

**CANADA-QUÉBEC AGREEMENT ON  
MINORITY-LANGUAGE EDUCATION  
AND SECOND-LANGUAGE INSTRUCTION**

**ACTION PLAN: 2005-2006 – 2008-2009**

**TABLE OF CONTENTS**

<b>PREAMBLE</b>	<b>2</b>
<b>FULL-TIME AND PART-TIME ENROLLMENTS</b>	<b>4</b>
<b>FULL-TIME AND PART-TIME ENROLLMENTS IN THE YOUTH SECTOR IN 2003-2004 BY LEVEL OF EDUCATION AND LANGUAGE OF INSTRUCTION (ENGLISH)</b>	<b>4</b>
<b>MAJOR ORIENTATIONS AND LINES OF INTERVENTION IN THE 2005-2008 STRATEGIC PLAN OF THE MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT</b>	<b>5</b>
<b>ORIENTATIONS AND OBJECTIVES OF THE MELS STRATEGIC PLAN IN RELATION TO THE QUALITY EDUCATION OBJECTIVES FOR MINORITY-LANGUAGE STUDENTS AND SECOND-LANGUAGE INSTRUCTION</b>	<b>6</b>
<b>ORIENTATIONS, FOCUSES OF INTERVENTION, TARGETED RESULTS AND INDICATORS</b>	<b>8</b>
<b>EXPENSES FORECAST PER ORIENTATION AND OBJECTIVE</b>	<b>20</b>
<b>SUMMARY PER OBJECTIVE</b>	<b>24</b>
<b>SUMMARY PER ORIENTATION</b>	<b>25</b>
<b>INFORMATION CONCERNING SCHOLARSHIPS</b>	<b>26</b>

## Introduction

### Educational orientations

The Ministère de l'Éducation, du Loisir et du Sport has adopted a Strategic Plan for 2005-2008 outlining the strategic choices of the MELS with regard to its mission and ministerial commitments for the next three years. The orientations and objectives of this three-year plan take into account the government's vision and action priorities as stated in *Shine Among the Best* and *Modernizing the State — Modernization Plan 2004-2007*.

The following orientations were established:

1. Renewing preschool, elementary and secondary education
2. Improving vocational and technical training and continuing education
3. Consolidating higher education in collaboration with our partners
4. Contributing to the development of the regions
5. Promoting the practice of physical activities, recreation and sports in a healthy, safe context
6. Improving the delivery of our services and relations with our partners

The results targeted by this plan of action will be measured on the basis of these orientations.

### Consultation

The MELS is fulfilling its mission on the basis of a sharing of responsibilities with various education networks (school boards, CEGEPs, universities, private educational institutions, public institutions outside the jurisdiction of the MELS) that are in charge of offering programs and other educational services. Educational organizations are the main partners of the MELS and share its mission.

The MELS also works with and is advised by 12 councils, organizations and committees.

The MELS works in close consultation with several education partners, which are concerned with training for students and the development of their abilities and competencies: employer associations and unions, professional associations, independent community action groups in the field of education, student associations, parent groups, socioeconomic organizations and associations representing the education community and civil society.

More specifically, the Direction des politiques et des projets of the Services à la communauté anglophone had a formal consultation with managers of the MELS and managers of the English school boards in order to develop its action plans.

Finally, the MELS regularly consults the Commission de l'éducation en langue anglaise and three advisory committees:

- Lifelong Learning Advisory Committee (LILAC)
- Complementary Educational Services Advisory Committee (CESAC)
- Pedagogical Services Advisory Committee (PSAC)

### Context

Over the past few years, Québec has undertaken a renewal of education. The implementation of the elementary reform has been completed, and the implementation of the secondary reform took effect in September 2005.

The current reform is an enormous undertaking that has a structuring effect in that it provides a framework for learning progress and for the objectives, spirit, coherence and evaluation of learning.

The new curriculum aims to help students acquire essential competencies and develop their capacity to use these competencies in various everyday life situations. It involves a changeover from single-year grade levels to multiyear cycles.

French as a second language is taught starting in preschool and is compulsory from the first year of elementary school to the last year of secondary school. English as a second language is compulsory from Elementary 3 to Secondary V. Beginning in September 2006, it will be taught from Elementary 1 through Secondary V.

In Québec, the education system offers a variety of educational programs and services to the public, from preschool through university.

### Elementary and Secondary Education

Elementary education is offered in French, English or a Native language; and secondary education, in French or English. Students deemed eligible to receive instruction in English because their father or mother attended English elementary school in Canada account for most enrollments in Québec's English schools. A Secondary School Diploma (SSD) is required for admission to college. A Diploma of Vocational Studies (DVS) generally leads to the labour market, but may also lead to admission to college. In 2003-2004, an estimated \$10.2 billion was spent on elementary and secondary education.

Since July 1998, there have been 72 school boards (60 French school boards and 9 English school boards). Three special-status school boards serve primarily Native students in the Côte-Nord and Nord-du-Québec regions.

## College Education (CEGEP)

After secondary school, students may enrol in two-year general or three-year technical programs leading to a Diploma of College Studies (DCS) and they may study in the language of their choice (French or English). In 2003-2004, total per-student spending at the college level was \$13 775 and an estimated \$2.2 billion was allocated to college education.

## University Education

Québec has English and French universities; students are free to attend the university of their choice. In 2003-2004, total per-student spending at the university level was \$21 284 and an estimated \$4 billion was devoted to university education.

The above data are from *Education Indicators 2006* (forthcoming). For further details on education in Québec, please refer to the publication entitled *Education Indicators 2005* <[www.mels.gouv.qc.ca](http://www.mels.gouv.qc.ca)>.

## Additional Costs

The total additional costs assumed by the Québec government for minority-language education and second-language instruction in 2003-2004 are estimated at:

\$339.6 M	Minority-language education
\$335.7 M	English as a second language instruction
\$3.2 M	Central administrative costs
<b>\$678.5 M</b>	<b>Total</b>

## Action Plan

This action plan summarizes the projects that the Québec government intends to carry out in 2005-2006, 2006-2007, 2007-2008 and 2008-2009, and to which Canada is contributing either through the regular funds allocated under the bilateral agreement, or through the additional contributions available under the *Minority-Language Education* component of the *Development of Official-Language Communities* program, or under the *Second-Language Learning* component of the *Enhancement of Official Languages* program within the framework of the *Action Plan for Official Languages* released on March 12, 2003.

