

NUNAVUT'S ACTION PLANS

related to minority language education

and second-language instruction

2005-2006 to 2008-2009

**Action Plans
2005-2006 to 2008-2009
Canada-Nunavut Agreement with respect to Regular, Additional and Complementary Funds
for French Minority Language Education and French Second Language Instruction**

PREAMBLE

General Directions

The action plans herein are intended to specifically discuss the general directions of several governing bodies: the government of Nunavut, Nunavut Department of Education (NDE) and local education authorities in Nunavut. Extending over four years, this is one further step toward establishing a French-language education system (minority language and second language) in the Territory that will be of very high quality, effective and competitive with respect to the anglophone system.

Inspired by the government of Nunavut's motto: "To improve the health, prosperity and autonomy of Nunavummiut (Nunavut residents)", Nunavut Department of Education has established a set of principles, values and beliefs underlying its own action plans and focusing on:

- the adoption of an education act specific to Nunavut,
- the development of a universal education program from kindergarten to grade 12,
- a policy on languages of education, particularly the teaching of Inuktitut,
- the establishment of a bilingual education system.

This set of principles has a direct impact on the development of the Canada-Nunavut Protocol of Agreement for French Minority Language Education and French Second-Language Instruction, planned for 2009.

The Current Situation of French Minority-Language Education

- In 2005-2006, there were 47 students registered with the Commission scolaire francophone du Nunavut (CSFN), from kindergarten to grade 9 at École des Trois-Soleils in Iqaluit, plus two students pursuing their education elsewhere because they cannot do so in Iqaluit.
- The school library has become one of the most technologically advanced; maintaining it as such will be a challenge in the years to come.
- The personnel of École des Trois-Soleils is comprised of a director (half-position), three and a half teachers, a professional for students with special needs, a kindergarten teacher (half-position), and support staff, for a total equivalent to 7.5 regular positions.
- Due to distance, misconceptions about the environment, lack of interest in the region on the part of professionals, Nunavut continues to experience enormous recruiting difficulties.
- Multigrade classrooms will remain the norm for several years.
- Although the recruitment of right holders' children has seen some success in the past year, the CSFN still faces a lack of interest when students reach the first years of high school. Thus, whereas some right holders will choose to send their children outside Iqaluit, others will choose English-language education.

- Given the special social context, the children of right holders (a large number come from exogamous families) do not have all the language basics to have a good start in primary school.
- Subject to a few minor adjustments, the CSFN has given its approval to an ambitious education project at École des Trois-Soleils. Now this project must be the basis of the curricula.
- The CSFN is henceforth an entity recognized within the Iqaluit community, but it will take a few more years for it to be fully functional academically.
- A new director general has been in place since August 2005. He has to examine key issues such as developing action plans and strategies to promote quality French-language education, forge partnerships with other education governing bodies in Nunavut and outside, prevent the loss of school population at the secondary level, etc.
- The CSFN will have to compete with the arrival, in the anglophone sector, of a French immersion program that will likely be in place by September 2006.
- The Division of French Education and Services (DEFES) has participated in the production, translation and/or distribution of pedagogical material adapted to Nunavut.
- The DEFES has proceeded to compile its pedagogical resources, and is now prepared to offer a more adequate bank of resources to Nunavut's education service providers.
- The DEFES has maintained and reinforced its relations with Canadian partners to ensure the production of curricula and pedagogical resources adapted to Nunavut.
- The DEFES has conducted a survey of Iqaluit's population to establish a French immersion program.
- The DEFES director has acted as interim director general/superintendent for the CSFN.
- The DEFES actively participated in developing the Department's triennial plan, thus making the DEFES's services more visible.

The Priorities for Preschool, Primary and Secondary Education from 2005-2006 to 2008-2009 with regard to French Minority Language Education

- Support the CSFN in its efforts to offer right holders services equivalent to those offered in other Nunavut school districts.
- Support the CSFN in establishing an education program that offers excellent quality while respecting and observing the Inuit *Qaujimajatuqangit*.
- Ensure that education services are provided to right holders' children who attain senior secondary levels in Iqaluit.
- Develop and implement a mechanism to evaluate curricula and school results.
- Adequately prepare students for entry in grade one by establishing a full-day kindergarten class.
- Support the CSFN in finalizing and, as the case may be, implementing its education project.
- Give personnel at the CSFN and École des Trois-Soleils access to professional development programs adapted to anticipated needs.
- Support the DEFES in its efforts to offer a complete range of high quality services.
- Support the DEFES and the CSFN in their work to design, adapt and/or produce curricula that meet the priorities of the Department and the CSFN.
- Allow the DEFES to participate fully in the work, conferences, workshops, etc of other organizations with common objectives.

