

**CANADA–NOVA SCOTIA 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 30th day of March 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 NOVA SCOTIA, represented by the
Minister of Education and Early Childhood Development of Nova Scotia, hereinafter
called “Nova Scotia,”

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 such measures, in particular, to encourage and assist Nova Scotia 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 Nova Scotia 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 Nova Scotia;

WHEREAS education is under the jurisdiction of the provinces and territories and Nova Scotia 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 Nova Scotia, 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 Nova Scotia 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 Nova Scotia, within its jurisdiction over education, agrees to foster this learning through the second official-language instruction programs it provides in Nova Scotia;

AND WHEREAS, in order to be further to and consistent with the Protocol, an Agreement between Canada and Nova Scotia must be established for 2019–2020 to 2022–2023 which sets out its 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” or “bilateral Agreements” 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 the compulsory levels of the education system of the province. Although not compulsory, postsecondary is also included.

“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 they take place. 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 the Conseil scolaire acadien provincial (CSAP), Regional Centres for Education and postsecondary institutions.

“Minority language”, “second official-language” and “second language” refer to the two official languages of Canada: English and French. In the context of Nova Scotia, minority language refers to French, and second language refers to French.

“Preschool” refers to the levels of education that precede compulsory education under the responsibility of the Department of Education and Early Childhood Development of Nova Scotia, but does not create any additional obligations for Nova Scotia.

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.

“School year”, unless otherwise specified, refers to the period beginning July 1st of a calendar year and ending June 30th of the following calendar year.

“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 Nova Scotia with a financial contribution are set out as follows:
 - 2.1.1 To help provide members of the French-language minority in Nova Scotia 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-majority learners in Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 prior arrangements 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 Nova Scotia, or by other provinces and territories. The terms and conditions governing these projects or initiatives shall be subject to prior arrangements between Canada, Nova Scotia 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 Nova Scotia for the purposes described in section 2 of this Agreement. Canada's total financial contribution shall be the lesser of twenty-two million nine hundred and seventy-four thousand two hundred and forty dollars (\$22,974,240) 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 Nova Scotia an additional contribution totalling the lesser of one million seven hundred and fifty-nine thousand one hundred and seventy-six dollars (\$1,759,176) or 50 percent of the total eligible expenditures incurred during the term of this Agreement 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 Nova Scotia for the implementation of the measures described in its action plan (Schedule 3):

Fiscal Year	Minority Language	Second Language	Total
2020–21	\$3,896,725	\$3,761,355	\$7,658,080
2021–22	\$3,896,725	\$3,761,355	\$7,658,080
2022–23	\$3,896,725	\$3,761,355	\$7,658,080
Total	\$11,690,175	\$11,284,065	\$22,974,240

- 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 Nova Scotia annually to increase support for minority-language education:

Fiscal Year	Minority Language	Total
2020–21	\$586,392	\$586,392
2021–22	\$586,392	\$586,392
2022–23	\$586,392	\$586,392
Total	\$1,759,176	\$1,759,176

- 4.6 Canada’s financial contribution described in paragraphs 4.5.1 and 4.5.2 are conditional on Nova Scotia 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 Nova Scotia and the maintenance of current and forecasted budgetary levels for the Department of Education and Early Childhood Development, Nova Scotia 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 immersion and French second-language programs;
- 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 Nova Scotia making a financial contribution equivalent to or greater than that of Canada during the project period in question.
- 4.8.3 Canada agrees to honour multi-year commitments made for specific projects with Nova Scotia 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 Nova Scotia. Any payment for these projects shall be conditional on a bilateral Agreement with Nova Scotia being in place, covering the period targeted by the payment.
- 4.8.4 Canada agrees to honour the multi-year commitments contracted under specific Agreements with Nova Scotia 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–Nova Scotia Agreement on Minority-Language Education and Second Official-Language Instruction 2018–19* and the *Canada–Nova Scotia Agreement on Minority-Language Education and Second Official-Language Instruction 2019–20* 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 Nova Scotia 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. NOVA SCOTIA’S ACTION PLAN – 2020–21 to 2022–23

- 5.1 For the purposes of this Agreement, Nova Scotia agrees to provide a multi-year action plan for each linguistic objective, in accordance with the objectives described in section 2 of this Agreement. Nova Scotia’s action plan (Schedule 3) is preceded by a preamble. The preamble is an integral part of Schedule 3.
- 5.2 The preamble describes Nova Scotia’s specific context by providing the following information:
- 5.2.1 a report on the status of Nova Scotia’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 Nova Scotia’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 Nova Scotia develops and submits its action plan (Schedule 3) in the manner Nova Scotia 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, Nova Scotia agrees to hold discussions with Canada.
- 5.5 Nova Scotia 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 Nova Scotia'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 Nova Scotia agree to hold a bilateral meeting prior to the end of each fiscal year covered by this Agreement, or at any other time with mutual consent, 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 Nova Scotia:

