

- 1- Detailed reporting of the Francophone summit on French Education stakes
(Co-hosted by the Ministry of Education and Training and the Partners in Education)**
- 2- Detailed reporting of both community information sessions held at Caboto Center and Gabrielle-Roy school (Hosted by the Partners in Education)**
- 3- Proposals and suggestions from the community**

Document submitted to the Ministry of Education and Training / June 7th, 2018

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Preamble

In follow-up to the elimination of the position of Francophone Assistant Deputy Minister responsible for the Bureau de l'éducation française (BEF), a coalition of partners representing a number of organizations gathered to discuss the future of French language education in Manitoba. While the meeting was prompted by the loss of the Assistant Deputy Minister position, it became apparent to everyone around the table that the current French language education system required a more in-depth examination. Furthermore, French language education had not been discussed with the community and the stakeholders directly involved in supporting Francophone learner achievement since French immersion schools were first introduced in 1973, and the Division scolaire franco-manitobaine (Franco-Manitoban School Division – DSFM) was created in 1994.

It was then decided to hold two information sessions in order to answer questions held by the community as well as, in direct collaboration with the Ministry of Education and Training, to organize a summit on French education.

The objective of the forum was to take stock of the broader picture, not just to criticize the decision made but rather in a spirit of active and positive cooperation, to be part of the solution.

Perhaps the burden of education has fallen on schools' shoulders for too long. If, as the African proverb says, it takes a village to raise a child, the same can be said of the current education system, with universal access to education involving the whole of society. On this premise, it is appropriate to speak of shared responsibility among parents, students, schools, communities, unions and the various government departments involved in learners' well-being, including health, families, immigration and, naturally, education. Why all of these departments? Simply because learning is a complex phenomenon that does not just fall within the purview of the education sector, and student success in 2018 no longer depends solely on teachers but on the community around them. To that end, the renowned Australian researcher, John Hattie, lists the following positive influences related to student achievement:

- A positive home environment
- Socioeconomic status
- Parental involvement.

It should be noted that Hattie's studies involved more than 250 million students around the world.

The lack of understanding of the public education system and its inherent complexity is what prompts us to pause and bring together the stakeholders in student success to ponder what education will look like five, ten and even twenty years from now.

The comments held in the present document come from 'solutions' from participants heard at the various workshops and during the two information sessions in March 2018.

All recommendations posted at the end of this document are the fruits of an analysis of the expectations/solutions that were discussed during the summit as well as during both information sessions.

Timeline

- 24 octobre Elimination of the position of Assistant Deputy Minister responsible for the BEF announced
- November 1: Letter to Manitoba Premier Brian Pallister
- November 13: Press conference
- November 17: Acknowledgement of receipt of the November 1 letter from Premier Pallister's office
- November 24: Second letter sent to Premier Brian Pallister
- December 5: Meeting with Education and Training Minister Ian Wishart
- January 16: First meeting of the BEF working committee
- February 14: Second meeting of the BEF working committee
- March 7: First BEF information session at Caboto Centre
- March 9: Meeting of the BEF working committee
- March 12: Second BEF information session at École/Collège Régional Gabrielle-Roy
- March 16: Preparation of the Education Summit in partnership with the BEF
- April 21: Education Summit at Centre Scolaire Léo-Rémillard
- May 3: Debriefing of the BEF working committee
- May 14: French version is done
- June 5: English version is done
- June 7: Presentation of the report to the Ministry of Education and Training

Methodology

The Education Summit is a collaboration between the BEF team, the Francophone Affairs Secretariat and the Partners for French Education working committee representing the following organizations: Manitoba Teachers' Society, Fédération des parents du Manitoba, Société de la francophonie manitobaine (SFM), Division scolaire franco-manitobaine (Franco-Manitoban School Division – DSFM), and Université de Saint-Boniface (USB).

