHERS AND EDUCATION SUPPORT SERVICES – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> 1,152.7 | <u>Manitoba</u> 1,152.7 | <u>Total</u> 2,305.4 |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION – MINORITY LANGUAGE | | | <u>Canada</u> 13,945.0 | <u>Manitoba</u> 13,945.0 | <u>Total</u> 27,890.0 |

FRENCH SECOND-LANGUAGE INSTRUCTION

ELEMENTARY AND SECONDARY

A) IMPROVE BASIC FRENCH PROGRAMS

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|--|---|---|--------------------------|-----------------------|
| Delivery of quality Basic French FSL course | | | | | |
| a. Develop and implement student recruitment and Basic French course promotion strategies. | 1. Increase enrolment in Basic French courses. | a. Number of students enrolled in Basic French courses. | <u>Canada</u> 207.4 | <u>Manitoba</u> 207.4 | <u>Total</u> 414.8 |
| b. Modernize teaching methods and introduce innovative programs such as the intensive Basic French courses. | 1. Enhance French language learning. | a. Pedagogical resources developed or made available for teaching the intensive Basic French course. b. Number of students enrolled in intensive French courses. | <u>Canada</u> 45.4 | <u>Manitoba</u> 45.4 | <u>Total</u> 90.8 |
| c. Develop and implement cultural activities in partnership with the community. | 1. Enhanced access to cultural activities in French. | a. Number of cultural activities offered. b. Student participation level in cultural activities. | <u>Canada</u> 124.7 | <u>Manitoba</u> 124.7 | <u>Total</u> 249.4 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|---|---|--|---------------------------------------|
| Delivery of quality Basic French FSL course (cont'd) | | | | | |
| d. Offer enrichment and enhanced access to Basic French courses through the use of new technologies. | Better access to the French development courses. | Number of teachers taking training courses. | <u>Canada</u> 403.5 | <u>Manitoba</u> 403.5 | <u>Total</u> 807.0 |
| e. Offer professional development opportunities to improve the French language skills of teachers. | Better access to the French development courses. | Number of teachers taking training courses. | <u>Canada</u> 133.9 | <u>Manitoba</u> 133.9 | <u>Total</u> 267.8 |
| IMPROVE BASIC FRENCH PROGRAMS – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> 914.9 | <u>Manitoba</u> 914.9 | <u>Total</u> 1,829.8 |

B) REVITALIZE IMMERSION PROGRAMS

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|---|---|--------------------------|-----------------------|
| Delivery of quality French immersion FSL courses and programs | | | | | |
| a. Develop and implement student recruitment and program promotion strategies. | 1. Enhanced access to courses, educational resources and quality specialized services. | a. Promotional tools developed and implemented. | <u>Canada</u> 179.1 | <u>Manitoba</u> 179.1 | <u>Total</u> 358.2 |
| b. Create more entry points into the immersion program. | 1. Enhanced access to the French immersion program. | a. Number of school divisions offering the French immersion program. b. Number of students enrolled in the French immersion program. | <u>Canada</u> 42.5 | <u>Manitoba</u> 42.5 | <u>Total</u> 85.0 |
| c. Offer enrichment and a wider choice of immersion courses through the use of new technologies. | 1. Wider choice of courses in French. | a. Enrolment in the French immersion program. | <u>Canada</u> 130.5 | <u>Manitoba</u> 130.5 | <u>Total</u> 261.0 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|---|---|---|---------------------------------|------------------------------|
| Delivery of quality French immersion FSL courses and programs (cont'd) | | | | | |
| d. Develop and implement cultural activities in partnership with the community. | 1. Better access to a wider variety of cultural activities. | a. Number of cultural activities available to students. b. Number of students participating in cultural activities. c. Student satisfaction as determined by surveys. | <u>Canada</u> <u>130.4</u> | <u>Manitoba</u> <u>130.4</u> | <u>Total</u> <u>260.8</u> |
| REVITALIZE IMMERSION PROGRAMS – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>482.5</u> | <u>Manitoba</u> <u>482.5</u> | <u>Total</u> <u>965.0</u> |