**FULL-TIME AND PART-TIME ENROLLMENTS IN 2003-2004  
BY TYPE OF INSTITUTION, LANGUAGE OF INSTRUCTION, LEVEL OF EDUCATION AND SECTOR**

<b>Language of Instruction Enrollments</b>	<b>French</b>	<b>English</b>	<b>French and English</b>	<b>Native Languages</b>	<b>Total</b>
School boards	<b>1 104 048</b>	<b>133 315</b>		<b>2 339</b>	<b>1 239 702</b>
Private institutions	<b>113 033</b>	<b>18 164</b>	<b>5 648</b>		<b>136 845</b>
Public institutions outside the jurisdiction of the MELS	<b>4 726</b>	<b>326</b>		<b>530</b>	<b>5 582</b>
CEGEPs	<b>146 604</b>	<b>28 212</b>			<b>174 816</b>
Universities	<b>193 916</b>	<b>64 410</b>			<b>258 326</b>
<b>TOTAL</b>	<b>1 562 327</b>	<b>244 427</b>	<b>5 648</b>	<b>2 869</b>	<b>1 815 271</b>

Source: *Education Indicators, 2005*

FRENCH AS A SECOND LANGUAGE (FSL) INSTRUCTION  
AT THE ELEMENTARY AND SECONDARY LEVELS IN THE ENGLISH SECTOR

Québec's situation with respect to FSL instruction is unique. Members of Québec's English community live in a province where French is the only official language. The intensity of FSL instruction in English schools since the 1960s is a reflection of this situation. Most elementary students in English schools are either in French immersion classes or intensive FSL programs where, according to the teaching model chosen, between 50 per cent and 100 per cent of all instruction may be dispensed in French.

**Full-Time and Part-Time Enrollments in the Youth Sector in 2003-2004  
by Level of Education and Language of Instruction (English)**

<b>Level</b>	<b>Core FSL Instruction (1)</b>	<b>Immersion (2)</b>	<b>Total Enrollments</b>
Preschool	4 152	4 360	9 336
Elementary	35 019	27 518	62 537
Secondary	37 175	13 840	51 015
<b>TOTAL</b>	<b>77 170</b>	<b>45 718</b>	<b>122 888</b>

(1) Reference: PM4J030A – Table 3

(2) Reference: PM4J030K – Table 12

# MAJOR ORIENTATIONS AND LINES OF INTERVENTION IN THE 2005-2008 STRATEGIC PLAN OF THE MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT

## **Orientation 1- Renewing preschool, elementary and secondary education**

- New conditions favouring success
- Assistance for students, parents and teachers
- Support for students with particular educational needs

## **Orientation 2- Improving vocational and technical training and continuing education**

- Promotion of vocational and technical training among young people and their families
- Revision and updating of programs
- Adult education and continuing education
- Organization of college education

## **Orientation 3- Consolidating higher education in collaboration with our partners**

- Quality, accessibility and financing of university education
- Support for research
- Student financial support

## **Orientation 4- Contributing to the development of the regions**

- Provision of educational services in the regions
- Regional partnerships

## **Orientation 5- Promoting the practice of physical activities, recreation and sports in a healthy, safe context**

- Promotion of physical activity, recreation and sport

## **Orientation 6- Improving the delivery of our services and relations with our partners**

- Quality of services provided to citizens
- Quality and availability of information
- Collaboration between the MELS and its partners

# **ORIENTATIONS AND OBJECTIVES OF THE MELS STRATEGIC PLAN IN RELATION TO THE QUALITY EDUCATION OBJECTIVES FOR MINORITY-LANGUAGE STUDENTS AND SECOND-LANGUAGE INSTRUCTION**

## **OBJECTIVE 1: QUALITY EDUCATION OBJECTIVES FOR MINORITY-LANGUAGE STUDENTS**

### **Support Category A: Support for and diversification of educational services**

Special grants to English organizations and educational institutions help maintain the quality and diversity of minority-language education. The funds granted are allocated to the management of the school system, the development of technological resource networks, the provision of distance education services, the application by the schools of Québec's language laws, welcoming measures in French as a second language, and the development of community spaces where education, culture and health can come together.

### **Support Category B: Development of educational resources**

The language policy of the MELS provides for the publication of pedagogical and information documents in English for the English school boards and schools. Pedagogical documents intended solely for the English sector are drafted in English, while documents intended for both the French and the English sectors are translated from French into English. Grants awarded in this category provide the English sector with access to English translations of ministry documents and, since 2004-2005, to instructional materials developed in English. The grants also contribute to the design, development and production of programs of study in FSL and immersion, and of evaluation tools, as well as the creation of instructional materials and teaching support materials to help teachers make the transition to educational renewal.

### **Support Category C: Professional support for the personnel of schools, centres, colleges and universities**

In order to enrich the learning environment for minority-language students, it is important to provide all those involved, through individual and collective grants among other means, with resources that will enable them to diversify teaching methods and to modernize teaching. The integration of technology into education, the implementation of the reform, the diversification of educational paths, the development of leadership and the promotion of the teaching profession are examples of areas targeted by projects in this category.

### **Support Category D: Support for students**

Motivating students to stay in school and providing them with qualifications are basic objectives of the education reform in Québec. Advertising campaigns in English to promote education, raise the profile of vocational training and provide information on the labour market help reinforce these values among students in the minority community. Québec also hopes to increase the proportion of students under 20 years of age in vocational training by raising their enrollment rate from 16.6 per cent to 20 per cent. Grants in this category also provide for exchanges between francophone and anglophone students both in and outside Québec. Québec also contributes to the pan-Canadian official-language monitor and summer language bursary programs run by the Council of Ministers of Education, Canada (CMEC), which allow students from across Canada to improve their proficiency in their second official language. They also allow French-speaking students outside Québec to improve their proficiency in their mother tongue.

## **OBJECTIVE 2: SECOND-LANGUAGE INSTRUCTION**

### **Support Category A: Support for and diversification of educational services**

In higher education, special grants to English organizations and educational institutions help maintain the quality and diversity of second-language instruction. In general education in the youth sector, the financial contributions will promote access to services in school boards facing the challenge of organizing new programs and providing increased access to second-language programs. Grants awarded in this category will thus contribute to establishing networks that will enable schools and colleges to better support the teaching and learning of second languages.

### **Support Category B: Development of educational resources**

Since 2001, ESL has been taught as of the third year of elementary school. This entails the development of new pedagogical orientations and approaches and a reorganization of ESL instruction. Furthermore, ESL will be taught as of the first year of elementary school, beginning in September 2006. Teaching time at the elementary level will be increased to 1 hour 30 minutes per week. These measures will entail requirements for personnel qualified to teach English as a second language. Grants in this category will therefore provide for the development of programs of study and educational resources to help French school boards and schools in this area and to promote the implementation of the action plan. The grants will also provide for the development of instruments for the evaluation of learning. The grants will also help to alleviate the anticipated shortage of teachers qualified to teach English as a second language.