The Summit explored 10 themes (issues) selected by the group. The forum used the collaborative Human Centred Design approach to consider the needs, expectations and solutions of participants at each stage of a collective creation process. It is critical to have everyone's input and participation, especially when we know that it is the people dealing with the daily challenges who usually have a sense of what the solution(s) might look like. The approach consists of three main phases:

1. Analyze and define participants' needs (related to the theme) and understand the context;
2. Propose solutions in keeping with identified needs;
3. Recommend and implement.

Each phase produces data on participants' needs as well as their proposed solutions. Once the solutions are put forward, the participants are asked to record (or vote on) the ones they feel are most important or likely to have an impact on the stated needs. We used a scoring system to determine the more outstanding solutions that resonated especially with participants, who were each given four stickers:

- 2 red stickers: top two ideas/solutions;
- 1 yellow sticker: third rated as idea;
- 1 blue sticker: fourth rated as idea about which they may have some concerns.

To make the document easier to understand, the following data were compiled for each workshop:

- The number of participants for each session;
- The main statement selected by each group;
- The subthemes discussed in relation to the statement;
- A summary of the key points of discussion;
- The number of red, yellow and blue stickers used by the participants for each of the themes;
- A summary of the common points that emerged from all of the themes.

Happy reading!

Lexique

| | |
|----------|--|
| 100 Nons | Organisme œuvrant dans le milieu des arts et de la culture |
| ACPI | Association canadienne des professeurs d'immersion |
| ALA | Anglais langue additionnelle |
| BEF | Bureau de l'Éducation Française |
| CAP | Communauté d'apprentissage professionnel |
| CJP | Conseil jeunesse provincial |
| CP | Conseillers pédagogique |
| CPE | Centre(s) de la petite enfance |
| CPEF | Centre de la petite enfance et de la famille |
| CSFM | Commission scolaire franco-manitobaine |
| DELF | Diplôme d'étude en langue française |
| DREF | Direction des ressources éducatives françaises |
| DSFM | Division scolaire franco-manitobaine |
| ÉFM | Éducatrices et Éducateurs Francophones du Manitoba |
| Exogame | Famille composée d'un parent Francophone et d'un parent qui parle une langue autre que le français |
| FL1 | Programme d'école francophone |
| FL2 | Programme d'immersion |
| JMCA | Jeunes manitobains des communautés associées |
| RAI | Réponse à l'intervention |
| SFM | Société de la francophonie manitobaine |
| USB | Université de Saint-Boniface |

Glossary

| | |
|-----------|--|
| CAIP | Canadian Association of Immersion Professionals (*more commonly known as ACPI (Association canadienne des professionnels de l'immersion) |
| DELF | French language exam developed by France's Education Ministry |
| EAL | English as an additional language |
| ECE | Early Childhood Education/Educator |
| EDI | Early Development Instrument |
| Exogamous | Family composed of a Francophone parent and a parent who speaks a language other than French |
| FAL | French as an additional language |
| FIL | French immersion learner |
| FIT | French Immersion for Teachers |
| FCC | French: Communication and Culture |
| FL1 | Français school program |
| FL2 | French immersion school program |
| ICAB | Instruction, Curriculum and Assessment Branch (MB Education) |
| MPI | Manitoba Public Insurance |
| MTS | Manitoba Teachers' Society |
| PACs | Parent Advisory Councils |
| PBL | Project-based learning |
| PISA | Program for International Student Assessment |
| PLCs | Professional Learning Communities |
| RTI | Response to Intervention model |
| UDL | Universal Design for Learning |

Theme 1

Support to Families

Workshop: Support to Families
Morning session – 11 participants

The statement selected by the morning group was:

How can we... reduce barriers to access in order to enhance communication, collaboration, access to French language service networks, participation and education to more effectively support families' province-wide?

| Subtheme 1 | Red | Yellow | Blue |
|---|-----|--------|------|
| Build more physical locations (expand the Francophone space) | 3 | 0 | 4 |