C) TEACHERS AND EDUCATION SUPPORT SERVICES

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|---|--|--|---|---------------------------------|------------------------------|
| Teacher education | | | | | |
| a. Provide better access to language and professional development courses, and to shadowing programs. | Improved language skills for teachers and future teachers. | a. Number of teachers enrolled in language courses and participating in professional development and shadowing programs. b. Satisfaction of teachers as determined by a survey. | <u>Canada</u> <u>431.4</u> | <u>Manitoba</u> <u>431.4</u> | <u>Total</u> <u>862.8</u> |
| TEACHERS AND EDUCATION SUPPORT SERVICES – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>431.4</u> | <u>Manitoba</u> <u>431.4</u> | <u>Total</u> <u>862.8</u> |

D) ACCESS TO HIGH QUALITY PEDAGOGICAL RESOURCES

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|---|---|---|--------------------------------|-----------------------------|
| a. Conduct literacy and numeracy research as they relate to the teaching of French, including training programs and exchange programs. | Teachers have better access to quality courses and pedagogical resources. | Number of new resources stemming from literacy and numeracy research. | <u>Canada</u> <u>18.6</u> | <u>Manitoba</u> <u>18.6</u> | <u>Total</u> <u>37.2</u> |
| ACCESS TO HIGH QUALITY PEDAGOGICAL RESOURCES – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>18.6</u> | <u>Manitoba</u> <u>18.6</u> | <u>Total</u> <u>37.2</u> |

E) RECOGNIZE AND VALUE LEARNING

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|---|---|-----------------------------------|--------------------------------|
| a. Offer opportunities for access to programs that give students the opportunity to use their French language skills, including training programs and exchange programs. | 1. Bilingual students can put their second language skills to effective use. | a. Number of programs made available to students enrolled in <i>FSL</i> courses and programs. b. Participation of students in <i>FSL</i> . | <u>Canada</u> <u>221.6</u> | <u>Manitoba</u> <u>221.6</u> | <u>Total</u> <u>443.2</u> |
| RECOGNIZE AND VALUE LEARNING – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> <u>221.6</u> | <u>Manitoba</u> <u>221.6</u> | <u>Total</u> <u>443.2</u> |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION – ELEMENTARY AND SECONDARY | | | <u>Canada</u> <u>2,069.0</u> | <u>Manitoba</u> <u>2,069.0</u> | <u>Total</u> <u>4,138.0</u> |

