

CANADA - PRINCE-EDWARD ISLAND AGREEMENT  
ON INVESTMENT MEASURES FOR THE QUALITY OF MINORITY-LANGUAGE EDUCATION

PRINCE EDWARD ISLAND ACTION PLAN  
2000-01 TO 2002-03

SUMMARY OF FORECASTED INVESTMENT

ACTIVITIES	FORECASTED INVESTMENT							
	2000-01		2001-02		2002-03		GRAND TOTAL	
	\$		\$		\$		\$	
	Provincial	Federal	Provincial	Federal	Provincial	Federal	Provincial	Federal
1. Implementation of a minority language education program for students in the West Prince, Rustico and Summerside-Miscouche regions	181 937	282 500	298 666	481 750	336 322	305 625	816 925	1 069 875
2. Implementation of a consistent minority language preschool program	25 000	65 000	25 000	65 000	25 000	65 000	75 000	195 000
3. Addition of a human resource for the French Language School Board	17 500	52 500	17 750	53 250	18 125	54 375	53 375	160 125
4. Implementation of development projects by the <i>Société éducative de l'Île-du-Prince-Édouard</i>	100 000	300 000	100 000	300 000	100 000	300 000	300 000	900 000
<b>TOTAL</b>	<b>324 371<sup>1</sup></b>	<b>700 000</b>	<b>441 416<sup>2</sup></b>	<b>900 000</b>	<b>479 447<sup>3</sup></b>	<b>725 000</b>	<b>1 245 300<sup>4</sup></b>	<b>2 325 000</b>

<sup>1</sup> Includes an amount of \$285 000 in addition to the funds normally granted in the context of the Foundation Program.

<sup>2</sup> Includes an amount of \$285 000 in addition to the funds normally granted in the context of the Foundation Program.

<sup>3</sup> Includes an amount of \$203 380 in addition to the funds normally granted in the context of the Foundation Program.

<sup>4</sup> Includes an amount of \$776 380 in addition to the funds normally granted in the context of the Foundation Program.

ACTIVITIES	RESULTS TARGETED	PERFORMANCE INDICATORS	FORECASTED INVESTMENT (\$)		
			2000-01	2001-02	2002-03
<p><b>1. Implementation of a minority language education program for students in the West Prince, Rustico and Summerside-Miscouche regions</b></p>	<p>The French Language School Board is in a position to increase access to minority language education and to offer quality education that is comparable to majority language education.</p> <p>Quality support services are becoming more and more available.</p> <p>Improve learning and provide better access to French-language resources. Provide a better selection of courses for students in small schools.</p>	<ul style="list-style-type: none"> <li>• Participation rate of those who are eligible</li> <li>• Number of courses and programs offered</li> <li>• Support services in various sectors</li> <li>• Transfer rate to English-language schools</li> </ul>	<p>Eligible: 464 437 Provincial: 181 937 Federal: 282 500</p>	<p>Eligible: 780 416 Provincial: 298 666 Federal: 481 750</p>	<p>Eligible: 641 947 Provincial: 336 322 Federal: 305 625</p>
<p><b>2. Implementation of a consistent minority language preschool program</b></p>	<p>The students will benefit from consistent programs and will have access to language improvement programs.</p> <p>Improve learning and provide better access to French-language resources. Provide better services for communities in the francization process.</p>	<ul style="list-style-type: none"> <li>• Participation rate of those who are eligible</li> <li>• Support services in various sectors</li> <li>• Transfer rate to English-language schools</li> <li>• Rate of school adjustment needs</li> </ul>	<p>Eligible: 90 000 Provincial: 25 000 Federal: 65 000</p>	<p>Eligible: 90 000 Provincial: 25 000 Federal: 65 000</p>	<p>Eligible: 90 000 Provincial: 25 000 Federal: 65 000</p>