### **Support Category C: Professional support for the personnel of schools, centres, colleges and universities**

The linguistic proficiency of teachers is a key factor in second language instruction. Major initiatives are planned, in the form of collective and individual grants, to provide school staff with opportunities to improve their proficiency in English and to develop skills in the evaluation of learning.

### **Support Category D: Support for students**

Québec is particularly interested in the promotion of vocational training. It is hoped that the degree of positive perception of trades and technical occupations among young people and parents can be raised above the 50 per cent level. The pan-Canadian official-language monitor and summer language bursary programs run by the Council of Ministers of Education, Canada (CMEC) fall into this category. Grants in this category also provide for exchanges between francophone and anglophone students both in Québec and outside Québec.



## Orientation 1- Renewing preschool, elementary and secondary education

1.1- New conditions favouring success		
Targeted results of projects supported by the Agreement		Indicators concerning projects supported by the Agreement
<ol style="list-style-type: none"> <li>1. Implementation of secondary programs in the English sector</li> <li>2. Distribution of programs</li> <li>3. Availability of programs of study and evaluation documents translated into English</li> <li>4. Writing of competency scales</li> <li>5. Availability of instructional resources</li> <li>6. Maintenance of buildings of the English school boards</li> <li>7. Effective collaboration of partners in implementing educational renewal in the English schools</li> <li>8. A study measuring the impact of studying English as a second language on a young Québec student six to seven years of age</li> <li>9. An analysis of the effects of reading initiation and the use of reading strategies on students in immersion</li> <li>10. Improvement of the professional competencies of teachers who teach French as a second language</li> <li>11. Interaction of student groups in their second languages</li> </ol>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<ol style="list-style-type: none"> <li>1. Degree of program assimilation in the English sector</li> <li>2. Level of satisfaction of teaching personnel</li> <li>3. Number of documents and pages translated from French to English</li> <li>4. Validation with partners; field testing</li> <li>5. Availability of resources and conformity with programs of study</li> <li>6. Safe network of properties</li> <li>7. Number of school boards and private school associations participating in the work of the Implementation Design Committee (IDC); sharing of report</li> <li>8. Preliminary results of the research report</li> <li>9. An interpretation of reading errors, in the language of instruction and in the mother tongue</li> <li>10. The teacher plans and steers coherent teaching, learning and evaluation situations</li> <li>11. Number of students participating in exchanges</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.

<b>1.2- Assistance for students, parents and teachers</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ul style="list-style-type: none"> <li>1. Student scholarships for summer language courses</li> <li>2. Audiovisual pedagogical materials for teachers and students, in analog or digital format</li> <li>3. Information sessions with English school boards and participation in conferences; production of a training kit</li> <li>4. Development and distribution of tools ensuring successful implementation of the Québec Education Program</li> <li>5. Models of learning and evaluation situations</li> <li>6. Production of examinations of high quality and improved evaluation tools</li> <li>7. Evaluation training</li> <li>8. A model for multidisciplinary evaluation of languages</li> <li>9. Improvement of the professional competencies French as a second language teachers</li> <li>10. Partnership to increase students' interest in literature</li> <li>11. Videos and group-discussion documents for training at the secondary level</li> <li>12. Solutions to the shortage of teaching personnel for English as a second language</li> <li>13. Increase in the number of schools using the guidance-oriented approach</li> <li>14. Group facilitator services and ongoing support in the assimilation of new technologies</li> <li>15. Visits to other schools to observe best practices</li> <li>16. Methods for delivering services and projects adapted to the reality and needs of the English community</li> <li>17. On-line summer courses and virtual schools</li> <li>18. Pairing of Québec students with students from other provinces for immersion stays</li> <li>19. Québec plans to support a number of Odyssée assistants and Accent assistants</li> </ul>	<p>*</p> <p>*</p> <p>*</p>	<ul style="list-style-type: none"> <li>1. Number of students benefiting from scholarships</li> <li>2. Number of orders for documents</li> <li>3. Annual provision of training</li> <li>4. Number of school boards and private schools participating in the work; observance of schedules</li> <li>5. Observance of examination timetables; examinations of high quality</li> <li>6. Assimilation of new evaluation tools</li> <li>7. Assessment of training sessions</li> <li>8. Innovative evaluation practices</li> <li>9. Improved competencies</li> <li>10. Number of school boards participating annually in the project</li> <li>11. More flexible, authentic and comprehensive evaluation of the second language</li> <li>12. Increase in number of qualified English as a second language teachers</li> <li>13. Number of schools</li> <li>14. Number of sessions offered by RÉCIT; support for local RÉCIT activities</li> <li>15. Local application of observation reports and adaptation of best practices</li> <li>16. Provision of services in English for subject-specific training; project evaluations</li> <li>17. Number of participants in Dot Plan training sessions; number of participants in various workshops</li> <li>18. Number of students paired</li> <li>19. Number of assistants</li> </ul>

\* These new initiatives will be implemented during the course of the present agreement.

### 1.3- Support for students with particular educational needs

Targeted results of projects supported by the Agreement		Indicators concerning projects supported by the Agreement
<ol style="list-style-type: none"> <li>1. Completion of adapted programs for secondary-level French as a second language</li> <li>2. Development of training programs to prepare students for the job market in order to meet the expectations of the English-speaking community</li> <li>3. Training sessions enabling administrators to become aware of management practices favourable to student success</li> <li>4. Adaptation of the Québec Education Program</li> </ol>	*	<ol style="list-style-type: none"> <li>1. Validation of the program Avis de la Commission des programmes d'études</li> <li>2. Availability of programs at projected deadlines</li> <li>3. Number of training sessions held; participants' level of satisfaction</li> <li>4. The adapted Québec Education Program will be implemented in English school boards</li> </ol>
<ol style="list-style-type: none"> <li>5. Development of training to prepare students for the job market</li> <li>6. Video clips in English</li> <li>7. Training sessions enabling administrators to become aware of management practices favourable to the success of students in difficulty</li> <li>8. Access to basic teaching materials in Braille transcription</li> </ol>	*	<ol style="list-style-type: none"> <li>5. Availability of programs at projected deadlines</li> <li>6. Adapted video clips</li> <li>7. Number of training sessions held</li> <li>8. Basic teaching materials in Braille transcription</li> </ol>
<ol style="list-style-type: none"> <li>9. Success in supplementary examinations for Secondary IV and V</li> </ol>	*	<ol style="list-style-type: none"> <li>9. Promotion of students in remedial programs to the next grade level</li> </ol>

- These new initiatives will be implemented during the course of the present agreement.