POST-SECONDARY

A) TEACHERS AND EDUCATION SUPPORT

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|---|---|---|---------------------------------|--------------------------------|
| Increase the number of qualified teachers for French immersion programs and Basic French courses | | | | | |
| a. Hire associate professors and/or teaching professionals responsible for training future immersion and Basic French teachers. | 1. Adequate number of professors to teach all the subject areas. | a. Number of professors hired. | <u>Canada</u> <u>530.3</u> | <u>Manitoba</u> <u>530.3</u> | <u>Total</u> <u>1,060.6</u> |
| b. Contribute to research projects in the field of French as a second language education. | 1. Better data base to help make decisions with respect to what courses and education programs to offer. | a. Number of research projects in which the CUSB is involved. | <u>Canada</u> <u>45.5</u> | <u>Manitoba</u> <u>45.5</u> | <u>Total</u> <u>91.0</u> |
| c. Develop and offer courses to improve the level of language for immersion students and Basic French students who are enrolled in the B.Ed. by preparing student files to ensure that their level of language can be upgraded. | 1. Improve student language skills. | a. Number of students enrolled in French development courses. b. Student marks. | <u>Canada</u> <u>121.2</u> | <u>Manitoba</u> <u>121.2</u> | <u>Total</u> <u>242.4</u> |
| d. Offer post graduate training in education with a major in second language instruction for immersion and Basic French teachers. | 1. Better access to specialized courses in education. | Number of courses developed and offered in 2006. Enrolment in specialized courses. | <u>Canada</u> <u>60.6</u> | <u>Manitoba</u> <u>60.6</u> | <u>Total</u> <u>121.2</u> |
| e. Develop and implement a strategic recruitment plan to encourage university students enrolled at the CUSB, the University of Manitoba and the University of Winnipeg to pursue a career in French as a second language teaching. | 1. Adequate number of FSL teachers to meet current and expected needs. | a. Enrolment in the CUSB Faculty of Education. | <u>Canada</u> <u>30.3</u> | <u>Manitoba</u> <u>30.3</u> | <u>Total</u> <u>60.6</u> |
| f. Offer workshops and development courses for immersion and Basic French teaching staff. | 1. Immersion and Basic French teaching staff are better prepared to meet the needs of immersion students or students taking Basic French courses. | a. Number of courses and workshops offered. b. Number of workshop participants. | <u>Canada</u> <u>60.6</u> | <u>Manitoba</u> <u>60.6</u> | <u>Total</u> <u>121.2</u> |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|--|---|---------------------------------|--------------------------------|
| Increase the number of qualified teachers for French immersion programs and Basic French courses (cont'd) | | | | | |
| g. Make development available to administrators of immersion schools and Anglophone schools that offer Basic French, as well as to future administrators of these schools. | 1. Administrative staff at <i>FSL</i> schools are better prepared to meet the needs of immersion students or students taking Basic French courses. | a. Number of courses and workshops offered. b. Number of workshop participants. | <u>Canada</u> 30.3 | <u>Manitoba</u> 30.3 | <u>Total</u> 60.6 |
| h. Support school divisions in implementing effective strategies to improve the retention of new teachers as they begin to practise their profession. | 1. Higher retention rate. | a. Number of interventions with school divisions. | <u>Canada</u> 15.2 | <u>Manitoba</u> 15.2 | <u>Total</u> 30.4 |
| TEACHERS AND EDUCATION SUPPORT – FEDERAL/PROVINCIAL CONTRIBUTION: | | | <u>Canada</u> 894.0 | <u>Manitoba</u> 894.0 | <u>Total</u> 1,788.0 |

B) CONTINUATION OF LEARNING AT THE POST-SECONDARY LEVEL

| | | | | | |
|---|---|---|------------------------|--------------------------|-----------------------|
| Increase the number of students enrolled at the CUSB from <i>FSL</i> schools and ensure that they can succeed in their post-secondary studies | | | | | |
| a. Develop and implement a targeted strategic recruitment plan for students from immersion schools and Anglophone schools teaching Basic French. | 1. Increase in registrations from immersion schools and Anglophone schools that offer Basic French courses. | a. Enrolment at CUSB. | <u>Canada</u> 333.3 | <u>Manitoba</u> 333.3 | <u>Total</u> 666.6 |
| b. Produce advertising and promotional material for parents of immersion students and students at Anglophone schools that offer Basic French (in English) as well as to immersion students and Basic French students (in French). | | a. Amount of material developed. b. Number of copies distributed to parents. c. Number of copies distributed to students. | <u>Canada</u> 75.8 | <u>Manitoba</u> 75.8 | <u>Total</u> 151.6 |
| c. Offer courses with university credits to students in immersion schools or Anglophone schools that offer Basic French in their schools. | | a. Number of courses offered at the school. b. Number of students enrolled in the courses. | <u>Canada</u> 60.5 | <u>Manitoba</u> 60.5 | <u>Total</u> 121.0 |