ACTIVITIES	RESULTS TARGETED	PERFORMANCE INDICATORS	FORECASTED INVESTMENT (\$)		
			2000-01	2001-02	2002-03
<p><b>3. Addition of a human resource for the French Language School Board</b></p>	<p>Better promotion throughout the province of how accessible French as a first language education is.</p> <p>The French Language School Board is in a position to increase access to minority language education and to offer quality education that is comparable to majority language education.</p> <p>Partnerships are created with the community and a more effective joint action is implemented.</p> <p>Programs are effectively set up in three new regions.</p>	<ul style="list-style-type: none"> <li>• Participation rate of those who are eligible</li> <li>• Number of information meetings and workshops for parents</li> <li>• Activities organized in collaboration with the community</li> <li>• Transfer rate to English-language schools</li> </ul>	<p>Eligible: 70 000</p> <p>Provincial: 17 500</p> <p>Federal: 52 500</p>	<p>Eligible: 71 000</p> <p>Provincial: 17 750</p> <p>Federal: 53 250</p>	<p>Eligible: 72 500</p> <p>Provincial: 18 125</p> <p>Federal: 54 375</p>
<p><b>4. Implementation of development projects by the Société éducative de l'Île-du-Prince-Édouard (see following pages)</b></p>	<p>See following pages</p>	<p>See following pages</p>	<p>Eligible: 400 000</p> <p>Provincial: 100 000</p> <p>Federal: 300 000</p>	<p>Eligible: 400 000</p> <p>Provincial: 100 000</p> <p>Federal: 300 000</p>	<p>Eligible: 400 000</p> <p>Provincial: 100 000</p> <p>Federal: 300 000</p>
<b>GRAND TOTAL</b>			<p>Eligible: 1 024 437</p> <p>Provincial: 324 437</p> <p>Federal: 700 000</p>	<p>Eligible: 1 341 416</p> <p>Provincial: 441 416</p> <p>Federal: 900 000</p>	<p>Eligible: 1 204 447</p> <p>Provincial: 479 447</p> <p>Federal: 725 000</p>

PROJECTS	RESULTS TARGETED	PERFORMANCE INDICATORS
<p>4.1 SUPPORT THE TRAINING OF ADULTS IN THE AREA OF COMMUNITY DEVELOPMENT</p> <p>4.1.1 Create cooperation and resource-sharing alliances between community organizations that are devoted to adult education and economic and social development.</p> <p>4.1.2 Offer education online that meets the needs of community stakeholders who continually want to retrain in areas of interest.</p> <p>4.1.3 Establish partnerships with other groups of community organizations and Francophone regions in the country, such as the CAN-COM community learning network that is being set up by the Society for Lifelong Learning (SAVIE)</p>	<p>Development of an electronic and educational hub where organizations can share ideas, obtain information and training</p> <p>Digitization of the content of community development training programs, such as those at Université de Moncton and Université de Sainte-Anne.</p> <p>Development and online integration of modules dealing with the use of information and communication technologies (ICT).</p> <p>Online training focusing on community development techniques</p> <p>Online training on the steps to be taken to set up and maintain a community access centre</p> <p>Content development of the SAVIE community learning network database</p> <p>Maximize use of resources compiled by the CAN-COM learning network</p>	<ul style="list-style-type: none"> <li>• Number of partners in community development</li> </ul> <p>∩ Number of online training sessions</p> <p>∩ Satisfaction of and comments from partners</p> <p>∩ Rate of use of synchronous and asynchronous training</p> <p>∩ Community development content from Prince Edward Island and Atlantic provinces on the CAN-COM network</p> <p>∩ Number of new partners with which the Société éducative enters into partnership</p>

PROJECTS	RESULTS TARGETED	PERFORMANCE INDICATORS
<p>4.2 RAISE TEACHERS' AWARENESS OF AND INITIATE THEM TO COMPUTER-BASED TECHNIQUES WHICH CAN BE ADAPTED TO THEIR INSTRUCTION SO AS TO PROVIDE SUPPORT</p> <p>4.2.1 Facilitate the integration of the information highway in teaching by offering technical content adapted to the subject to be taught</p> <p>4.2.2 Train the teacher to allow him or her to develop and plan workshops, activities or collaboration projects with those using ICTs.</p> <p>4.2.3 Inform and educate the teachers on the communication mechanisms from educational technologies available for their instruction, and the benefits these technologies offer the students.</p>	<p>Collaboration project with the French Language School Board</p> <p>Teachers presented with inventory of existing tools</p> <p>Sharing of educational technology equipment and resources with the French Language School Board</p> <p>Development of online training for a certificate in educational technologies</p> <p>Creation of pilot projects to share with the entire teaching staff</p> <p>Promotion of these tools to the French-language teachers on P.E.I. and in the other Atlantic provinces</p> <p>Presentation of accomplished projects to teachers</p> <p>Training sessions and procedure workshops offered to teachers</p>	<ul style="list-style-type: none"> <li>• Number of teachers who use educational technologies in their teaching</li> <li>Ⓒ Number of Internet resources listed</li> <li>Ⓒ Frequency of exchange of services and equipment between the partners</li> <li>Ⓒ Access to a certification in educational technologies</li> <li>Ⓒ Number of teachers trained</li> <li>Ⓒ Number of pilot projects</li> <li>Ⓒ Number of sessions and workshops offered</li> <li>Ⓒ Results of a questionnaire given to teachers</li> </ul>

