

**CANADA–ONTARIO AGREEMENT ON
MINORITY-LANGUAGE EDUCATION AND
SECOND OFFICIAL-LANGUAGE INSTRUCTION
2020–21 TO 2022–23**

THIS AGREEMENT was concluded in English and French on this _____th day of _____ 2021,

BETWEEN: HER MAJESTY THE QUEEN IN RIGHT OF CANADA, represented by the Minister of Official Languages, hereinafter called “Canada”,

AND: HER MAJESTY THE QUEEN IN RIGHT OF ONTARIO, represented by the Minister of Education and the Minister of Colleges and Universities, hereinafter called “Ontario”,

Hereinafter referred to individually as a “Party” or collectively as the “Parties”.

WHEREAS English and French are the official languages of Canada, as recognized by the *Canadian Charter of Rights and Freedoms*, as well as by the *Official Languages Act*, and whereas Canada recognizes its responsibilities and undertakings with respect to those languages;

WHEREAS section 23 of the *Canadian Charter of Rights and Freedoms* recognizes the right of Canadian citizens (1) whose first language learned and still understood is the minority language of the province or territory in which they reside, or (2) who have received their primary education in Canada in the language that is the minority language of the province or territory in which they reside; or (3) whose children have received or are receiving primary or secondary education in Canada in the minority language of the province or territory where they reside, to have their children educated in that language, at the elementary and secondary levels, where numbers of students warrant, and that this right includes, where the number of those children so warrants, the right to have them receive that instruction in minority-language educational facilities provided out of public funds;

WHEREAS, in accordance with the *Official Languages Act*, Canada can undertake measures to encourage and assist Ontario to provide members of the official-language minority communities with education in their own language and to provide opportunities for everyone to learn both English and French as a second language;

WHEREAS a Protocol for Agreements between Canada and the provincial and territorial governments for minority-language education and second-language instruction from 2019–20 to 2022–23, hereinafter referred to as the “Protocol,” was concluded on February 26th, 2020;

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

WHEREAS education is under the jurisdiction of the provinces and territories and Ontario is responsible for establishing plans, determining the objectives, defining the contents, setting priorities and evaluating its programs in education, including programs in minority-language education and second-language instruction;

WHEREAS Ontario, in the context of its jurisdiction over education, provides education in French in the province in accordance with section 23 of the *Canadian Charter of Rights and Freedoms*, and instruction in French as a second language;

WHEREAS Ontario recognizes the importance of an education continuum in fostering the vitality of official-language minority communities;

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

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

AND WHEREAS, further to and consistent with the Protocol, an Agreement between Canada and Ontario must be established for 2020–21 to 2022–23 which sets out Ontario’s actions pertaining to minority-language education and second-language instruction, while taking into account the respective responsibilities and common interests of the Parties;

THEREFORE, this Agreement confirms that the Parties hereto agree as follows:

1. DEFINITIONS

The following definitions apply to this Agreement.

“Action plan” refers to a provincial/territorial action plan based on the minority-language education and second-language instruction needs and priorities on which it focuses.

“Bilateral Agreement” refers to any Agreement signed by the Parties, which determines the objectives, initiatives and areas of intervention described in an action plan that receives Canada’s financial support for minority-language education and second-language instruction, and set out the commitments, obligations and financial contributions of both Parties.

“Education” and “instruction”, unless otherwise specified, refer to all levels of the educational system of Ontario.

“Fiscal year” and “fiscal years” refer to the period beginning April 1st of a calendar year and ending March 31st of the following calendar year.

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

“Key stakeholders” refer to stakeholders who play a key role in minority-language education and second-language instruction, including representatives of minority school boards, school boards offering programs in second-language instruction and postsecondary institutions.

“Minority language”, “minority-language”, “second language”, and “second official-language” refer to French.

“Preschool” refers to the levels of education that precede compulsory education under the responsibility of the Ministry of Education of Ontario, but does not create any additional obligations for Ontario.

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

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

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

2. PURPOSE OF THE AGREEMENT

- 2.1 The purpose of this Agreement is to establish a new cooperation framework between the Parties on minority-language education and second-language instruction for fiscal years 2020–21 to 2022–23. The linguistic objectives for which Canada provides Ontario with a financial contribution are set out as follows:
 - 2.1.1 To help provide members of the French-language minority in Ontario with the opportunity to be educated in their own language and to experience cultural enrichment associated with that community;
 - 2.1.2 To help provide English-language learners in Ontario with the opportunity to learn French as a second language and in so doing benefit from cultural enrichment.
- 2.2 Subject to the provisions of this Agreement, Canada is prepared to contribute to part of the additional costs that Ontario must assume to implement the initiatives included in the multi-year action plan described in Schedule 3 of this Agreement.
- 2.3 Further to the linguistic objectives set out in subsection 2.1 and the strategic framework described in Schedule 4 of this Agreement, Canada's support for Ontario is based on six areas of intervention for each linguistic objective: learner participation, provision of programs, academic achievement of learners, enriched learning environments, support for educational staff, and research. The areas of intervention that Ontario chooses to focus on for each linguistic objective may include all or part of these areas.
- 2.4 The Parties may also fund, in addition to the initiatives of the action plan (Schedule 3), initiatives that address emerging priorities as part of this Agreement, as described in subsection 4.8 of this Agreement. The terms and conditions governing these projects or initiatives shall be subject to discussions between the Parties.
- 2.5 In the interests of increasing interprovincial/territorial cooperation and encouraging optimum use of resources, the Parties recognize the importance of undertaking projects or initiatives of an interprovincial/territorial or pan-Canadian scope. For this purpose, the Parties agree that these may be coordinated by the Council of Ministers of Education, Canada (CMEC), by Ontario, or by other provinces and territories. The terms and conditions governing these projects or initiatives shall be subject to discussions between Canada, Ontario and/or the CMEC.

3. DURATION

- 3.1 This Agreement will take effect when the Parties have signed this Agreement and will cease, subject to its termination on a prior date, one year (365 days) after the expiration of the activity period as indicated in subsection 3.2 of this Agreement.
- 3.2 Subject to termination, this Agreement covers the activities described in Schedule 3 of this Agreement for the period commencing on April 1st, 2020, and ending on March 31st, 2023. Unless otherwise pre-authorized by Canada, only goods and services rendered within this time period shall be considered for funding as eligible expenditures.
- 3.3 All the obligations of the Parties shall, expressly or by their nature, survive termination or expiry of this Agreement, until and unless they are fulfilled or by their nature expire.

4. MAXIMUM AMOUNT OF CANADA'S FINANCIAL CONTRIBUTION

- 4.1 Subject to all terms and conditions indicated in this Agreement being met, Canada agrees to contribute to the eligible expenditures incurred by Ontario for the purposes described in section 2 of this Agreement. Canada's total financial contribution shall be the lesser of two hundred and thirty-seven million two hundred and forty-nine thousand nine hundred and thirty-six dollars (\$237,249,936) or the amount of 50 percent of the total eligible expenditures incurred during the term of this Agreement.

- 4.2 Solely for the 2020-21 to 2022–23 period, and subject to all terms and conditions indicated in this Agreement being met, Canada agrees to make available to Ontario an additional contribution totalling the lesser of sixteen million five hundred and fifty thousand nine hundred and fifty-two dollars (\$16,550,952) or 50 percent of the total eligible expenditures incurred during the 2020-21 to 2022-23 period to increase support for minority-language education.
- 4.3 Payment of the additional contribution described in subsection 4.2 of this Agreement does not result in any adjustment to the funding provided for within the budgetary limits described in subsection 4.1.
- 4.4 In the event that Canada provides an increase in federal funding as provided for in subsection 4.1 for minority-language education or second-language instruction during the term of this Agreement, the Agreement may be amended accordingly. In the interest of transparency, Canada shall advise the provincial and territorial governments of the breakdown of additional funds paid.

4.5 Breakdown of the Maximum Amount

- 4.5.1 Subject to subsection 4.1 of this Agreement and from within Canada’s financial contribution described therein, Canada shall make the following annual contributions to Ontario for the implementation of the measures described in its action plan (Schedule 3):

Fiscal Year	Minority Language	Second Language	Total
2020–21	\$54,992,678	\$24,090,634	\$79,083,312
2021–22	\$54,992,678	\$24,090,634	\$79,083,312
2022–23	\$54,992,678	\$24,090,634	\$79,083,312
Total	\$164,978,034	\$72,271,902	\$237,249,936

- 4.5.2 Subject to subsection 4.2 of this Agreement and from within Canada’s financial contribution described therein, Canada shall make the following additional contributions to Ontario annually to increase support for minority-language education:

Fiscal Year	Minority Language	Total
2020–21	\$8,275,476	\$8,275,476
2021–22	\$4,137,738	\$4,137,738
2022–23	\$4,137,738	\$4,137,738
Total	\$16,550,952	\$16,550,952

- 4.5.3 This additional contribution is subject to an equivalent or higher annual provincial contribution and will not result in any adjustment to the funding provided in the budgets described in paragraph 4.5.1.
- 4.5.4 Canada’s financial contribution for fiscal year 2020–21, as described in paragraph 4.5.2, includes its additional contribution to Ontario for fiscal year 2019–20, which was carried over to the next fiscal year due to the unforeseen and exceptional circumstances of the COVID-19 pandemic, for the implementation of its action plan (Schedule 3).
- 4.6 Canada’s financial contribution as described in paragraphs 4.5.1 and 4.5.2 is conditional on Ontario providing, for each area of intervention and each linguistic objective, a financial contribution equivalent to or greater than that of Canada for the implementation of its action plan (Schedule 3).
- 4.7 Subject to the appropriation of funds by the Legislative Assembly of Ontario and the maintenance of current and forecasted budgetary levels for the Ministry of Education and the Ministry of Colleges and Universities, Ontario shall contribute to the eligible expenditures incurred under the terms of its action plan (Schedule 3) for the period covered by this Agreement.

4.8 Complementary Contributions

- 4.8.1 Canada reserves the right to approve complementary contributions in addition to the amounts described in subsections 4.1 and 4.2 of this Agreement for the duration of this Agreement. For the purposes of this Agreement, the complementary contributions include the funding available to provincial and territorial governments, in particular for:
- 4.8.1.1 one-time and non-recurring projects in minority-language education or second-language instruction through the Complementary Fund under the Development of Official-Language Communities Program;
 - 4.8.1.2 projects targeting a recruitment and retention strategy for teachers in minority French-language schools and for teachers in French second-language programs, including in French immersion;
 - 4.8.1.3 infrastructure projects related to schools or postsecondary institutions.
- 4.8.2 Unless otherwise specified, any complementary contributions from Canada are conditional on Ontario making a financial contribution equivalent to or greater than that of Canada during the term of the project in question.
- 4.8.3 Canada agrees to honour multi-year commitments made for specific projects with Ontario during the term of this Agreement but expiring after the years covered by this Agreement. The payment terms described in this Agreement will continue to apply unless the Parties mutually agree to amend them in the subsequent bilateral Agreement with Ontario. Any payment for these projects shall be conditional on a bilateral Agreement with Ontario being in place, covering the period targeted by the payment.
- 4.8.4 Canada agrees to honour the multi-year commitments made under specific Agreements with Ontario before 2020–21 that shall be completed during the years covered by this Agreement. The contributions provided for in those Agreements shall be made from the complementary contributions for the 2020–21 to 2022–23 period. These contributions shall be made in addition to Canada’s financial contribution provided for in subsections 4.1 and 4.2 of this Agreement. The terms of payment described in the *Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction 2013–2014 to 2019–2020* shall continue to apply unless both Parties mutually agree to amend or terminate them.
- 4.8.5 The provision of complementary contributions as described in subsection 4.8 shall not result in any adjustment to the funding provided for and within the budgets described in subsections 4.1 and 4.2 of this Agreement.
- 4.8.6 In the interest of transparency, Canada shall provide Ontario annually with the breakdown of the amounts paid and information about complementary contributions made to provincial and territorial governments for the duration of this Agreement.

5. ONTARIO’S ACTION PLAN – 2020–21 TO 2022–23

- 5.1 For the purposes of this Agreement, Ontario agrees to provide a multi-year action plan for each linguistic objective, in accordance with the objectives described in section 2 of this Agreement. Ontario’s action plan (Schedule 3) is preceded by a preamble. The preamble is an integral part of Schedule 3.
- 5.2 The preamble describes Ontario’s specific context by providing the following information:
- 5.2.1 a report on the status of Ontario’s minority-language education programs and second-language instruction programs, a summary description of advancements made under the previous Agreement, an overview of the key challenges for this Agreement and the initiatives proposed to address them, including the priorities identified by the key stakeholders;
 - 5.2.2 a description of the consultations held with key stakeholders for the development of the action plan and the consultation process that shall be established for the implementation of the action plan.

- 5.3 The action plan provides, for each linguistic objective, and for the duration of this Agreement, a table presenting the following information:
- 5.3.1 at least one performance indicator and one target for each area of intervention funded, baseline (reference) data for the performance indicators and targets, as well as a timeline for achieving those targets;
 - 5.3.2 a description of the initiatives for each area of intervention funded, by education level (preschool, elementary and secondary, postsecondary), to achieve the targets;
 - 5.3.3 for each area of intervention funded and by fiscal year, Canada's and Ontario's contributions with respect to the anticipated eligible expenditures; and
 - 5.3.4 for each initiative and by fiscal year, the total contributions and Canada's financial contribution with respect to the anticipated eligible expenditures and, where applicable, the share of Canada's funding to be paid to key stakeholders.
- 5.4 Ontario develops and submits its action plan (Schedule 3) in the manner Ontario deems to be most appropriate to its particular circumstances. If there is a need, in Canada's opinion, to clarify and determine the relevance of the information provided, Ontario agrees to hold discussions with Canada.
- 5.5 Ontario may, with Canada's prior agreement, make annual adjustments to its action plan (Schedule 3) in accordance with the terms and conditions in this Agreement.

6. COMPLEMENTARY PROJECTS

- 6.1 Complementary projects approved by Canada shall constitute an addendum to the multi-year action plan (Schedule 3) and shall form an integral part thereof.
- 6.2 Each addendum shall include a preamble, the intended areas of intervention, targets, performance indicators and a description of the initiatives to achieve the targets. Canada's and Ontario's contributions shall be broken down as described in subsection 5.3 of this Agreement.
- 6.3 Each complementary project shall identify the targets of the action plan (Schedule 3) to which the complementary project contributes or new performance indicators and new targets specific to the project.

7. COORDINATION

- 7.1 The representatives of Canada and Ontario agree to hold a bilateral meeting prior to the end of each fiscal year covered by this Agreement, or at another time mutually agreed upon, to discuss the implementation of the action plan (Schedule 3).

8. NOTICE

- 8.1 Any notice, request, information or any other document required under this Agreement shall be deemed given if it is delivered or sent by email or mail. Any notice delivered in person shall be deemed to have been received upon delivery; any notice sent by email shall be deemed to have been received one (1) working day after it is sent; any notice that is mailed shall be deemed to have been received eight (8) working days after being mailed.
- 8.2 All notices shall be sent to the following addresses:

To Ontario:

Director, French-Language Education
Policies and Programs Branch
Ministry of Education
315 Front Street W, 14th Floor
Toronto, ON
M7A 0B8

To Canada:

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

9. CONTENT OF THE AGREEMENT

9.1 This Agreement, including the following schedules that form an integral part of it and subsequent formal amendments to them, constitutes the entire Agreement between the Parties and supersedes all previous and future documents, negotiations, understandings and undertakings related to its subject matter. The Parties acknowledge having read this Agreement and agree with its content.

SCHEDULE 1 – General Terms and Conditions

SCHEDULE 2 – General Terms and Conditions – Infrastructure Projects

SCHEDULE 3 – Action Plan – 2020–21 to 2022–23

SCHEDULE 4 – Strategic Framework – 2020–21 to 2022–23

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

ON BEHALF OF CANADA

ON BEHALF OF ONTARIO

The Honourable Mélanie Joly
Minister of Official Languages

The Honourable Stephen Lecce
Minister of Education

Witness

Witness

Name in block letters

Name in block letters

Signature

Signature

The Honourable Ross Romano
Minister of Colleges and Universities

Witness

Name in block letters

Signature

GENERAL TERMS AND CONDITIONS

1. TERMS OF PAYMENT

1.1 Action Plan

Canada's annual contributions to Ontario's action plan (Schedule 3) referred to in paragraphs 4.5.1 and 4.5.2 of this Agreement shall be made as follows:

First payments

- 1.1.1 for the first fiscal year (2020–21) of this Agreement, a first payment representing eighty percent (80%) of Canada's financial contribution shall be made after the signing of this Agreement and provided that the requirements for previous payments related to the action plan of the *Canada–Ontario Agreement on Minority-Language Education and Second Official-Language Instruction 2013-2014 to 2019-2020* have been met;
- 1.1.2 for each subsequent fiscal year, a first payment representing eighty percent (80%) of Canada's financial contribution shall be made following the production, if necessary, of an updated action plan (Schedule 3) and provided that the requirements for previous payments have been met;

Second and final payments

- 1.1.3 for the first fiscal year (2020–21) of this Agreement, a second and final payment, not exceeding the balance of Canada's financial contribution, shall be made following the production of:
 - 1.1.3.1 an annual report for the fiscal year in question; and
 - 1.1.3.2 a periodic report covering fiscal years 2019–20 and 2020–21;
- 1.1.4 for the second fiscal year (2021–22) of this Agreement, a second and final payment, not exceeding the balance of Canada's financial contribution, shall be made following the production of an annual report for the fiscal year in question;
- 1.1.5 for the third fiscal year (2022–23) of this Agreement, a second and final payment, not exceeding the balance of Canada's financial contribution, shall be made following the production of:
 - 1.1.5.1 an annual report for the fiscal year in question; and
 - 1.1.5.2 a periodic report covering fiscal years 2021–22 and 2022–23.

1.2 Complementary Projects

Canada's financial contribution to Ontario for infrastructure projects funded under this Agreement shall be made in accordance with the administrative procedures set out in Schedule 2 of this Agreement. Canada's complementary contributions to Ontario for projects funded under the provisions of subsection 4.8 of this Agreement shall be made as follows:

1.2.1 For One-Year Projects

- 1.2.1.1 a first payment representing eighty percent (80%) of Canada's financial contribution for the fiscal year in question shall be made after the project receives Canada's approval;
- 1.2.1.2 a second and final payment, not exceeding the balance of Canada's financial contribution, shall be made following the production of an annual report for the fiscal year in question.