For orientation 1

Regular funds	101,995,076\$
Additional funds	20,501,880\$
Total:	122,496,956\$

**Orientation 2- Improving vocational and technical training and continuing education**

Targeted results of projects supported by the Agreement		Indicators concerning projects supported by the Agreement
<ol style="list-style-type: none"> <li>1. Improvement of the quality and accessibility of vocational and technical training</li> <li>2. Appropriate facilities for training programs</li> <li>3. Workshops for training centre administrators and education consultants on the evaluation of competencies in vocational training and adult education</li> <li>4. The VoD service adapted to the new educational orientations of the MELs and encouraging the use of technology.</li> </ol>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	<ol style="list-style-type: none"> <li>1. Results obtained by each project, as presented in the activity reports</li> <li>2. Support for the accessibility and updating of facilities devoted to vocational training services</li> <li>3. Development and delivery of specific workshops; satisfaction of participants</li> <li>4. Report on the trial period</li> </ol>
<b>2.1- Promotion of vocational and technical training among young people and their families</b>		
Targeted results of projects supported by the Agreement		Indicators concerning projects supported by the Agreement
<ol style="list-style-type: none"> <li>1. Increase in the number of enrollments and admission applications in English vocational and technical training programs.</li> <li>2. Increase in the awareness of and improvement of the perception of VTT in English among the general public and especially among young people</li> <li>3. Use of practices based on the guidance-oriented approach</li> </ol>	<p style="text-align: center;">*</p>	<ol style="list-style-type: none"> <li>1. Number of admission applications and enrollments</li> <li>2. Level of satisfaction and positive results indicated by school boards; increased enrollment in English training programs</li> <li>3. Greater number of centres using the guidance-oriented approach</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.

<b>2.2- Revision and updating of programs</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Training availability that meets the needs and requests of the community</li> <li>2. English provincial conference in collaboration with the groups concerned</li> <li>3. Teaching materials in English for Personal Orientation Projects</li> <li>4. Availability of English versions of programs of study and documents</li> <li>5. Information sessions with English school boards</li> <li>6. Presentation of the guidance-oriented approach in conferences and other similar activities</li> <li>7. Increased availability of training and professional development services for teachers; consolidation of activities for vocational training centres</li> <li>8. Production of programs in French as a second language and English language of instruction, as well as their teaching guides</li> <li>9. Establishment of reception and referral services; support for provincial English-speaking organizations; development of methods and materials for the recognition of prior learning</li> </ol>	<p style="margin-left: 40px;">*</p> <p style="margin-left: 40px;">*</p>	<ol style="list-style-type: none"> <li>1. Presentation of an offer of service</li> <li>2. Dates of an English provincial conference and number of participants</li> <li>3. Availability of a repertoire of POP materials in English</li> <li>4. Number of documents translated from French into English</li> <li>5. Number of participants</li> <li>6. Consideration of the guidance-oriented approach</li> <li>7. Quality and frequency of professional development sessions</li> <li>8. Observance of production schedules</li> <li>9. Establishment of reception services in all school boards; validation of the prototype of a record of learning; progressive increased use of the record of learning</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.

### 2.3- Adult education and continuing education

Targeted results of projects supported by the Agreement		Indicators concerning projects supported by the Agreement
<ol style="list-style-type: none"> <li>1. Learning materials available in English in all programs of study leading to a Secondary School Diploma</li> <li>2. Support for users of Inforoute; availability of instructional materials in English</li> <li>3. Availability of on-line admission applications for the English sector</li> <li>4. Organization and provision of training related to ICT</li> <li>5. Encouragement of networking among vocational training providers</li> <li>6. Establishment of reception and referral services; support for provincial English-speaking organizations</li> <li>7. Development of methods and materials for the recognition of prior learning</li> <li>8. Availability of materials produced by the RÉCIT for the English adult sector</li> </ol>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	<ol style="list-style-type: none"> <li>1. Number of programs available</li> <li>2. Ongoing updating of the English section of the Inforoute Web site; quality and quantity of products and services available in English</li> <li>3. Number of on-line enrollments</li> <li>4. Participation of teachers in training; evaluations</li> <li>5. Increased human and technical networking</li> <li>6. Establishment of reception services in all school boards</li> <li>7. Validation and use of the record of learning</li> <li>8. Quantity of materials produced</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.

## 2.4- Organization of college education

Targeted results of projects supported by the Agreement		Indicators concerning projects supported by the Agreement
<ol style="list-style-type: none"> <li>1. Productive and strategic connections with the vocational training section of the success plans of school boards and CEGEPs</li> <li>2. Development of evaluation instruments for oral and written communication and reading</li> <li>3. Production and distribution of instructional materials in English for the college level</li> <li>4. Distance education: 3 new courses per year; adaptation of communication systems and pedagogical management systems</li> <li>5. Production of new programs</li> <li>6. Accessibility of instructional materials for English colleges</li> <li>7. Training activities offered through distance education</li> <li>8. Availability in English of the best software (or Web sites, DVDs, CD-ROMs) originally developed in French</li> <li>9. Improvement of teaching conditions through appropriate, safe installations</li> </ol>	<p style="text-align: center;">*</p> <p style="text-align: center;">*</p> <p style="text-align: center;">*</p>	<ol style="list-style-type: none"> <li>1. Increased enrollments, especially among young people</li> <li>2. Distribution of evaluation materials</li> <li>3. Quantity of materials produced</li> <li>4. Number of courses offered; number of enrollments in the courses; number of applications made by English-speaking clients</li> <li>5. Distribution and implementation of new programs</li> <li>6. Number of documents and other materials adapted or translated</li> <li>7. Number of activities offered through distance education; evaluation report on the training</li> <li>8. Observance of timetable; financial report; summary report of activities</li> <li>9. Appropriate infrastructure</li> </ol>

- These new initiatives will be implemented during the course of the present agreement.