The current Situation of French Second Language Instruction

- The French second-language curriculum is still offered as an option in Iqaluit schools.
- The number of students registered for French second-language courses varies from one school to another, with groups varying from 6 to 20 students per classroom.
- As a result of the low student recruitment in previous years, the curriculum often suffers from a lack of coherence and consistency in content as well as available resources.
- The teaching staff assigned to teach French as a second language was there more to "accommodate" schedules and perform supplementary tasks.
- Currently, no other Nunavut community offers French second language programs.
- DEFES is developing closer links with the schools by participating in recruiting efforts and by performing part of the program and teacher evaluation tasks.

The Priorities for Preschool, Primary and Secondary Education from 2005-2006 to 2008-2009 with regard to French Second Language Instruction and Immersion

- Support the implementation of a French immersion program.
- Reinforce French second-language instruction, particularly in allocating qualified full time professionals.
- Enable the DEFES to offer significant and effective support to the Iqaluit District Education Authority (IDEA), which is the equivalent to the CFSN in terms of organization, but with less direct decision-making powers.
- Support the IDEA in its plan to standardize the various components of French second-language instruction.

Consultations

With regard to French minority-language education in Nunavut, the NDE consulted the CSFN and the personnel of École des Trois-Soleils often and at length before devising the outline of these action plans. An equally exhaustive consultation, this time accompanied by a systematic survey, was conducted with the IDEA and Iqaluit parents in order to determine the level of interest in a French immersion program in one of Iqaluit's anglophone schools. In addition, the DEFES met with the executive directors of each of Nunavut's other regions to inform them on its mandate, projects and accomplishments, and to hear their views regarding various aspects of French second language instruction.

Finally, within the Education Department itself, regular meetings were held with personnel from each department, whether to obtain their approval of projects or to consult them on the best way to administer certain dossiers.

Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2005-2006 to 2008-2009 between the Government of Canada and the Council of Ministers of Education, Canada (CMEC)

In May 2005, the CMEC and the Department of Canadian Heritage agreed to a protocol on rules, procedures and amounts in support of the governing bodies concerned in the implementation of their respective action plans for the next four years, i.e., from 2005-2006 to 2008-2009.

The government of Nunavut, via the NDE, signed this draft protocol. However, it is important to note that Nunavut is a young territory with education objectives that are ambitious, but fully justifiable. Those objectives and resulting activities combine to create a domino effect, with consequences often unforeseeable at the time they were conceived. In addition, a certain number of activities deemed crucial for the progress of the education system may at times be delayed or even blocked for all kinds of reasons, the main one being lack of funds. In fact, this situation forces the NDE to demand that the action plans be revised in 2007-2008, two years after the start of its implementation.

As part of this protocol, Nunavut is granted the total amount of five million, eighty-three thousand, four hundred and thirty-five dollars (\$5,083,435) allocated differently as regular funds and as additional funds, for minority language education and second language instruction. In addition, as with the other territories, Nunavut is assured access to funds referred to as complementary, to fill certain gaps in the funding of activities regarding French minority language education and/or second language instruction.

Canada's Action Plan for Official Languages (APOL): Minority Language Education

The action plan essentially aims to offer punctual and top-quality assistance to Nunavut right holders. Like French second language instruction, it belongs to the broader context of Nunavut's education policy, which intends to promote the official languages of Nunavut and Canada, and to an action plan extending to 2008-2009. In the longer term, this action plan is a critical step for education in Nunavut. Indeed, despite considerable efforts and investments, the education system is still suffering from major shortcomings in catching up to the systems found in the other provinces and territories. In terms of minority language education, the ambitions are high. Among other projects, we note: extensions or modifications to École des Trois-Soleils to enable senior-level secondary education; the development of a "community" bias of the school; the CFSN's positioning among the good, if not the best, organizations with respect to the quality of its graduates; extending French language services at the Department of Education and the government of Nunavut; offering the CSFN curricula that are adapted to the sociocultural context of Nunavut's francophone minority, while complying with NED's directives, etc.

