

Executive Summary – French (English Program)

Continuing to Build Capacity through Leadership and Professional Learning

French-language education in the English Program is offered throughout the province. Over 57,000 students in 410 (of 630) public schools offering the English Program were enrolled in French in 2016-2017, roughly 38% of English Program students. This includes 26% of students in K-3, 75% in Grades 4-8, and 9% in Grades 9-12. Over 8,500 students in independent schools were enrolled in French (English Program) as well.

While the bulk of the funding for French-language education in Manitoba comes from provincial per-student grants, additional funding comes from the federal government via the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction.* The Agreement contributes over \$7 million per year to the funding of French-language education in Manitoba. Under the terms of the Agreement, Manitoba is obligated to develop an action plan to develop performance indicators and targets with respect to French-language education.

The French Language Education Review (FLER) is designed to meet the reporting requirements of the Agreement. Performance indicators have been grouped into three key areas to reflect the successful delivery of French courses in the English Program:

- Policy and Practice
- Supporting the Teaching and Learning of French
- Community Awareness and Promotion

Some performance indicators are calculated from data in the Educational Information System, while others rely on self-reporting from school divisions. This report is a comparison of the data collected in three divisional surveys over the past five years and is the last for the term of the Agreement. Its findings will be used to help shape performance indicators for the next five-year cycle.

The reporting process itself has helped inform school divisions as to the nature of initiatives taking place in their schools with respect to French (English Program). Several specific areas have shown improvement over the reporting period.

- School divisions report an increased number of proposed initiatives actually being implemented (see Figure 6, page 13).
- School divisions report increased success in meeting their goals across the three key areas (see Figure 8, page 15).
- School divisions report increased success, particularly in the area of supporting the teaching and learning of French (see Figure 10, page 16).
- A greater proportion of school divisions report being more successful in the delivery of French courses (see Figure 12, page 17).

This provincial report concludes with reflections on program delivery:

- Divisional leadership was clearly shown in the support of initiatives that helped build teacher capacity and should continue to be a priority.
- Stronger and visible leadership is needed in areas other than building teacher capacity, to show divisional support for French (English Program) and to ensure that the foundational elements are in place for effective classroom teaching.

In anticipation of the upcoming five-year cycle of the Canada-Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction, the Bureau de l'éducation française (BEF) will be consulting with school divisions on how to best measure effectiveness and improve the instruction of French in the English Program.

* The Agreement is structured according to the Protocol for Agreements for Minority-Language Education and Second-Language Instruction between the Government of Canada and the Council of Ministers of Education, Canada.