| MEASURES | EXPECTED RESULTS | PERFORMANCE INDICATORS | PLANNED INVESTMENT (in thousands of dollars) | | |
|--|--|--|---|--|--|
| Increase the number of students enrolled at the CUSB from FSL schools and ensure that they can succeed in their post-secondary studies (cont'd) | | | | | |
| d. Offer programs for young people whose second language is French. | | a. Number of programs for young people offered each year. b. Enrolment in the programs. | <u>Canada</u> 242.3 | <u>Manitoba</u> 242.3 | <u>Total</u> 484.6 |
| e. Offer support to the linguistic development of students as well as a pedagogical framework for stakeholders in this field that gives due regard to the diversity of needs. | 1. Better success and retention rate for students from immersion schools and Anglophone schools that offer Basic French courses. | a. Number of interventions with the stakeholders. b. Improved language performance of students. c. Student participation level. | <u>Canada</u> 394.0 | <u>Manitoba</u> 394.0 | <u>Total</u> 788.0 |
| f. Offer weekly directed study sessions in all knowledge consolidation courses in French. | | a. Number of weekly sessions offered. | <u>Canada</u> 181.8 | <u>Manitoba</u> 181.8 | <u>Total</u> 363.6 |
| g. Enrich the student environment. | | a. Number of cultural and sports activities available. b. Number of activities and exchanges with other institutions of the international Francophonie. | <u>Canada</u> 474.7 | <u>Manitoba</u> 474.7 | <u>Total</u> 949.4 |
| h. Offer a certificate in French language development for adult Anglophone clients. | | a. Enrolment in French development courses. | <u>Canada</u> 151.5 | <u>Manitoba</u> 151.5 | <u>Total</u> 303.0 |
| i. Develop Internet resources for second language courses and programs. | | a. Number of Web pages developed. | <u>Canada</u> 75.8 | <u>Manitoba</u> 75.8 | <u>Total</u> 151.6 |
| j. Offer French as a second language courses to parents of immersion students, which include support strategies for the children, in collaboration with Canadian Parents for French. | | a. Number of parents enrolled in the second language French courses. | <u>Canada</u> 21.3 | <u>Manitoba</u> 21.3 | <u>Total</u> 42.6 |
| k. Offer online materials for assisted self-directed learning in the second language. | | a. Amount of online self-study material available. | <u>Canada</u> 30.4 | <u>Manitoba</u> 30.4 | <u>Total</u> 60.8 |
| l. Provide residence students with a Francophone living environment. | | a. Number of extracurricular activities available in residence. | <u>Canada</u> 50.6 | <u>Manitoba</u> 50.6 | <u>Total</u> 101.2 |
| CONTINUATION OF LEARNING AT THE POST-SECONDARY LEVEL – FEDERAL/PROVINCIAL CONTRIBUTION: | | | | <u>Canada</u> 2,092.0 | <u>Manitoba</u> 2,092.0 |

| | | | | | |
|--|--|--|----------------------------------|------------------------------------|---------------------------------|
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION POST-SECONDARY | | | <u>Canada</u> 2,986.0 | <u>Manitoba</u> 2,986.0 | <u>Total</u> 5,972.0 |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION SECOND LANGUAGE | | | <u>Canada</u> 5,055.0 | <u>Manitoba</u> 5,055.0 | <u>Total</u> 10,110.0 |
| TOTAL FEDERAL/PROVINCIAL CONTRIBUTION ADDITIONAL STRATEGIES | | | <u>Canada</u> 19,000.0 | <u>Manitoba</u> 19,000.0 | <u>Total</u> 38,000.0 |

**CANADA-MANITOBA AGREEMENT ON MINORITY LANGUAGE EDUCATION
AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
ADDITIONAL FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE
(\$thousands)**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | | |
|---|--|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | |
| <u>FRENCH MINORITY-LANGUAGE EDUCATION</u> | | | | | | | | | | | |
| <u>ELEMENTARY AND SECONDARY</u> | | | | | | | | | | | |
| A) PROMOTION OF ACCESS AND INTEGRATION | | | | | | | | | | | |
| a) | Renew and restructure French language enhancement program (Phase d'accueil) focused on parental intervention. | 887,500 | 887,500 | 975,900 | 975,900 | 932,800 | 932,800 | 897,000 | 897,000 | 3,693,200 | 3,693,200 |
| b) | Review the programming required to introduce an entry point in the 7 th Grade. | - | - | 47,300 | 47,300 | 76,500 | 76,500 | 108,800 | 108,800 | 232,600 | 232,600 |
| SUBTOTAL - PROMOTION OF ACCESS AND INTEGRATION | | 887,500 | 887,500 | 1,023,200 | 1,023,200 | 1,009,300 | 1,009,300 | 1,005,800 | 1,005,800 | 3,925,800 | 3,925,800 |
| B) PROGRAM QUALITY AND CULTURAL ENRICHMENT OF SCHOOL ENVIRONMENT | | | | | | | | | | | |
| Delivery of quality FML educational programs | | | | | | | | | | | |
| a) | Increased access to technology and specialized curricula. | 1,895,172 | 1,895,172 | 1,950,392 | 1,950,392 | 1,691,285 | 1,691,285 | 1,469,646 | 1,469,646 | 7,006,495 | 7,006,495 |
| b) | Develop partnership strategies in order to offer vocational training. | - | - | 47,300 | 47,300 | 57,400 | 57,400 | 62,100 | 62,100 | 166,800 | 166,800 |
| c) | Through distance education, increase access to FML courses and programs to meet the needs of students and the education community. | 51,000 | 51,000 | 69,300 | 69,300 | 75,200 | 75,200 | 76,500 | 76,500 | 272,000 | 272,000 |
| The school's roots in the community | | | | | | | | | | | |
| a) | Assign responsibility for adult programming and training in communities served by the DSFM to the FML school environment. | 48,000 | 48,000 | 54,200 | 54,200 | 43,800 | 43,800 | 35,600 | 35,600 | 181,600 | 181,600 |