1.2.2 For Multi-Year Projects

First payments

- 1.2.2.1 a first payment representing eighty percent (80%) of Canada's financial contribution shall be made after the project is approved by Canada;
- 1.2.2.2 for subsequent fiscal years, a first payment representing eighty percent (80%) of Canada's financial contribution shall be made following the production, if necessary, of an updated addendum to the action plan (Schedule 3) and provided that the requirements for previous payments have been met;

Second and final payments

- 1.2.2.3 for each fiscal year, a second and final payment not exceeding the balance of Canada's financial contribution for that fiscal year shall be made following the production of an annual report for the fiscal year in question.
- 1.3 The first payments made by Canada to Ontario as part of this Agreement shall be made within approximately ninety (90) working days following acceptance by Canada of the documents referred to in section 1 of this Schedule.
- 1.4 Except for the first payments, all payments made by Canada to Ontario as part of this Agreement shall be made approximately thirty (30) working days following acceptance by Canada of the documents referred to in section 1 of this Schedule.

2. FINANCIAL STATEMENTS AND REPORTS

- 2.1 The Parties agree that they must be accountable to Parliament, the Legislative Assembly of Ontario and the general public for the proper use of funds provided under this Agreement and for the results achieved by these investments. Reporting under this Agreement is guided by the principles of transparency, consistency, accuracy, timeliness and clarity.
- 2.2 Reports made by Ontario shall be in accordance with the terms of this Agreement and with provincial legislation and policies, including those related to the protection of privacy and access to information.
- 2.3 Reports shall be signed by a person duly authorized by Ontario.
- 2.4 Ontario shall provide the annual and periodic reports in the manner it deems most appropriate in its particular circumstances. If, once the information has been submitted, Canada believes that there is a need to clarify and determine the relevance of the information presented in the financial statements and reports, Ontario agrees to hold discussions with Canada to ensure compliance with the terms of the Agreement. Ontario shall update the relevant documents, if necessary.
- 2.5 For each fiscal year, the financial statements in the annual reports shall separately present the budget established in the province's action plan (Schedule 3), and all expenditures incurred by Ontario, including those incurred since the effective date of this Agreement, that is, April 1st, 2020. The financial statements shall be prepared in accordance with generally accepted accounting principles.
- 2.6 Ontario shall keep accounts and documents up to date and in due form on all receipts and expenditures related to this Agreement in accordance with applicable laws, regulations, policies and directives.
- 2.7 Ontario shall also provide Canada, before March 31st of each fiscal year, with confirmation that the anticipated expenditures for the current fiscal year, for the action plan (Schedule 3) and complementary projects, have in fact been incurred in accordance with the terms of this Agreement. The attestation form will be provided by Canada, and shall be signed by a person duly authorized by Ontario.

2.8 Annual Reports

- 2.8.1 Annual reports comprise, for each linguistic objective, the following elements:
- 2.8.1.1 a final financial statement of contributions and actual expenditures based on the budget anticipated in the action plan (Schedule 3) for the fiscal year in question, by area of intervention and by initiative;
 - 2.8.1.2 the status of implementation of the action plan initiatives (Schedule 3), including an explanation of any changes to the planned activities, schedule or budget; and
 - 2.8.1.3 an indication of the exchanges undertaken with the key stakeholders on the implementation of the action plan (Schedule 3).
- 2.8.2 For the purposes of paragraph 2.8.1 of this Schedule, Ontario may use the following legend for implementation status:
- 2.8.2.1 “1” for an initiative completed or under way according to the planned activities, schedule and budget;
 - 2.8.2.2 “2”, with an explanatory note, for a delayed initiative or an initiative that has undergone significant revision in the planned activities, schedule or budget for the fiscal year in question;
 - 2.8.2.3 “3”, with an explanatory note, for an initiative that is no longer being considered as part of the action plan (Schedule 3).
- 2.8.3 Ontario shall submit its annual reports to Canada on or about September 30th following the fiscal year in question.

2.9 Periodic Reports

- 2.9.1 Periodic reports, produced by Ontario at the end of fiscal year 2020–21 and fiscal year 2022–23, shall contain, for each linguistic objective, the following elements:
- 2.9.1.1 a statement of the progress made on the basis of indicators, targets and timelines identified in the action plan (Schedule 3) and in complementary projects, where applicable, including an explanation of any significant variations in the pace of anticipated progress in achieving the targets set by Ontario; and
 - 2.9.1.2 the main activities carried out under each of the initiatives, demonstrating their impact on the targets and the targeted areas of intervention.
- 2.9.2 Ontario shall provide information based on data available at the time of preparation of the periodic report.
- 2.9.3 Ontario shall submit its periodic reports to Canada on or about September 30th following the last fiscal year in question.

3. REDUCTION/TERMINATION OF THIS AGREEMENT

- 3.1 Notwithstanding Canada’s obligation to make any payment made under this Agreement, this obligation is subject to the appropriation of funds by the Parliament of Canada and to the maintenance of current and forecasted budget levels for the Development of Official-Language Communities and the Enhancement of Official Languages programs.
- 3.2 In the event of a reduction or termination of the funding of these programs as evidenced by any appropriation act or the federal Crown’s main and supplementary estimates expenditures, Canada may, upon giving Ontario written notice of ninety (90) days, reduce the funding or terminate this Agreement. Subject to the terms and conditions of this Agreement, in the event that funding is terminated under these programs, Canada shall reimburse Ontario for any eligible costs incurred up to the end date of that notice period. Notwithstanding any other section under this Agreement, the financial obligations of Canada shall cease at the end of the notice period.

4. ELIGIBLE EXPENDITURES

- 4.1 For the purposes of this Agreement, eligible expenditures for each initiative described in the action plan (Schedule 3) may include, among others, salaries and benefits, professional fees, administrative costs, expenditures related to the purchase or rental of essential supplies and equipment, the purchase and production of educational materials, as well as training.
- 4.2 Ontario may also allocate funds to the Explore, Destination Clic and Odyssey programs of the CMEC, through Canada's financial contribution received under subsections 4.1 and 4.2 of this Agreement for the same linguistic objective. Where applicable, Ontario shall reflect this funding in its action plan (Schedule 3).
- 4.3 Only those expenditures incurred during a fiscal year for initiatives described in the action plan (Schedule 3) shall be deemed eligible expenditures for the fiscal year in question.
- 4.4 The Parties agree that, in general, the expenditures related to Canada's financial contribution shall be incurred from April 1st to March 31st of the fiscal year in question. Canada agrees that the period during which expenditures may be charged against the contributions for a given fiscal year may be extended to June 30th, in order to coincide with the school year. In that case, Ontario shall undertake to ensure that the expenditures it reports in the financial statements submitted to Canada for expenditures incurred between April 1st and June 30th, and charged to the previous fiscal year, are not reported in the following fiscal year.

5. NON-ELIGIBLE EXPENDITURES

- 5.1 For the purposes of this Agreement, activities with an international scope, such as travel costs, shall not be considered as eligible expenditures for Canada's or Ontario's contributions, with the exception of activities related to the recruitment of teachers for minority French-language schools and for French second-language programs.

6. AVAILABILITY OF MATERIAL

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

7. TRANSFERS

7.1 Transfers Within the Multi-Year Action Plan

- 7.1.1 For each fiscal year covered, and subject to the provisions set out in paragraphs 4.5.1 and 4.5.2 of this Agreement, Ontario may transfer a portion of the funds provided for in the multi-year action plan (Schedule 3) as follows:
 - 7.1.1.1 Ontario may, at its discretion, transfer a portion of the funds between the areas of intervention under the same linguistic objective, but Canada must be informed.
 - 7.1.1.2 The Parties may agree in writing, no later than February 15th of the fiscal year in question, to transfer a portion of the funds between the linguistic objectives.
 - 7.1.2 Notwithstanding paragraph 7.1.1 of this Schedule, Ontario agrees not to make any transfers between the funds provided for in paragraph 4.5.2 of this Agreement for programs in minority-language education and the funds provided for in paragraph 4.5.1 of this Agreement for programs in second-language instruction.
 - 7.1.3 Ontario recognizes the importance of respecting, for the duration of this Agreement, the overall distribution of funding between the linguistic objectives provided in paragraphs 4.5.1 and 4.5.2 of this Agreement.

7.2 Transfers Between the Multi-Year Action Plan and Complementary Projects

- 7.2.1 Ontario agrees to make no transfer between the funding provided in subsection 4.5 of this Agreement for the multi-year action plan and the complementary contributions provided by Canada as part of the provisions of subsection 4.8 of this Agreement.
- 7.2.2 Ontario agrees to make no transfer between the action plans funded through the complementary contributions referred to in subsection 4.8 of this Agreement.

8. OVERPAYMENT

- 8.1 The Parties agree that, if payments made to Ontario exceed the amounts to which Ontario is entitled, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to Ontario under this Agreement by an equivalent amount.
- 8.2 Where any amount owing to Canada has not been repaid or reimbursed under this Agreement, an amount equal to the amount due may be retained by way of deduction from or set-off against any sum of money that may be due or payable to Ontario under other instruments executed between the Parties, if a reduction under subsection 8.1 is not available.

9. FINANCIAL AUDITS

- 9.1 In the event a financial audit is deemed necessary during the term of this Agreement or within a period of up to five (5) years after the end of this Agreement, Canada and Ontario agree that it would be conducted by the Auditor General of Ontario.

10. APPLICABLE LEGISLATION

- 10.1 This Agreement shall be governed by and interpreted in accordance with the legislation and regulations applicable in Ontario.

11. LIABILITY OF CANADA AND ONTARIO

- 11.1 Neither of the Parties shall be liable for any injury, including death, or for any loss or damage to the property of the other Party or anyone else, that occurs through the implementation of this Agreement by Ontario unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of one of the Parties, their minister, or their employees, officers or agents.
- 11.2 Canada disclaims itself from any liability in the event that Ontario concludes a loan, rent-to-own contract or other long-term contract as part of the initiatives funded under this Agreement's action plan (Schedule 3).

12. INDEMNIFICATION

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

13. DEFAULT AND RECOURSE

13.1 The following situations constitute a default:

13.1.1 Ontario, directly or through its representatives, makes or made, other than in good faith, a false declaration or a misrepresentation to Canada; or

13.1.2 One of the conditions or commitments included in this Agreement has not been fulfilled; or

13.1.3 Canada suspends or withholds for no legitimate reason payments of its financial contribution with respect to amounts already owing or future payments; or

13.1.4 Ontario suspends or withholds for no legitimate reason payments of its financial contribution with respect to amounts already owing or future payments.

13.2 In the event of a default committed by Ontario, if Canada determines that Ontario's default is capable of cure and that a delay for these purposes is appropriate, Canada reserves the right to send a written notice of default to Ontario specifying a cure period of no fewer than ninety (90) days from the date of Ontario's deemed receipt of the notice, requiring that Ontario provide Canada with proof of the cure within that delay. Ontario's proof that the default is cured shall be to Canada's satisfaction.

13.3 If Ontario does not act accordingly to the notice of default, Canada may avail itself of any or all of the following remedies:

13.3.1 Reduce Canada's financial contribution to Ontario and notify Ontario of the reduced amount of the contribution;

13.3.2 Suspend the payment of any amount in respect of Canada's financial contribution, regardless of whether the amount is owing prior to or after the date of such suspension or future payments and inform Ontario accordingly; and

13.3.3 Terminate this Agreement by means of a written notice of termination given to Ontario after the delay provided in the notice of default has expired and the default has not been remedied to Canada's satisfaction. The notice of termination may include reimbursement of all or part of Canada's financial contribution as debt owing to Canada and will terminate any financial obligation of Canada to continue to contribute funding to the Project under this Agreement.

13.4 In the event of a default committed by Canada, if Ontario determines that Canada's default is capable of cure and that a delay for these purposes is appropriate, Ontario reserves the right to send a written notice of default to Canada specifying a cure period of no fewer than ninety (90) days from the date of Canada's deemed receipt of the notice, requiring that Canada provide Ontario with proof of the cure within that delay. Canada's proof that the default is cured shall be to Ontario's satisfaction.

13.5 If Canada does not act accordingly to the notice of default, Ontario may avail itself of any or all of the following remedies:

13.5.1 Suspend some activities provided for in Schedule 1 of this Agreement and inform Canada accordingly; and

13.5.2 Terminate this Agreement by means of a written notice of termination given to Canada after the delay provided in the notice of default has expired and the default has not been cured to Ontario's satisfaction

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

14. DISPUTE RESOLUTION

14.1 In the event of a dispute arising under the terms of this Agreement, the Parties agree to make a good faith attempt to settle the dispute. In the event that the Parties cannot resolve the dispute through negotiation, they agree to give good faith consideration to using an alternate method to resolve the dispute.

15. EVALUATION

15.1 Ontario is responsible for the evaluation of the education programs and initiatives under its jurisdiction, including its action plan (Schedule 3). Ontario shall share with Canada the results of those evaluations.

15.2 Canada's programs, including the Development of Official-Language Communities Program, Minority-Language Education Component, and the Enhancement of Official Languages Program, Second-Language Learning Component, are routinely evaluated. Canada agrees to consult Ontario on any future evaluation of its programs and to seek its opinion on such evaluations. Canada shall share with Ontario the results of those evaluations.

16. ASSIGNMENT

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

17. AMENDMENTS

17.1 The Parties may, with mutual written consent, amend this Agreement. To be valid, any amendment to this Agreement shall be in writing and shall be signed by the Parties hereto or by their duly authorized representatives, while this Agreement is in effect.

18. PUBLIC INFORMATION

18.1 The Parties agree that once signed, this Agreement, including the action plan (Schedule 3), the related reports, evaluations, audits and other reviews regarding this agreement, may be made available to the public by either Party.

18.2 The Parties agree that communications and publications intended for the public regarding this Agreement shall be available in both official languages.

19. PUBLIC ACKNOWLEDGEMENT OF CANADA'S FINANCIAL CONTRIBUTION

19.1 Any announcement of the approved funding as well as subsequent public communications on this Agreement shall be agreed to by both Parties.

19.2 Ontario shall recognize Canada's participation when conducting publicity for all programs for which financial assistance was provided by Canada. For the purposes of this Agreement, publicity includes, without being limited to, speeches, news releases, public announcements, websites and provincial departmental and agency reports. This acknowledgement could include a mention of the *Action Plan for Official Languages 2018–2023: Investing in Our Future*, wherever appropriate.

19.3 Ontario shall take all reasonable measures to ensure that any other recipient of a financial contribution from Canada, namely, schools, school boards and postsecondary institutions, agrees to mention Canada's financial contribution and the *Action Plan for Official Languages 2018–2023: Investing in Our Future*, wherever appropriate, in any publicity relating to the programs for which Canada has made a financial contribution.

20. CONSULTATION

20.1 The Parties recognize the importance of collaboration with stakeholders who play a key role in minority-language education and second-language instruction. Ontario determines its appropriate consultation process.

- 20.2 Ontario shall regularly consult with these stakeholders to discuss the implementation of the bilateral Agreement and any changes that may be made to it, for instance, transfers of funding or the replacement of one initiative with another.
- 20.3 Canada shall inform Ontario of any formal consultations with key stakeholders directly related to initiatives funded under this Agreement and share with Ontario the information obtained, in a timely manner.

GENERAL TERMS AND CONDITIONS – INFRASTRUCTURE PROJECTS

1. PURPOSE OF THE SCHEDULE

- 1.1 In accordance with the provisions of this Agreement, Canada may contribute financially to infrastructure projects through the action plan (Schedule 3) or as a complementary project. The Parties agree that the funding of these projects shall be subject to the provisions of this Agreement and to the terms and conditions described in this Schedule.
- 1.2 The provisions regarding financial statements and reports, overpayment, financial audits, public reporting, public acknowledgement of Canada's contribution, consultation and evaluation set out in the General Terms and Conditions (Schedule 1) of this Agreement, and those not mentioned in this schedule, also govern capital projects.

2. ELIGIBLE EXPENDITURES

- 2.1 For the purposes of this Agreement, infrastructure project expenditures may include, among others, expenditures regarding the preparation of construction plans and blueprints, environmental assessments, site development, professional fees, construction, renovation, and acquisition of essential furniture and equipment.
- 2.2 For the purposes of this Agreement, "essential furniture and equipment" means the furniture and equipment needed for the operation and maintenance of the building and the lands that are usually and reasonably provided for in such an institution, except perishables.
- 2.3 For infrastructure projects relating to the elementary and secondary levels, Canada's participation is conditional on Ontario demonstrating that the shared spaces funded by Canada are over and above existing school standards, as applicable, for each space concerned.

3. NON-ELIGIBLE EXPENDITURES

- 3.1 For the purposes of this Agreement, feasibility studies as well as land acquisition and development shall not be considered as eligible expenditures for Canada's financial contribution.

4. PROJECT DESCRIPTION

- 4.1 For Canada's approval of a financial contribution for an infrastructure project under this Agreement, Ontario shall provide a detailed description for each infrastructure project containing the following information:
 - 4.1.1 a preamble briefly describing the current situation;
 - 4.1.2 the areas of intervention, targets and indicators covered by the project;
 - 4.1.3 the project phases, type and scope;
 - 4.1.4 the planned school, community and shared spaces; and
 - 4.1.5 a summary of the budget items and anticipated investments.
- 4.2 The project shall be submitted to Canada by a person duly authorized by Ontario.

5. PAYMENT TERMS AND CONDITIONS

Canada’s financial contribution to Ontario for infrastructure projects shall be made as follows:

5.1 For One-Year Projects

- 5.1.1 a first payment representing half (50%) of Canada’s financial contribution for the fiscal year in question shall be made following approval of the project by Canada and the environmental assessment, if applicable, or the document indicating that an environmental assessment is not required;
- 5.1.2 a second payment representing thirty percent (30%) of Canada’s financial contribution for the fiscal year in question shall be made following the production of an interim financial statement for the fiscal year in question and, if necessary, an update on the project;
- 5.1.3 the third and final payment, not exceeding the balance of Canada’s financial contribution, shall be made following the production of:
 - 5.1.3.1 a final activity report for the fiscal year in question;
 - 5.1.3.2 a final financial statement for the fiscal year in question; and
 - 5.1.3.3 where applicable, confirmation of environmental mitigation measures.