- ✓ Open Francophone daycares in 50 new urban/rural communities.
- ✓ DSFM and/or French immersion schools in all areas of the province.
- ✓ Retrofitting of facilities – more schools in more communities.
- ✓ Open 20 new schools in the next 15 years.
- ✓ More French language schools/centres.
- ✓ More French language resources.
- ✓ More places offering services in French.

| Subtheme 2 | Red | Yellow | Blue |
|-----------------------|-----|--------|------|
| Engage the government | 6 | 1 | 0 |

- ✓ Legislation or regulation that no Francophone should be left without service.
- ✓ "Decomartmentalization" of French language services in Manitoba to ensure that all the services, activities, resources and associations are available to anyone regardless of where they live.
- ✓ Do away with the discriminatory "rights holder" term.
- ✓ Trustees from all the French-speaking cultural groups.
- ✓ Political openness at all levels.
- ✓ MPI could offer a licence-plate cover of the Franco-Manitoban flag in collaboration with the SFM.
- ✓ The province should be officially bilingual.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| Broaden the definition of the Francophonie (who is Francophone?) | 2 | 2 | 1 |

- ✓ Facilitate the integration of new students (newcomers, mentorships, tutoring).
- ✓ Open the Francophone community up to the outside world.
- ✓ Encourage newcomers in decision-making bodies.
- ✓ Be more open to the international Francophonie in programming for students.
- ✓ Hire more teachers from other cultures.
- ✓ Every family should be able to live in one of the two official languages without being judged.
- ✓ Good communication between the institutions and service requesters.
- ✓ Eliminate feelings of exclusion and rejection through awareness-raising campaigns.

| Subtheme 4 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Ensure access to French language resources | 1 | 1 | 0 |

- ✓ Offer services to all Manitobans who want them!
- ✓ Create specific resources for the diverse families representing our communities (e.g., exogamous families).
- ✓ Give Francophones access to service in French everywhere.
- ✓ Make the material in Francophone libraries more easily accessible to everyone.
- ✓ Connect families from school to school in order to build a network of support.

| Subtheme 5 | Red | Yellow | Blue |
|---------------------------|------------|---------------|-------------|
| Promote existing services | 4 | 0 | 0 |

- ✓ Every municipality should offer information/resources so that families know about local services in the area/vicinity.
- ✓ ONE database of French language education services available.
- ✓ Create a database of services and resources available for different needs.
- ✓ Educate families before/during/after about the importance of STARTING with the minority language.
- ✓ Centralize all the data on (tangible) French language resources and services to enhance access.
- ✓ Greater transparency about the education services offered.
- ✓ Contacts (liaisons) in rural areas to promote, deliver and facilitate access to resources and services.
- ✓ Advertising (TV, radio, Google, YouTube) on the importance of French language education and the services offered.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Develop or promote Francophone community life | 1 | 6 | 0 |

- ✓ Following the survey, hold a coffee hour for people who speak French or want to live in French.
- ✓ Hold gatherings where parents can have fun/talk in French.
- ✓ More day/evening sessions/activities for English-speaking parents (exogamous couples).
- ✓ Organize evening courses or classes for immigrant families on themes/topics of interest to them.
- ✓ More cultural activities (camps, clubs, shows) offered outside class time and accessible to all Manitobans (not just DSFM students).
- ✓ Collaboration among the school divisions to offer French camps to all interested students.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Offer courses (language learning) in French | 3 | 0 | 0 |

- ✓ Access to French courses for parents (online).
- ✓ Educate teachers and host communities about acceptance of and understanding others.
- ✓ Access to French language courses in ALL Manitoba schools for students who want to learn in French but are outside DSFM school areas (online).
- ✓ Create applications and websites for French language learners at all levels.
- ✓ Identity exemplary programming/courses mandate development in an online format. Provide free access to all, regardless of location.
- ✓ French language courses offered online or in person for English-speaking parents in rural areas (in person is better).

| Subtheme 8 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Create a network of Francophone families | 1 | 2 | 0 |