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(\$thousands)**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|--|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| b) Develop ties with community groups to work with them to identify community needs. | - | - | 28,400 | 28,400 | 76,500 | 76,500 | 93,200 | 93,200 | 198,100 | 198,100 |
| c) Develop a full range of cultural, identity, sports and health programming. | 302,800 | 302,800 | 293,900 | 293,900 | 243,000 | 243,000 | 201,800 | 201,800 | 1,041,500 | 1,041,500 |
| SUBTOTAL - PROGRAM QUALITY AND CULTURE | 2,296,972 | 2,296,972 | 2,443,492 | 2,443,492 | 2,187,185 | 2,187,185 | 1,938,846 | 1,938,846 | 8,866,495 | 8,866,495 |
| C) TEACHERS AND EDUCATION SUPPORT SERVICES | | | | | | | | | | |
| a) Develop FML recruitment and career promotion strategies for teachers. | 47,600 | 47,600 | 44,400 | 44,400 | 35,900 | 35,900 | 29,100 | 29,100 | 157,000 | 157,000 |
| b) In partnership with the Faculty of Education at the Collège universitaire de Saint-Boniface, develop a recruitment program and strategies to encourage graduates of French language schools who are interested in a career in education to enrol at the CUSB. | 2,500 | 2,500 | 2,400 | 2,400 | 1,900 | 1,900 | 1,600 | 1,600 | 8,400 | 8,400 |
| c) Develop recruitment strategies for Francophone students enrolled in faculties of education at Anglophone universities. | - | - | 7,100 | 7,100 | 11,500 | 11,500 | 9,300 | 9,300 | 27,900 | 27,900 |
| d) Create a continuing education and retention program for FML teachers. | 97,700 | 97,700 | 79,600 | 79,600 | 62,600 | 62,600 | 49,300 | 49,300 | 289,200 | 289,200 |
| e) Study and implement a shadowing program for new teachers in collaboration with the CUSB. | - | - | 37,900 | 37,900 | 61,200 | 61,200 | 49,700 | 49,700 | 148,800 | 148,800 |
| f) Develop and offer services of Francophone specialists in all educational communities. | 150,800 | 150,800 | 143,600 | 143,600 | 118,600 | 118,600 | 98,400 | 98,400 | 511,400 | 511,400 |
| g) Recruit and train teachers who can work on behalf of students in special education. | 3,000 | 3,000 | 2,800 | 2,800 | 2,300 | 2,300 | 1,900 | 1,900 | 10,000 | 10,000 |
| SUBTOTAL - TEACHERS AND EDUCATION SUPPORT SERVICES | 301,600 | 301,600 | 317,800 | 317,800 | 294,000 | 294,000 | 239,300 | 239,300 | 1,152,700 | 1,152,700 |
| TOTAL - FRENCH MINORITY-LANGUAGE EDUCATION | 3,486,072 | 3,486,072 | 3,784,492 | 3,784,492 | 3,490,485 | 3,490,485 | 3,183,946 | 3,183,946 | 13,944,995 | 13,944,995 |