5.2 For Multi-Year Projects

First payments

- 5.2.1 for the first fiscal year, a first payment representing half (50%) of Canada’s financial contribution for the fiscal year in question shall be made following approval of the project by Canada and the environmental assessment, if applicable, or the document indicating that an environmental assessment is not required;
- 5.2.2 for subsequent fiscal years, a first payment representing half (50%) of Canada’s financial contribution shall be made following the production, if necessary, of an update on the project and provided that the requirements for previous payments have been met;

Second payments

- 5.2.3 for the first fiscal year, a second and final payment, not exceeding the balance of Canada’s financial contribution for that fiscal year, shall be made following the production of:
 - 5.2.3.1 an interim financial statement for the fiscal year in question; and
 - 5.2.3.2 a work progress report for the fiscal year in question;
- 5.2.4 for each subsequent fiscal year excluding the final fiscal year, a second and final payment, not exceeding the balance of Canada’s financial contribution for that fiscal year, shall be made following the production of:
 - 5.2.4.1 a final financial statement for the previous fiscal year;
 - 5.2.4.2 an interim financial statement for the fiscal year in question; and
 - 5.2.4.3 a work progress report for the fiscal year in question;
- 5.2.5 for the final fiscal year, a second payment representing thirty percent (30%) of Canada’s financial contribution for the fiscal year in question shall be made following the production of:
 - 5.2.5.1 a final financial statement for the previous fiscal year;
 - 5.2.5.2 an interim financial statement for the fiscal year in question; and
 - 5.2.5.3 a work progress report for the fiscal year in question;

Third and final payment (final fiscal year)

5.2.6 for the final fiscal year, a third and final payment, not exceeding the balance of Canada's financial contribution, shall be made following the production of:

- 5.2.6.1 a final activity report for the fiscal year in question;
- 5.2.6.2 a final financial statement for the fiscal year in question; and
- 5.2.6.3 where applicable, confirmation of environmental mitigation measures.

5.3 Notwithstanding the terms and conditions set out in subsections 5.1 and 5.2 of this Schedule, if the second payment is the final payment of Canada's financial contribution, such payment shall be withheld until Canada obtains the final financial statement for the current fiscal year. The conditions and reports for subsequent years must be provided in accordance with the requirements of the years in question.

5.4 For Projects Funded Through the Multi-Year Action Plan (Schedule 3)

5.4.1 The terms and conditions of payment for the multi-year action plan in paragraph 1.1.1 of Schedule 1 shall apply to infrastructure projects funded through the multi-year action plan.

5.4.2 Before making the first annual payments:

- 5.4.2.1 each of these projects must be approved by Canada; and
- 5.4.2.2 the requirements for environmental assessments must be respected.

5.4.3 Annual reports submitted under paragraph 1.1.1 of Schedule 1 shall be accompanied by actual expenditures for each of the projects covered by this Paragraph.

6. FINANCIAL STATEMENTS AND REPORTS

6.1 Interim Financial Statements

6.1.1 Interim financial statements separately present the budget established for the fiscal year in question, the actual expenditures incurred from April 1st to September 30th of the current fiscal year, and the anticipated expenditures from October 1st to March 31st of the current fiscal year, in connection with federal and provincial contributions for the fiscal year in question.

6.1.2 Ontario shall provide Canada with the interim financial statements on or about September 30th of the current fiscal year.

6.2 Final Financial Statements

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

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

6.2.3 Ontario shall provide Canada with the final financial statements on or about September 30th of the current fiscal year.

6.3 Work Progress Reports

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

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

6.3.3 Ontario shall provide Canada with the work progress reports on or about December 31st of the current fiscal year.

6.4 Final Activity Reports

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

6.4.2 Ontario shall provide Canada with the final activity reports on or about September 30th following the fiscal year in question.

7. TRANSFERS

7.1 For each fiscal year covered by this Agreement, Ontario may transfer a portion of the funds provided for funding infrastructure projects as follows:

7.1.1 Transfers Within the Same Initiative

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

7.1.2 Transfers Between Budget Categories

7.1.2.1 Ontario may, at its discretion, transfer a portion of the funds from one budget category to another within the same project, but Canada must be informed. These transfers must be made within budget categories eligible for a contribution from Canada.

8. TENDERS

8.1 All calls for public tenders to carry out infrastructure projects funded by Canada under this Agreement must be issued in keeping with the regulations applicable to Ontario in the award of public contracts.

9. ACCESS TO FACILITIES

9.1 Ontario shall take all reasonable measures to allow Canada to visit the premises where the activities funded under this Agreement are being carried out at any time and during reasonable hours to monitor the projects' implementation. Ontario shall provide Canada all necessary assistance and documentation as may be necessary for carrying out this monitoring function.

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

10. DISPOSAL OF ASSETS

10.1 For any asset purchase (furniture, equipment, wheeled equipment, buildings, etc.) that has a cost of more than ten thousand dollars (\$10,000), Ontario shall preserve and maintain the assets acquired with the contribution funds of this Agreement and use them for the purposes of the funded activities for a period of five (5) years following the expiry or termination of this Agreement, unless:

10.1.1 written exemption from this requirement is obtained from Canada;

10.1.2 Canada authorizes the disposal of the assets;

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

10.1.4 the assets must be replaced on account of obsolescence.

11. CONTINUED PURPOSE

- 11.1 Ontario shall ensure that funded organizations preserve the community spaces funded under this Agreement for the purposes for which they were funded by Canada.
- 11.2 Ontario agrees to respect this commitment throughout the existence of the school component unless written exemption from this requirement is obtained from Canada.
- 11.3 Upon request from Canada, Ontario shall provide Canada a copy of any lease or agreement between the school and the community for the use of shared spaces that received funding under this Agreement.

12. ENVIRONMENTAL ASSESSMENT

- 12.1 Ontario shall ensure that all activities and objectives subject to this Agreement comply with all federal, provincial and municipal laws and regulations and related laws and guidelines with respect to environmental matters. All other applicable legislative, regulatory and constitutional requirements must still be fulfilled.

13. PUBLIC ACKNOWLEDGEMENT OF CANADA'S FINANCIAL CONTRIBUTION

- 13.1 During the work being carried out, Ontario shall publicly acknowledge Canada's financial contribution, including, where appropriate, the contributions made under the *Action Plan for Official Languages 2018–2023: Investing in our Future* and/or the Investing in Canada Plan.
- 13.2 Ontario agrees to recognize Canada's financial contribution when conducting publicity for the projects for which financial assistance was provided by Canada. For the purposes of this Agreement, publicity includes temporary signs erected on the construction site, speeches, news releases, and reports by provincial/territorial departments and agencies. Ontario agrees to provide Canada with samples of these various types of publicity.
- 13.3 This recognition shall be made in accordance with the guidelines on public recognition of Canada's support established for Government of Canada infrastructure programs.
- 13.4 Ontario agrees to take all reasonable measures to ensure that any recipient of a financial contribution from Canada, including schools, school boards and postsecondary institutions, mentions Canada's financial contribution wherever appropriate, in any publicity relating to the projects for which Canada has made a financial contribution.
- 13.5 Upon completion of the infrastructure work, Ontario shall install a plaque on the site covered by this Agreement, drawing attention to the participation of both Parties in the Project. The design, text and specifications shall be approved by both Parties.
- 13.6 Ontario shall allow representatives of Canada to participate fully in any official ceremony to recognize Canada's financial contribution to the project and, upon completion of the work, in the official inauguration of the new facilities.



**ACTION PLAN
2020-21 to 2022-23**

**CANADA-ONTARIO AGREEMENT FOR
MINORITY-LANGUAGE EDUCATION
AND SECOND OFFICIAL LANGUAGE
INSTRUCTION**

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1 FRENCH MINORITY-LANGUAGE

1.1 FRENCH-LANGUAGE EDUCATION AT THE ELEMENTARY AND SECONDARY LEVELS

1.1.1 Current situation

1.1.1.1 The Politique d'Aménagement Linguistique (PAL)

The *Politique d'aménagement linguistique (PAL) de l'Ontario pour l'éducation en langue française*, released in 2004, was developed in part to counteract the progressive assimilation of Ontario's Francophones and to support the implementation of aspects of the *Canadian Charter of Rights and Freedoms*. The PAL is a foundation policy for French-language elementary and secondary schools and is the cornerstone of all French-language education activities as it outlines the mandate for French-language education, strategic aims, and key areas of intervention to achieve its goals.

The funds under the Agreement are used to work to achieve the four intended outcomes of the PAL:

1. increase students' oral communication skills to improve their learning and build their Francophone identity;
2. increase the ability of school staff to work in a minority setting;
3. enhance the capacity of French-language school boards to increase and maintain school enrolment in order to contribute to the vitality of French-language schools boards and Francophone communities in Ontario; and
4. increase the school and system leader's capacity to be responsive to the increasingly diverse nature of Ontario communities by ensuring that schools are inclusive and welcoming of diversity as reflected by both school climate and the classroom learning environment.

1.1.1.2 The system

Ontario's French-language education system consists of 12 district school boards (4 public and 8 Catholic). In 2019-20, there were 78,944 students enrolled across the 319 Catholic schools and 34,595 students enrolled across the 160 public schools.

In 1998, the province had 93,884 students in its French-language schools. In 2004-05, the year following the elimination of Grade 13, the student complement in French-language schools went down to its lowest level, with 89,839 students. That year also coincided with the launch of the PAL. Enrolment in French-language schools has since increased by more than 20,000 students.

In 2019-20, there were 250 French-language elementary schools in Ontario with at least one child care centre (with an aggregate capacity of more than 8,000 spaces) and there were 113,539 students attending French-language schools:

- 18,146 in Kindergarten
- 69,704 in Grades 1 – 8
- 25,689 in Grades 9 – 12

1.1.1.3 Programs

Elementary Level

Elementary schools are implementing the full-time program in Junior Kindergarten (JK) and Kindergarten, as well as the eight Ministry of Education curriculum documents, which include the following subject areas: French, Math, Science, Physical Education and Health, Arts Education and Social Studies.

The elementary level also has targeted programs that are intended to encourage the development of literacy and numeracy skills in order to ensure improvement of student performance in all school subjects.

Secondary Level

Secondary school students in Ontario have access to about eighteen curriculum documents for their studies. They cover a variety of subjects including French, Mathematics, English, Science and Canadian and World Studies.

In Grades 11 and 12, students focus more specifically on their postsecondary options by choosing their program based on where they intend to go after secondary school, be that university, college, the workplace or an apprenticeship program.

Each 110-hour course corresponds to one credit and the Ministry of Education expects Grade 9 students to have accumulated at least eight credits each, and Grade 10 students to have accumulated 16 credits each. Students need to complete at least 30 credits, including 18 compulsory and 12 elective credits, in order to earn their Ontario Secondary School Diploma (OSSD). They must also complete 40 hours of community service and pass the Ontario Secondary School Literacy Test (OSSLT).

Programme d'appui aux nouveaux arrivants (PANA)

Ontario's curriculum requires that students develop strong French-language skills. The cultural and linguistic diversity of Ontario's population means that students may require extra help to develop proficiency in their language of instruction because it may not be their first language. Each French-language school board receives an allocation based on the number of recent immigrant pupils who do not have rights under *Section 23 of the Canadian Charter of Rights and Freedoms* but have been admitted to the French-language schools through the school board's admission committee.

Actualisation linguistique en français (ALF)

In order to ensure the success of all students in French-language schools, the Ministry of Education provides programs that promote the acquisition and improvement of basic French-language skills. ALF funding, available only to French-language school boards, is for language instruction to pupils who are entitled to French-language education as identified by the *Canadian Charter of Rights and Freedoms* and who have limited, or no competency, in French.

1.1.1.4 Governance and Leadership structure

Ministry of Education

The Ministry of Education sets overall policy, legislation, and regulations for the child care and early years sector, under the authority of the *Child Care and Early Years Act, 2014*, and licenses child care providers across the province. Consolidated Municipal Service Managers and District Social Services Administration Boards have the authority to determine funding priorities within their local systems, provided they comply with provincial legislation, policies, and guidelines.

The Ministry of Education is responsible for elementary and secondary public education in the province. The ministry provides funding, resources and oversight for all publicly funded education from Kindergarten to Grade 12 to support program implementation.

The governance of French-language provincial and demonstration schools for deaf, blind, deaf-blind students and/or for students who have severe learning disabilities has been transferred to the Centre Jules-Léger Consortium in August 2020.

District School Boards

School boards are responsible for student achievement and well-being, safe and inclusive school climates, ensuring effective stewardship of the board's resources, and delivering effective and appropriate education programs for their students.

In 2019-20, there were 372 elementary schools and 107 secondary schools for a total of 479 French-language schools in Ontario.

School Board Trustees

Every school board in Ontario is governed by a Board of Trustees. Trustees play a key leadership role in ensuring that schools operate within the standards established by the province.

There are two French-language school board/trustee associations which represent the interests of school boards and trustees to the government, advocate for publicly funded education, and play a key role in trustee professional development:

- Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
- Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)

1.1.2 Achievements under the previous Agreement

Throughout the previous agreement, the Ministry of Education has achieved significant progress in strengthening French-language education in Ontario. Highlights include an increase in enrolment, more school openings, more opportunities for students to engage in French-language cultural activities, and improved student performance.

Enrolment trends

From school year 2013-14 to school year 2019-20, Ontario added 13,000 students in its French-language schools. Ontario enrolment in French-language schools increased by 13%, from 100,541 students in 2013-14 to 113,539 students in 2019-20.

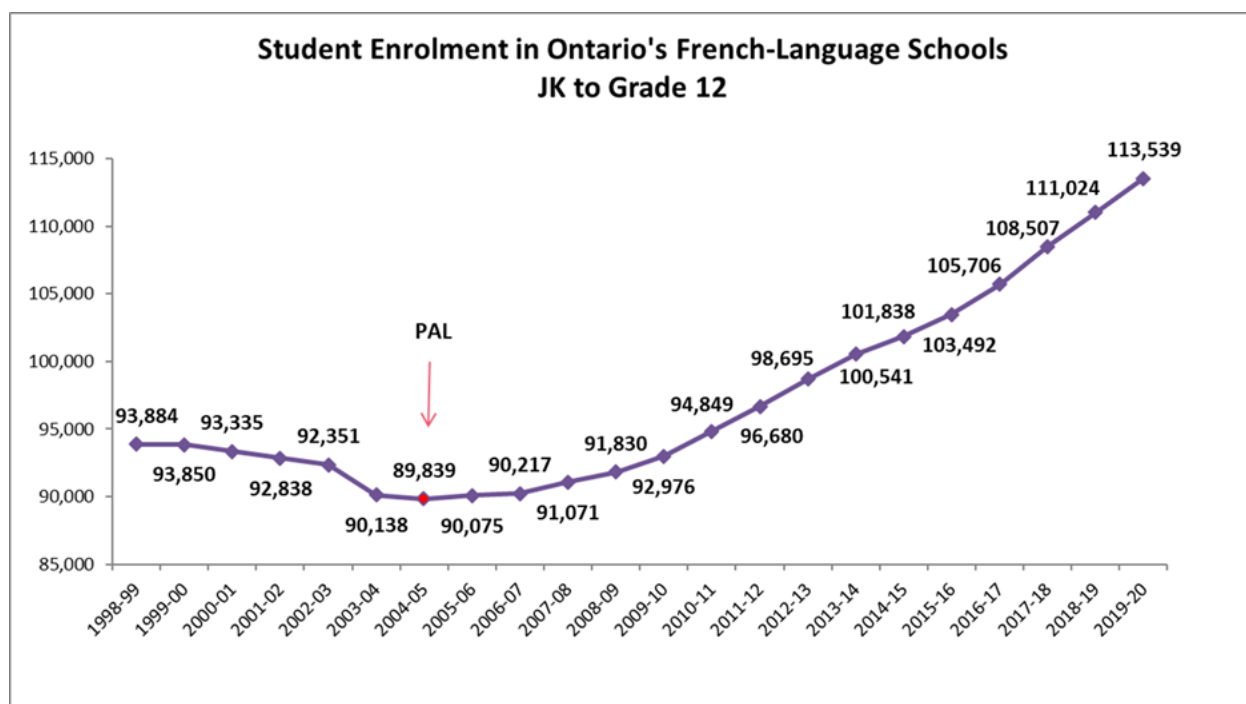


Figure 1- Enrolment in French-language schools

French-language boards' overall market share increased from 5.0% to 5.5% from 2013-14 to 2018-19.

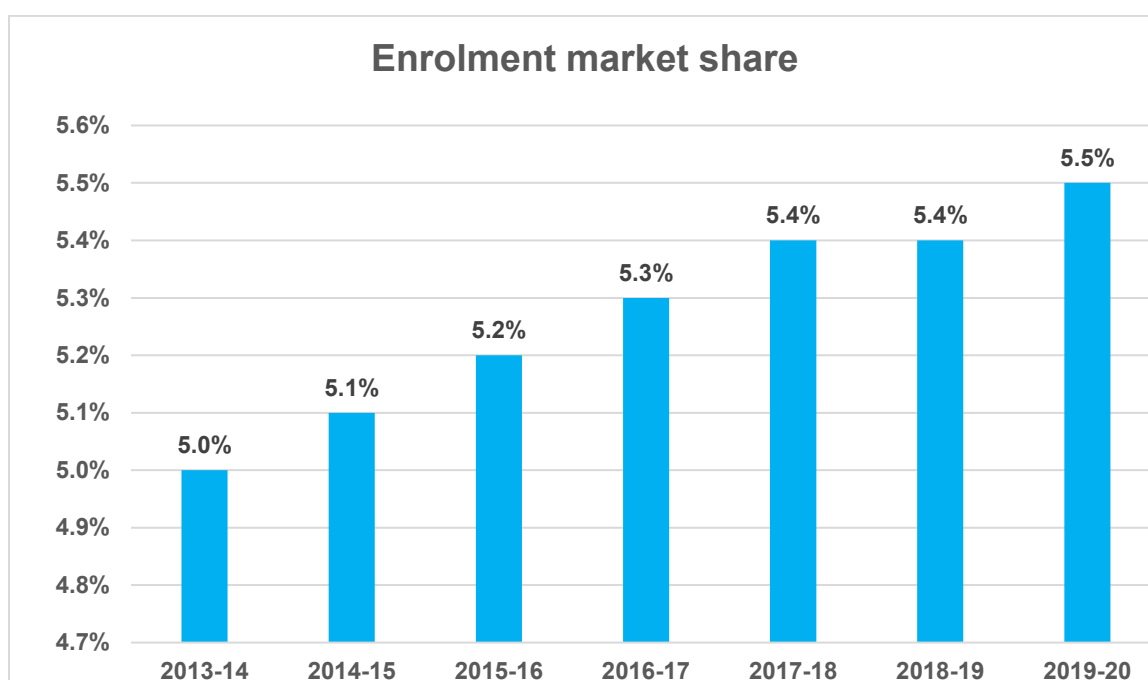


Figure 2 - French-language school boards' enrolment market share

School openings and childcare services

Enrolment growth correlates with the net increase in school openings and childcare services. The proportion of French-language elementary schools that offer childcare services increased from 75% in 2013-14 to more than 82% in 2018-19.