Executive Director, French Language
Programs and Services Branch
Department of Education and Early
Childhood Development
2021 Brunswick Street
Halifax, Nova Scotia
B3J 2S9

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

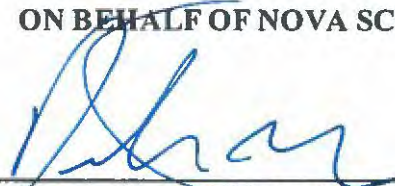
IN WITNESS WHEREOF, the Parties hereto have signed this Agreement on the date that appears on the first page.

ON BEHALF OF CANADA



The Honourable Mélanie Joly
Minister of Official Languages

ON BEHALF OF NOVA SCOTIA



The Honourable Derek Mombourquette
Minister of Education and Early Childhood
Development

Witness

Witness



Name in block letters

Valérie Gosselin

Name in block letters



Signature

Gosselin,
Valerie

Digitally signed by: Gosselin, Valerie
DN: CN = Gosselin, Valerie C = CA
O = GC OUI = PCH-PCH
Date: 2021.03.30 11:48:52 -04'00'

Signature

GENERAL TERMS AND CONDITIONS

1. TERMS OF PAYMENT

1.1 Action Plan

Canada's annual contributions to Nova Scotia'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–Nova Scotia Agreement on Minority-Language Education and Second Official-Language Instruction 2019–20* 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 an annual report for the fiscal year in question;
- 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:
 - 1.1.4.1 an annual report for the fiscal year in question; and
 - 1.1.4.2 a periodic report covering fiscal years 2019–20 and 2020–21;
- 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 an annual report for the fiscal year in question;
 - 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 provincial legislature 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 Nova Scotia 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 certified by a person duly authorized by Nova Scotia.
- 2.4 Nova Scotia 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, Nova Scotia agrees to hold discussions with Canada to ensure compliance with the terms of the Agreement. Nova Scotia shall update the relevant documents, if necessary.
- 2.5 For each reference period, 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 Nova Scotia, 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 Nova Scotia shall keep accounts and documents up to date and in due form on all receipts and expenditures related to this Agreement in accordance with the laws, regulations, policies and directives applicable to Nova Scotia.
- 2.7 Nova Scotia 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, to be provided by Canada, shall be signed by a person duly authorized by Nova Scotia.

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, Nova Scotia 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 Nova Scotia 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 at the end of fiscal year 2020–21 and fiscal year 2022–23, 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 Nova Scotia; 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 Nova Scotia shall provide information based on data available at the time of preparation of the periodic report.
- 2.9.3 Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia 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, Nova Scotia 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, Nova Scotia 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 Nova Scotia'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 Nova Scotia 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, Nova Scotia 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, Nova Scotia may transfer a portion of the funds provided for in the multi-year action plan (Schedule 3) as follows:
 - 7.1.1.1 Nova Scotia 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, Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia exceed the amounts to which Nova Scotia is entitled, the overpayment shall be returned to Canada, failing which Canada may reduce its future contributions to Nova Scotia 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 Nova Scotia under other instruments executed between the Parties.

9. FINANCIAL AUDITS

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

10. APPLICABLE LEGISLATION

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

11. LIABILITY OF CANADA AND NOVA SCOTIA

- 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 Nova Scotia unless such injury, loss or damage is caused by the negligence, wilful misconduct or bad faith of one of the Parties, their ministers, or their employees, officers or agents.
- 11.2 Canada disclaims itself from any liability in the event that Nova Scotia 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 Nova Scotia 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 Nova Scotia 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 Nova Scotia, 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 Nova Scotia 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 Nova Scotia, if Canada determines that Nova Scotia'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 Nova Scotia specifying a cure period of no fewer than ninety (90) days from the date of Nova Scotia's deemed receipt of the notice, requiring that Nova Scotia provide Canada with proof of the cure within that delay. Nova Scotia's proof that the default is cured shall be to Canada's satisfaction.

13.3 If Nova Scotia does not act accordingly to the notice of default, Canada may avail itself of the following remedies:

13.3.1 Reduce Canada's financial contribution to Nova Scotia and notify Nova Scotia 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 Nova Scotia accordingly; and

13.3.3 Terminate this Agreement by means of a written notice of termination given to Nova Scotia 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 Nova Scotia determines that Canada's default is capable of cure and that a delay for these purposes is appropriate, Nova Scotia 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 Nova Scotia with proof of the cure within that delay. Canada's proof that the default is cured shall be to Nova Scotia's satisfaction.