For orientation 2

Regular funds	77,744,954\$
Additional funds	3,913,351\$
Total:	81,658,305\$

### Orientation 3- Consolidating higher education in collaboration with our partners

<b>3- Consolidating higher education in collaboration with our partners</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Improved perception and knowledge of vocational and technical training</li> <li>2. Establishment of strategic connections with success plans of school boards and CEGEPs</li> <li>3. Development of evaluation instruments for oral and written communication and reading</li> <li>4. English version of the Web site of the CCDMD</li> <li>5. Production of two tests: one in French and one in English</li> <li>6. Training activities offered through distance education</li> <li>7. Accessibility of instructional materials for English colleges</li> </ol>	<p>*</p> <p>*</p>	<ol style="list-style-type: none"> <li>1. Level of satisfaction and positive results indicated by the school boards; increased enrollment in training programs available in English; increased enrollment, especially among young people</li> <li>2. Distribution of evaluation materials</li> <li>3. Visits to Web site</li> <li>4. Availability of prototypes and tests</li> <li>5. Number of courses offered and enrollments in the courses</li> <li>6. Number of documents (print, software, sites) adapted and translated; DECclic adapted for English-speaking clientele</li> </ol>
<b>3.1- Quality, accessibility and financing of university education</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Interprovincial project: media platform for French instruction, <i>Se donner le mot</i>, in partnership with Ontario</li> <li>2. Inteprovincial exchanges between British Columbia and Québec of English second language teachers and French second language teachers</li> <li>3. Professional development activities in French in Québec for the personnel of Francophone colleges outside Québec (teachers, administrators, non-teaching professionals)</li> </ol>		<ol style="list-style-type: none"> <li>1. Degree of use of <i>Se donner le mot</i> materials</li> <li>2. Number of teachers participating in the exchanges</li> <li>3. Observance of timetable – Financial Report – Summary of activities</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.



<b>3.2- Support for research</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
1. Harmonization of competencies between the secondary and college levels	*	1. Tables of correspondences for competencies

For orientation 3

Regular funds	18,687,528\$
Additional funds	4,596,528\$
Total:	23,284,056\$

#### **Orientation 4- Contributing to the development of the regions**

<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
1. Methods of service delivery and projects adapted to the realities and needs of the English-speaking community		1. Subject-specific training services offered in English; evaluation of projects
<i>Note: Projects connected with the establishment of community schools and which are likely to contribute significantly to the development of the regions must submit applications for additional funds.</i>		

\* These new initiatives will be implemented during the course of the present agreement.

<b>4.1- Provision of educational services in the regions</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Courses offered via distance education: 3 new courses per year; adaptation of communication and pedagogical management systems; improved graduation rates</li> <li>2. Establishment of a virtual school accessible to all secondary students in the English-speaking community, both during the school year and in summer; accessibility of on-line training for teachers and administrators; development of on-line training partnerships in the college sector</li> <li>3. Increase in the success rate of students evaluated by means of FSL examinations; effective collaboration among local and regional partners in implementing services in target schools</li> </ol>	* *	<ol style="list-style-type: none"> <li>1. Number of courses offered; number of enrollments in the courses; number of applications made by English-speaking clientele</li> <li>2. Number of students served by the English school boards; number of on-line training programs; number of partnerships developed with the college sector</li> <li>3. Number of students per school board and per school that pass the examinations</li> </ol>
<b>4.2- Regional partnerships</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Research on community schools and community agreements and first use of tools that have been developed and which are connected with the Frame of Reference</li> </ol>	*	<ol style="list-style-type: none"> <li>1. Validation of the Frame of Reference; development of a strategic plan that can serve as a guide or model for other schools</li> </ol>

- These new initiatives will be implemented during the course of the present agreement.

For orientation 4

Regular funds	6,218,195\$
Additional funds	3,611,579\$
Total:	9,829,774\$

**Orientation 5- Promoting the practice of physical activities, recreation and sports in a healthy, safe context**

<b>5.1- Promotion of physical activity, recreation and sport</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Preparation and facilitation of sessions in English school boards interested in implementing the Healthy School approach, in accordance with the instruments developed by the provincial coordination committee for this approach</li> <li>2. Submission of a offer of service to the English school boards</li> <li>3. Establishment of collaboration with the provincial facilitators’ team</li> <li>4. Drawing up of a summary of sessions offered</li> <li>5. Wider adoption among the Québec population, especially among elementary and secondary students and families (adults 25 to 44 years old with children), of positive attitudes concerning the practice of physical activities and sports and healthy nutrition</li> </ol>	<p style="margin-left: 40px;">*</p> <p style="margin-left: 40px;">*</p>	<ol style="list-style-type: none"> <li>1. Offer of services</li> <li>2. Transmission of an offer of services to English school boards</li> <li>3. Meetings with the facilitators’ team in the French sector</li> <li>4. Preparation of a quantitative and qualitative summary of sessions offered</li> <li>5. Profile of the campaign; impact of messages and activities of the campaign on target clientele; impact of government campaigns on the behavioural changes of targeted clientele and modification of environments as to the accessibility of products and services</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.

For orientation 5

Regular funds	2,049,497\$
Additional funds	0\$
<b>Total:</b>	<b>2,049,497\$</b>

## Orientation 6- Improving the delivery of our services and relations with our partners

<b>6.1- Quality of services provided to citizens</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Availability of resources and conformity with programs of study</li> <li>2. Maintenance of buildings of English school boards</li> <li>3. Translated programs and evaluation documents available to the English community at the same time as the French versions, both in the youth sector and in vocational and technical training</li> <li>4. Rapid and effective response to requests for translation</li> </ol>		<ol style="list-style-type: none"> <li>1. Availability of resources</li> <li>2. Safe network of properties</li> <li>3. Number of documents and pages translated from French into English; number of English documents having undergone linguistic revision; number of documents published; observance of deadlines</li> <li>4. Number of documents</li> </ol>
<b>6.2- Quality and availability of information</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Delivery of translated documents on time</li> </ol>		<ol style="list-style-type: none"> <li>1. Observance of deadlines</li> </ol>
<b>6.3- Collaboration between the MELS and its partners</b>		
<b>Targeted results of projects supported by the Agreement</b>		<b>Indicators concerning projects supported by the Agreement</b>
<ol style="list-style-type: none"> <li>1. Payment of a portion of the costs of managing the files of the Canada-Québec Agreement</li> <li>2. The MELS will benefit from information received from various committees and will develop a better understanding of the issues that are important to English school boards</li> </ol>	*	<ol style="list-style-type: none"> <li>1. Documentary evidence and reports of expenses</li> <li>2. Minutes of meetings; recommendations made to the SCA.</li> </ol>

\* These new initiatives will be implemented during the course of the present agreement.