Student Pathways

Ontario students have experienced significant success through the Specialist High Skills Major (SHSM) and Dual Credit programs, which have provided opportunities for students to experience skilled trades and apprenticeships. Participation rate increased from 23% in 2013-14 to 28% in 2018-19. Ontario reached its target of maintaining a minimum participation rate of 25%. The high school graduation rate with the SHSM seal increased from 53% in 2013-14 to 63% in 2018-19.

Experiencing French Outside of the Classroom

The Ministry of Education was involved in planning numerous regional and province-wide cultural activities and Francophone events for Ontario’s students. Activities and events such as the Francophone Youth Parliament, leadership workshops and the Franco-Ontarian Games aim at promoting the construction of identity of students and giving them an experience of French in a context that goes beyond the classroom and the school. From 2013-14 to 2018-19, Ontario met its target of a minimum of 14 regional and province-wide cultural activities held each year.

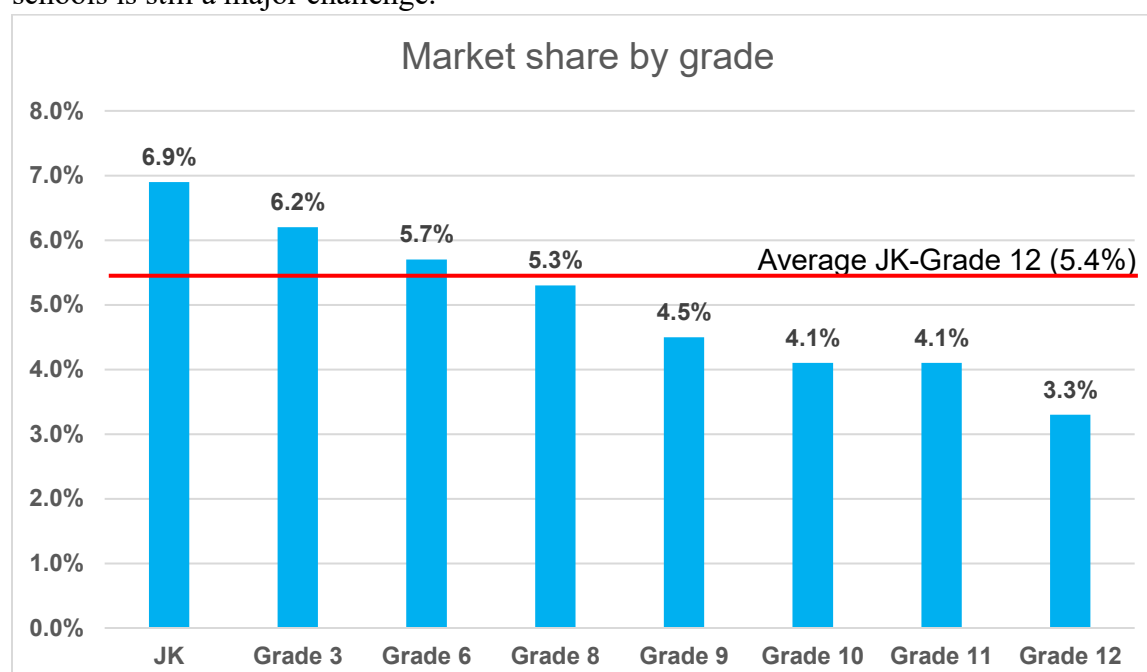
Online Learning

The *Consortium d’apprentissage virtuel de langue française de l’Ontario* (CAVLFO) [Ontario French-language virtual learning consortium] centralized online delivery model celebrated its 10th year of existence since school year 2019-20. In 2013-14, there were 1,951 students registered with the CAVLFO; this number increased to 2,402 in 2019-20, an increase of more than 23%. For the first semester 2020, and with the pandemic, CAVLFO delivered online courses to more than 5,000 students, double than the whole previous school year.

1.1.3 Challenges

Student Retention

Despite an estimate that the Francophone school-aged population is approximately 4.1% of the total school-aged population in Ontario, the number of students enrolled in Junior Kindergarten in French-language schools is 6.9% of all Junior Kindergarten students in Ontario. This proportion of students registered in French-language schools decreases throughout the higher grades and is no more than 3.3% of students enrolled in Grade 12 in Ontario. It is therefore obvious that, despite success in terms of recruitment, keeping students in French-language schools is still a major challenge.



Online Learning

A centralized online course delivery platform provides students with an equitable access to education as French-language students can enrol in courses that would not be otherwise offered at their schools. Many French-language schools rely on CAVLFO to complete their course offering, due to teacher shortage in small isolated schools. Yet, not all students can necessarily enrol in the online course of their choosing. Also, the digital divide between students has become apparent as schools have increasingly turned to online instruction.

Teacher Recruitment and Retention

Ontario's French-language school boards are experiencing a serious shortage of qualified teachers leading to an increase in letters of permission (Ministry of Education teaching permits without proper credentials) and an increase in temporary approval letters (allowing members of the Ontario College of Teachers to teach a subject for which they are not qualified).

1.1.4 Priorities for the Future

In 2009, Ontario renewed its vision for education. The Ministry of Education will continue to support high impact initiatives that are key pillars of French-language education. These initiatives fall under the following categories:

1. Vitality of the French-language ecosystem;
2. Online learning;
3. Student pathways / skilled trades;
4. Educational and pedagogical resources; and
5. System Support and Efficiencies.

Vitality of French-language ecosystem

The Ministry of Education will consolidate its commitments toward the vitality of French-language communities and educational partners. The ministry will continue to support activities that foster the development of Francophone communities and strengthen identity building among all students.

Online Learning

Ontario is committed to modernizing education, supporting students and families in innovative ways and being a global leader in the development and delivery of engaging, flexible and innovative online learning opportunities that prepare students with the skills they need for success in school, work and life. Online instruction opened up the whole frontier of out-of-school learning. The Ministry of Education will ensure that all students have access to the technology they need to learn outside of school.

Educational and Pedagogical Resources

French-language school boards lack the same economy of scale compared to English-language school boards. The Ministry of Education will continue to support the development of French-language pedagogical resources. Resources listed on the Trillium List are approved by the Minister of Education for use in Ontario's French-language schools. Curriculum and Resources Website, also known as the Digital Curriculum Platform, is the new site where teachers access resources to support the implementation of the Ontario curriculum and the various initiatives by the ministry to promote student success and Francophone identity building among all students. Other resources are also available through Edusource and the Virtual Learning Environment.

System Support and Efficiencies: Teacher Recruitment and Retention

There is an immediate demand for qualified French teachers and measures needed to retain them in French-language school boards. In June 2020, a Working Group composed of four institutions (*Association des conseils scolaires des écoles publiques de l'Ontario* (ACEPO), *Association des enseignantes et des enseignants franco-ontariens* (AEFO), *Association franco-ontarienne des conseils scolaires catholiques* (AFOCSC) and the Ministry of Education) that all have equal voice was established to develop recommendations to address the teacher shortage in French-language school boards. The Working Group submitted their report to the Minister of Education in January 2021. The ministry will review and bring forward recommendations to respond to the challenges of recruiting and retaining French-language teachers.

System Support and Efficiencies: Support for Educational Staff

The Ministry of Education will continue to support the provision of professional development for school staff (e.g., teachers, school principals) that will promote student success, and foster authentic and transformative pedagogical practices to better prepare students for the ever-changing world of tomorrow. Areas of focus will include mathematics, STEM, technology integration, coding, science, experiential learning, literacy and robotics.

1.1.5 Consultations process

This Action Plan is the result of consultations the Ministry of Education held with various key stakeholders starting in summer 2019. Prior to each meeting, stakeholders received background information packages on the different streams of funding available under the Agreement. The documentation also included a very detailed breakdown of the federal contribution paid to key stakeholders in the previous school year. Stakeholders welcomed the increase in federal funding. Discussions centered around the vision/needs of the French-language education system and how the funding available under this Agreement would help close the gap with the majority English-language system. After each meeting, the Ministry of Education invited stakeholders to confirm or expand their views through a feedback form or by email. Those retroactions were a valuable opportunity to hear from sector partners about the successes and challenges within Ontario's French-language education system, and to inform future planning under this Agreement. Most of the initiatives, pillars of the French-language education ecosystem, were renewed. The ministry reiterated its commitment to engage and keep apprised all stakeholders, especially French-language school boards, throughout the Agreement. Subsequently, Ontario might update its Action Plan to reflect any substantial changes. The additional federal contribution was evenly split between the Ministry of Education and the Ministry of Colleges and Universities to strengthen the continuum of learning. Because of the unforeseen and exceptional circumstances of the COVID-19 pandemic, Canada's additional financial contribution for French-language minority education for 2019-20 was carried over to 2020-21. The additional funding made it possible to introduce new initiatives, implemented by school boards, that aim to improve system efficiencies, ensure continued learning under the COVID-19 pandemic and tackle teacher recruitment and retention.

School boards

Conseil ontarien des directions de l'éducation de langue française (CODELF) [Council of directors of education for French-language school boards] is a working group composed of directors of education of the 12 French-language school boards. The Ministry of Education and CODELF hold monthly face-to-face (virtual during the pandemic) meetings throughout the school year. Meetings held in fall 2019 and fall 2020 were solely dedicated to discussing initiatives funded under this Action Plan. It is anticipated that similar meetings will take place throughout this Agreement.

Trustees' associations

In summer 2019, the Ministry of Education jointly consulted, virtually, *Association des conseils scolaires des écoles publiques de l'Ontario* (ACÉPO) and *Association franco-ontarienne des conseils scolaires catholiques* (AFOCSC) to discuss initiatives that could be funded under this Action plan. This Action Plan takes into consideration suggestions made by representatives of the two trustees' associations, especially those regarding the use the additional federal funding. It is anticipated that a similar consultation process will take place each spring throughout this Agreement.

School and Education Managers

In summer 2019, the Ministry of Education individually consulted, virtually, *Association des directions et directions adjointes des écoles franco-ontariennes* (ADFO), *Association des gestionnaires de l'éducation franco-ontarienne* (AGÉFO). As a result, new initiatives, such as a training and mentorship program for newly appointed managers, to strengthen the efficiency of the French-language education system were planned from the 2020-21 school year. It is anticipated that the same consultation process will take place throughout this Agreement; most likely each spring.

Community Organizations

In summer 2019, the Ministry of Education consulted, virtually, all at the same time, *Association francophone à l'éducation des services à l'enfance de l'Ontario* (AFÉSEO), *Fédération de la jeunesse franco-ontarienne* (FESFO), *Parents partenaires en éducation* (PPE) and *Regroupement étudiant franco-ontarien* (RÉFO). The Ministry of Education renewed its support to ensure the vitality of both the French-language communities and the French-language educational partners. Thanks to the additional federal funding, the Ministry of Education increased the portion of the federal funding allocation paid to community stakeholders from the 2020-21 school year. The Ministry of Education anticipates to virtually consult, individually, community stakeholders each spring throughout this Agreement.

1.2 FRENCH-LANGUAGE POSTSECONDARY EDUCATION

1.2.1 Current situation

1.2.1.1 The system

There are 11 French-language or bilingual postsecondary institutions in Ontario:

- One French-language university, the Université de l'Ontario français.
- Two bilingual universities, the University of Ottawa and Laurentian University, and their federated or affiliated institutions (Saint Paul University, University of Sudbury, Université de Hearst);
- Dominican University College, a bilingual institution affiliated with Carleton University,
- York University's Glendon Campus, which offers bilingual programs;
- The University of Toronto's Ontario Institute for Studies in Education, which offers courses of study in French, and
- Two French-language colleges, Collège Boréal and La Cité.

In 2019-20, more than 25,000 French-language students attended postsecondary institutions in Ontario, with almost 6,000 in colleges and over 19,200 in universities. While there were almost 6,200 students attending colleges in 2014-15, a slight reduction of approximately 200, there was just above 15,500 students enrolled in universities, an increase of about 3,700 students.

1.2.1.2 Programs

All the French-language and bilingual postsecondary institutions offer programs partially or totally in French. All the programs offered by the Université de Hearst, Collège Boréal and La Cité are in French, while most universities offer programming either in French or in English.

Some universities also offer programs and/or support for students for whom French is a second language. The University of Ottawa has set up and supports an immersion program, which had close to 2,300 second-language students in 2019-20 who were registered in 86 Bachelor-level academic programs offered by six different faculties. Glendon College offers bilingual programs to all its students. Laurentian University has a tailor-made program intended for students coming from immersion programs. In total, these three institutions support over 5,000 second-language students in mastering a high level of French and in continuing their postsecondary studies in French.

1.2.1.3 Governance and Leadership structure

The Ministry of Colleges and Universities (MCU) is responsible for Ontario's postsecondary education system.

The ministry provides operating and capital funding to publicly assisted colleges and universities, establishes provincial objectives for the use of public funds and designs frameworks for achieving these objectives. The ministry also ensures that high quality postsecondary education is accessible to all qualified candidates through tuition regulation, student assistance, targeted funding and accountability mechanisms and experiential learning opportunities.

1.2.2 Achievements under the previous Agreement

The funds granted under the Canada-Ontario Agreement for 2013 to 2020 supported Ontario's efforts to reduce the significant gaps that exist between the French-language and English-language postsecondary education and training systems. The funds supported initiatives that aimed to:

- Improve access to French-language college and university programs;
- Increase the participation of Francophones in postsecondary studies in their mother tongue; and
- Keep graduates from French-language secondary schools in Ontario's French-language postsecondary education system.

French-language and bilingual postsecondary institutions now offer a greater number of programs across the province. In 2014-15, colleges offered 214 programs. In 2018-19, they offered 219. During that same period, universities increased their program offering from 120 to 163.

Colleges also struggled to maintain Francophone participation and retention in the French-language postsecondary education system. The percentage of the population whose mother tongue is French between 19 and 29 years old enrolled in one of the two French-language colleges decreased from 9.0% to 8.1% between 2012-13 and 2018-19. The universities' participation rate, however, increased from 25.2% to 25.9% during that same period.

As for the retention rate, both the colleges and universities saw a decrease in the number of students graduating from French-language school boards enrolled in French-language first year programs. Colleges' retention rate went from 21.3% to 15.2% between 2012-13 to 2017-18, while universities, rate dropped from 28.3% to 27.7%.

These funds allowed Ontario to support and implement initiatives to encourage the development of French-language postsecondary education in Ontario. For example, the funds have allowed institutions to continue offering courses with small numbers of students in several fields, such as in Engineering and the Applied Sciences. The funds have also been used to assess and adjust existing programs and to develop new courses, including distance courses, as well as the pedagogical and multi-media materials connected with those courses.

The funding has made it possible to develop and provide resources to support students, such as online or face-to-face services that provide help with writing, services facilitating the integration of new students and newcomers, mental health services. These initiatives have bolstered the retention and academic success of Francophone students.

Bilingual and French-language postsecondary institutions have used the funding under the Agreement to develop networking activities, initiatives for raising awareness about postsecondary education and "reach ahead" programs with French-language secondary schools as well as with certain English-language school boards that offer immersion programs. These initiatives have allowed students in those school boards to become familiar with Ontario's French-language postsecondary education system and provided opportunities to promote programs and services it offers.

The additional funding has also supported the entrenchment of Ontario's *Politique d'aménagement linguistique* in the postsecondary education and training system in six key areas of intervention:

- 1) Access to programs in French;
- 2) Support for and the success of students;
- 3) Quality improvement;
- 4) Promotion of the system and the recruitment target;
- 5) Partnerships and collaborations; and
- 6) Governance.

Numerous initiatives related to the PAL have been implemented in collaboration with the French-language colleges of applied arts and technology, bilingual universities as well as Francophone organization and Francophone and bilingual employment services providers that dispense literacy, basic skills or job-related services. For example, the additional funding has allowed the Université de Hearst to implement and offer its new block delivery approach. La Cité was also able to transform storage spaces into collaborative working areas. Glendon received funding to acquire, adapt and translate pedagogical resources in French for its new Biology program, and the University of Ottawa produced French-language educational material and videos dealing with mental health that were made available to all postsecondary education institutions.

The additional funding has also financed the following capital development projects

- Renovation of two walls of the main building of the Université de Hearst to upgrade the building to current construction standards;
- Auditorium renovations to Alphonse-Raymond Pavilion (e.g. remove asbestos, accessibility upgrades) to make the Pavilion a hub for Sudbury's francophone community; and
- Auditorium renovations to the Guigues Pavilion to hold various events, such as conferences, course offerings, show, concerts, movies, community events.

1.2.3 Challenges

Over the past three decades, the Government of Ontario has shown a high level of commitment to developing a French-language postsecondary education system. Ontario has provided annual grants to its colleges and universities, as a specific acknowledgment of the additional costs associated with the delivery of education in the language of the minority. Ontario has also supported many initiatives, such as bridging programs, language development centres, student mentorship and support programs to facilitate the integration and success of students, including students for whom French is a second language. The ongoing financial support provided for bilingual university institutions and French-language colleges has produced very positive results in terms of the offering of French-language services in Ontario. For example, the financing allows the institutions to continue offering courses with limited number of students, a recurring issue in French-language programs. All the institutions also offer student support in French.