- ✓ Appoint a liaison officer to connect schools and families.
- ✓ Networking of parents who want to support each other in living in French (to promote the creation of French-speaking communities).
- ✓ Involve families within their own school, in activities that build relationships with each other so that their French education is not the end but a stepping stone in their life.
- ✓ Organize regular meetings with French language service organizations to measure and improve their impact on users.
- ✓ Encourage each school to reach out to their community so that the community will want to support the values of the French community – network! Don't isolate, being open and transparent supports ideas and relationships.

| Subtheme 9 | Red | Yellow | Blue |
|------------------------------------|------------|---------------|-------------|
| Subsidize French language services | 1 | 0 | 4 |

**Workshop: Support to families
Afternoon session – 17 participants**

The statement selected by the afternoon group was:

How can we... connect with all families in all of their diversity and promote judgement-free services and programs with no geographic, economic or language barriers?

| Subtheme 1 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Involve communities in decision making and the service offer | 9 | 2 | 1 |

- ✓ Sharing among the communities.
- ✓ Learning through community meetings.
- ✓ Working as a community.
- ✓ Community involvement where no one and no idea is excluded.
- ✓ Involve/use community resources like elders/parents.
- ✓ Include communities in looking for solutions that benefit them.

| Subtheme 2 | Red | Yellow | Blue |
|----------------------------------|-----|--------|------|
| Share services in both languages | 6 | 0 | 0 |

- ✓ More bilingual programs.
- ✓ As many resources in French as in English.
- ✓ Translation services.
- ✓ Remove restrictions (barriers to discussion).
- ✓ Organizations working together to reach all families.
- ✓ Declare Manitoba bilingual in the constitution, just like New Brunswick.
- ✓ Separate division for Français and French immersion schools.
- ✓ Combine services into a similar system and eliminate competition.
- ✓ Introduce mentorship-type program.
- ✓ Free interpreter services for English-speaking parents to help their children.
- ✓ Create a website for bilingual families.

| Subtheme 3 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Disseminate and promote existing resources and programs | 6 | 0 | 0 |

- ✓ Pair DSFM schools with French immersion schools for some cultural activities.
- ✓ Equality across social and economic classes.
- ✓ Structured community support.
- ✓ Share resources.
- ✓ Share parent and school resources (more support for families' needs).
- ✓ Provide more resources for those wanting to improve or learn French.
- ✓ A province that does more to reach the goal of being bilingual.
- ✓ Secure funding to create bilingual community activities.
- ✓ Learn through experience and/or education, whatever works best for what you want.
- ✓ Use all available French language resources and technology.
- ✓ Rural community schools should stay open longer.
- ✓ Encourage interregional gatherings/learning.
- ✓ Networking.

| Subtheme 4 | Red | Yellow | Blue |
|--------------------|------------|---------------|-------------|
| Promote networking | 0 | 0 | 0 |

- ✓ Pair up parents to help exogamous families.
- ✓ French immersion and DSFM schools working together.
- ✓ Encourage and facilitate qualifications for our French-speaking professionals.
- ✓ Transportation to access available programs.

| Subtheme 5 | Red | Yellow | Blue |
|-------------------------------------|------------|---------------|-------------|
| Recognize the diversity of families | 0 | 5 | 1 |

- ✓ Raise awareness about the existing diversity of families.
- ✓ Define what constitutes a healthy family in order to offer the appropriate services.

| Subtheme 6 | Red | Yellow | Blue |
|---------------------------------------|------------|---------------|-------------|
| Ensure equity of urban/rural services | 0 | 0 | 1 |

- ✓ Universal resource network.
- ✓ Equal services offered in rural and urban areas.
- ✓ Equal services offered in rural versus urban areas.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Create gathering places (i.e., Canot bar) | 4 | 1 | 4 |

- ✓ More evening social services.
- ✓ French language cafés.
- ✓ Accept families and help them to feel comfortable in French.
- ✓ Create spaces where families can always connect (CPEF).
- ✓ More CPEFs! Resource centres for exogamous parents/families.