For orientation 6	Regular funds	19,294,750\$
	Additional funds	355,960\$
	Total:	19,650,710\$

**EXPENSES FORECAST PER ORIENTATION AND OBJECTIVE**

**OBJECTIVE 1: QUALITY EDUCATION FOR MINORITY-LANGUAGE STUDENTS**

**Orientation 1- Renewing preschool, elementary and secondary education**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	12,207,700	12,207,700	24,415,400	13,192,432	13,192,432	26,384,864	18,192,924	18,192,924	36,385,848	17,453,161	17,453,161	34,906,322	61,046,217	61,046,217	122,092,434
<b>Additional funds</b>	1,992,128	1,992,128	3,984,256	2,264,160	2,264,160	4,528,320	2,226,768	2,226,768	4,453,536	2,347,773	2,347,773	4,695,546	8,830,829	8,830,829	17,661,658
<b>Total</b>	14,199,828	14,199,828	28,399,656	15,456,592	15,456,592	30,913,184	20,419,692	20,419,692	40,839,384	19,800,934	19,800,934	39,601,868	69,877,046	69,877,046	139,754,092

**Orientation 2- Improving vocational and technical training and continuing education**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	22,312,188	22,312,188	44,624,376	16,490,885	16,490,885	32,981,770	14,020,044	14,020,044	28,040,088	16,462,880	16,462,880	32,925,760	69,285,997	69,285,997	138,571,994
<b>Additional funds</b>	967,450	967,450	1,934,900	796,383	796,383	1,592,766	827,625	827,625	1,655,250	788,719	788,719	1,577,438	3,380,177	3,380,177	6,760,354
<b>Total</b>	23,279,638	23,279,638	46,559,276	17,287,268	17,287,268	34,574,536	14,847,669	14,847,669	29,695,338	17,251,599	17,251,599	34,503,198	72,666,174	72,666,174	145,332,348

**Orientation 3- Consolidating higher education in collaboration with our partners**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	4,157,506	4,157,506	8,315,012	3,042,594	3,042,594	6,085,188	2,731,604	2,731,604	5,463,208	2,317,391	2,317,391	4,634,782	12,249,095	12,249,095	24,498,190
<b>Additional funds</b>	473,468	473,468	946,936	612,186	612,186	1,224,372	596,926	596,926	1,193,852	541,385	541,385	1,082,770	2,223,965	2,223,965	4,447,930
<b>Total</b>	4,630,974	4,630,974	9,261,948	3,654,780	3,654,780	7,309,560	3,328,530	3,328,530	6,657,060	2,858,776	2,858,776	5,717,552	14,473,060	14,473,060	28,946,120

**EXPENSES FORECAST PER ORIENTATION AND OBJECTIVE**

**OBJECTIVE 1: QUALITY EDUCATION FOR MINORITY-LANGUAGE STUDENTS**

**Orientation 4- Contributing to the development of the regions**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	1,391,312	1,391,312	2,782,624	1,551,625	1,551,625	3,103,250	1,358,264	1,358,264	2,716,528	1,279,176	1,279,176	2,558,352	5,580,377	5,580,377	11,160,754
<b>Additional funds</b>	283,450	283,450	566,900	324,223	324,223	648,446	347,612	347,612	695,224	318,294	318,294	636,588	1,273,579	1,273,579	2,547,158
<b>Total</b>	1,674,762	1,674,762	3,349,524	1,875,848	1,875,848	3,751,696	1,705,876	1,705,876	3,411,752	1,597,470	1,597,470	3,194,940	6,853,956	6,853,956	13,707,912

**Orientation 5- Promoting the practice of physical activities, recreation and sports in a healthy, safe context**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	493,514	493,514	987,028	518,661	518,661	1,037,322	518,661	518,661	1,037,322	518,661	518,661	1,037,322	2,049,497	2,049,497	4,098,994
<b>Additional funds</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	493,514	493,514	987,028	518,661	518,661	1,037,322	518,661	518,661	1,037,322	518,661	518,661	1,037,322	2,049,497	2,049,497	4,098,994

**Orientation 6- Improving the delivery of our services and relations with our partners**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	4,516,168	4,516,168	9,032,336	4,676,482	4,676,482	9,352,964	4,466,901	4,466,901	8,933,802	4,404,033	4,404,033	8,808,066	18,063,584	18,063,584	36,127,168
<b>Additional funds</b>	67,800	67,800	135,600	73,320	73,320	146,640	78,840	78,840	157,680	81,600	81,600	163,200	301,560	301,560	603,120
<b>Total</b>	4,583,968	4,583,968	9,167,936	4,749,802	4,749,802	9,499,604	4,545,741	4,545,741	9,091,482	4,485,633	4,485,633	8,971,266	18,365,144	18,365,144	36,730,288

\* The negative deviation between the contribution of Québec and that of Canada is proportional to the total scholarships granted for this part of the action plan.

**EXPENSES FORECAST PER ORIENTATION AND OBJECTIVE**

**OBJECTIVE 2: SECOND-LANGUAGE INSTRUCTION**

**Orientation 1- Renewing preschool, elementary and secondary education**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	6,047,027	4,720,927	10,767,954	12,151,120	11,128,620	23,279,740	11,414,187	9,966,587	21,380,774	11,336,525	9,888,925	21,225,450	40,948,859	35,705,059	76,653,918
<b>Additional funds</b>	2,500,251	2,500,251	5,000,502	2,900,703	2,900,703	5,801,406	3,043,943	3,043,943	6,087,886	3,226,154	3,226,154	6,452,308	11,671,051	11,671,051	23,342,102
<b>Total</b>	8,547,278	7,221,178	15,768,456	15,051,823	14,029,323	29,081,146	14,458,130	13,010,530	27,468,660	14,562,679	13,115,079	27,677,758	52,619,910	47,376,110	99,996,020

**Orientation 2- Improving vocational and technical training and continuing education**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	2,603,569	2,603,569	5,207,138	2,200,674	2,200,674	4,401,348	2,034,737	2,034,737	4,069,474	1,619,977	1,619,977	3,239,954	8,458,957	8,458,957	16,917,914
<b>Additional funds</b>	169,015	169,015	338,030	136,462	136,462	272,924	134,682	134,682	269,364	93,015	93,015	186,030	533,174	533,174	1,066,348
<b>Total</b>	2,772,584	2,772,584	5,545,168	2,337,136	2,337,136	4,674,272	2,169,419	2,169,419	4,338,838	1,712,992	1,712,992	3,425,984	8,992,131	8,992,131	17,984,262