However, bilingual university institutions, French-language colleges and training centres for Francophones are still facing specific difficulties. These include:

- The need to reach diverse types of clientele spread over a vast area (e.g., graduates from French-language and immersion schools, newcomers and adult learners);
- The higher cost of offering an attractive range of high-quality programs and services to those types of clientele;
- The challenge of responding to the changing socioeconomic needs of the job market, associated with significant modifications to French Ontario's geo-demography;
- The limited range of French-Language programs and services offered by institutions, which is more pronounced in some regions of the province than others, particularly the Central and Southwestern regions, and which then limit the choices that are accessible to French-speaking adults, apprentices and students and learners and the ability to keep them in Ontario's French-language education system;
- The needs in terms of infrastructure in order to expand the offering of programs in the Central and Southwestern regions; and
- The need to offer targeted language support to students who speak French as a second language and who are interested in pursuing postsecondary studies in French.

The inequality of access to French-language programming across Ontario is an important factor in the assimilation of Francophones into the English-language postsecondary system. The low level of participation of French-speaking students in university and college studies in their first language, and in the second language for immersion students, can be attributed to the limited range of programs and types of certification, as well as their variable availability, that are offered by bilingual and French-language institutions or their access centres across Ontario. These limitations contribute to the assimilation of the Francophone population by means of linguistic transfer at the postsecondary level. As stated above, this trend is even more marked in the Central and Southwestern regions of Ontario, where Francophones have a whole range of choices of courses of study in English offered in all subject areas by 13 universities and 13 colleges of applied arts and technology in English.

That gap is more significant in Central and Southwestern Ontario, where only York University's Glendon campus currently offers bilingual university-level programs in limited fields. On the college side, both Collège Boréal and La Cité struggle to offer programming adapted to the needs of the region's francophone population.

Access to college-level programs in Central and Southwestern Ontario is also hampered by the closure of Collège des Grands Lacs in 2002 and College Boréal's struggles to establish its presence without a permanent campus in the region. The colleges also need to meet the needs of a Francophone population that is widely dispersed and that is made up in large part of newcomers. The demise of Collège des Grands Lacs' "college without walls" model shows how important it is to consider the specific and diversified learning needs of students, and the need to provide a face-to-face provision of programs.

Glendon, Collège Boréal and La Cité also have to deal with significant competition from the other English-language postsecondary institutions that can offer a range of specialized programs with a vast choice of subject areas. They therefore need to find specific niches that will allow them to take root and flourish.

In addition, demand for elementary and secondary-level education in French in Central and Southwestern Ontario has not been matched by any increase in the number of French-language postsecondary education programs being offered.

It should be noted that close to one-third of Ontario's Francophones currently live in that region, and that this proportion is expected to rise to 50% by 2020. In addition, Central and Southwestern Ontario has the highest rate of enrolment in French as a Second Language programs in the country, at 40%. The very limited offering of French-language or bilingual postsecondary education programs in Central and Southwestern Ontario leads French-speaking graduates from the region to enrol in English-language institutions in greater numbers. This situation is not as prevalent in Eastern and Northern Ontario, because of the existence of well-established bilingual and French-language postsecondary institutions in those regions. It is therefore important to acknowledge the need to increase the number of programs that are available across the province, particularly in the Central and Southwestern regions.

Ontario has taken measures to provide greater access in Central and Southwestern Ontario. Firstly, the province has approved funding for Collège Boréal to sign a long-term lease for a campus in Toronto. Secondly, Ontario and Canada have negotiated an agreement to fund the creation of the *Université de l'Ontario français*. The new university will open its doors to students in September 2021.

In addition, the province has provided funding to La Cité to develop and expand its *MobiliCité* program offering model, particularly in Central and Southwestern Ontario. *MobiliCité* is a mobile, flexible and cost-effective hybrid immersive delivery model that creates strong connections between educators, students and employers by embedding the program within an employer setting.

1.2.4 Priorities for the future

Based on the items included in the Protocol, Ontario has developed its priority objectives in such a way as to implement the strategies set out in its action plan, and will continue to target the following three outcomes:

- a) Access: measured in terms of the rate of growth of the programs and courses being offered in French in the bilingual and French-language postsecondary institutions;
- b) Participation measured in terms of the number of French-speaking students and apprentices in the French-language and bilingual postsecondary systems;
- c) Retention measured in terms of Francophone graduates from secondary school who go into bilingual or French-language postsecondary institutions, compared with the total number of those who register in a postsecondary institution.

One of the main factors that will allow Ontario to achieve its objectives is the increasing of access to postsecondary institutions. This can be done by extending the range of programs that are offered in French in the French-language colleges and bilingual universities, and/or by offering more possibilities for students who have learned French as a second language to pursue their postsecondary studies in their second official language.

Another way of increasing access to bilingual and French-language postsecondary institutions is by setting up the infrastructure that is necessary to allow Francophone and Francophile students to continue their postsecondary studies in French. As indicated above, Ontario has already taken measures to provide facilities to facilitate access in Central and Southwestern Ontario in the coming years.

Five Ontario institutions (the University of Ottawa, Laurentian University, Université de Hearst, Collège Boréal and La Cité) receive funds from the Consortium national de formation en santé [National Consortium for Health Training] to ensure that students get minimum access to French-language education in the area of the health professions. The Action Plan is aligned with the plans that the institutions have coordinated with the Consortium, in order to avoid duplication.

In order to meet the challenges described above, the Government of Ontario is committed to increasing the ability of bilingual universities and French-language colleges to offer high-quality programs and services and to adopt recruitment strategies that will make it possible to increase participation in postsecondary studies in French. Bilingual and French-language postsecondary institutions will receive financial support for developing partnerships with other French-language postsecondary educational institutions in order to expand the range of programs offered to French-speaking students.

Facilitating the academic and professional success of students registered in the bilingual and French-language postsecondary education system is the reason why the province will invest in the development of appropriate support programs. The initiatives providing support for students in completing their assignments and the adoption of good study practices will make it possible to increase the rates of success in their studies, and therefore the level of retention in the French-language postsecondary education system.

The province is committed to improving its system for collecting data about the students registered in the bilingual and French-language postsecondary education system and to supporting research projects that will make it possible to better understand the obstacles to student success and to identify effective strategies for increasing the dynamic impetus and the ability of the French-language postsecondary education system to respond to the needs of the job market.

1.2.5 Consultation process

MCU meets with its stakeholders in the course of the year to discuss their needs and find out about their expectations under this Agreement.

Furthermore, for 2020-21, MCU held virtual consultations with the following parties, jointly, in May, July, September and October 2020:

- Collège Boréal
- La Cité
- University of Ottawa
- St Paul University
- Dominican University College
- Laurentian University
- University of Sudbury
- Université de Hearst
- York University's Glendon campus
- University of Toronto Faculty of Education's Centre de recherches en éducation franco-ontarienne (CRÉFO)
- The *Université de l'Ontario français*
- Regroupement étudiant Franco-Ontarien
- TFO

While consultations were in the context of, and in response to, the broader economic and societal impacts of government actions to address the COVID-19 pandemic, they were also intended to address the government's and French-language postsecondary education institutions' priorities for 2020-21 and on a going-forward basis, as described in the Action Plan, including:

- Engagement of sector, including affiliates/federates;
- Fostering collaboration amongst institutions;
- Creating a space for French-language/bilingual institutions regarding two key policy files – micro-credentials and digital learning; and
- Creating a University Consortium for French-Language Online Teaching and Learning.

These consultations made it possible to not only gather information concerning the government's response to COVID-19, but also to identify strategies that could improve access to French-language postsecondary education and training in the province. Funding for these initiatives will come from the province and from funding from the federal government under the Canada-Ontario Agreement, including the additional FML funding allocated starting in 2019-20.

The initiatives that have been implemented to improve access to French-language programs and to increase the retention of French-language students and the participation of Francophones in the French-language postsecondary network have helped to redress the balance that exists between the French-language postsecondary education system and the English-language postsecondary education system.

1.3 PLANNED INITIATIVES

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Academic Achievement of Learners	Elementary and secondary	<i>Educational and Pedagogical Resources: Additional Educational Resources</i>	Development and production of additional educational resources to support ministry’s initiatives that meet the specific needs of learners in elementary and secondary schools in a minority language setting (e.g., publication of magazines for boys in order to improve their literacy).	\$1,200,000	\$1,200,000	Educational organizations: \$1,200,000
FML	Academic Achievement of Learners	Postsecondary ²	Student Support	Continue the set-up and upgrade/maintain support centres in various French-language and bilingual postsecondary institutions for learners to help them with completing academic assignments and developing good study habits; gathering and analysing demographic data and information on academic success in order to more effectively track learners and/or any other activities that promote recruitment and retention at the college and university levels.	\$3,200,000	\$1,600,000	French-language colleges: \$800,000 Bilingual universities: \$800,000
FML	Academic Achievement of Learners	Elementary and Secondary	Language Grant³ – Actualisation Linguistique en Français (ALF) Allocation	ALF funding, available only to French-language boards, provides support for language instruction to pupils who are entitled to French-language education by virtue of the Canadian Charter of Rights and Freedoms and who have limited, or no competency, in French.	\$3,600,000	\$0	N/A

¹ Ontario’s annual report will explicitly name key stakeholders that received Government of Canada funding where applicable.

² Planned postsecondary initiatives in the Action Plan do not include funding for the Université de l’Ontario Français

³ The following document details Ontario’s contribution paid to school boards: <http://www.edu.gov.on.ca/eng/funding/2021/2020-21-technical-paper.pdf>

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Enriched Learning Environments	Elementary and Secondary	<i>Vitality of French-language Communities and Educational Institutions: Animation Culturelle</i> ⁴	Funding provided to French-language school boards and community organizations for cultural involvement, including: 1) leadership training sessions for learners; 2) strategies that promote learners' involvement in their community; 3) the participation of cultural organizations in the school environment.	\$1,650,000	\$1,650,000	12 French-language school boards: \$900,000 Community organizations: \$620,000
FML	Enriched Learning Environments	Elementary and Secondary	<i>Vitality of French-language Communities and Educational Institutions: Engaging Parents and Communities</i>	Funding provided to ensure the sustainability of Ontario's educational institutions and involve parents and communities in their children's education (e.g., training, meetings and workshops activities for parents; creation of specialized networking spaces to facilitate the exchange of experiences and best practices for parents).	\$1,427,100	\$1,427,100	12 French-language school boards: \$540,000 Community organizations: \$887,100
FML	Enriched Learning Environments	Preschool	<i>System Support and Efficiencies: Early childhood – Capital projects</i> ⁵	Setting up childcare and earlyON services.	\$7,000,000	\$3,500,000	French-language school boards: \$3,500,000
FML	Enriched Learning Environments	Preschool	Grant for Student Needs - Pupil Foundation Grant - Early Childhood Educators (ECEs)	Funding provided to school boards for the salaries and benefits for ECEs to support the funded average class size for kindergarten.	\$1,800,000	\$0	N/A

⁴ Ontario agrees to send to Canadian Heritage a list of cultural activities on a yearly basis.

⁵ The capital projects that receive support will be described in an annual presentation by Ontario and will be funded with the agreement of both parties. The details concerning those capital projects will be set out in an annual Appendix which will form an integral part of this table and therefore of this Action Plan. The approved projects will also be described in an annual report on the progress of ongoing activities.

SCHEDULE 3

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Enriched Learning Environments	Elementary and Secondary	Grant for Student Needs - Operating Grant - Community Use of Schools Allocation	Funding provided to school boards to make school space more affordable for use after hours. Both indoor and outdoor school space is available to not-for-profit community groups at reduced rates, outside of regular school hours.	\$1,800,000	\$0	N/A
FML	Learner Participation	Elementary and Secondary	<i>Vitality of French-language Communities and Educational Institutions: Leadership and Governance Capacity</i>	Funding provided to facilitate the sharing of best practices by school education managers in areas of expertise, for example, special education and those educational sectors that target student success and the reduction of gaps in performance. Targeted meetings with classroom consultants in order to improve their school board's results.	\$770,000	\$770,000	Trustees' associations: \$300,000 Directors' and Managers' associations: \$200,000
FML	Learner Participation	Elementary and Secondary	<i>Vitality of French-language Communities and Educational Institutions: Promotion of French</i>	Funding support provided for the long-term positioning of the promotion of French-language education in Ontario, from JK to postsecondary education.	\$300,000	\$300,000	12 French-language school boards: \$300,000
FML	Learner Participation	Postsecondary	Access to postsecondary education	Maintaining a network of satellite campuses and distance programs in order to serve learners in French across Ontario.	\$4,400,000	\$2,200,000	French-language colleges: \$2,200,000
FML	Learner Participation	Elementary and Secondary	Grant for Student Needs – Geographic Circumstances Grant	The Geographic Circumstances Grant recognizes the additional costs of operating small schools that are isolated and costs that are associated with the geography of school boards, including school board size and school dispersion.	\$25,000,000	\$0	N/A

SCHEDULE 3

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Provision of Programs	Elementary and Secondary	<i>Vitality of French-language Communities and Educational Institutions: Multi-media Productions</i>	Production and co-production of educational programs, including interactive resources.	\$6,605,000	\$2,605,000	Educational organizations: \$2,605,000
FML	Provision of Programs	Elementary and Secondary	<i>Vitality of French-language Communities and Educational Institutions: Odyssey and Destination Clic</i>	This funding supports official languages programs (Odyssey and Destination Clic): promotion, purchase additional bursaries as well as training sessions for the new recruits.	\$260,000	\$260,000	N/A
FML	Provision of Programs	Elementary and Secondary	<i>Educational and Pedagogical Resources: Learning Resources Development</i>	Development, translation and adaptation, production, purchase (when applicable) and management of French-language educational resources that support the implementation of the curriculum in French-language schools.	\$2,365,000	\$2,365,000	Educational organizations: \$2,365,000
FML	Provision of Programs	Elementary and Secondary	Online Learning	<p>This funding supports the coordination of the online course delivery and the development of technological solutions to ensure that French-language students have equal:</p> <ul style="list-style-type: none"> 1) Opportunities to a variety of programs from one region to another in support of mandatory online credit requirements; 2) Access to program offering compared to English-speaking majority learners; 3) Supports and chances to succeed in school and towards graduation, no matter where they live. 	\$4,910,000	\$4,910,000	<p>12 French-language school boards: \$2,370,000</p> <p>Educational organizations: \$2,540,000</p>

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Provision of Programs	Elementary and Secondary	Student Pathways	This funding is provided to support learners as they transition to postsecondary destinations including, apprenticeship, college, university, and the workplace (e.g. hands-on workshops in STEM, culinary arts, event management, welding, construction, HRAC and HVAC).	\$3,600,000	\$3,600,000	12 French-language school boards: \$2,240,000 French-language colleges: \$600,000 Bilingual universities: \$760,000
FML	Provision of Programs	Postsecondary	French-language college and university programs	This funding is provided to maintain and develop college and university programs. This includes renewing and updating French-language educational materials in order to respond to emerging needs.	\$16,294,255	\$5,980,625	French-language colleges: \$4,000,000 Bilingual universities: \$1,980,625
FML	Provision of Programs	Postsecondary	New Miscellaneous Initiatives to increase Access to postsecondary programs	Only for 2020-2021: Funding provided to support new initiatives including but not limited to (1) the development of micro-credentials and (2) improving program mobility among institutions (e.g., creation of a consortium allowing each institution's students to take courses from other institutions as part of their program).	\$2,068,869	\$2,068,869	French-language colleges: \$650,000 Bilingual universities: \$1,418,869

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Provision of Programs	Postsecondary	New Miscellaneous Initiatives to increase Access to postsecondary programs	Funding provided to support new initiatives including but not limited to (1) the development of micro-credentials and (2) improving program mobility among institutions (e.g., creation of a consortium allowing each institution's students to take courses from other institutions as part of their program).	\$2,068,869	\$2,068,869	French-language colleges: \$650,000 Bilingual universities: \$1,418,869
FML	Provision of Programs	Elementary and secondary	Grant for Student Needs – French as a First Language (FFL) Allocation	This funding, available only to French-language boards, recognizes the higher costs of instructional materials and program support incurred in providing French-language programs.	\$43,843,950	\$18,843,950	12 French-language school boards: \$18,843,950
FML	Provision of Programs	Elementary and secondary	Grant for Student Needs – Pupil Foundation Grant – Textbooks and Learning Materials	This funding supports French-language school boards with the acquisition of textbooks and learning materials required to meet the learning expectations of the curriculum.	\$7,400,000	\$0	N/A
FML	Provision of Programs	Elementary and secondary	Grant for Student Needs - Program Leadership Allocation - Technology Enabled Learning and Teaching (TELT) Contacts	This funding supports educators and students in effectively using Ontario's Virtual Learning Environment (VLE) along with ministry-provided digital tools and resources in both eLearning and face-to-face classrooms. The funding also supports the development of strong pedagogical knowledge and skills in eLearning teachers.	\$1,400,000	\$0	N/A
FML	Provision of Programs	Elementary and secondary	Grant for Student Needs - Learning Opportunities Grant – Specialist High Skills Major (SHSM) Allocation	This funding allows students to customize their secondary school experience and build on their strengths and interests by focusing their learning on a specific economic sector, and a potential future career.	\$1,400,000	\$0	N/A