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| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | | |
|--|--|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | |
| FRENCH SECOND-LANGUAGE INSTRUCTION | | | | | | | | | | | |
| <i>ELEMENTARY AND SECONDARY</i> | | | | | | | | | | | |
| A) IMPROVE BASIC FRENCH PROGRAMS | | | | | | | | | | | |
| a) | Develop and implement student recruitment and Basic French course promotion strategies. | 34,200 | 34,200 | 32,300 | 32,300 | 54,500 | 54,500 | 86,400 | 86,400 | 207,400 | 207,400 |
| b) | Modernize teaching methods and introduce innovative programs such as the intensive Basic French courses. | 12,300 | 12,300 | 7,300 | 7,300 | 11,500 | 11,500 | 14,400 | 14,400 | 45,500 | 45,500 |
| c) | Develop and implement cultural activities in partnership with the community. | 22,100 | 22,100 | 18,000 | 18,000 | 32,700 | 32,700 | 51,800 | 51,800 | 124,600 | 124,600 |
| d) | Offer enrichment and enhanced access to Basic French courses through the use of new technologies. | 58,700 | 58,700 | 80,800 | 80,800 | 120,000 | 120,000 | 144,000 | 144,000 | 403,500 | 403,500 |
| e) | Offer professional development opportunities to improve the French language skills of teachers. | 2,700 | 2,700 | 26,900 | 26,900 | 40,900 | 40,900 | 63,400 | 63,400 | 133,900 | 133,900 |
| SUBTOTAL - IMPROVE BASIC FRENCH PROGRAMS | | 130,000 | 130,000 | 165,300 | 165,300 | 259,600 | 259,600 | 360,000 | 360,000 | 914,900 | 914,900 |
| B) REVITALIZE FRENCH IMMERSION PROGRAMS | | | | | | | | | | | |
| a) | Develop and implement student recruitment and program promotion strategies. | 30,300 | 30,300 | 27,200 | 27,200 | 49,600 | 49,600 | 72,000 | 72,000 | 179,100 | 179,100 |
| b) | Create more entry points into the immersion program. | - | - | 7,300 | 7,300 | 13,600 | 13,600 | 21,600 | 21,600 | 42,500 | 42,500 |
| c) | Offer enrichment and a wider choice of immersion courses through the use of new technologies. | 16,100 | 16,100 | 21,800 | 21,800 | 39,300 | 39,300 | 53,300 | 53,300 | 130,500 | 130,500 |
| d) | Develop and implement cultural activities in partnership with the community. | 34,300 | 34,300 | 19,800 | 19,800 | 36,000 | 36,000 | 40,300 | 40,300 | 130,400 | 130,400 |
| SUBTOTAL - REVITALIZE FRENCH IMMERSION PROGRAMS | | 80,700 | 80,700 | 76,100 | 76,100 | 138,500 | 138,500 | 187,200 | 187,200 | 482,500 | 482,500 |