13.5 If Canada does not act accordingly to the notice of default, Nova Scotia may avail itself 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 Nova Scotia'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 try 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 Nova Scotia is responsible for the evaluation of the education programs and initiatives under its jurisdiction, including its action plan (Schedule 3). Nova Scotia 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 Nova Scotia on any future evaluation of its programs and to seek its opinion on such evaluations. Canada shall share with Nova Scotia 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 any 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 Nova Scotia recognizes 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 Nova Scotia shall take all reasonable measures to ensure that any other recipient of a financial contribution from Canada, namely, schools, the Conseil scolaire acadien provincial (CSAP), Regional Centres for Education 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. Nova Scotia determines its appropriate consultation process.

- 20.2 Nova Scotia 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 Nova Scotia of any formal consultations with key stakeholders directly related to initiatives funded under this Agreement and share with Nova Scotia 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 set out in Schedule 1 of this Agreement, not mentioned in this Schedule, also govern infrastructure 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 Nova Scotia demonstrating that the 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, Nova Scotia 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 Nova Scotia.

5. PAYMENT TERMS AND CONDITIONS

Canada's financial contribution to Nova Scotia 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 Nova Scotia shall provide Canada with the interim financial statements on or about December 31st of the current fiscal year.

6.2 Final Financial Statements

- 6.2.1 Final financial statements separately present the budget established for the fiscal year in question, the federal and provincial contributions and the actual expenditures incurred by Nova Scotia.
- 6.2.2 The final financial statement for the final fiscal year in question also separately presents the total budget for each category of expenditures funded, provincial and federal contributions, and all actual expenditures incurred by the province for the duration of the project.
- 6.2.3 Nova Scotia 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 Nova Scotia 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 Nova Scotia. Final activity reports also confirm the spaces built and the equipment acquired.
- 6.4.2 Nova Scotia 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, Nova Scotia 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 Nova Scotia may, at its discretion, transfer a portion of the funds from one budget category to another within the same project, ensuring to inform Canada of the transfer. 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 Nova Scotia in the award of public contracts.

9. ACCESS TO FACILITIES

- 9.1 Nova Scotia shall allow the federal minister or his or her representatives to visit the premises where the activities funded under this Agreement are being carried out.
- 9.2 Nova Scotia 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), Nova Scotia 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 Nova Scotia 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 Nova Scotia agrees to respect this commitment throughout the existence of the school component unless written exemption from this requirement is obtained from Canada.

11.3 Nova Scotia shall provide a copy of the lease or the Agreement for the use of shared spaces between the academic institution and the community.

12. ENVIRONMENTAL ASSESSMENT

12.1 Nova Scotia 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, Nova Scotia 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 Nova Scotia agrees to give recognition to 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, without being limited to, temporary signs erected on the construction site, speeches, news releases, and reports by provincial departments and agencies. Nova Scotia 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 Nova Scotia agrees to take all reasonable measures to ensure that any recipient of a financial contribution from Canada, including schools, the Conseil scolaire acadien provincial (CSAP), Regional Centres for Education 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, Nova Scotia shall install a plaque on the medium-term 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 Nova Scotia 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—PERFORMANCE MEASUREMENT

SCHEDULE 3

**Nova Scotia
2020–2021 to 2022–2023 Performance Measurement**

Linguistic Objective	Area of Intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FML	Learner Participation	Primary and secondary	Number of students enrolled in French minority language programs.	The number students enrolled in French minority language programs will be at or above the 2019-2020 baseline by 2022–2023.	5,881 in 2019-2020.
FML	Learner Participation	Primary and secondary	Number of French minority language students registered for leadership programs, conferences and workshops.	At least 100 French minority language students will be registered for leadership programs, conferences and workshops in 2022-2023.	0 in 2019-2020. It is a new program.
FML	Learner Participation	Post-secondary	Number of yearly registrations to college and university programs at the Université Sainte-Anne.	Increase the number of yearly program registrations from 652 to 700 by 2022-2023.	652 registrations to college and university programs in 2019-2020.
FML	Provision of programs	Post-secondary	Offer of the Education Baccalaureate throughout the province.	Maintain at 5 the number of sites where the Education Baccalaureate is offered by 2022-2023.	5 in 2019-2020.
FML	Provision of programs	Post-secondary	Number of college programs offered at the Université Sainte-Anne which respond to changing needs in the market.	Increase the number of college trade programs offered at the Université Sainte-Anne from 9 to 10 by 2022-2023.	9 in 2019-2020.
FML	Provision of programs	Primary and secondary	Number of updated curricular for primary to Grade 12.	24 curricula have been updated by 2022-2023.	6 in 2019-2020.
FML	Provision of programs	Primary and secondary	Number of students registered for online courses.	Maintain or increase to 400 the yearly number of students registering for online courses by 2022-2023.	320 students in 2019-2020.