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Research	Elementary and secondary	Data Analytics	Conduct research to support strategic decision-making projects. Possible projects include but are not limited to 1) the development of interactive tools based on sociodemographic profiles and 2) understanding performance gap by Ontario’s learners when they take international tests.	\$200,000	\$0	N/A
FML	Support for Educational Staff	Elementary and secondary	<i>System Support and Efficiencies:</i> Cultural Approach to Teaching	Implementing a teaching and leadership profile of skills for working in minority settings. Developing participation-based leadership among teachers and training for administrators.	\$600,000	\$600,000	12 French-language school boards: \$559,200
FML	Support for Educational Staff	Elementary and secondary	<i>System Support and Efficiencies:</i> Information System and Continued Learning	Only for 2020-2021: Funding provided to support the continuity of learning under the COVID-19 pandemic (e.g. developing resources to support distance learning, digital equipment purchase).	\$2,068,869	\$2,068,869	12 French-language school boards: \$2,068,869
FML	Support for Educational Staff	Elementary and secondary	<i>System Support and Efficiencies:</i> Continued Learning, Teacher recruitment and retention	Funding provided to French-language school boards for the implementation of various strategies that support teacher recruitment and retention. (e.g., tuition grants for individuals on letter of permissions who choose to enroll in the Initial Teacher Program at one of the French-language teaching faculties; reimbursement of additional basic qualifications (ABQs) and additional qualifications (AQs) based on areas of needs) Funding will also be provided to support the continuity of learning in the aftermath of the COVID-19 pandemic.	\$2,068,869	\$2,068,869	12 French-language school boards: \$2,068,869

SCHEDULE 3

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ¹
FML	Support for Educational Staff	Elementary and secondary	<i>System Support and Efficiencies:</i> Professional development	Funding provided to support the provision of professional development for school staff and to implement highly effective and transformative pedagogical practices in the classroom.	\$3,181,003	\$3,181,003	Educational organizations: \$2,500,000
FML	Support for Educational Staff	Elementary and secondary	Special Education Grant - Differentiated Special Education Needs (DSENA) Allocation	Funding is provided to all boards to build board capacity and help teachers, educational assistants, and other staff better understand and adapt to the unique needs of their learners.	\$12,000,000	\$0	N/A

1.4 PERFORMANCE MEASUREMENT

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FML	Academic Achievement of Learners	Elementary and secondary	Graduation rate with an Ontario Secondary School Diploma (OSSD)	Maintain a minimum of 91%	91% in 2018-19
FML	Enriched Learning Environments	Preschool	Proportion of French-language schools with childcare services	Maintain a minimum of 80% per year	82% in 2019-20
FML	Enriched Learning Environments	Elementary and secondary	Number of activities outside the classroom	Maintain a minimum of 14 per year	17 in 2018-19
FML	Learner Participation	Elementary and secondary	Enrolment in French-language schools	Increase enrolment to 115,000 in 2022-23	113,539 in 2019-20
FML	Learner Participation	Elementary and secondary	Market share: Proportion of learners enrolled in French-language schools from JK to grade 12 as to the total enrolment in elementary and secondary schools across Ontario.	Maintain an annual market share of at least 5.3%	5.5% in 2019-20
FML	Learner Participation	Postsecondary	College retention rate: Proportion of graduates from French-language secondary schools who enrol at a French-language college in Ontario as to the total of these learners who enrol at an Ontario college	Maintain this proportion at a minimum of 50% from 2019-20 to 2022-23	49% in 2018-19
FML	Learner Participation	Postsecondary	University retention rate ⁶ : Proportion of graduates from French-language secondary schools who enrol at a bilingual or French-language postsecondary institution in Ontario as to the total of these learners who enrol at an Ontario university	Maintain this proportion at a minimum of 70% from 2019-20 to 2022-23	70% in 2018-19

⁶ This does not include Université de l'Ontario français

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FML	Provision of Programs	Elementary and secondary	Number of high-quality French-language modular online courses	Increase the number to 75 in 2022-23	45 in 2018-19
FML	Provision of Programs	Elementary and secondary	Number of enrolments in Grades 9-12 online courses	Maintain a minimum of 2,500 enrolments per year	2,500 in 2018-19
FML	Provision of Programs	Elementary and secondary	Success rate of online courses: proportion of learners who successfully complete an online course as to the total who enrolled in online courses	Maintain a minimum of 90%	90% in 2018-19
FML	Provision of Programs	Elementary and secondary	Proportion of French-language high schools that offer postsecondary and career exploration activities, particularly in the skilled trades and STEM-related fields for grades 7-12 French-language learners	100% in 2022-23	87% in 2018-19
FML	Provision of Programs	Postsecondary	Number of college programs entirely offered in French	Maintain a minimum of 210 programs each year	220 programs in 2018-19
FML	Provision of Programs	Postsecondary	Number of Bachelor-level university programs ⁷ mostly (at least 80% of credits earned in French) offered in French	Maintain a minimum of 150 programs each year	160 programs in 2018-19
FML	Research	Elementary and secondary	Number of research projects	Maintain a minimum of 1 project per year	1 project in 2019-20
FML	Support for Educational Staff	Elementary and secondary	Number of French-language school boards receiving assistance through professional development activities	Maintain a minimum of 12 school boards per year	12 in 2019-20
FML	Support for Educational Staff	Elementary and secondary	Number of supports and professional development activities offered to French-language educators and leaders of French-language school boards	Maintain a minimum of 1,500 activities per year	1,600 in 2019-20

⁷ This does not include Université de l'Ontario français

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FML	Support for Educational Staff	Elementary and secondary	Number of non-qualified teachers working under the authority of a letter of permission issued by school boards enrolled in an ITE program.	By 2023, a maximum of 465 letters of permission due to an increase in enrolment in initial teacher education programs.	489 in 2018-19
FML	Support for Educational Staff	Elementary and secondary	Number of teachers taking Additional Basic Qualifications (ABQs) and Additional Qualification (AQ) courses	School boards indicate the number of teachers enrolled in AQ and ABQs that resulted in a reimbursement for the cost of the course.	No baseline data. New initiative. To be established in 2021-22.

2 FRENCH AS A SECOND LANGUAGE

2.1 Current Situation

2.1.1 The System

English-language education system consists of 60 district school boards (31 public and 29 Catholic).

As of 2018-19, the number of students in Ontario was 2,040,439, of which 1,929,415 were in English-language district school boards (1,322,924 students in Junior Kindergarten to Grade 8, and 606,419 students in Grades 9 to 12).⁸ Serving this large and diverse student population requires a strategic approach to learning, including the learning of French as a second language.

The English-language education system is committed to bilingualism and strengthening French as a Second Language (FSL) programs for all students. Emphasis is being placed on the value of learning FSL and facilitating effective teaching strategies to improve outcomes for FSL students.

Ontario's bilingual universities also offer FSL programs and support to their student population. For example, the University of Ottawa's Immersion Program has seen a steady increase of student over the years. In 2019-20, 2,278 students were enrolled in the program, compared to 1,828 students in 2015-16.

At the postsecondary level, bilingual institutions allow students to pursue their studies in either official language. Some of the institutions provide additional support to assist English-language students in continuing their studies in French (e.g., mentors, courses to learn French as a second language, note takers).

2.1.2 Programs

Students in Ontario's publicly funded English-language schools are required to study FSL from Grades 4 to 8. They are also required to earn at least one credit in FSL to obtain the Ontario Secondary School Diploma (OSSD). Students may also count two additional French credits as compulsory credits towards their diploma.

The Ministry of Education (the ministry) recognizes three FSL programs:

- Core French – Students are taught French as a subject. The program helps students develop a basic usable command of the language. It is mandatory for all 60 English-language district school boards to offer Core French from Grades 4 to 8.
- Extended French – Students are taught French as a subject and French serves as the language of instruction in at least one other subject in this optional program. At the elementary level, French must be the language of instruction for a minimum of 25 per cent of the total instruction at every grade level of the program with a minimum of 1260 hours of instruction in French by the end of Grade 8. The curriculum for the Extended French program begins in Grade 4. However, entry points and number of hours for the program can vary between school districts, allowing for flexibility in program delivery. At the secondary level students must successfully complete a minimum of seven credits in French (one credit being equivalent to 110 course hours); four are FSL language courses and three are other subjects in which French is the language of instruction. It is optional for English-language district school boards to provide this program.

⁸ Enrolment data (October Submission) as reported by schools in the Ministry of Education's Ontario School Information System (OnSIS) 2018-2019.

- French Immersion – Students are taught French as a subject and French serves as the language of instruction in at least two other subjects in this optional program. At the elementary level, French must be the language of instruction for a minimum of 50 per cent of the total instruction at every grade level of the program, with a minimum of 3,800 hours of instruction in French by the end of Grade 8. The curriculum for the French Immersion program begins in Grade 1. 67% of the school boards that offer the French Immersion program have an entry point in Kindergarten. At the secondary level, students must successfully complete a minimum of 10 credits in French (one credit being equivalent to 110 course hours); four are FSL languages courses and six are other subjects in which French is the language of instruction. It is optional for English-language district school boards to provide this program.

The three FSL programs provide students with different levels of intensity in developing their French-language knowledge, skills and proficiency. These programs also help students develop an appreciation of the French language and French culture in Canada and the world.

Student enrolment in French Immersion programs has seen significant growth in recent years, increasing by 31.1% from 187,753 students in 2013-14 to 246,144 students in 2018-19. Comparatively, the number of students enrolled in English-language schools has remained constant.

To address the significant increase in enrolment, Ontario is expanding French Immersion programs across the province to give students the opportunity to attain a higher proficiency level in French and provide more opportunities for them to pursue bilingual careers.

Since the beginning of the previous Canada-Ontario agreement (2013-14), total FSL enrolment in both elementary and secondary panels has increased from 991,087 to 1,021,870 in 2018-19. The table below identifies and compares the enrolment breakdown for school years 2013-14 and 2018-19 for the three programs.

Year	Total FSL Enrolment	Core French Enrolment	Extended French Enrolment	French Immersion Enrolment
2013-14	991,087	770,417	32,917	187,753
2018-19	1,021,870	742,596	33,130	246,144

Relative to the enrolment indicators identified in the last Canada-Ontario agreement (2013-14 to 2017-18) and reflected in section 5.1.5, the following is an outline of progress:

- The percentage of students in Grades 9 to 12 enrolled in three FSL programs Core French, Extended French & French Immersion increased from 31.5% (in 2013-14) to 35.2% (in 2018-19);
- The percentage of French Immersion students in Grades 1 to 3 increased from 16.1% (in 2013-14) to 18.2% (in 2018-19); and
- The percentage of students with special needs enrolled in the Grade 9 Core French program increased from 49.3% (in 2013-14) to 57% (in 2018-19).

In 2018-19, all 60 English-language district school boards offered Core French, and 55 of those 60 boards offered Extended French or French Immersion in addition to Core French, at the elementary level. During the same school year, of the 58 English-language district school boards that provide secondary level education, all 58 offered Core French and 54 of those offered Extended French or French Immersion in addition to Core French. In 2018-19, French Immersion was offered in 920 elementary schools and 215 secondary schools. Extended French was offered in 196 elementary schools and 127 secondary schools. Approximately 29.3% of schools offered either French Immersion and/or Extended French, an increase from 25.1% in 2013-14.

2.1.3 A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12

In 2013, Ontario shared a vision to serve as a call to action to strengthen FSL:

“Students in English-language school boards have the confidence and ability to use French effectively in their daily lives.”

To support district school boards in maximizing opportunities for students to reach their full potential in FSL, in February 2013 the ministry released *A Framework for French as a Second Language for Ontario Schools, Kindergarten to Grade 12*. The framework, the first overarching strategic document for FSL to be produced by the ministry, serves as a call to action and identifies the ministry’s commitments for FSL. It is available in both French and English on the ministry website.

The framework is the result of extensive research, as well as input and feedback from district school boards and other stakeholders, including Canadian Parents for French (Ontario). It is intended to serve as a guide to strengthen FSL programming through the cohesive efforts of educators, students, parents and communities. The framework spans a 10-year period (2013-14 to 2022-23), during which time it will support district school boards in maximizing opportunities for students.

In addition to articulating the ministry’s strategic vision for FSL, this foundational document sets out three clear goals for FSL, which are aligned with the areas of intervention identified in the Canada-Ontario Agreement on Minority-Language Education and Second Official-Language Instruction:

- Increase student confidence, proficiency, and achievement in FSL.
- Increase the percentage of students studying FSL until graduation.
- Increase student, educator, parent, and community engagement in FSL.

2.1.4 The Ontario Curriculum, French as a Second Language (Core, Extended and Immersion French), Grades 1 to 8 (2013) and Grades 9 to 12 (2014)

The Ontario curriculum identifies what students must know and be able to do at the end of every grade or course in every subject in publicly funded schools.

The vision of the FSL curriculum, Grades 1 to 12 is that students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.

The goals of the curriculum are that in all FSL programs, students realize the vision of the FSL curriculum as they strive to:

- use French to communicate and interact effectively in a variety of social settings;
- learn about Canada, its two official languages, and other cultures;
- appreciate and acknowledge the interconnectedness and interdependence of the global community;
- be responsible for their own learning, as they work independently and in groups;
- use effective language learning strategies; and
- become lifelong language learners for personal growth and for active participation as world citizens.

2.1.5 Accomplishments and Priorities for the Future

Over the past seven years, the ministry has realized significant results in strengthening FSL in the province. It includes an increase in student participation in French Immersion programs, more secondary student participation in Core French programs, more opportunities for students to engage in FSL cultural activities, and improved student performance. This is the result of multiple initiatives that were carried out under the previous *Canada-Ontario Agreement on Minority-Language Education and Second Official-Language Instruction* that supported both FSL educators and students.

More specifically,

- Student enrolment in FSL programs (Core French, Extended French, French Immersion) at the secondary level increased by 3.2%;
- Student enrolment in French Immersion programs at the primary level increased by 4%;
- Students with special needs enrolled in the Grade 9 Core French program increased by 10%;
- The percentage of elementary and secondary schools offering Extended French and/or French Immersion programs increased by 5.7%;
- The percentage of students in Grade 9 in FSL programs who reached level 3 or above in their final mark in their French-language courses increased by 9.3%;
- The percentage of students in Grade 10 to 12 in FSL programs who reached level 3 or above in their final mark in their French-language courses increased by 7.5%;
- The number of students in FSL programs who participated in enriched learning activities increased by over 31,000;
- The number of students in FSL programs who participated in extended enriched learning activities (taking place over multiple days) more than doubled; and,
- Bursaries granted to FSL teachers to attend summer FSL programs increased by 14.5%.

In order to further integrate FSL educators into the larger professional learning community, professional learning opportunities were provided through the allocation of funding to all 60 English-language district school boards and over 30 resources were developed that can be accessed on the *Transforming FSL* website (www.transformingfsl.ca). They include:

- *FSL Transformers*, a portal that provides FSL board leads with relevant information and material for their role as champions of FSL.
- *Including All Students in FSL*, a toolkit to support school boards, educators and other stakeholders in their efforts to include students with special education needs in FSL programs.
- *Listening to Learn*, a learning module that presents a differentiated approach to teach listening in FSL.

The ministry developed FSL resources to inform instructional and assessment practices, and to provide professional learning opportunities for educators related to resources, as well as to current teaching and learning approaches in FSL. Professional learning resources for principals and vice-principals were also developed to focus on supporting school administrators. These resources are also available on the *Transforming FSL* website and include:

- *Grammar in Action*, a resource presenting effective practices for grammar instruction within an action-oriented approach.
- *ED Talk: Principal to Principal*, a presentation highlighting key topics surrounding the inclusion of students with special education needs and English language learners in FSL programs.
- *Les petits en maternelle*, a series of videos capturing the professional learning of French immersion kindergarten teams in Ontario.

The Common European Framework of Reference (CEFR) is an international standard for describing language proficiency. In Ontario, the CEFR is used to inform instructional and assessment practices in FSL. The use of the CEFR in Ontario, a key initiative, has created a momentum amongst FSL educators that will lead to the realization of the vision articulated in the FSL framework document by focussing on an action-oriented approach to teaching French and putting meaningful, authentic communication at the centre of all learning activities. Many resources related to the CEFR, available on the *Transforming FSL* website, have been produced since 2013, including:

- *CEFR: 10 Big Ideas*, a resource to support FSL educators in increasing their understanding of the CEFR.
- *Harmonisation des travaux des élèves en français langue seconde*, a CEFR-inspired resource to support FSL educators to develop a common understanding of student proficiency levels in writing and speaking. The resource also includes a guide for principals to adapt a school-based moderation project.
- *Student Proficiency and Confidence Pilot Project*, resources outlining the findings of a pilot project which examined the proficiency and confidence of Grade 12 FSL learners from FSL programs in several school boards across Ontario.
- *The CEFR in Ontario: Transforming Classroom Practice*, a report that highlights the profound impact that CEFR-DELFL-related professional learning is having on FSL classroom practice.

In 2015, the ministry established a provincial CEFR think tank, representing a variety of English-language district school boards. The group set strategic directions for the coming years for the CEFR in Ontario. In addition, while students continue to be evaluated based on curriculum expectations and the categories and levels of the achievement chart in the curriculum, the ministry conducts research on students' strengths and areas for improvement in their French language proficiency in the context of an internationally recognized exam, the *Diplôme d'études de langue française* (DELFL). Using the CEFR levels of proficiency, the DELFL exam evaluates not only linguistic competences, but also sociolinguistic, pragmatic and general competences. In the past five years, over 9,300 Grade 12 FSL (Core, Extended and Immersion) students in 50 school boards have challenged the DELFL as part of this research.

A website (www.destinationdelf.ca), *Destination DELFL Ontario*, was created to provide support for students and parents of students who are completing the DELFL.

The provision of learning opportunities for students included funding for increased activities to improve and apply their oral communication skills. The ministry focused on the provision of meaningful interactions in authentic situations, such as experiences that take place over multiple days in order to effect a permanent change in the students' perspective on the value of learning French. A significant investment was the creation of the resource *French Street*, an online database of French activities and programs intended to enhance the FSL experience in the classroom and in the community.

Priorities

Implementation of *A Framework for FSL in Ontario Schools, Kindergarten to Grade 12* continues to be the main focus to strengthen FSL programming, heighten appreciation of and support for FSL educators, and increase public confidence in FSL education.

Over the ten-year timeframe of the framework, school boards are required to develop and submit to the ministry three-year FSL plans including specific measurable goals aligned to the three provincial goals for FSL and report progress made in achieving these goals. The goals under the FSL Framework are not necessarily the priorities of the FSL Action Plan. However, it can be said that the initiatives in all areas of intervention support Ontario's vision for FSL.