In sum, the target in the longer term is the establishment in Nunavut of a performing education system that prepares its graduates well to fulfil their potential as responsible citizens of Nunavut's francophone minority. These action plans and the funding on which they depend are essential instruments in achieving this goal.

APOL: French Second Language Instruction

Essentially, the action plan supports an effort to consolidate French second language instruction. Thus, the amounts invested should guarantee greater standardization of programs and resources. To that end, part of the investment of the NED and the Department of Canadian Heritage will serve to cover the costs of a professional assigned to the inventory of French second language instruction programs and to the evaluation of available pedagogical resources and education facilities. In parallel, the Department has received a firm commitment from the IDEA that teachers of French as a second language will have a full position in this subject alone. Finally, the DEFES will broaden its role by becoming a direct service provider in evaluating the classroom work of teaching personnel, and will advise school administrations of any required change. In the longer term, it is hoped that French second-language instruction will provide students who choose this option with a level of French language understanding and expression that will enable them to function minimally in a Canadian francophone environment (i.e., a level equivalent to intermediate French). Accordingly, in order to comply further with the spirit of the future law respecting the languages of education in Nunavut, an effort will be made to extend French second-language instruction to other Nunavut communities.

Finally, in response to a request from the IDEA, the Department intends to support its project to implement a French immersion program in one of its Iqaluit schools. Nunavut thus becomes the last territory to offer this program, but, more importantly, it considerably broadens the range of postsecondary studies options offered to its anglophone graduates. Of course, as this plan makes clear, funding for this project depends on access to the Department of Canadian Heritage funds.

Participation of the Government of Nunavut

On average, the government of Nunavut's level of contribution reaches about 50% of Canadian Heritage's level. It should be noted that this contribution has been rising from year to year, and stands to rise even more next year, given the NDE's willingness to increase its investment in education, as outlined in its triennial business plan.

The largest part of the investment, by Canadian Heritage as well as the government of Nunavut, is taken up by costs in human resources. Not only are salaries high, but related costs are even more so: the relocation in and out of communities, the rents subsidized at 50% of actual costs, and the various bonuses add up quickly to a substantial payroll. In this regard, it should be emphasized that the decision-making bodies are fully aware of this problem and are multiplying consultations on this matter. An advisory board is even planned in order to propose means of lightening this burden. Finally, it should be pointed out that our colleagues in Yukon and the Northwest Territories are dealing with the same issues, but at lesser cost.

Conclusion

This is a summary of the action plans that the Nunavut Department of Education has devised for the next four years. As emphasized in the evaluation report submitted last year, the federal government's participation is absolutely essential to implementing these plans. Without that participation, the state of education in general would suffer, because, as we must remind ourselves, the funds invested by the Department of Canadian Heritage not only contribute directly to the development of French language education and French instruction in Nunavut, but also have a spillover effect for all aspects of education.

GOVERNMENT OF NUNAVUT: ACTION PLAN

Canada Nunavut Agreement for Minority Language Education and Second Official Language Instruction, 2005-2006 to 2008-2009

REGULAR PROGRAMS

OBJECTIVE A: FRENCH MINORITY LANGUAGE EDUCATION

| STRATEGIC PRIORITY: consolidation and development of educational services in the language of the minority. | | | | | | | | | | |
|--|---|--|-----------------------|----------------|-----------------|----------------|----------------|------------------|----------------|------------------|
| SUPPORT CATEGORY: Education Support and Administration | | | | | | | | | | |
| EXPECTED OUTCOMES 2008-2009 | PERFORMANCE INDICATORS | STRATEGIES/MEASURES TAKEN | FINANCIAL COMMITMENTS | | | | | | | |
| | | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | | | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut |
| Increased control by the Nunavut government. | Teacher recruitment. | One teacher position taken over by Nunavut from 2007-2008. | \$0 | \$0 | \$0 | \$0 | \$0 | \$109,000 | \$0 | \$140,000 |
| STRATEGIC PRIORITY: reinforcement of inter-provincial/territorial and pan-Canadian cooperation in areas of common interest. | | | | | | | | | | |
| SUPPORT CATEGORY: Program development | | | | | | | | | | |
| Collaboration to produce learning materials, exchange on common problems and select resources. | Production of learning kits. Establishment of a common framework for math, French and/or Art Education. Learning materials in math. | Cooperation projects within the frameworks of CMEC, ACELF and/or WNCP. | \$16,000 | \$5,000 | \$12,500 | \$5,000 | \$3,000 | \$6,000 | \$1,000 | \$6,000 |
| STRATEGIC PRIORITY: consolidation and development of teacher training and development programs. | | | | | | | | | | |
| SUPPORT CATEGORY: Teacher development | | | | | | | | | | |
| Well informed and trained professionals on the latest developments. | Formative and summative performance assessments of professionals. | Training sessions for all teachers for one week. | \$0 | \$3,600 | \$0 | \$3,600 | \$0 | \$4,000 | \$0 | \$4,000 |
| Total: French minority language education | | | \$16,000 | \$8,600 | \$12,500 | \$8,600 | \$3,000 | \$119,000 | \$1,000 | \$150,000 |