ACTION PLAN—PERFORMANCE MEASUREMENT
SCHEDULE 3
**Nova Scotia
2020–2021 to 2022–2023 Performance Measurement**

Linguistic Objective	Area of Intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FML	Provision of programs	Primary and secondary	Number of titles available through the Centre provincial de ressources pédagogiques (CPRP).	Increase to 75,000 the number of available titles (books, CDs, novels, documentaries, pedagogical books and audio or audiovisual titles) by 2022-2023.	66,219 in 2019-2020.
FML	Academic Achievement of Learners	Primary and secondary	Percentage of students who reach the literacy proficiency level expected for provincial evaluations (level 3).	Increase by 2% the number of students who reach level 3 in the provincial literacy evaluations by 2022-2023.	71% in 2019-2020 in reading. 66% in 2019-2020 in writing (ideas). 50% in 2019-2020 in writing (text). 49% in 2019-2020 in writing (style). 40% in 2019-2020 in writing (writing conventions).
FML	Enriched Learning Environments	Preprimary, primary and secondary	Number of cultural activities offered to students to develop or master French in a minority setting.	Increase to 16 the number of cultural activities offered by community groups to students in a minority language context by 2022-2023.	14 in 2019-2020.
FML	Enriched Learning Environments	Preprimary, primary and secondary	Number of messages highlighting the value of cultural identity, leadership skills and engagement in language and culture.	The number of messages posted on social media highlighting the value of cultural identity, leadership skills and engagement in language and culture for students will be 3,600 per year by 2022-2023.	2,400 in 2019-2020.
FML	Support for Educational Staff	Primary and secondary	Number of teachers accessing the educational development platform.	The number of teachers accessing the educational development platform for training will go from 0 to 1,000 by 2022-2023.	0 in 2019-2020.
FML	Support for Educational Staff	Post-secondary	Number of educational resources offered to teaching staff.	A learning kit and 20 workshops will be offered to teaching staff by 2022-2023.	0 in 2019-2020.
FML	Research	Post-secondary	Number of communications and publications by the teaching staff in support of FML education.	Increase to 7 communications and 7 publications per year to support FML education by 2022-2023.	5 communications and 5 publications to support FML education were distributed in 2019-2020.

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

Nova Scotia

2020–2021 to 2022–2023 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
FML	Learner Participation	Primary and secondary	Promotion of French education and the leadership program	The CSAP continues its effort to maintain its visibility and promote the francophone minority community. These activities aim to develop a sense of belonging and will demonstrate the effectiveness of inclusive education which honours the cultural and linguistic identities of students from primary to Grade 12 as well as the school community. The implementation of support systems for students to maximize their entrepreneurial spirit includes: <ul style="list-style-type: none"> • promoting entrepreneurship education by providing leadership training programs to students; • offering school aged children programs, conferences and workshops on professional skills for the workforce; • promoting and supporting entrepreneurial spirit (having an idea and acting upon it) to students of the Conseil scolaire acadien provincial. 	\$90,000	\$45,000	CSAP \$45,000
FML	Learner Participation	Post-secondary	Development and deployment of a new recruitment strategy	The newly established student recruitment strategic committee for Université Sainte-Anne will develop and implement a new student recruitment strategic plan.	\$240,000	\$120,000	USA \$120,000
FML	Provision of Programs	Post-secondary	Increase and improvement of programs and courses thanks to new technology	This initiative, led by the Université Sainte-Anne, aims to integrate new technologies that will improve college and university programs offered throughout the province. This will allow for the maintenance and the development of college programs at the Université Sainte-Anne, including the renewal and update of curriculum to align with new delivery methods that respond to the needs of students as well as the changing needs of communities.	\$900,000	\$450,000	USA \$450,000
FML	Provision of Programs	Primary and secondary	Development and implementation of new curricula	An agreement between the EECD and the CSAP entrusts the development and implementation of primary to Grade 12 curriculum to the CSAP. These curricula will be maintained and updated to better reflect the Inclusive Education Policy and the new teaching approaches. A bigger team and a provincial salary alignment will facilitate the development of programs, especially in the area of health. A support model for P-8 physical education classes will be developed.	\$1,224,640	\$612,320	CSAP \$612,320