One of the guiding principles for FSL as highlighted in *A Framework for FSL* is that “FSL programs are for all students”. Two companion documents to the framework were developed to embrace this principle: *Including Students with Special Education Needs in French as a Second Language Programs; A Guide for Ontario Schools* (2015) and *Welcoming English Language Learners into French as a Second Language Programs* (2016).

Ontario’s Education Equity Action Plan, which is one of the ministry’s focuses, is designed to realize the goal of ensuring equity. Propelled by a culture of continuous improvement, the ministry, in collaboration with school boards and FSL stakeholders, will look to direct efforts for equity and inclusion in FSL programs through a set of actions designed to identify and eliminate embedded systemic barriers and instructional practices that negatively impact the achievement and well-being of students. All initiatives under the FSL Action Plan will incorporate actions that aim to ensure equity and inclusion by looking at strategic engagement, collecting data and mobilizing knowledge and understanding.

Challenges

An area of concern in French-language education and FSL programs in recent years is regarding teacher recruitment and retention. Ontario is experiencing a shortage of FSL-qualified teachers and those who are proficient in French. This has led to some school boards limiting access to French Immersion and Extended French programs or decreasing the intensity of the programs.

On September 29, 2020, the Ontario government announced initiatives to increase the supply of French-language teachers in the province.

The ministry has partnered with various organizations to develop a multi-year approach to achieve the overarching goals of increasing the pool of qualified candidates for teaching FSL and increasing their retention FSL programs. Initiatives include:

- Promotion for students for pathways to teaching in FSL;
- Professional learning resources;
- Study of innovative approaches in developing FSL teacher competence;
- Training and certification for internationally trained Francophone teachers;
- Certificate in French language and community stewardship;
- Recruitment guide for English-language school boards;
- French-language assessment tool; and,
- Support for principals

2.1.6 Enrolment Trends (2011 to 2019)

Figures 1 to 4 below illustrate student enrolment trends in FSL programs at the elementary and secondary levels. Each figure presents a subset of FSL student enrolment (Figure 1) or enrolment as a percentage of the total student enrolment (Figures 2-4) in English-language schools by grade, reflecting the performance targets that Ontario aims to achieve.

2.1.6.1 Elementary Enrolment

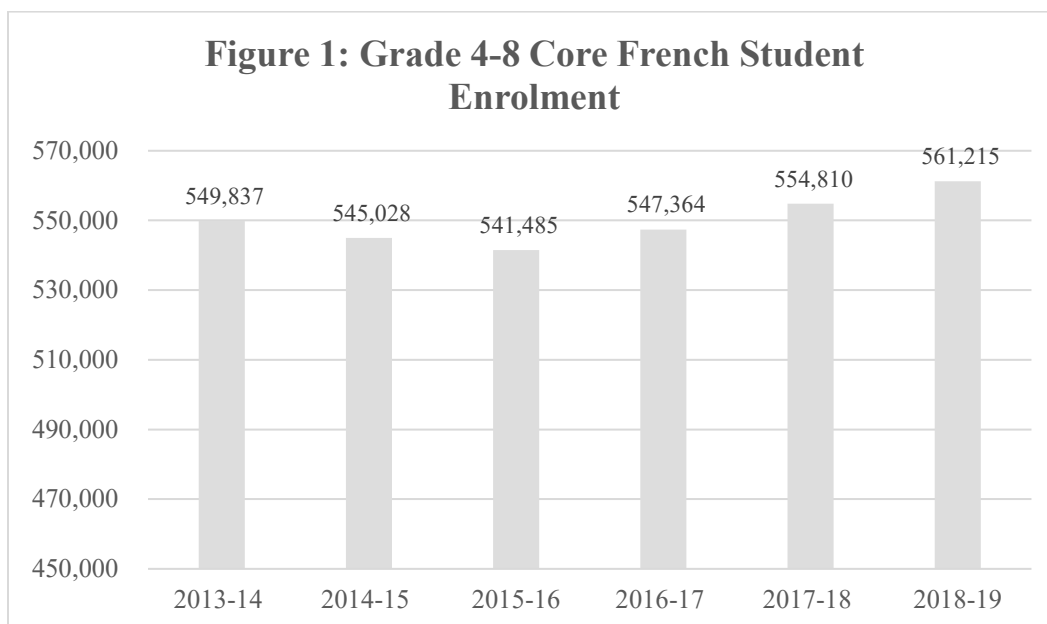


Figure 1 illustrates that Grade 4-8 Core French student enrolment (which is mandatory in Ontario) has increased by 11,378 from 2013-14 to 2018-19, in alignment with the overall trend of student enrolment numbers in English-language school boards.

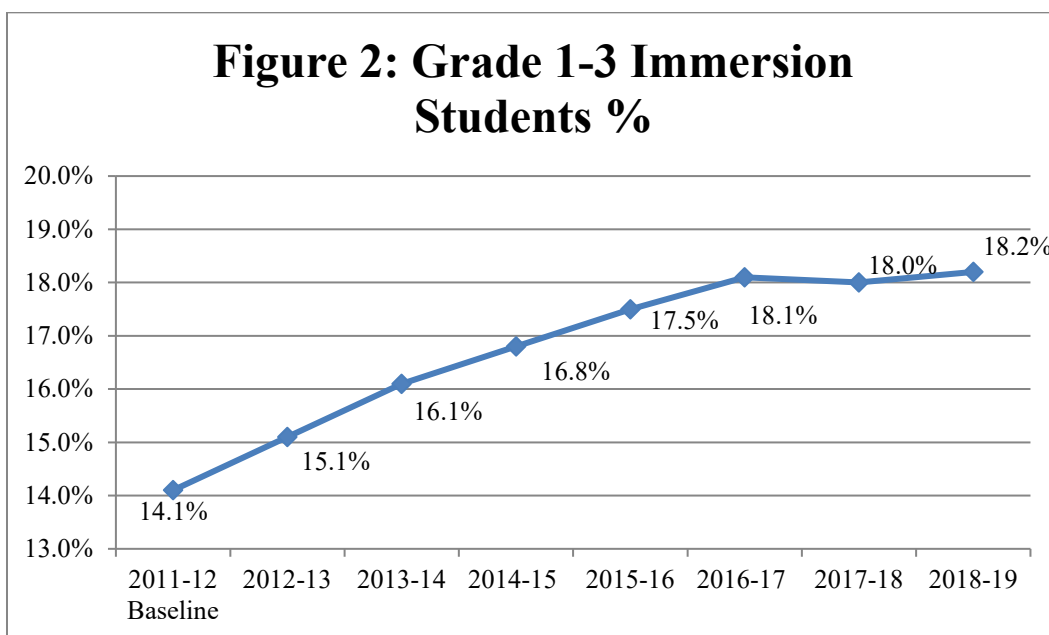
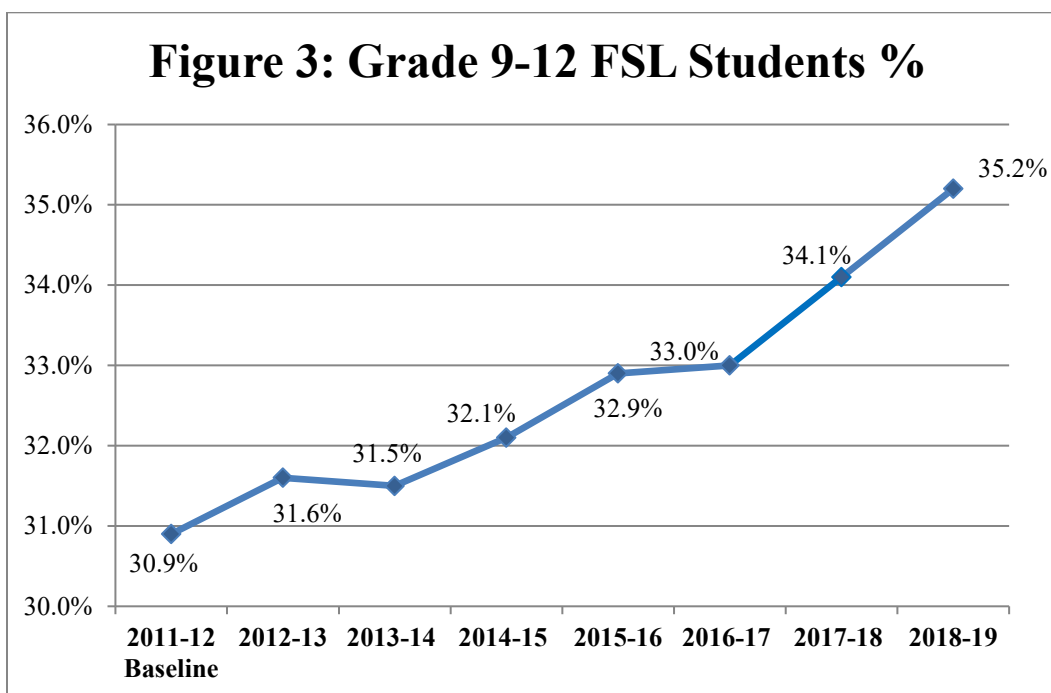


Figure 2 illustrates that the overall percentage of students enrolled in French Immersion in Grades 1 to 3 increased from 14.1% in 2011-12 to 18.2% in 2018-19. This represents a net increase of 19,246 students.

2.1.6.2 Secondary Enrolment



Students are required to earn one FSL credit at the secondary level. Most students taking FSL obtain this credit in Grade 9. Figure 3 illustrates that the overall percentage of students in Grades 9 to 12 enrolled in Core French, Extended French and French Immersion increased from 30.9% in 2011-12 to 35.2% in 2018-19.

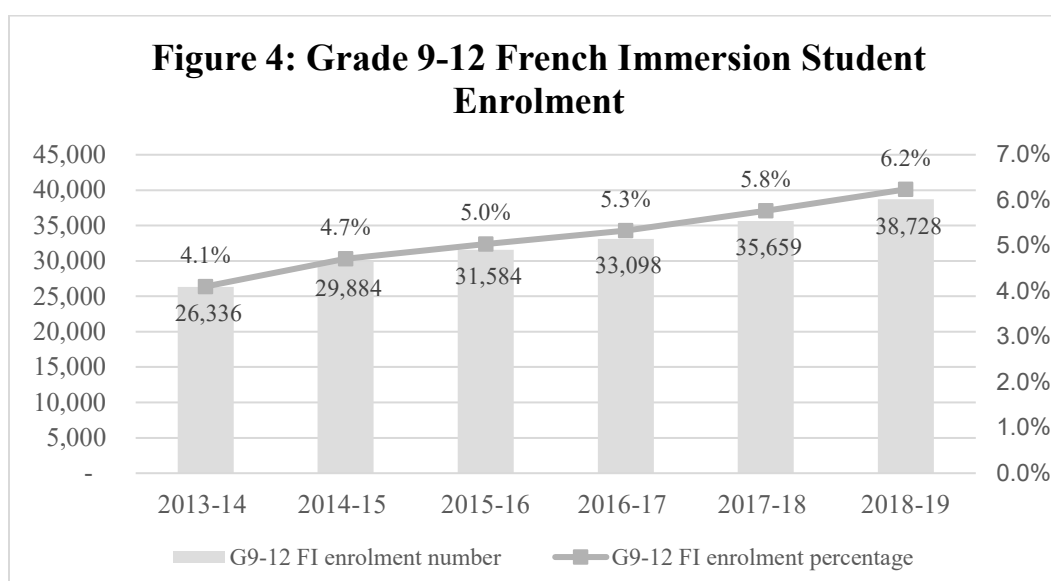


Figure 4 illustrates that the French Immersion enrolment at the secondary level increased from 4.1% in 2013-14 to 6.2% in 2018-19. There were 12,392 more secondary students participating in French Immersion programs in 2018-19 than in 2013-14.

2.2 Performance Measurement Strategy

Baseline data for each funded area of intervention within this action plan focus on areas of greatest need and will be used to measure the progress made in 2020-23. The performance indicators and the targets to be achieved are described according to areas of intervention in Ontario’s FSL Action Plan.

2.3 Consultations

The ministry consults with its stakeholders on a regular basis, both formally and informally, when shaping and implementing FSL policies and programs. Ongoing dialogue occurs between ministry staff and various stakeholders.

To deepen its commitment to supporting bilingualism in Ontario, the ministry formed a FSL Provincial Working Group in 2010. Members represent a variety of perspectives, including trustees, school and board administrators, teachers, students, parents, the Ontario College of Teachers and researchers. The group discusses matters pertinent to FSL in Ontario, including commitments identified in the last two FSL Action Plans developed under the *Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction*.

FSL Provincial Working Group includes representation from:

- Ministry of Education
- Directors of Education
- Superintendents of Education
- School Administration
- FSL Teachers
- Faculties of Education
- University Researchers
- Ontario Modern Language Teachers' Association (OMLTA)
- Modern Language Council (MLC)
- Canadian Parents for French Ontario (CPF Ontario)
- Ontario Public School Boards' Association (OPSBA)
- Ontario Catholic School Trustees' Association (OCSTA)
- Ontario Student Trustees' Association (OSTA)
- Ontario College of Teachers (OCT)

Consultations specific to the FSL Action Plan began in 2017. In spring that year, the FSL Provincial Working Group was consulted on early concepts in the development of the plan. This was followed by a series of teleconferences with English-language school boards across the province to give them an opportunity to identify what they saw as priority areas in FSL. In the fall, all 60 English-language school boards had an opportunity to complete an electronic survey which was designed to seek their input regarding the content of the FSL Action Plan and all areas of intervention.

In 2019, the Ministry of Education further consulted with key FSL education stakeholders in order to refine the FSL Action Plan. An electronic survey was sent to the following organizations:

- The Council of Ontario Directors of Education (on behalf of Directors of Education for the 60 English-language school boards)
- Canadian Parents for French
- Ontario Public School Board Association
- Ontario Catholic School Trustees' Association
- Ontario Modern Language Teachers' Association
- Modern Languages Council
- Deans of Faculties of Education

Through the survey, the ministry heard ideas about how to maximize bilingual learning opportunities for students while also improving efficiency and accountability in the education system.

In Fall 2020, the ministry announced the re-launch of the FSL Provincial Working Group which had last met in spring 2018. At the group's meeting in December 2020, the ministry consulted members for input regarding implementation of the FSL Action Plan. Members contributed several wide-ranging ideas about activities to consider for the implementation of initiatives in each area of intervention. Currently, under the terms of reference, the FSL Provincial Working Group meets twice during the year. Ontario may revisit the frequency of meetings.

More broadly, during annual FSL-focused conversations with the ministry, district school boards have also expressed a need for support in recruiting and retaining FSL teachers. This FSL teacher shortage is due to the combined factors of increased enrolment in French Immersion and Extended French programs, teacher attrition in FSL positions, and changes in initial teacher education that effectively reduced the number of graduates by half.

2.4 Collaboration

Connections between Ontario's French- and English-speaking education communities are fostered through regular collaboration between FSL programs and French-language education. Collaboration is particularly important for the successful transition of students between the elementary, secondary and postsecondary levels. In addition, a number of the initiatives in the FSL Action Plan provide opportunities for collaboration between the two communities, in particular opportunities that support partnerships with community organizations that focus on French language learning for students. These initiatives encourage interaction between FSL and French First-Language students as a means of promoting bilingualism.

As previously mentioned, Ontario is experiencing a shortage of FSL-qualified teachers and those who are proficient in French. The Field Services Branch, the French Language Teaching, Learning and Achievement Division (Education and Training, Colleges and Universities) and the Professionalism, Teaching Policy and Standards Branch, collaborated to launch an awareness campaign to attract newer FSL and French language teachers and worked to raise international awareness of teaching opportunities in Ontario. These branches, along with the Strategic Policy and Planning Division, continue to cooperate to review policies and develop effective strategies to support FSL teacher staff.

Separate from the FSL Action Plan and the regular funding, Ontario is collaborating with stakeholders on FSL teacher recruitment and retention strategy.

French as a Second Language – Labour Market Partnership Project, led by the Ontario Public School Boards' Association and funded by the Government of Canada and the Government of Ontario, was implemented in three phases between 2017-2021. The project studied the recruitment, hiring, retention and professional development of FSL teachers and education workers and analysed the impact of existing strategies and policies to address FSL teacher supply. The project also identified and funded pilot initiatives to implement evidence-informed practices and strategies. The Labour Market Partnership committee, representing key stakeholder groups including the Ministry of Education and all publicly funded English-language school boards in Ontario, reviewed the cumulative work of all three phases of the FSL – Labour Market Partnership Project and identified a number of areas where initiatives could be expanded.