| Subtheme 8 | Red | Yellow | Blue |
|---------------------------|------------|---------------|-------------|
| Create a safe environment | 3 | 3 | 1 |

- ✓ Reinststate a safety program for families (e.g., Block Parent).

| Subtheme 9 | Red | Yellow | Blue |
|---------------------------------------|------------|---------------|-------------|
| Encourage immigration and integration | 2 | 1 | 4 |

- ✓ Fast track qualifications for new arrivals.
- ✓ Increase immigration of French-speaking families to make French the majority language in Manitoba.

Summary of Theme 1: Support to Families

Total number of participants: 28

Subthemes most often rated as "important" by participants

- Engage the government.
- Involve communities in decision making and the service offer.
- Share services in both languages.
- Disseminate and promote existing resources and programs.

Most popular solutions

- Access to more Francophone daycares.
- Need for more French language schools.
- Manitoba should become a bilingual province.
- Access to more services: social, CPEF, translation, etc.
- Access to resources.
- Equity for rural communities.
- French immersion and DSFM school should work together.
- Community schools.
- Facilitate integration of new families.
- Live in both languages without judgment.

Theme 2

Cultural Identity and Linguistic Insecurity

Workshop: Cultural Identity and Linguistic Insecurity
Morning session – 21 participants

The statement selected by the morning group was:

How can we...create language identities while valuing our languages and identities in a world of confidence?

| Subtheme 1 | Red | Yellow | Blue |
|------------------|-----|--------|------|
| Living in French | 8 | 4 | 0 |

- ✓ Read in French every day.
- ✓ Students need multilingual choices and experiences.
- ✓ More authentic experiences in French (at school).
- ✓ Identify and support businesses who value French.
- ✓ Le 100 Nons.
- ✓ More focus on the joy of learning ("fun factor").
- ✓ Francophone artists' tours originating in MB.
- ✓ Social activities in French.
- ✓ More cultural activities in French.
- ✓ Singing *O Canada* in French at Jets games.
- ✓ Cultural trips.
- ✓ Create social occasions outside school.
- ✓ Activities.
- ✓ More time with my students to show them the wonderful things that exist in French.
- ✓ Field trips: experiences outside the classroom showing that French is a way of life and not just a subject. Enhance the educational experience.

| Subtheme 2 | Red | Yellow | Blue |
|---------------------------------------|-----|--------|------|
| Celebrate French language and culture | 6 | 2 | 0 |

- ✓ Advertising campaign for learners of all ages.
- ✓ Travel and regularly meet people from different cultures and countries at home and abroad.
- ✓ Generate student enthusiasm through a variety of cultural experiences.
- ✓ Concerts and arts.
- ✓ Screen French language films.
- ✓ Theatre.
- ✓ Exchange programs.
- ✓ International Francophone cultural centre.
- ✓ Hold a celebration that includes all French speakers (mother tongue/immigrant/additional language).
- ✓ Promote music and theatre competitions in French.
- ✓ Sing in French every day.

| Subtheme 3 | Red | Yellow | Blue |
|---|-----|--------|------|
| Promote lifelong learning (from the cradle to the rocker) | 1 | 1 | 1 |

- ✓ *You, Me and Mother Goose* (parent-child program).
- ✓ Early childhood education.
- ✓ Provide an engaging continuum.
- ✓ Newcomers' languages should be valued as much as Canada's languages.
- ✓ Mentor students.
- ✓ Offer a wide range of French language training and education in a range of fields.
- ✓ Mitchif should be recognized as a language made up of other languages, and unique to MB.
- ✓ Be proud to speak your language without being judged.
- ✓ Participate in more community activities (extracurricular) in French.
- ✓ French learning club for adults.

| Subtheme 4 | Red | Yellow | Blue |
|---|-----|--------|------|
| Involve parents, the family and the community | 5 | 0 | 0 |