PROJECTS	RESULTS TARGETED	PERFORMANCE INDICATORS
4.3 CREATE AND IMPLEMENT A PROMOTION STRATEGY ON THE BENEFITS OF A FRENCH EDUCATION FOR ADULTS		
4.3.1 Organize a provincial promotional campaign to promote lifelong learning.	Annual planning of promotional and recruitment campaign Realization of promotional activities and recruitment initiatives Presentations made in regions	<ul style="list-style-type: none"> <li>• Number of promotional and recruitment activities organized each year</li> <li>Ç Number of presentations in the region</li> <li>Ç Number of participants in the activities</li> </ul>
4.3.2 Ensure that the adults understand the value of education and lifelong learning and the improvement in quality of life.	Compilation of comments from former students Development of a promotional CD-ROM of the comments dealing with literacy and its benefits	<ul style="list-style-type: none"> <li>Ç Number of comments gathered</li> <li>Ç Rate of use of the promotional products developed</li> <li>Ç Placement rate of students</li> </ul>
4.3.3 Recruit the most students possible for the training programs offered at the <i>Centre provincial de formation pour adultes</i>	Hold open houses in the evening Individual meetings with the people from the community to inform them of the education possibilities that exist at the Centre Radio interviews and publication of press releases and advertisements in <i>La Voix acadienne</i>	<ul style="list-style-type: none"> <li>Ç Multi-year statistical table</li> <li>Ç Number of enrolments at the Provincial Adult Training Centre</li> <li>Ç Number of press releases and announcements published and interviews held</li> <li>Ç Number of enrolments in the online training accessible to native French adults</li> </ul>
4.3.4 Further explore the education needs of Acadian and Francophone adults in P.E.I.	Study of training needs Evaluation of labour market trends	<ul style="list-style-type: none"> <li>Ç Results of the study of needs</li> <li>Ç Up-to-date document on labour market trends</li> </ul>

PROJECTS	RESULTS TARGETED	PERFORMANCE INDICATORS
<p>4.4 DEVELOP EDUCATIONAL CONTENT IN LITERACY AND GENERAL STUDIES BY INCREASING USE OF THE INFORMATION HIGHWAY</p> <p>4.4.1 Develop an interactive learning mode by which learners explore and discover</p> <p>4.4.2 Increase the availability and flexibility of distance learning in French by developing literacy training on the Internet</p> <p>4.4.3 Encourage the Francophone clientele to get involved in a basic literacy training by implementing a culture of ownership of the ICTs in the P.E.I. Acadian community.</p>	<p>Establishment of a project guidance committee with partners in educational content development</p> <p>Committee meetings to further explain the selected learning mode</p> <p>Research of the appropriate content for the targeted clientele</p> <p>Design of modules and development of content on the Internet to be used as a learning and training mode</p> <p>Evaluation of the learning modules</p> <p>Development of an Internet guide to facilitate online learning for learners at home or at their community access centre.</p> <p>Organization of learning activities in the Acadian regions through the community access centres</p> <p>Offer train-the-trainer sessions in the Acadian regions and at the community access centres.</p>	<ul style="list-style-type: none"> <li>• Number of meetings of the guidance committee</li> <li>C Selection of learning mode</li> <li>C Number of participants in the literacy and general studies programs</li> <li>C Number of modules developed</li> <li>C Retention rate of enrolled students</li> <li>C Number of participants at the community access centres</li> <li>C Number of participants at home</li> <li>C Number of community access sites used by clients who take advantage of online literacy training</li> </ul>