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

Nova Scotia

2020–2021 to 2022–2023 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
FML	Provision of Programs	Primary and secondary	Programs and supports	Curriculum approval, implementation and evaluation of French first language programs by the EECD. Equal access will be guaranteed for all primary to Grade 12 students through the purchase of resources in French. The financing of minority setting projects will allow the CSAP to continue to guarantee accessibility and to increase the availability of resources in schools as well as to purchase support materials for the programs. The CSAP will receive support for the Virtual School, online courses, alignment with the Universal Design for Learning (UDL) and the upcoming policies on assessment and inclusive education as well as the practices and promotions related to these policies. This initiative also allows for the translation and adaptation of existing educational -resources and various support documents. It also supports the delivery of programs and services promoting cultural diversity and an inclusive and equitable culturally and linguistically sensitive environment. The services offered therefore greatly contribute to the preservation and development of Acadian and Francophone communities throughout the province.	\$494,000	\$247,000	CSAP \$247,000
FML	Provision of Programs	Primary and secondary	Educational resources	The Inclusive Education Policy is based on universal access to education and to the appropriate services to facilitate progress for all primary to Grade 12 students. An increase in the number of available resources (books, CDs, novels, documentaries, pedagogical books and audio or audiovisual titles) through the digital library as well as educational resources offered will support teaching and learning in person and virtually.	\$1,250,000	\$625,000	CSAP \$625,000
FLM	Academic Achievement of Learners	Primary and secondary	Initiatives to maximize students’ oral competency	This initiative led by the CSAP will allow further adaptation of initiatives to align with pedagogical development, leadership among students from primary to Grade 12 and Acadian and Francophone language and culture. Pedagogical mentors will contribute to maximizing oral communication skills in students.	\$600,000	\$300,000	CSAP \$300,000

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

**Nova Scotia
2020–2021 to 2022–2023 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
FML	Enriched Learning Environments	Preprimary, primary and secondary	Development of school community	Supporting active family engagement in school life for students from primary to Grade 12, including: <ul style="list-style-type: none"> • supporting identity development by modelling culturally and linguistically sensitive pedagogy; • establishing relationships between various practitioners and providing easier access to French language services; • supporting students’ identity development, francization, leadership development and engagement; • establishing bidirectional communication links to distribute information in the school community. 	\$2,958,328	\$1,479,164	CSAP \$1,479,164
FML	Enriched Learning Environments	Preprimary, primary and secondary	Cultural and linguistic activities	Partnership with community groups to offer cultural and linguistic activities and create authentic opportunities to develop oral communication skills for students from primary to Grade 12 in their community. The activities offered will include for example concerts, dances, plays, visual arts activities and summer camps. These activities will also be offered to early childhood educators in daycares, preprimary programs and preschool centres.	\$314,710	\$157,355	Community groups \$157,355
FML	Support for Educational Staff	Primary and secondary	Professional development for teachers	Development and implementation of learning opportunities and professional development opportunities for CSAP teachers. This initiative includes: <ul style="list-style-type: none"> • material and resource development to provide personnel with educational support for CSAP curriculum; • educational development specifically relating to establishing strong links between the Inclusive Education Policy, culturally responsive pedagogy (CRP) and treaty education in CSAP curriculum; • scholarships for masters’ level education courses to help teachers improve their French-language skills and enrich their teaching. 	\$600,000	\$300,000	CSAP \$300,000

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

**Nova Scotia
2020–2021 to 2022–2023 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
FML	Support for Educational Staff	Post-secondary	Pedagogical support for teaching staff	A committee is developing a learning kit and is offering pedagogy workshops for teaching staff. The kit contains a variety of resources to prepare and offer courses, and is divided into five sections: 1. Approaches and practices 2. Technological learning tools 3. Tips and tricks 4. Additional resources 5. English resources (This section contains links to English resources that have not been translated or adapted to our context, but that could still be useful to teachers.)	\$54,556	\$27,278	USA \$27,278
FML	Research	Post-secondary	Research on education in a minority setting*	Université Sainte-Anne professors dedicate 30% of their time to researching education in a minority setting.	\$240,000	\$120,000	USA \$120,000

*Published research results will be shared with Canadian Heritage.

**Nova Scotia
2020–2021 to 2022–2023 Performance Measurement**

Linguistic Objective	Area of Intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Learner Participation	Primary and secondary	Number of students who access French second language programs.	The number students who access French second language programs will be at or above the baseline in 2022–2023.	60,523 in 2019–2020.
FSL	Learner Participation	Primary and secondary	Percentage of students with equitable access to French second language opportunities across the province.	Increase the percentage of students from underrepresented groups such as African Nova Scotian and Mi’kmaq students registered in French Immersion and Integrated French programs by 1% in 2022–2023.	6% of students registered in French Immersion and Integrated French identified as African Nova Scotian in 2019–2020. 4% of students registered in French Immersion and Integrated French identified as Mi’kmaq in 2019–2020.
FSL	Learner Participation	Primary and secondary	Retention rate of students who remain in French second language programs during specific transition years in Core French and French Immersion.	Increase or maintain the retention rate of students by 2% by 2022–2023 in Core French between grades 9 and 10; in French Immersion between grades 2 and 3 and 8 and 9; and in Integrated French between grades 8 and 9.	7% of students from Grade 9 remained in Core French in Grade 10 in 2019–2020. 94% of students from Grade 2 remained in French Immersion in Grade 3 in 2019–2020. 78% of students from Grade 8 remained in French Immersion in Grade 9 in 2019–2020. 82% of students from Grade 8 remained in Integrated French in Grade 9 in 2019–2020.

