

## COMPLEMENTARY PROJECT

**Aménagement Linguistique Policy – Postsecondary and Training**

2009-2010

This project is funded under the *Canada – Ontario Agreement on Minority Language Education and Second Official Language Instruction 2009-10 to 2012-13*

**Background**

The Ministry of Education (EDU) and Ministry of Training, Colleges and Universities (TCU) Permanent Task Force asked the Minister of Education to evaluate the possibility of establishing a Politique d'aménagement linguistique (PAL) for the postsecondary level. The Minister mandated the French Language Education Branch to develop the policy using the following performance indicators: access, retention, participation and quality.

At the Ontario Ministry of Education, the existing PAL focuses on elementary and secondary education. It focuses its efforts on the implementation of the mandate of French-language schools by subscribing to a series of strategic goals concerning the place of French language in communities. Whether taken in the social sense or as the development of laws and rules of language, an Aménagement Linguistique Policy has the advantage of obtaining a set of tools that enable a strategic intervention of the growth of a language.

Each university in Ontario has its own charter and are autonomous. The University of Ottawa, Saint Paul University, Laurentian University, the University of Sudbury, the Université de Hearst, Glendon College of York University and the Dominican University College are designated bilingual and for this reason receive bilingualism grants. The Ontario Institute for Studies in Education of the University of Toronto and the Collège D'Alfred of the University of Guelph do not receive grants for bilingualism since they are not bilingual institutions according to their charter.

There is no real aménagement linguistique policy at the postsecondary level and in the adult training sector in Ontario. An internal study of the Ministry (2008) noted that the Collège Boréal and the Laurentian University and the University of Ottawa developed guides on the use of languages in the institutions. La Cité collégiale was at the exploratory research stage, which is waiting for a provincial framework. Below are the three existing initiatives.

**Collège Boréal**

The Collège Boréal retains the following directions:

- o the emergence of informed Francophones,
- o promotion
- o the valorization and generalization of the use of the French language and the slowing down of assimilation.

The objectives of the Collège Boréal are: The Collège targets an increased visibility of Francophone life in the classroom, in the hallways and during special events while making the Collège users accountable for the use of the French language while promoting its improvement, outreach and identity pride to a strong Francophone community. When the student communicates in correct French at all times and everywhere on Collège property or during internal or external activities organized by the Collège, (s) he is a good ambassador who gets involved in French-language outreach activities. At the end of his/her studies, (s)he will promote education in French and will participate in the active life of this culture to ensure its survival.

**The Laurentian University**

The University is bilingual (English and French) and tricultural: Anglophones, Francophones and First Nations. At the center of its mission the University encourages the development of Northern Ontario and the development of First Nations and Francophone communities. The bilingualism of the University constitutes an educational value in its programs and is present at all the levels of its central administration, general services, internal administration, schools, faculty, support staff and students. The University presents bilingualism as an educational value that encourages

exchanges between the two official languages groups and the growth of their mutual respect. The University essentially supports bilingual services or the use of one or the other of the official languages. It is however accepted that the Board of Governors and the Senate can deliberate in either official language during their meetings. The minutes and other documents produced by the bodies are distributed in both official languages. Bilingualism is strongly encouraged at the Laurentian University in official communications, curricula and faculty. It is agreed that the students have sufficient knowledge of the language imposed by their curriculum.

**University of Ottawa**

The University of Ottawa is at the crossroads of two values at the centre of its actions: a bilingual university that evinces cultural diversity and a university involved in promoting the Francophonie. Among the eight (8) objectives of Vision 2010, the University pays special attention to the leadership role it must play regarding official languages. In 2007, the University had 35,000 students including a third of Francophones. The number of Francophone students at the undergraduate level was decreasing so the University assumed the immediate mandate to re-establish the balance of student participation according to language and developed an action plan for French-language programs and services. The report on the situation of French in this institution states that the Francophone student population increased and the position of French within the institution improved. These two main directions place the institution in a position of defence and promotion of French-language education.

At the postsecondary and training levels, the local aménagement linguistique policies encourage explicit bilingualism with more valorization of the French language than of the English language, with priority given to French so that English is neither the language of refuge nor the resource of which certain persons are deprived. This is the background of the analysis and orientation of a provincial PAL for postsecondary education and training where a third language (i.e., multilingualism) would be an advantage for minority Francophones (most of whom are bilingual) during their postsecondary studies and training, putting them at the forefront of a global economy and the globalization of exchanges. Linguistic policies at the postsecondary and training level could promote an increase in the number of students in bilingual universities while encouraging an increase in programs and better access for the entire population.

**Description of the project**

Ontario intends to develop and implement a PAL to encourage postsecondary education and training institutions to increase their capacity to create teaching and learning conditions that promote the protection, valorization and communication of French language and culture as well as the learning of English and of foreign languages. Ontario will be able to implement a true bilingualism policy at its core only if it promotes the development of language teaching. First and foremost, the PAL at the postsecondary level will facilitate the academic integration and strengthening of the French language for Francophones and Francophiles in the following five components:

- Programs: development, evaluation and maintenance of new programs of excellent quality; development of partnerships and collaboration between institutions.
- Student enrolment: an increased student participation contributing to the vitality of universities, colleges and training agencies; postsecondary institutions and training agencies directly linked to a labour force adapted to the knowledge economy.
- Governance and operation: development of a strategic planning by the institutions including a vision, a mission and principles that have an impact on their governance and operation plans; creation of conditions conducive to improved access to postsecondary education and training, success, institutional research and financial stability.
- The Francophone space: creation of a cultural space for Francophones that values pride and promotes the outreach of the postsecondary level at the local, provincial, national and international levels.
- Partnerships: consolidation of partnerships with the community, postsecondary institutions and training agencies contributing to the growth of the local Francophonie at the social, economic and research levels.