- ✓ French is not threatened, but there is some reluctance in the English-speaking community to learn it.
- ✓ Parents who are proud of their language and serve as models for their children.
- ✓ Respect individuals' identity.
- ✓ Involve and help parents and families understand the purpose of their lives.
- ✓ Create an inclusive Francophone environment.
- ✓ Dual-track school principals should be proficient in French and English.
- ✓ Continue to promote community awareness and appreciation of our duality.
- ✓ Develop a bilingual identity. Talk (positively) about French immersion at the DSFM.
- ✓ There is no shame in choosing to be bilingual or multilingual.
- ✓ Value language and culture.
- ✓ More Francophone events; DSFM and French immersion together starting in kindergarten or grade 1 (establish connections between French speakers).
- ✓ Access to all French language and health services, etc., which shows the value of identity.
- ✓ Ensure active offer of service in the daily lives of everyone.
- ✓ All signage in Manitoba should be bilingual.
- ✓ Pages in the *Winnipeg Free Press* with French articles every day.
- ✓ More time for course planning during the school day with our colleagues.
- ✓ How can we live fully in both French and English?
- ✓ Value language.
- ✓ Showcase cultures.
- ✓ Elect multilingual candidates for national, provincial and regional positions (all positions).
- ✓ Welcome French-speaking immigrants.
- ✓ Professional accreditation of immigrants.

| Subtheme 5 | Red | Yellow | Blue |
|--|-----|--------|------|
| Create and support funding structures and support services | 1 | 5 | 3 |

- ✓ Parents who support language learning and are looking for extracurricular activities.
- ✓ A school dedicated to each language spoken in Canada.
- ✓ Offer francization programs to all parents of French immersion students.
- ✓ A day school for French-speaking adults.
- ✓ Professional development for teachers to give them an opportunity to speak French outside school in a variety of contexts, to facilitate modelling.
- ✓ Shops classes in French (French immersion).
- ✓ Language enrichment opportunity (school for adults).
- ✓ Language and academic training centre for adults.
- ✓ Federal Education department to oversee the provincial departments/ministries.
- ✓ Government support (\$\$\$). More money! French teachers (all subjects).
- ✓ Co-op job programs with bilingual placements.
- ✓ Fewer pointless PD days.
- ✓ School is a place where all students have access to the support they need to succeed in every grade.
- ✓ Make politicians understand the need for French language resources.
- ✓ Celebrate young language learners at school from the outset.
- ✓ Train better teachers.
- ✓ More appropriate resources for all grades in our Français schools.
- ✓ Help students understand that their French will not be "perfect" on June 30 of their Grade 12 graduating year.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Offer quality professional training in French | 0 | 1 | 1 |

- ✓ Professional learning communities to support French language teachers.
- ✓ Consider a more practical and realistic approach to effective learning.
- ✓ Tax credit for multilingual speakers.
- ✓ Career development.
- ✓ Students will be proud of their language skills if they know that they are valued and sought after by employers.
- ✓ Offer bursaries to attract more learners to do their postsecondary studies in French.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Create and promote a more inclusive and collaborative culture | 10 | 2 | 0 |

- ✓ Stop using bilingualism "labels" (e.g. native Francophone, immersion, FL2, etc.) that can seem judgemental.
- ✓ The Français and French immersion programs should work together. FCC to give students the opportunity to be part of a French language community and be involved in sports and cultural events together.
- ✓ Do not exclude French as an additional language (FAL) learners from cultural discussions and events (shows, etc.).
- ✓ Share FL2 experiences.
- ✓ Start teaching French in kindergarten at French immersion schools.

| Subtheme 8 | Red | Yellow | Blue |
|---------------------|-----|--------|------|
| Create a safe space | 1 | 0 | 2 |

- ✓ Inclusive, encouraging, safe and hopeful environment.

| Subtheme 9 | Red | Yellow | Blue |
|---|-----|--------|------|
| Educate and raise awareness in the Manitoba community | 0 | 1 | ? |

- ✓ French language services.
- ✓ French on a level playing field with English.
- ✓ Multilingual and bilingual education for everyone.
- ✓ French language needs differ for each generation.
- ✓ Be a model and show that we use French language services.
- ✓ Raise community awareness of French language needs.
- ✓ Raise the broader Manitoban community's awareness of French language needs.
- ✓ Partnership among school divisions.
- ✓ Recognize that French language needs may differ depending on a person's culture.