**Nova Scotia
2020–2021 to 2022–2023 Performance Measurement**

Linguistic Objective	Area of Intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Provision of programs	Primary and secondary	Percentage of French second language programs enriched by evidence-based practices via Neurolinguistic Approach (NLA) training.	75% of programs are enriched through teacher training of the Neurolinguistic Approach by 2022–2023.	25% in 2019–2020.
FSL	Provision of programs	Primary and secondary	Number of French Second Language curricula for grades Primary-12 updated to align with the Inclusive Education Policy and evidence-based pedagogy.	Increase the number of French second language curricula updated to align with the Inclusive Education Policy and evidence-based pedagogy to 21 by 2022–2023.	7 in 2019–2020.
FSL	Provision of programs	Primary and secondary	Number of new French second language online courses offered.	Increase the number of new French second language online courses to 4 by 2022–2023.	1 in 2019–2020.
FSL	Academic Achievement of Learners	Primary and secondary	Number of students who achieve the determined language proficiency on provincial continua for reading, writing and oral language in French second language programs.	Establish baseline data on students who show evidence of growth on provincial continua for reading, writing and oral language.	0 in 2019–2020. Baseline data will be established by 2022-2023 for the Reading, Writing and Oral Proficiency continuum data.

**Nova Scotia
2020–2021 to 2022–2023 Performance Measurement**

Linguistic Objective	Area of Intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Academic Achievement of Learners	Primary and secondary	Number of students who achieve performance norms relative to internationally recognized French language proficiency scales in French second language programs.	Maintain at 135 the number of students in French Second Language programs who obtain the intermediate level of the Common European Framework of Reference for Languages by the end of Grade 12.	135 in 2019-2020.
FSL	Academic Achievement of Learners	Primary and secondary	Number of equitable program supports to improve student achievement in French second language programs.	Increase the Reading Recovery program from 1 region to 6 regions by 2022-2023.	1 in 2019–2020.
FSL	Academic Achievement of Learners	Primary and secondary	Number of equitable learning supports for student achievement in French second language programs.	Increase the number of equitable professional learning supports tools for teachers from 8 to 14 by 2022-2023.	8 in 2019–2020.
FSL	Enriched Learning Environments	Primary and secondary	Number of opportunities for students to strengthen and develop their French language skills in a variety of contexts.	Increase the number of social and cultural community opportunities for French second language students to 5 per year by 2022–2023.	4 in 2019-2020.
FSL	Support for Educational Staff	Primary and secondary	Number of French second language education leadership positions in each regional centre for education.	Maintain the number of education leadership positions in programming and pedagogy that support French second language teachers at the regional level at 7 (1 by region) by 2022–2023.	7 in 2019-2020.

**Nova Scotia
2020–2021 to 2022–2023 Performance Measurement**

Linguistic Objective	Area of Intervention	Level(s)	Performance Indicator	Performance Target	Baseline
FSL	Support for Educational Staff	Primary, secondary	Retention rates of qualified French second language teaching personnel.	Maintain or increase by 20% access to professional learning opportunities in French for French second language teachers compared to their English language teacher counterparts by 2022-2023.	50% in 2019-2020.
FSL	Research	Post-secondary	Number of research projects available to support 2024 targeted actions.	Increase by 2 the number of research projects completed per year to support French second language initiatives by 2022-2023.	0 in 2019–2020.

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

Nova Scotia

2020–2021 to 2022–2023 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
FSL	Learner Participation	Primary and secondary	Promote FSL education, and recruitment and retention of African Nova Scotian and Mi'kmaq learners.	The Department of Education and Early Childhood Development will engage in a number of activities to promote the advantages of learning French as a second language across the province, with a particular focus on ensuring P-12 FSL students of African Nova Scotian (ANS) and of Mi'kmaq descent see French as a viable and beneficial option, including: <ul style="list-style-type: none"> • Create a map to identify all FSL programs available to learners; • Training or info sessions and brochures for parents and students; • Create activities that focus on ANS learners in FSL so that they see models of themselves in the program. 	\$200,000	\$100,000	s.o.
FSL	Learner Participation	Primary and secondary	Accessibility to French second language programs	The Department of Education and Early Childhood Development will engage in a number of activities to review the accessibility of French second language programs and courses offered to P-12 FLS students by: <ul style="list-style-type: none"> • consulting partners at high schools across the province; • consulting the educational community on how it identifies school and community perspectives regarding attitudes toward French language and learning to address misconceptions (if any) and raise awareness of the advantages of a bilingual and bicultural school climate; • fostering connections between schools and communities/businesses to promote and increase opportunities to use French as a second language outside the school learning environment. 	\$200,000	\$100,000	s.o.