The implementation of the provincial aménagement linguistique policy at the postsecondary level in Ontario will enable bilingual universities and French-language colleges to establish a student intake, participation and retention framework with performance indicators recognized by the Ministry of Training, Colleges and Universities. This initiative will take shape in local realities through the establishment of aménagement linguistique policies in bilingual universities and French-language colleges.

**Calendar**

In order to ensure the implementation of the *Aménagement Linguistique Policy – Postsecondary and Training*, the Ministry set out a four-year plan. The funding for this complementary project will support the project start-up in 2009-2010.

December 2009 to March 2010
Literature review, provincial consultation and development of the PAL with the main partners in French-language education: Permanent Francophone group, the 9 bilingual universities, the 2 Francophone colleges and the association movement, including that of immersion schools. Planning for the development of local linguistic policies and implementation plan by the colleges and the universities. Development, production and distribution of pedagogical material specific to PAL at the postsecondary level.
April 2010 to March 2011
In reference to the provincial policy, to development of local linguistic policies and implementation plan by the colleges and the universities. Development, production and distribution of pedagogical material specific to PAL at the postsecondary level.
April 2011 to March 2012
Implementation of local PAL’s linguistic policies. Development of implementation tools. Networking and regular evaluations. Exchange of good practices. Development, production and distribution of pedagogical material specific to PAL at the postsecondary level.
April 2012 to March 2013
Implementation of local PAL’s linguistic policies. Development of implementation tools. Networking and regular evaluations. Exchange of good practices. Evaluation of the provincial PAL and distribution and distribution at the pan Canadian level through the CMEC. Development, production and distribution of pedagogical material specific to PAL at the postsecondary level.

**Link with Ontario’s multiyear action plan**

With the help of the strategic framework of French-language postsecondary education and training and the Aménagement Linguistique Policy, French language and bilingual postsecondary institutions will meet local needs. The institutions will adopt a local PAL and will include it in their academic planning; they will develop local action plans and will make a list of the activities that will be funded by French-language funds, targeted for each institution, and will state how these activities will contribute to the French-language performance indicators (access, retention, participation, quality); the activities will be divided according to the categories defined by PAL and finally, ministry priorities will be aligned with the local needs as negotiated in Ontario’s multiyear action plan of each institution.

**Action Plan**

<b>Aménagement Linguistique Policy – Postsecondary and Training</b>			
<b>Linguistic Objective:</b>	<b>Minority Language</b>		
<b>Outcomes Domain:</b>	<b>Access to Postsecondary Education</b>		
<b>Performance Indicators</b>		<b>Performance Targets</b>	
Establish aménagement linguistique policies in the 9 bilingual universities and the 2 Francophone colleges.		An aménagement linguistique policy is implemented in each bilingual and French-language postsecondary education institution in Ontario by 2011.	
Rate of retention: Number of first year Francophone students enrolled in French-language or bilingual postsecondary institutions divided by the number of graduates of French-language secondary schools in Ontario.		By 2012-13, increase the ratio of French-language secondary schools that enrol in a French-language or bilingual postsecondary institution in Ontario from 22% to 25% at the college level and from 40% to 47% at the university level.	
<b>Planned Investments</b>			
<b>Years</b>	<b>Federal</b>	<b>Provincial</b>	<b>Total</b>
2009-2010	\$1,250,000	\$1,250,000	\$2,500,000
<b>Initiatives</b>	<b>Description</b>		<b>Total planned contributions per initiative</b>
			<b>2009-2010</b>
<b>Consultation and establishment of a provincial PAL</b>	Literature review, provincial consultation and development of the PAL with the main partners in French-language education: Permanent Francophone group, the 9 bilingual universities, the 2 Francophone colleges and the association movement, including that of immersion schools.		<b>\$550,000</b>
<b>Development and implementation of a PAL in the various Francophone and bilingual university and college institutions</b>	Planning the development of a PAL at the postsecondary level for the various components: a) evaluation and review of local PALs; b) exchanges of good practices; c) development of implementation tools of local PALs; d) local consultations with students and student associations.		<b>\$450,000</b>
<b>Development of resources and services</b>	Development of resources and services for the implementation of PAL by the eleven postsecondary institutions, such as: a) Targeted recruitment activities b) Support and mentoring services for teachers c) Enhancement of communications with and between Francophone students and students of Immersion programs. Ex.: a Web site on French-language education and culture and French-language services available d) Development of operational practices within the institutions, such as registration services, posting marks in French, a bilingualism certificate, development or liaison officers, and more e) Teacher training on best practices in teaching within a minority setting f) Creation of a Francophone milieu within the institutions through cooperation between teachers, Francophone students and students in Immersion programs.		<b>\$1,500,000</b>

Submitted by: Shirley Rocque  
(Signature by the person authorized by Ontario)

Date: March 23, 2010

Name: for/Ginette Plourde, Director  
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Approved by the Minister of Canadian Heritage on this 30<sup>th</sup> day of March 2010