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FINANCIAL SUMMARY TABLE
(\$thousands)**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|--|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| C) TEACHERS AND EDUCATION SUPPORT SERVICES | | | | | | | | | | |
| a) Provide better access to language and professional development courses, and to shadowing programs. | 54,200 | 54,200 | 79,000 | 79,000 | 128,200 | 128,200 | 170,000 | 170,000 | 431,400 | 431,400 |
| SUBTOTAL - TEACHER AND EDUCATION SUPPORT SERVICES | 54,200 | 54,200 | 79,000 | 79,000 | 128,200 | 128,200 | 170,000 | 170,000 | 431,400 | 431,400 |
| D) ACCESS TO HIGH QUALITY PEDAGOGICAL RESOURCES | | | | | | | | | | |
| a) Conduct literacy and numeracy research as they relate to the teaching of French, including training programs and exchange programs. | 4,500 | 4,500 | - | - | 5,500 | 5,500 | 8,600 | 8,600 | 18,600 | 18,600 |
| SUBTOTAL - ACCESS TO PEDAGOGICAL RESOURCES | 4,500 | 4,500 | - | - | 5,500 | 5,500 | 8,600 | 8,600 | 18,600 | 18,600 |
| E) RECOGNIZE AND VALUE LEARNING | | | | | | | | | | |
| a) Offer opportunities for access to programs that give students the opportunity to use their French language skills, including training programs and exchange programs. | 30,600 | 30,600 | 42,100 | 42,100 | 68,200 | 68,200 | 80,700 | 80,700 | 221,600 | 221,600 |
| SUBTOTAL - RECOGNIZE AND VALUE LEARNING | 30,600 | 30,600 | 42,100 | 42,100 | 68,200 | 68,200 | 80,700 | 80,700 | 221,600 | 221,600 |
| TOTAL - ELEMENTARY AND SECONDARY | 300,000 | 300,000 | 362,500 | 362,500 | 600,000 | 600,000 | 806,500 | 806,500 | 2,069,000 | 2,069,000 |

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| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|--|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| <u>POST-SECONDARY</u> | | | | | | | | | | |
| A) TEACHERS AND EDUCATION SUPPORT | | | | | | | | | | |
| a) Hire associate professors and/or teaching professionals responsible for training future French immersion and Basic French teachers. | 109,500 | 109,500 | 127,800 | 127,800 | 138,500 | 138,500 | 154,500 | 154,500 | 530,300 | 530,300 |
| b) Contribute to research projects in the field of French as a second language education. | 9,400 | 9,400 | 11,000 | 11,000 | 11,900 | 11,900 | 13,200 | 13,200 | 45,500 | 45,500 |
| c) Develop and offer courses to improve the level of language for French immersion students and Basic French students who are enrolled in the B.Ed. by preparing student files to ensure that their level of language can be upgraded. | 25,000 | 25,000 | 29,200 | 29,200 | 31,600 | 31,600 | 35,400 | 35,400 | 121,200 | 121,200 |
| d) Offer post-graduate training in education with a major in second language instruction for French immersion and Basic French teachers. | 12,500 | 12,500 | 14,600 | 14,600 | 15,800 | 15,800 | 17,700 | 17,700 | 60,600 | 60,600 |
| e) Develop and implement a strategic recruitment plan to encourage university students enrolled at the CUSB, the University of Manitoba and the University of Winnipeg to pursue a career in French as a second language teaching. | 6,300 | 6,300 | 7,300 | 7,300 | 7,900 | 7,900 | 8,800 | 8,800 | 30,300 | 30,300 |
| f) Offer workshops and development courses for French immersion and Basic French teaching staff. | 12,500 | 12,500 | 14,600 | 14,600 | 15,800 | 15,800 | 17,700 | 17,700 | 60,600 | 60,600 |
| g) Make development available to administrators of French immersion schools and Anglophone schools that offer Basic French, as well as to future administrators of these schools. | 6,300 | 6,300 | 7,300 | 7,300 | 7,900 | 7,900 | 8,800 | 8,800 | 30,300 | 30,300 |
| h) Support school divisions in implementing effective strategies to improve the retention of new teachers as they begin to practise their profession. | - | - | - | - | 7,200 | 7,200 | 8,000 | 8,000 | 15,200 | 15,200 |
| SUBTOTAL - TEACHERS AND EDUCATION SUPPORT | 181,500 | 181,500 | 211,800 | 211,800 | 236,600 | 236,600 | 264,100 | 264,100 | 894,000 | 894,000 |