Workshop: Cultural Identity and Linguistic Insecurity
Afternoon session A – 20 participants

Given its size, the "Cultural identity" group was divided into two subgroups for the afternoon session. The statement selected by the afternoon session A group was:

How can we...ensure that everyone in Manitoba can use and function in French with pride and confidence?

| Subtheme 1 | Red | Yellow | Blue |
|---|-----|--------|------|
| Provide and increase access to resources and services in French at all levels | 4 | 1 | 0 |

- ✓ French language resource centre in French immersion schools.
- ✓ \$ for resources
- ✓ Support centres for the parents of French language learners.
- ✓ The BEF has an oversight role for cultural education with the requisite staff.
- ✓ The BEF has many resources and supports the schools.
- ✓ French community centres EVERYWHERE.
- ✓ It should be possible to access all the material, human etc. resources to support all learners.
- ✓ Share more French language resources/activities with ALL our schools and families.
- ✓ Find ways for those who haven't learned French that it's OK for them to hear French and not understand. They have that right and we accept that they made that choice, but...

| Subtheme 2 | Red | Yellow | Blue |
|---------------------------------------|-----|--------|------|
| Standardize French through activities | 0 | 8 | 0 |

- ✓ All Goldeyes, Jets and Bombers games should be bilingual rather than just once a year.
- ✓ Better media selection (television and radio) in French.
- ✓ Bring in Francophone musicians for concerts.
- ✓ Cultural exchanges with other French-speaking countries.
- ✓ There are ways to communicate and get information about what French language experiences are available.
- ✓ Access to French language films at the movies.
- ✓ Establish a Francophone community that includes French language activities, for all language levels.
- ✓ Hold a parade; Francophone Pride day: on a Saturday, music, parents, students, friends and guests to proudly celebrate their language.
- ✓ Show students the connections between what they learn at school and their everyday lives.
- ✓ Have fun together in French.
- ✓ Artists: music, visual arts, dance and theatre regularly presented in ALL our schools – French immersion and DSFM – without the need for "special" projects.
- ✓ Encourage groups + extracurricular partners to deliver French language programs.
- ✓ Meeting places outside school to bring families together.
- ✓ Francophonie Week in all the schools.
- ✓ Develop Franco-Manitoban film.
- ✓ Opportunities for speaking French outside the classroom.
- ✓ Show students how French is useful outside of school.

| Subtheme 3 | Red | Yellow | Blue |
|-----------------------------------|-----|--------|------|
| Make the province truly bilingual | 5 | 1 | 8 |

- ✓ Manitoba should become officially bilingual.
- ✓ Bilingual province.
- ✓ The strong presence of French is valued in all aspects of society by French and English speakers alike.
- ✓ All students should graduate with at least five credits in French.
- ✓ The BEF should have a higher status in the hierarchy of government agencies.
- ✓ Students are so connected to French culture that they LIVE in French.
- ✓ Bilingual signage everywhere.
- ✓ More French everywhere, in every atmosphere and environment: seen, heard and experienced.

| Subtheme 4 | Red | Yellow | Blue |
|--|-----|--------|------|
| Accept all Francophones to create a united community | 5 | 0 | 0 |