SUMMARY OF REGULAR FUNDING: FRENCH MINORITY LANGUAGE EDUCATION

| | FINANCIAL COMMITMENTS | | | | | | | | | |
|---|-----------------------|----------------|-----------------|----------------|----------------|------------------|----------------|------------------|-----------------|------------------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
| | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ |
| FRENCH MINORITY LANGUAGE EDUCATION | | | | | | | | | | |
| Education Support and Administration | \$0 | \$0 | \$0 | \$0 | \$0 | \$109,000 | \$0 | \$140,000 | \$0 | \$249,000 |
| Program development | \$16,000 | \$5,000 | \$12,500 | \$5,000 | \$3,000 | \$6,000 | \$1,000 | \$6,000 | \$32,500 | \$22,000 |
| Teacher development | \$0 | \$3,600 | \$0 | \$3,600 | \$0 | \$4,000 | \$0 | \$4,000 | \$0 | \$15,200 |
| Student services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$16,000 | \$8,600 | \$12,500 | \$8,600 | \$3,000 | \$119,000 | \$1,000 | \$150,000 | \$32,500 | \$286,200 |

GOVERNMENT OF NUNAVUT: ACTION PLAN

Canada Nunavut Agreement for Minority Language Education and Second Official Language Instruction, 2005-2006 to 2008-2009

REGULAR PROGRAMS

OBJECTIVE (B) : FRENCH SECOND LANGUAGE AND IMMERSION INSTRUCTION

| STRATEGIC PRIORITY: support for the development and implementation of innovative programs for second language core programs. | | | | | | | | | | |
|---|--|--|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| SUPPORT CATEGORY: Education Support and Administration | | | | | | | | | | |
| EXPECTED OUTCOMES 2008-2009 | PERFORMANCE INDICATORS | STRATEGIES/MEASURES TAKEN | FINANCIAL COMMITMENTS | | | | | | | |
| | | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | | | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut |
| The IDEA will invest more in the quality of its French second language program. | Increased enrollment in French second language. | Subsidy to the IDEA for costs related to French second language instruction. | \$290,000 | \$151,400 | \$298,500 | \$155,000 | \$308,000 | \$160,000 | \$312,000 | \$165,000 |
| STRATEGIC PRIORITY: consolidate and support second language services. | | | | | | | | | | |
| SUPPORT CATEGORY: Program development | | | | | | | | | | |
| Satisfaction of French second language and immersion clientele. | Bank of adequate and adapted resources. | Subsidy to the IDEA to purchase exclusive materials to teach French second language and immersion courses. | \$6,500 | \$4,000 | \$4,000 | \$4,500 | \$4,000 | \$4,500 | \$2,000 | \$5,000 |
| STRATEGIC PRIORITY: consolidation and development of teacher training and development programs. | | | | | | | | | | |
| SUPPORT CATEGORY: Teacher development | | | | | | | | | | |
| French second language teachers receive adequate training. | Classroom performance evaluation. Number of participants. Qualified teachers in the schools. | Subsidy to support the training of French second language teachers. | \$5,000 | \$3,600 | \$2,500 | \$3,600 | \$2,500 | \$3,600 | \$2,500 | \$3,600 |
| Total: French second language and immersion instruction | | | \$301,500 | \$159,000 | \$305,000 | \$163,100 | \$314,500 | \$168,100 | \$316,500 | \$173,600 |