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

Nova Scotia

2020–2021 to 2022–2023 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
FSL	Provision of Programs	Primary and secondary	Evidence-based approaches to French second language instruction	Teacher training will be provided by the regions to implement the Neurolinguistic Approach in Early French Immersion grade Primary to 12; Late French Immersion and Integrated French grades 7 to 12. Support will be provided to regions in order to identify leadership teams and provide the training and follow-up necessary in each of the Regional Centres for Education to support implementation of the Neurolinguistic Approach in Core French grades 4 to 12, Early and Late Immersion, Integrated French and Intensive French programs. (i.e., consultants, mentors, lead teachers, etc.)	\$900,000	\$450,000	Regional Centres for Education \$450,000
FSL	Provision of Programs	Primary Secondary	Renewal of French second language curricula	French second language curricula will be renewed for grades 9 to 12 concurrently with Education and Innovation Programs and Services at the Department of Education and Early Childhood Development, according to the established norms. Curricula for grades primary to 6 will continue to be updated to align with the Inclusive Education policy as well as the development of subsequent support materials that support Inclusive Education (i.e., literacy continuums, mathematics intervention support). Online French second language course will be created and offered to students from grades 10 to 12.	\$794,934	\$397,467	Regional Centres for Education \$120,000

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

Nova Scotia

2020–2021 to 2022–2023 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
FSL	Academic Achievement of Learners	Primary and secondary	Supports for French second language students	<p>The French Second Language Programs and Services Division of the Department of Education and Early Childhood Development will work with the Regional Centres for Education to provide supports for students-based data analysis from the following:</p> <ul style="list-style-type: none"> • Collect feedback on reading, writing and oral proficiency continuums for P-8 French Immersion Language Arts curricula. • Analyze data collected from Oral Proficiency Interviews (OPI) on random sampling of Grade 9 Core French students. • Analyze data collected from OPI on random sampling of Grade 6 Intensive French students. • Collect and analyze data on the level of success of the Neurolinguistic Approach in P-2 French Immersion setting and in Late/Integrated French Immersion setting. • Collect and analyze data on DELF or OPI of Grade 12 students. 	\$380,000	\$190,000	Regional Centres for Education \$190,000
FSL	Enriched Learning Environments	Primary and secondary	Equitable access to French second language opportunities	<p>The French Second Language Programs and Services Division of the Department of Education and Early Childhood Development will</p> <ul style="list-style-type: none"> • Establish a centralized resource mechanism that identifies, evaluates, and provides access to P-12 students to French language resources in a timely manner; • Evaluate current tracking method to ensure the timely translation of learning curricula and supporting documents from English to French for FSL programs from grades Primary to 12; • Promote FSL language and cultural learning opportunities, including French for the Future, FSL summer camps, GénieArts, National programs Explore and Odyssée, Nova Scotia—Québec Student Exchange Program, Concours d’art oratoire; • Evaluate the number of P-12 students, including ANS & Mi’kmaq students, accessing language and cultural learning opportunities in order to determine ways to better promote FSL opportunities. 	\$1,840,000	\$920,000	Regional Centres for Education \$600,000 Community organizations \$150,000

ACTION PLAN—PLANNED INITIATIVES

SCHEDULE 3

Nova Scotia

2020–2021 to 2022–2023 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
FSL	Support for Educational Staff	Primary and secondary	Supports for French second language positions	The French Second Language Programs and Services Division of the Department of Education and Early Childhood Development will <ul style="list-style-type: none"> • Review strengths and challenges in supporting French second language teachers, programs and provincial initiatives in each of the Regional Centres for Education; • Offer support to regions in closing any identified gaps in support at the regional level; • Work with regions to ensure support to FSL teachers for the implementation of provincial initiatives. 	\$2,307,776	\$1,153,888	Regional Centres for Education \$1,153,888
FSL	Support for Educational Staff	Primary, secondary	Retention of qualified teaching personnel	The following activities will be carried out for the purpose of recruitment and retention of qualified teaching personnel (P-12): <ul style="list-style-type: none"> • Consult with education partners in Nova Scotia to determine short—and long-term FSL personnel needs; • Review and analyze factors that impact the retention of qualified FSL teachers; • Collaborate with internal and external partners to align initiatives where possible; • Collaborate with partners to develop resources that support school and regional leadership in the retention of qualified FSL teachers; • Develop resources that encourage high school students in French Immersion programs to enter the teaching profession and pursue their Bachelor of Education degree. 	\$700,000	\$350,000	Regional Centres for Education \$350,000
FSL	Research	Post-secondary	Research support for FSL initiatives	Université Sainte-Anne will conduct research* on: <ul style="list-style-type: none"> • ANS students and FSL programs; • Retention and recruitment of teachers in Nova Scotia; • Best practice in supporting students with special needs in second language programs. 	\$200,000	\$100,000	Université Sainte-Anne \$100,000