**Orientation 3- Consolidating higher education in collaboration with our partners**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	2,287,180	2,287,180	4,574,360	2,058,907	2,058,907	4,117,814	1,381,524	1,381,524	2,763,048	710,822	710,822	1,421,644	6,438,433	6,438,433	12,876,866
<b>Additional funds</b>	670,272	670,272	1,340,544	672,557	672,557	1,345,114	564,306	564,306	1,128,612	465,428	465,428	930,856	2,372,563	2,372,563	4,745,126
<b>Total</b>	2,957,452	2,957,452	5,914,904	2,731,464	2,731,464	5,462,928	1,945,830	1,945,830	3,891,660	1,176,250	1,176,250	2,352,500	8,810,996	8,810,996	17,621,992

**EXPENSES FORECAST PER ORIENTATION AND OBJECTIVE**

**OBJECTIVE 2: SECOND-LANGUAGE INSTRUCTION**

**Orientation 4- Contributing to the development of the regions**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	168,527	168,527	337,054	234,919	234,919	469,838	109,076	109,076	218,152	125,296	125,296	250,592	637,818	637,818	1,275,636
<b>Additional funds</b>	578,667	578,667	1,157,334	600,333	600,333	1,200,666	600,333	600,333	1,200,666	558,667	558,667	1,117,334	2,338,000	2,338,000	4,676,000
<b>Total</b>	747,194	747,194	1,494,388	835,252	835,252	1,670,504	709,409	709,409	1,418,818	683,963	683,963	1,367,926	2,975,818	2,975,818	5,951,636

**Orientation 5- Promoting the practice of physical activities, recreation and sports in a healthy, safe context**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Additional funds</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Orientation 6- Improving the delivery of our services and relations with our partners**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	312,809	312,809	625,618	379,201	379,201	758,402	269,578	269,578	539,156	269,578	269,578	539,156	1,231,166	1,231,166	2,462,332
<b>Additional funds</b>	13,600	13,600	27,200	13,600	13,600	27,200	13,600	13,600	27,200	13,600	13,600	27,200	54,400	54,400	108,800
<b>Total</b>	326,409	326,409	652,818	392,801	392,801	785,602	283,178	283,178	566,356	283,178	283,178	566,356	1,285,566	1,285,566	2,571,132

\* The negative deviation between the contribution of Québec and that of Canada is proportional to the total scholarships granted for this part of the action plan.



**Summary 2005-2006 - 2008-2009**

**Objective 1:**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	45,078,388	45,078,388	90,156,776	39,472,679	39,472,679	78,945,358	41,288,398	41,288,398	82,576,796	42,435,302	42,435,302	84,870,604	168,274,767	168,274,767	336,549,534
<b>Additional funds</b>	3,784,296	3,784,296	7,568,592	4,070,272	4,070,272	8,140,544	4,077,771	4,077,771	8,155,542	4,077,771	4,077,771	8,155,542	16,010,110	16,010,110	32,020,220
<b>Total</b>	48,862,684	48,862,684	97,725,368	43,542,951	43,542,951	87,085,902	45,366,169	45,366,169	90,732,338	46,513,073	46,513,073	93,026,146	184,284,877	184,284,877	368,569,754

**Objective 2:**

	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	11,419,112	10,093,012	21,512,124	17,024,821	16,002,321	33,027,142	15,209,102	13,761,502	28,970,604	14,062,198	12,614,598	26,676,796	57,715,233	52,471,433	110,186,666
<b>Additional funds</b>	3,931,805	3,931,805	7,863,610	4,323,655	4,323,655	8,647,310	4,356,864	4,356,864	8,713,728	4,356,864	4,356,864	8,713,728	16,969,188	16,969,188	33,938,376
<b>Total</b>	15,350,917	14,024,817	29,375,734	21,348,476	20,325,976	41,674,452	19,565,966	18,118,366	37,684,332	18,419,062	16,971,462	35,390,524	74,684,421	69,440,621	144,125,042

**Total: Objectives 1 et 2:**

	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	56,497,500	55,171,400	111,668,900	56,497,500	55,475,000	111,972,500	56,497,500	55,049,900	111,547,400	56,497,500	55,049,900	111,547,400	225,990,000	220,746,200	446,736,200
<b>Additional funds</b>	7,716,101	7,716,101	15,432,202	8,393,927	8,393,927	16,787,854	8,434,635	8,434,635	16,869,270	8,434,635	8,434,635	16,869,270	32,979,298	32,979,298	65,958,596
<b>Total</b>	64,213,601	62,887,501	127,101,102	64,891,427	63,868,927	128,760,354	64,932,135	63,484,535	128,416,670	64,932,135	63,484,535	128,416,670	258,969,298	253,725,498	512,694,796

**SUMMARY PER ORIENTATION – INTEGRATING THE 2 OBJECTIVES OF MINORITY-LANGUAGE EDUCATION AND SECOND LANGUAGES INSTRUCTION**

**Orientation 1- Renewing preschool, elementary and secondary education**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	18,254,727	16,928,627	35,183,354	25,343,552	24,321,052	49,664,604	29,607,111	28,159,511	57,766,622	28,789,686	27,342,086	56,131,772	101,995,076	96,751,276	198,746,352
<b>Additional funds</b>	4,492,379	4,492,379	8,984,758	5,164,863	5,164,863	10,329,726	5,270,711	5,270,711	10,541,422	5,573,927	5,573,927	11,147,854	20,501,880	20,501,880	41,003,760
<b>Total</b>	22,747,106	21,421,006	44,168,112	30,508,415	29,485,915	59,994,330	34,877,822	33,430,222	68,308,044	34,363,613	32,916,013	67,279,626	122,496,956	117,253,156	239,750,112

**Orientation 2- Improving vocational and technical training and continuing education**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	24,915,757	24,915,757	49,831,514	18,691,559	18,691,559	37,383,118	16,054,781	16,054,781	32,109,562	18,082,857	18,082,857	36,165,714	77,744,954	77,744,954	155,489,908
<b>Additional funds</b>	1,136,465	1,136,465	2,272,930	932,845	932,845	1,865,690	962,307	962,307	1,924,614	881,734	881,734	1,763,468	3,913,351	3,913,351	7,826,702
<b>Total</b>	26,052,222	26,052,222	52,104,444	19,624,404	19,624,404	39,248,808	17,017,088	17,017,088	34,034,176	18,964,591	18,964,591	37,929,182	81,658,305	81,658,305	163,316,610

**Orientation 3- Consolidating higher education in collaboration with our partners**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	6,444,686	6,444,686	12,889,372	5,101,501	5,101,501	10,203,002	4,113,128	4,113,128	8,226,256	3,028,213	3,028,213	6,056,426	18,687,528	18,687,528	37,375,056
<b>Additional funds</b>	1,143,740	1,143,740	2,287,480	1,284,743	1,284,743	2,569,486	1,161,232	1,161,232	2,322,464	1,006,813	1,006,813	2,013,626	4,596,528	4,596,528	9,193,056
<b>Total</b>	7,588,426	7,588,426	15,176,852	6,386,244	6,386,244	12,772,488	5,274,360	5,274,360	10,548,720	4,035,026	4,035,026	8,070,052	23,284,056	23,284,056	46,568,112