SUMMARY OF REGULAR FUNDING: FRENCH SECOND LANGUAGE AND IMMERSION INSTRUCTION

| | FINANCIAL COMMITMENTS | | | | | | | | | |
|---|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|------------------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
| | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ |
| FRENCH SECOND LANGUAGE AND IMMERSION INSTRUCTION | | | | | | | | | | |
| Education Support and Administration | \$290,000 | \$151,400 | \$298,500 | \$155,000 | \$308,000 | \$160,000 | \$312,000 | \$165,000 | \$1,208,500 | \$631,400 |
| Program development | \$6,500 | \$4,000 | \$4,000 | \$4,500 | \$4,000 | \$4,500 | \$2,000 | \$5,000 | \$16,500 | \$18,000 |
| Teacher development | \$5,000 | \$3,600 | \$2,500 | \$3,600 | \$2,500 | \$3,600 | \$2,500 | \$3,600 | \$12,500 | \$14,400 |
| Student services | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$301,500 | \$159,000 | \$305,000 | \$163,100 | \$314,500 | \$168,100 | \$316,500 | \$173,600 | \$1,237,500 | \$663,800 |

GOVERNMENT OF NUNAVUT: ACTION PLAN
*Canada Nunavut Agreement for Minority Language Education and Second Official Language Instruction,
2005-2006 to 2008-2009*

ADDITIONAL STRATEGIES

OBJECTIVE A: FRENCH MINORITY LANGUAGE EDUCATION

STRATEGIC PRIORITY: support the development of innovative minority-language educational programs and services

SUPPORT CATEGORY: Promotion of access and integration

| EXPECTED OUTCOMES 2008-2009 | PERFORMANCE INDICATORS | STRATEGIES/MEASURES TAKEN | FINANCIAL COMMITMENTS | | | | | | | |
|---|---|--|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| | | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | | | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut |
| Language upgrading programs in French. | The school provides a program for grades 10, 11 and 12. Quality and relevance of resources. Emergency transportation available. | A retention program for grades 10, 11 and 12. Support for right holders who must study outside Nunavut. Provide emergency transportation. Purchase of resources. | \$0 | \$0 | \$0 | \$0 | \$55,000 | \$4,000 | \$55,000 | \$4,000 |
| | | | \$45,500 | \$100,000 | \$32,500 | \$100,000 | \$32,500 | \$100,000 | \$47,000 | \$100,000 |

SUPPORT CATEGORY: Program quality and cultural enrichment of school environment

| | | | | | | | | | | |
|--|--|---|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Develop and implement adapted teaching resources. | Quality resources in sufficient quantities. The DESF offers quality services to the Department and to right holders. | Current programs, guides and pedagogical resources for minority language education. Services in French for the Department of Education. | \$122,000 | \$76,000 | \$138,869 | \$220,000 | \$207,500 | \$312,000 | \$205,000 | \$326,000 |
| Cultural enrichment initiatives / rooting the school in the community. | A better understanding of the Inuit, Anglophone and Francophone communities | Number of activities by the CSFN for the members of the communities. | \$35,000 | \$0 | \$35,000 | \$0 | \$35,000 | \$0 | \$35,000 | \$0 |
| Secondary school revitalization initiatives. | Participation in activities and meetings of organizations involved in the promotion of right holders' rights. | Number of meetings with partners. Production of learning tools. | \$12,500 | \$0 | \$26,700 | \$0 | \$13,000 | \$0 | \$10,500 | \$0 |

GOVERNMENT OF NUNAVUT: ACTION PLAN
*Canada Nunavut Agreement for Minority Language Education and Second Official Language Instruction,
 2005-2006 to 2008-2009*

**ADDITIONAL STRATEGIES
 (CONTINUED)**

OBJECTIVE A: FRENCH MINORITY LANGUAGE EDUCATION

STRATEGIC PRIORITY: consolidate and improve instructional services in the minority language.