*Published research results will be shared with Canadian Heritage.

Nova Scotia
2020-2021 to 2022-2023 Planned Contributions

Area of intervention	Canada 2020-2021	NS 2020-2021	Total 2020-2021	Canada 2021-2022	NS 2021-2022	Total 2021-2022	Canada 2022-2023	NS 2022-2023	Total 2022-2023	Total — Canada	Total—NS	Total overall
FML — Learner Participation	\$165,000	\$165,000	\$330,000	\$165,000	\$165,000	\$330,000	\$165,000	\$165,000	\$330,000	\$495,000	\$495,000	\$990,000
FML — Provision of Programs	\$1,934,320	\$1,934,320	\$3,868,640	\$1,934,320	\$1,934,320	\$3,868,640	\$1,934,320	\$1,934,320	\$3,868,640	\$5,802,960	\$5,802,960	\$11,605,920
FML — Academic Achievement of Learners	\$300,000	\$300,000	\$600,000	\$300,000	\$300,000	\$600,000	\$300,000	\$300,000	\$600,000	\$900,000	\$900,000	\$1,800,000
FML — Enriched Learning Environments	\$1,636,519	\$1,636,519	\$3,273,038	\$1,636,519	\$1,636,519	\$3,273,038	\$1,636,519	\$1,636,519	\$3,273,038	\$4,909,557	\$4,909,557	\$9,819,114
FML — Support for Educational Staff	\$327,278	\$327,278	\$654,556	\$327,278	\$327,278	\$654,556	\$327,278	\$327,278	\$654,556	\$981,834	\$981,834	\$1,963,668
FML — Research	\$120,000	\$120,000	\$240,000	\$120,000	\$120,000	\$240,000	\$120,000	\$120,000	\$240,000	\$360,000	\$360,000	\$720,000
FSL — Learner Participation	\$200,000	\$200,000	\$400,000	\$200,000	\$200,000	\$400,000	\$200,000	\$200,000	\$400,000	\$600,000	\$600,000	\$1,200,000
FSL — Provision of Programs	\$847,467	\$847,467	\$1,694,934	\$847,467	\$847,467	\$1,694,934	\$847,467	\$847,467	\$1,694,934	\$2,542,401	\$2,542,401	\$5,084,802
FSL — Academic Achievement of Learners	\$190,000	\$190,000	\$380,000	\$190,000	\$190,000	\$380,000	\$190,000	\$190,000	\$380,000	\$570,000	\$570,000	\$1,140,000
FSL — Enriched Learning Environments	\$920,000	\$920,000	\$1,840,000	\$920,000	\$920,000	\$1,840,000	\$920,000	\$920,000	\$1,840,000	\$2,760,000	\$2,760,000	\$5,520,000
FSL — Support for Educational Staff	\$1,503,888	\$1,503,888	\$3,007,776	\$1,503,888	\$1,503,888	\$3,007,776	\$1,503,888	\$1,503,888	\$3,007,776	\$4,511,664	\$4,511,664	\$9,023,328
FSL — Research	\$100,000	\$100,000	\$200,000	\$100,000	\$100,000	\$200,000	\$100,000	\$100,000	\$200,000	\$300,000	\$300,000	\$600,000
FML — Total	\$4,483,117	\$4,483,117	\$8,966,234	\$4,483,117	\$4,483,117	\$8,966,234	\$4,483,117	\$4,483,117	\$8,966,234	\$13,449,351	\$13,449,351	\$26,898,702
FSL — Total	\$3,761,355	\$3,761,355	\$7,522,710	\$3,761,355	\$3,761,355	\$7,522,710	\$3,761,355	\$3,761,355	\$7,522,710	\$11,284,065	\$11,284,065	\$22,568,130
Total	\$8,244,472	\$8,244,472	\$16,488,944	\$8,244,472	\$8,244,472	\$16,488,944	\$8,244,472	\$8,244,472	\$16,488,944	\$24,733,416	\$24,733,416	\$49,466,832

**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.