**SUMMARY PER ORIENTATION – INTEGRATING THE 2 OBJECTIVES OF MINORITY-LANGUAGE EDUCATION AND SECOND LANGUAGES INSTRUCTION**

**Orientation 4- Contributing to the development of the regions**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	1,559,839	1,559,839	3,119,678	1,786,544	1,786,544	3,573,088	1,467,340	1,467,340	2,934,680	1,404,472	1,404,472	2,808,944	6,218,195	6,218,195	12,436,390
<b>Additional funds</b>	862,117	862,117	1,724,234	924,556	924,556	1,849,112	947,945	947,945	1,895,890	876,961	876,961	1,753,922	3,611,579	3,611,579	7,223,158
<b>Total</b>	2,421,956	2,421,956	4,843,912	2,711,100	2,711,100	5,422,200	2,415,285	2,415,285	4,830,570	2,281,433	2,281,433	4,562,866	9,829,774	9,829,774	19,659,548

**Orientation 5- Promoting the practice of physical activities, recreation and sports in a healthy, safe context**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	493,514	493,514	987,028	518,661	518,661	1,037,322	518,661	518,661	1,037,322	518,661	518,661	1,037,322	2,049,497	2,049,497	4,098,994
<b>Additional funds</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	493,514	493,514	987,028	518,661	518,661	1,037,322	518,661	518,661	1,037,322	518,661	518,661	1,037,322	2,049,497	2,049,497	4,098,994

**Orientation 6- Improving the delivery of our services and relations with our partners**

	2005-2006			2006-2007			2007-2008			2008-2009			Total 2005-2009		
	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total	Canada	Québec	Total
<b>Regular funds</b>	4,828,977	4,828,977	9,657,954	5,055,683	5,055,683	10,111,366	4,736,479	4,736,479	9,472,958	4,673,611	4,673,611	9,347,222	19,294,750	19,294,750	38,589,500
<b>Additional funds</b>	81,400	81,400	162,800	86,920	86,920	173,840	92,440	92,440	184,880	95,200	95,200	190,400	355,960	355,960	711,920
<b>Total</b>	4,910,377	4,910,377	9,820,754	5,142,603	5,142,603	10,285,206	4,828,919	4,828,919	9,657,838	4,768,811	4,768,811	9,537,622	19,650,710	19,650,710	39,301,420

**Québec has planned the following amounts for scholarships programs**

	2005-2006	2006-2007	2007-2008	2008-2009	Total 2005-2009
<b>Accent / Odyssee</b>	687,600\$	652,800\$	687,600	687,600	2,715,600\$
<b>Explore/Destination Clic</b>	638,500\$	380,000\$	760,000\$	760,000\$	2,538,500\$
<b>Total</b>	1,326,100\$	1,032,800\$	1,447,600\$	1,447,600\$	5,254,100\$

**CANADA-QUÉBEC AGREEMENT ON  
MINORITY-LANGUAGE EDUCATION  
AND SECOND-LANGUAGE INSTRUCTION**

**ACTION PLAN: 2005-2006 – 2008-2009**

**PROJECTS FOR FRANCOPHONE COMMUNITIES IN CANADA**

**PREAMBLE**

Québec agrees to manage the additional Canadian funds allotted to support the realization of certain pan-Canadian projects. Some of these projects will be managed in collaboration with the Direction des affaires internationales et canadiennes (DAIC), and others through the Association canadienne d'éducation en langue française (ACELF). Except for the monitor program to which Québec contributes, the Ministère de l'Éducation, du Loisir et du Sport acts as an intermediary to facilitate the undertaking of these projects, which are financed by the additional funds.

Targeted results of projects supported by the Agreement	Indicators concerning projects supported by the Agreement
<ul style="list-style-type: none"> <li>• PRECEPT: Increased exchanges and sharing of expertise between CEGEPs and francophone colleges in Canada and improvement of the quality and accessibility of vocational and technical training offered in French in Canada</li> <li>• Professional development activities in French in Québec for the personnel of francophone colleges outside Québec (teachers, administrators, non-teaching professionals)</li> <li>• Practicums in the workplace are intended to enable young francophones from outside Québec to enjoy a cultural and training experience in a Québec environment. Throughout their stay, they benefit from the expertise of professional staff in the relevant Québec CEGEPs.</li> <li>• Professional development practicums for 75 francophone educators outside Québec (50 workshops given by education professionals from the four regions of Canada) (ACELF)</li> <li>• Exchange programs for francophone students outside Québec (exchange trips for 10 classes for a total of 200 to 225 students) (ACELF)</li> <li>• Development of supplementary instructional materials (for francophones outside Québec) designed to foster the construction of identity by developing a francophone cultural identity and a strong feeling of belonging through activities carried out in the classroom, the school and in connection with the community (ACELF)</li> </ul>	<ul style="list-style-type: none"> <li>• Level of participation in the program (number of applications) – Activity reports</li> <li>• Observance of timetable – Financial Report – Summary of activities</li> <li>• Observance of timetable – Financial Report – Summary of activities</li> <li>• Level of satisfaction of participants. Workshop content adapted to meet the needs of educators and the specific issues of teaching in a minority context</li> <li>• Number of participating students and classes. Level of satisfaction of students and teaching personnel in terms of the objectives targeted by the program</li> <li>• Level of satisfaction among teaching personnel and degree of use of the materials. Level of satisfaction of the ministries of education in the provinces and territories. Number of instructional tools distributed.</li> </ul>

**PROJECTS FOR FRANCOPHONE COMMUNITIES IN CANADA**

Expected costs over the four years of the Agreement

	<b>2005-2006</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>TOTAL</b>
PRECEPT	\$85 000	\$85 000	\$80 000	\$0	\$250 000
Practicums in the workplace and summer camps	\$75 000	\$75 000	\$75 000	\$75 000	\$300 000
Professional development for personnel from colleges outside Québec	\$41 668	*	*	*	\$41 668
ACELF	\$400 000	\$400 000	\$400 000	\$400 000	\$1 600 000

Note: Québec will match Canada's contributions to PRECEPT for the 2005-2006, 2006-2007 and 2007-2008 school years.

\* For the years 2006-2007 to 2008-2009, contributions are expected from the regular funds.