SUPPORT CATEGORY: Teachers and education support services

| EXPECTED OUTCOMES 2008-2009 | PERFORMANCE INDICATORS | STRATEGIES/MEASURES TAKEN | FINANCIAL COMMITMENTS | | | | | | | |
|--|--|--|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|
| | | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | | | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut |
| Assistance in recruiting teachers and support services specialists. | The École des Trois-Soleils offers better quality programs and services to its students. A full-day kindergarten is offered on an experimental basis. | Qualified teaching personnel on board. Increased clientele. Adapted didactic resources. Supervisory personnel on board. | \$386,000 | \$445,400 | \$436,500 | \$445,400 | \$321,000 | \$380,000 | \$309,413 | \$380,000 |
| Initial / continuous training initiatives in minority language education and support services. | The trustees are capable of properly managing. The CSFN is fully integrated in the educational environment of Nunavut | The CSFN is functional. Recruitment and training of trustees. Effective management of the CSFN. | \$80,256 | \$199,000 | \$92,800 | \$199,000 | \$107,669 | \$199,000 | \$109,756 | \$199,000 |
| Total: Additional funding, French minority language education | | | \$681,256 | \$820,400 | \$762,369 | \$964,400 | \$771,669 | \$995,000 | \$771,669 | \$1,009,000 |

SUMMARY OF ADDITIONAL STRATEGIES: FRENCH MINORITY LANGUAGE EDUCATION

| | FINANCIAL COMMITMENTS | | | | | | | | | |
|---|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|--------------------|--------------------|--------------------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
| | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ |
| <i>FRENCH MINORITY LANGUAGE EDUCATION</i> | | | | | | | | | | |
| Promotion of access and integration | \$45,500 | \$100,000 | \$32,500 | \$100,000 | \$87,500 | \$104,000 | \$102,000 | \$104,000 | \$267,500 | \$408,000 |
| Program quality and cultural enrichment of school environment | \$169,500 | \$76,000 | \$200,569 | \$220,000 | \$255,500 | \$312,000 | \$250,500 | \$326,000 | \$876,069 | \$934,000 |
| Teachers and education support services | \$466,256 | \$644,400 | \$529,300 | \$644,400 | \$428,669 | \$579,000 | \$419,169 | \$579,000 | \$1,843,394 | \$2,446,800 |
| Improvement of access to post-secondary education | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Promotion of research on minority language education and dissemination of knowledge | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$681,256 | \$820,400 | \$762,369 | \$964,400 | \$771,669 | \$995,000 | \$771,669 | \$1,009,000 | \$2,986,963 | \$3,788,800 |

GOVERNMENT OF NUNAVUT: ACTION PLAN
*Canada Nunavut Agreement for Minority Language Education and Second Official Language Instruction,
2005-2006 to 2008-2009*

ADDITIONAL STRATEGIES AND COMPLEMENTARY FUNDS

OBJECTIVE B: FRENCH SECOND LANGUAGE AND IMMERSION INSTRUCTION

STRATEGIC PRIORITY: support for the development and implementation of innovative programs and services for second-language core programs.

SUPPORT CATEGORY: Improve core French programs

| EXPECTED OUTCOMES 2008-2009 | PERFORMANCE INDICATORS | STRATEGIES/MEASURES TAKEN | FINANCIAL COMMITMENTS | | | | | | | |
|--|---|---|-----------------------|---------|-----------|---------|-----------|----------|-----------|----------|
| | | | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | |
| | | | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut | Federal | Nunavut |
| Improve programs. Enhance their teaching capacity. Recruit new students. | Quantity and quality of resources. Number of language monitors. Number of recruited students. | Purchase of relevant resources. Support to language monitors. French programs in the communities. | \$3,000 | \$0 | \$4,000 | \$0 | \$5,500 | \$0 | \$3,000 | \$0 |
| | | | \$7,500 | \$0 | \$7,710 | \$0 | \$7,700 | \$0 | \$7,700 | \$0 |
| | | | \$0 | \$0 | \$5,000 | \$0 | \$20,000 | \$10,800 | \$20,000 | \$10,800 |

STRATEGIC PRIORITY: consolidation and development of immersion programs and support for the development of such programs.

SUPPORT CATEGORY: Revitalize immersion programs

| | | | | | | | | | | |
|---|---|--|----------|---------|-----------|----------|-----------|----------|-----------|----------|
| Recognize and value learning Improved capacity building. | Quality of immersion resources. Implementation of the program. | Purchase of relevant materials. Setup of the immersion program. | \$9,883 | \$0 | \$11,705 | \$0 | \$11,887 | \$0 | \$11,887 | \$0 |
| | | | \$85,000 | \$9,000 | \$194,000 | \$50,000 | \$201,000 | \$12,000 | \$190,000 | \$12,000 |

STRATEGIC PRIORITY: consolidation and development of teacher training programs.