**CANADA-MANITOBA AGREEMENT ON MINORITY LANGUAGE EDUCATION
AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
ADDITIONAL FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE
(\$thousands)**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| B) CONTINUATION OF LEARNING AT THE POST-SECONDARY LEVEL | | | | | | | | | | |
| a) Develop and implement a targeted strategic recruitment plan for students from French immersion schools and Anglophone schools teaching Basic French. | 68,800 | 68,800 | 80,300 | 80,300 | 87,100 | 87,100 | 97,100 | 97,100 | 333,300 | 333,300 |
| b) Produce advertising and promotional material for parents of French immersion students and students at Anglophone schools that offer Basic French (in English) as well as to French immersion students and Basic French students (in French). | 15,600 | 15,600 | 18,300 | 18,300 | 19,800 | 19,800 | 22,100 | 22,100 | 75,800 | 75,800 |
| c) Offer courses with university credits to students in French immersion schools or Anglophone schools that offer Basic French in their schools. | 12,500 | 12,500 | 14,600 | 14,600 | 15,800 | 15,800 | 17,600 | 17,600 | 60,500 | 60,500 |
| d) Offer programs for young people whose second language is French. | 50,000 | 50,000 | 58,400 | 58,400 | 63,300 | 63,300 | 70,600 | 70,600 | 242,300 | 242,300 |
| e) Offer support to the linguistic development of students as well as a pedagogical framework for stakeholders in this field that gives due regard to the diversity of needs. | 81,300 | 81,300 | 95,000 | 95,000 | 102,900 | 102,900 | 114,800 | 114,800 | 394,000 | 394,000 |
| f) Offer weekly directed study sessions in all knowledge consolidation courses in French. | 37,500 | 37,500 | 43,800 | 43,800 | 47,500 | 47,500 | 53,000 | 53,000 | 181,800 | 181,800 |
| g) Enrich the student environment by offering cultural and sports activities as well as activities and exchanges with other institutions of the international Francophonie. | 98,000 | 98,000 | 114,400 | 114,400 | 124,000 | 124,000 | 138,339 | 138,339 | 474,739 | 474,739 |

**CANADA-MANITOBA AGREEMENT ON MINORITY LANGUAGE EDUCATION
AND SECOND OFFICIAL LANGUAGE INSTRUCTION
MANITOBA ACTION PLAN
ADDITIONAL FUNDS
2005-2006 TO 2008-2009
FINANCIAL SUMMARY TABLE
(\$thousands)**

| MEASURES | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
|---|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|----------------------|-------------------------|
| | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION | FEDERAL CONTRIBUTION | PROVINCIAL CONTRIBUTION |
| h) Offer a certificate in French language development for adult Anglophone clients. | 31,300 | 31,300 | 36,500 | 36,500 | 39,600 | 39,600 | 44,100 | 44,100 | 151,500 | 151,500 |
| i) Develop Internet resources for second language courses and programs. | 15,600 | 15,600 | 18,300 | 18,300 | 19,800 | 19,800 | 22,100 | 22,100 | 75,800 | 75,800 |
| j) Offer French as a second language courses to parents of French immersion students, which include support strategies for the children, in collaboration with Canadian Parents for French. | 4,400 | 4,400 | 5,100 | 5,100 | 5,600 | 5,600 | 6,200 | 6,200 | 21,300 | 21,300 |
| k) Offer online materials for assisted self-directed learning in the second language. | - | - | - | - | 14,400 | 14,400 | 16,000 | 16,000 | 30,400 | 30,400 |
| l) Provide residence students with a Francophone living environment. | - | - | - | - | 20,100 | 20,100 | 30,500 | 30,500 | 50,600 | 50,600 |
| SUBTOTAL - CONTINUATION OF LEARNING | 415,000 | 415,000 | 484,700 | 484,700 | 559,900 | 559,900 | 632,439 | 632,439 | 2,092,039 | 2,092,039 |
| TOTAL - POST-SECONDARY | 596,500 | 596,500 | 696,500 | 696,500 | 796,500 | 796,500 | 896,539 | 896,539 | 2,986,039 | 2,986,039 |
| TOTAL - FRENCH SECOND-LANGUAGE INSTRUCTION | 896,500 | 896,500 | 1,059,000 | 1,059,000 | 1,396,500 | 1,396,500 | 1,703,039 | 1,703,039 | 5,055,039 | 5,055,039 |
| GRAND TOTAL | 4,382,572 | 4,382,572 | 4,843,492 | 4,843,492 | 4,886,985 | 4,886,985 | 4,886,985 | 4,886,985 | 19,000,034 | 19,000,034 |