2.5 PLANNED INITIATIVES

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ⁹
FSL	Academic Achievement of Learners	Elementary and secondary	GSN-Language Grant	Grant for Student Needs – Language Grant – French as a Second Language Allocation ¹⁰ . This funding is available only to Ontario’s 60 English-language school boards and supports the costs of French instruction.	\$16,890,800	\$0	N/A
FSL	Academic Achievement of Learners	Elementary and secondary	Student proficiency	Provide equitable participation in the DELF examination through the Ontario DELF centre and analyse student performance to inform future initiatives.	\$164,000	\$164,000	\$164,000 paid to one school board
FSL	Academic Achievement of Learners	Elementary and secondary	Student confidence and bilingual identity	Develop and implement projects to increase student confidence and bilingual identity (e.g. school boards’ participation in the DELF).	\$202,500	\$202,500	\$202,500 paid to English-language school boards
FSL	Academic Achievement of Learners	Elementary and secondary	Resources inspired by the Common European Framework of Reference	Continue to develop resources, including virtual options to support implementation of instructional and assessment strategies informed by the Common European Framework of Reference for educators, students and parents. (e.g. webinars, professional learning activities, examples of teacher moderation, assessment tools)	\$1,760,920	\$1,760,920	\$1,760,920 paid to 60 English-language school boards

⁹ Ontario’s annual report will explicitly name key stakeholders that received Government of Canada funding where applicable

¹⁰ The following document details Ontario’s contribution paid to school boards: <http://www.edu.gov.on.ca/eng/funding/2021/2020-21-technical-paper.pdf>

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ⁹
FSL	Enriched Learning Environments	Elementary and secondary	GSN-Language Grant	Grant for Student Needs – Language Grant – French as a Second Language Allocation. This funding is available only to Ontario’s 60 English-language school boards and supports the costs of equitable access for all FSL students to authentic situations and enriching FSL environment.	\$8,779,600	\$0	N/A
FSL	Enriched Learning Environments	Elementary and secondary	French learning opportunities for students	Continue to support the development and provision of meaningful activities, including virtual options, for students in all FSL programs to improve and apply their French-language skills and cultural understanding in authentic situations.	\$1,613,216	\$1,613,216	\$1,613,216 paid to 60 English Language school boards
FSL	Enriched Learning Environments	Elementary and secondary	Community partnerships to support students	Continue to support organizations that focus on French language learning in sourcing and promoting authentic activities to aid school boards in providing access to students.	\$160,000	\$160,000	\$160,000 paid to community organizations
FSL	Enriched Learning Environments	Elementary and secondary	French learning experiences for students and teachers	Develop and promote the use of platforms for students and teachers to share and exchange cultural experiences and deepen their intercultural understanding.	\$249,860	\$249,860	\$249,860 paid to community organizations
FSL	Learner Participation	Elementary and secondary	GSN-Language Grant	Grant for Student Needs – Language Grant – French as a Second Language Allocation ¹¹ . This funding is available only to Ontario’s 60 English-language school boards and supports the costs of ensuring access to FSL programs is equitable for all students.	\$3,290,000	\$0	N/A

¹¹ The following document details Ontario’s contribution paid to school boards: <http://www.edu.gov.on.ca/eng/funding/2021/2020-21-technical-paper.pdf>

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ⁹
FSL	Learner Participation	Elementary and secondary	Student retention	Develop strategies and resources, including online resources, to highlight the value of learning French. Promote and support a deeper understanding of FSL pathways up to Grade 12 focussing on transition from Grades 7 to 10 and increase the number of students who speak French as a second language who are taking university courses in French. Strategies and resources include webinars, student participation in the DELF, classroom resources, presentations.	\$475,000	\$475,000	\$475,000 paid to 60 English -language school boards
FSL	Learner Participation	Elementary and secondary	Professional learning	Support the development of instructional and assessment resources, including online, and the provision of professional learning opportunities that promote inclusive practices (e.g. students with special education needs and English-language learners) for FSL educators and decision makers.	\$75,000	\$75,000	\$75,000 paid to educational organizations
FSL	Learner Participation	Elementary and secondary	Learning proficiency	Provide learning opportunities for students in FSL to access online FSL courses to improve their proficiency in French.	\$177,500	\$177,500	\$177,500 paid to educational organizations
FSL	Provision of Programs	Elementary and secondary	GSN-Language Grant	Grant for Student Needs – Language Grant – French as a Second Language Allocation. This funding is available only to Ontario’s 60 English-language school boards and supports the costs of enriching all three FSL programs (e.g. staff and classroom resources).	\$177,937,293	\$12,728,893	\$12,728,893 paid to 60 English-language school boards

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ⁹
FSL	Provision of Programs	Elementary and secondary	Enrichment of the FSL Program	Support the additional cost of enriching all three FSL programs (Core French, Extended French and French Immersion) at the elementary and secondary levels (staff and classroom resources such as reading materials and interactive technology).	\$423,900	\$423,900	\$423,900 paid to 60 English-language school boards
FSL	Provision of Programs	Postsecondary	University programs in the second language	Maintaining and developing university programs that focus on students who speak French as a second language: <ul style="list-style-type: none"> • The University of Ottawa’s Immersion Studies program; • Glendon College’s language support program in a bilingual education context; • Laurentian University’s language support program in a bilingual education context. 	\$4,638,750	\$2,319,375	\$2,319,375 paid to bilingual universities
FSL	Research	Elementary and secondary	GSN-Language Grant	Grant for Student Needs – Language Grant – French as a Second Language Allocation. This funding is available only to Ontario’s 60 English-language school boards and supports the costs of research and collection of data at a district level regarding FSL (e.g. performance targets for school boards’ FSL three-year plans).	\$951,800	\$0	N/A
FSL	Research	Elementary and secondary	Support for recruitment and retention	Support research conducted by school boards and organizations relating to the recruitment and retention of FSL teachers.	\$15,000	\$15,000	\$15,000 paid to school boards and/or organizations

Linguistic objective	Area of intervention	Level(s)	Title of Planned Initiative	Description of Planned Initiative	Total Annual Planned Contributions	Planned Annual Federal Contribution	Portion of Planned Annual Federal Contribution to Key Stakeholders ⁹
FSL	Support for Educational Staff	Elementary and secondary	GSN-Language Grant	Grant for Student Needs – Language Grant – French as a Second Language Allocation. This funding is available only to Ontario’s 60 English-language school boards and supports the costs of professional learning opportunities for FSL educators (e.g. New Teacher Induction Program (NTIP)).	\$81,000,000	\$0	N/A
FSL	Support for Educational Staff	Elementary and secondary	Impact of the Common European Framework of Reference	Continue to develop professional learning modules that deepen understanding of the Common European Framework of Reference for FSL educators and decision makers and evaluate its impact on student proficiency, confidence and engagement in French.	\$3,470,430	\$3,470,430	\$3,470,430 paid to 60 English-language school boards
FSL	Support for Educational Staff	Elementary and secondary	Bursaries for language training of teaching staff	Continue to provide bursaries for FSL teachers to participate in language and pedagogical learning opportunities (e.g. 150 bursaries through the Ontario Modern Language Teachers’ Association and Ontario universities for FSL teachers to participate in summer language programs).	\$211,040	\$211,040	\$211,040 paid to community organizations
FSL	Support for Educational Staff	Postsecondary	Bursaries for language training of teaching candidates	Continue to provide supports for 15 FSL teacher candidates to participate in immersed language and pedagogical learning opportunities.	\$44,000	\$44,000	\$44,000 paid to universities

2.6 PERFORMANCE MEASUREMENT

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Academic Achievement of Learners	Elementary and secondary	The overall percentage of students in Grades 4 to 8 achieving level 3 or above on their June report card in Core French.	Maintain the overall percentage of students in Grades 4 to 8 achieving level 3 or above on their June report card in Core French at 77.7% by the end of 2022-23.	77.7% of students in Grades 4 to 8 achieving level 3 or above on their June report card in Core French in 2017-18
FSL	Academic Achievement of Learners	Elementary and secondary	The percentage of students in Grade 12 who pass the <i>Diplôme d'études en langue française</i> (DELF) B1 and B2 test (as a percentage of all Grade 12 students who participate in the DELF).	Increase the percentage of students in Grade 12 who pass the DELF B1 & B2 test (as a percentage of all Grade 12 students who participate in the DELF). Percentage increase will be determined in year 1.	It is anticipated that baseline data of percentage increase will be available after the school year 2020-21 finishes. In 2018-2019, 5,700 Grade 12 students passed the DELF. 80% of these students successfully passed the levels B1 and B2.
FSL	Enriched Learning Environments	Elementary and secondary	The number of students in all FSL programs who participate in FSL enrichment activities.	Maintain the number of students in all FSL programs who participate in FSL enrichment activities offered by school boards at 300,000 by the end of 2022-23.	300,000 students in all FSL programs participated in FSL enrichment activities offered by school boards in 2018-19
FSL	Enriched Learning Environments	Elementary and secondary	The number of elementary and secondary students in all three FSL programs who participate in enrichment activities offered by organization(s) in partnership with the ministry.	Increase the number of elementary and secondary students in all three FSL programs who participate in enrichment activities offered by organization(s) in partnership with the ministry to 3,600 by the end of 2022-23	2,300 elementary and secondary students in all three FSL programs participated in enrichment activities offered by organization(s) in partnership with the ministry in 2018-19.

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Enriched Learning Environments	Elementary and secondary	The number of days FSL students participate in a French learning experience that takes place over multiple days.	Maintain the number of days FSL students participate in a French learning experience that takes place over multiple days to at least 3,000 days by the end of 2022-23.	There were 3,000 days that FSL students participated in a French learning experience that took place over multiple days in 2018-19
FSL	Learner Participation	Elementary and secondary	The percentage of students receiving their Ontario Secondary School Diploma (OSSD) who have a Grade 12 FSL credit.	Increase the percentage of students receiving their OSSD who have a Grade 12 FSL credit from 12% to 15% by the end of 2022-23	12% of students receiving their OSSD who had a Grade 12 FSL credit in 2017-18.
FSL	Learner Participation	Elementary and secondary	The overall percentage of students in English-language schools enrolled in French Immersion and Extended French in Grades 1 to 8.	Increase the overall percentage of students in English-language schools enrolled in French Immersion and Extended French in Grades 1 to 8 from 18.1% to 18.6% by the end of 2022-23	18.1% of students in English-language schools enrolled in French Immersion and Extended French in Grades 1 to 8 in 2017-18
FSL	Learner Participation	Elementary and secondary	The percentage of students with special education needs enrolled in Grade 9 Core French program	Increase the percentage of students with special education needs enrolled in Grade 9 Core French program from 56.5% to 57% by the end of 2022-23.	56.5% of students with special education needs enrolled in Grade 9 Core French program in 2017-18
FSL	Provision of Programs	Elementary and secondary	English-language school boards providing secondary level education (58) that offer Core French up to Grade 12.	Maintain the percentage of English-language school boards providing secondary level education (58) that offer Core French up to Grade 12 at 98.3% by the end of 2022-23	98.3% of English-language school boards providing secondary level education (58) that offered Core French up to Grade 12 in 2017-18

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Provision of Programs	Elementary and secondary	The percentage of elementary English-language schools that offer Extended French and/or French Immersion programs.	Increase the percentage of elementary English-language schools that offer Extended French and/or French Immersion programs from 26.8% to 27.8% by the end of 2022-23.	26.8% of elementary English-language schools that offered Extended French and/or French Immersion programs in 2017-18
FSL	Provision of Programs	Elementary and secondary	The percentage of secondary English-language schools that offer Extended French and/or French Immersion programs.	Increase the percentage of secondary English-language schools that offer Extended French and/or French Immersion programs from 34.2% to 34.7% by the end of 2022-23.	34.2% of secondary English-language schools that offered Extended French and/or French Immersion programs in 2017-18
FSL	Provision of Programs	Postsecondary	The number of students who speak French as a second language who are taking university courses in French.	Increase the number of students who speak French as a second language at the University of Ottawa, Laurentian University and Glendon College who are taking university courses in French from 5,100 in 2017-2018 to 5,300 by the end of 2022-23.	5,100 students at the University of Ottawa, Laurentian University and Glendon College who spoke French as a second language took university courses in French in 2017-18
FSL	Research	Elementary and secondary	The number of school boards that investigate and study strategies to support the recruitment and retention of FSL educators.	15 boards have investigated or studied strategies to support the recruitment and retention of FSL educators by the end of 2022-23.	Data will be available after 2019-20
FSL	Support for Educational Staff	Elementary and secondary	The number of bursaries granted to FSL teachers to attend summer FSL programs.	Increase the number of bursaries granted to FSL teachers to attend summer FSL programs from 79 to 150 by the end of 2022-2023.	79 bursaries were granted to FSL teachers to attend summer FSL programs in 2018-19

Linguistic objective	Area of intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Support for Educational Staff	Elementary and secondary	The number of sessions in which FSL educators access professional learning resources online.	Increase the number of sessions in which FSL educators access professional learning resources online from 25,550 sessions to 30,000 sessions per year by the end of 2022-2023.	FSL educators accessed 25,550 professional learning resources online session in 2018-19
FSL	Support for Educational Staff	Elementary and secondary	The number of FSL educational learning platform accounts.	Increase the number of FSL educational learning platform accounts (e.g. TFO) to 14,000 accounts by the end of 2022-23.	The number of FSL educational learning platform accounts (e.g. TFO) were 10,300 in 2018-19
FSL	Support for Educational Staff	Elementary and secondary	The percentage of FSL educators participating in FSL professional learning opportunities who indicate that the learning can be embedded in their practice.	Maintain the percentage of FSL educators participating in FSL professional learning opportunities who indicate that the learning can be embedded in their practice at 80% by the end of 2022-23.	80% of FSL educators participating in FSL professional learning opportunities indicate that the learning can be embedded in their practice in 2019-20

3 PLANNED CONTRIBUTIONS

Linguistic objective	Area of intervention	2020-21 Canada	2020-21 Ontario	2020-21 TOTAL	2021-22 Canada	2021-22 Ontario	2021-22 TOTAL	2022-23 Canada	2022-23 Ontario	2022-23 TOTAL
FML	Learner Participation	\$3,270,000	\$27,200,000	\$30,470,000	\$3,270,000	\$27,200,000	\$30,470,000	\$3,270,000	\$27,200,000	\$30,470,000
FML	Provision of Programs	\$42,702,313	\$49,513,630	\$92,215,943	\$40,633,444	\$49,513,630	\$90,147,074	\$40,633,444	\$49,513,630	\$90,147,074
FML	Academic Achievement of Learners	\$2,800,000	\$5,200,000	\$8,000,000	\$2,800,000	\$5,200,000	\$8,000,000	\$2,800,000	\$5,200,000	\$8,000,000
FML	Enriched Learning Environments	\$6,577,100	\$7,100,000	\$13,677,100	\$6,577,100	\$7,100,000	\$13,677,100	\$6,577,100	\$7,100,000	\$13,677,100
FML	Support for Educational Staff	\$7,918,741	\$12,000,000	\$19,918,741	\$5,849,872	\$12,000,000	\$17,849,872	\$5,849,872	\$12,000,000	\$17,849,872
FML	Research	\$0	\$200,000	\$200,000	\$0	\$200,000	\$200,000	\$0	\$200,000	\$200,000
FSL	Learner Participation	\$727,500	\$3,290,000	\$4,017,500	\$727,500	\$3,290,000	\$4,017,500	\$727,500	\$3,290,000	\$4,017,500
FSL	Provision of Programs	\$15,472,168	\$167,527,775	\$182,999,943	\$15,472,168	\$167,527,775	\$182,999,943	\$15,472,168	\$167,527,775	\$182,999,943
FSL	Academic Achievement of Learners	\$2,127,420	\$16,890,800	\$19,018,220	\$2,127,420	\$16,890,800	\$19,018,220	\$2,127,420	\$16,890,800	\$19,018,220
FSL	Enriched Learning Environments	\$2,023,076	\$8,779,600	\$10,802,676	\$2,023,076	\$8,779,600	\$10,802,676	\$2,023,076	\$8,779,600	\$10,802,676
FSL	Support for Educational Staff	\$3,725,470	\$81,000,000	\$84,725,470	\$3,725,470	\$81,000,000	\$84,725,470	\$3,725,470	\$81,000,000	\$84,725,470
FSL	Research	\$15,000	\$951,800	\$966,800	\$15,000	\$951,800	\$966,800	\$15,000	\$951,800	\$966,800
FML – Total		\$63,268,154	\$101,213,630	\$164,481,784	\$59,130,416	\$101,213,630	\$160,344,046	\$59,130,416	\$101,213,630	\$160,344,046
FSL – Total		\$24,090,634	\$278,439,975	\$302,530,609	\$24,090,634	\$278,439,975	\$302,530,609	\$24,090,634	\$278,439,975	\$302,530,609
TOTAL		\$87,358,788	\$379,653,605	\$467,012,393	\$83,221,050	\$379,653,605	\$462,874,655	\$83,221,050	\$379,653,605	\$462,874,655

Linguistic objective	Area of intervention	Total Canada	Total Ontario	GRAND TOTAL
FML	Learner Participation	\$9,810,000	\$81,600,000	\$91,410,000
FML	Provision of Programs	\$123,969,201	\$148,540,890	\$272,510,091
FML	Academic Achievement of Learners	\$8,400,000	\$15,600,000	\$24,000,000
FML	Enriched Learning Environments	\$19,731,300	\$21,300,000	\$41,031,300
FML	Support for Educational Staff	\$19,618,485	\$36,000,000	\$55,618,485
FML	Research	\$0	\$600,000	\$600,000
FSL	Learner Participation	\$2,182,500	\$9,870,000	\$12,052,500
FSL	Provision of Programs	\$46,416,504	\$502,583,325	\$548,999,829
FSL	Academic Achievement of Learners	\$6,382,260	\$50,672,400	\$57,054,660
FSL	Enriched Learning Environments	\$6,069,228	\$26,338,800	\$32,408,028
FSL	Support for Educational Staff	\$11,176,410	\$243,000,000	\$254,176,410
FSL	Research	\$45,000	\$2,855,400	\$2,900,400
FML – Total		\$181,528,986	\$303,640,890	\$485,169,876
FSL – Total		\$72,271,902	\$835,319,925	\$907,591,827
TOTAL		\$253,800,888	\$1,138,960,815	\$1,392,761,703

Notes:

- The following page provides detailed information regarding Ontario’s education funding grants <http://www.edu.gov.on.ca/eng/policyfunding/funding.html>
- Ontario’s annual report will explicitly name key stakeholders that received Government of Canada funding where applicable.

**STRATEGIC FRAMEWORK
2020–21 TO 2022–23**

AREA OF INTERVENTION	MINORITY LANGUAGE	SECOND LANGUAGE
Learner participation	Recruitment, integration and retention of learners in minority-language education programs and promotion of these programs.	Recruitment and retention of learners in second-language instruction programs and promotion of these programs.
Provision of programs	Access, maintenance, development and/or enrichment of a variety of programs and educational resources adapted to the minority setting.	Access, maintenance, development and/or enrichment of a variety of programs, approaches and pedagogical resources for second-language learning and instruction.
Academic achievement of learners	Demonstration of a positive impact on success of learners in minority settings.	Demonstration of a positive impact on second-language competencies of learners.
Enriched learning environments	Social and cultural enrichment of the education program and closer ties between the school, community and cultural environments.	Cultural enrichment of second-language learning programs.
Support for educational staff	Development, provision and assessment of staff training (initial and continuous) and professional development programs adapted to the minority setting. Recruitment and retention of qualified and specialized staff.	Development, provision and assessment of training (initial and continuous) and professional development programs for staff working in second-language instruction. Recruitment and retention of qualified or specialized staff.
Research	Research with an impact on minority-language learning and instruction, and dissemination of knowledge in Canada.	Research related to second-language learning and instruction, and dissemination of knowledge in Canada.