SUPPORT CATEGORY: Teachers and education support services,

| | | | | | | | | | | |
|--|-------------------------|--------------------------------------|---------|-----|---------|-----|---------|-----|---------|-----|
| Encourage students to continue their studies in their second language. | Number of participants. | Support for the scholarship program. | \$5,000 | \$0 | \$5,000 | \$0 | \$5,000 | \$0 | \$5,000 | \$0 |
|--|-------------------------|--------------------------------------|---------|-----|---------|-----|---------|-----|---------|-----|

| | | | | | | | | | | |
|---|--|--|------------------|----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|
| Total: additional/complementary funds for FSL/ immersion | | | \$110,383 | \$9,000 | \$227,415 | \$50,000 | \$251,087 | \$22,800 | \$237,587 | \$22,800 |
|---|--|--|------------------|----------------|------------------|-----------------|------------------|-----------------|------------------|-----------------|

SUMMARY OF ADDITIONAL STRATEGIES AND COMPLEMENTARY FUNDS FOR FRENCH SECOND LANGUAGE AND IMMERSION

| FRENCH SECOND LANGUAGE AND IMMERSION | FINANCIAL COMMITMENTS | | | | | | | | | |
|--|------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
| | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ |
| Improve core French programs | \$10,500 | \$0 | \$16,710 | \$0 | \$33,200 | \$10,800 | \$30,700 | \$10,800 | \$91,110 | \$21,600 |
| Revitalize immersion programs | \$94,883 | \$9,000 | \$205,705 | \$50,000 | \$212,887 | \$12,000 | \$201,887 | \$12,000 | \$715,362 | \$83,000 |
| Teachers and education support services | \$5,000 | \$0 | \$5,000 | \$0 | \$5,000 | \$0 | \$5,000 | \$0 | \$20,000 | \$0 |
| Continuation of learning at the post-secondary level | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Promotion of research on the teaching of English and French as a second language | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total | \$110,383 | \$9,000 | \$227,415 | \$50,000 | \$251,087 | \$22,800 | \$237,587 | \$22,800 | \$826,472 | \$104,600 |

SUMMARY RECAPITULATION OF FEDERAL AND TERRITORIAL COMMITMENTS.

| | FINANCIAL COMMITMENTS | | | | | | | | | |
|---|-----------------------|------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | TOTAL | |
| | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ | Federal \$ | Nunavut \$ |
| FRENCH MINORITY LANGUAGE EDUCATION | | | | | | | | | | |
| Regular programs | \$16,000 | \$8,600 | \$12,500 | \$8,600 | \$3,000 | \$119,000 | \$1,000 | \$150,000 | \$32,500 | \$286,200 |
| Additional strategies | \$681,256 | \$820,400 | \$762,369 | \$964,400 | \$771,669 | \$995,000 | \$771,669 | \$1,009,000 | \$2,986,963 | \$3,788,800 |
| Complementary funds | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 | \$0 |
| Sub-total | \$697,256 | \$829,000 | \$774,869 | \$973,000 | \$774,669 | \$1,114,000 | \$772,669 | \$1,159,000 | \$3,019,463 | \$4,075,000 |
| FRENCH SECOND LANGUAGE AND IMMERSION INSTRUCTION | | | | | | | | | | |
| Regular programs | \$301,500 | \$159,000 | \$305,000 | \$163,100 | \$314,500 | \$168,100 | \$316,500 | \$173,600 | \$1,237,500 | \$663,800 |
| Additional strategies /complementary funds | \$110,383 | \$9,000 | \$227,415 | \$50,000 | \$251,087 | \$22,800 | \$237,587 | \$22,800 | \$826,472 | \$104,600 |
| Sub-total | \$411,883 | \$168,000 | \$532,415 | \$213,100 | \$565,587 | \$190,900 | \$554,087 | \$196,400 | \$2,063,972 | \$768,400 |
| Grand total | \$1,109,139 | \$997,000 | \$1,307,284 | \$1,186,100 | \$1,340,256 | \$1,304,900 | \$1,326,756 | \$1,355,400 | \$5,083,435 | \$4,843,400 |