- ✓ Support and encourage each other along our French language trajectory.
- ✓ Stop correcting: MODEL!
- ✓ Change the perception that correction is a negative thing.
- ✓ Everyone should accept and respect each other.
- ✓ Create judgment-free spaces where people can practise French.
- ✓ Get the message out that we can be FRANCOPHONE even if we live our lives in English or another language. Every language is important.
- ✓ FL2 accents should be represented in the media.
- ✓ Stop judging French level/quality in social situations outside the classroom.
- ✓ French should be the means, not the end.
- ✓ If you speak French, I consider you Francophone.
- ✓ Stop judging accents and the quality of spoken French.
- ✓ Everyone should feel confident about speaking French.
- ✓ Create a community that accepts and values everyone who has French language skills, interests and connections.

| Subtheme 5 | Red | Yellow | Blue |
|--------------------------------------|------------|---------------|-------------|
| Unite the schools teaching in French | 4 | 2 | 2 |

- ✓ Important to do away with the language hierarchy between French speakers (DSFM is not better than French immersion).
- ✓ School division for all French immersion schools that works closely with the DSFM.
- ✓ Stronger ties between the DSFM and French immersion.
- ✓ Français and French immersion schools should be in one division.
- ✓ More interaction between the DSFM and FL2.
- ✓ The DSFM should start to talk to the other divisions so that schools can do things together.

| Subtheme 6 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Learn French from birth through community partnerships | 2 | 1 | 0 |

- ✓ More French language child care services attached to the schools.
- ✓ More bilingual establishments (museums, restaurants).
- ✓ More French language daycares (for French immersion).
- ✓ We know that everything begins in early childhood, especially language acquisition.
- ✓ Encourage people to request their services in French. There could be more French language services if the demand is there.
- ✓ Community/school partnerships!

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Include and support parents of children learning French | 1 | 0 | 3 |

- ✓ Parents are more engaged and proud to have chosen a Français or French immersion education for their child.
- ✓ Support the parents of French immersion learners so that they can help their children with their learning.

| Subtheme 8 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Put cultural officers reporting to the BEF in every school | 3 | 1 | 1 |

- ✓ *Franco-frère/franco-soeur* (similar to Big Brother/Big Sister). Find French-speaking mentors for our youth.
- ✓ Partnerships among school divisions to avoid duplication of resources.
- ✓ Create a cultural activities coordinator position to select activities and liaise (create a bridge) with external organizations and the teachers involved.
- ✓ A cultural officer reporting to the BEF in every French immersion + DSFM school. Franco-cultural identity (elements).

| Subtheme 9 | Red | Yellow | Blue |
|---|-----|--------|------|
| Invest in professional development in all areas | 3 | 0 | 1 |

- ✓ French lexicon for professional associations so that workers have the vocabulary they need for their workplace.
- ✓ More training and opportunities to continue language development for adults.
- ✓ Expose youth to professions where there is a shortage of French-speaking personnel so that they consider these career options.
- ✓ Educators who teach in the two official languages should be recognized and compensated, and go up a level in collective agreements.
- ✓ Invest more money in giving Manitoba's Francophone teachers time to work together.

Workshop: Cultural Identity and Linguistic Insecurity
Afternoon session B – 12 participants

Given its size, the "Cultural identity" group was divided into two subgroups for the afternoon session. The statement selected by the afternoon session B group was:

How can we... standardize French language use in all areas of life to achieve equity and be proud of Francophone cultural diversity?

| Subtheme 1 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Support the Francophone community in all its diversity | 2 | 0 | 0 |

- ✓ Celebrate and accept our differences (accents, vocabulary, culture).
- ✓ Value different accents.
- ✓ Greater understanding by the language majority!
- ✓ A society that values education.
- ✓ A society that values collaboration (versus competition).
- ✓ Encourage young people to live in French and be proud of it.
- ✓ Value diversity by being open.

| Subtheme 2 | Red | Yellow | Blue |
|--|-----|--------|------|
| Develop strategies for collaboration and partnership with stakeholders and players | 5 | 4 | 0 |

- ✓ There should be French events and entertainment everywhere (not just in St. Boniface).
- ✓ Build a quality partnership with the English-speaking community.
- ✓ Collaboration between French immersion and DSFM schools.
- ✓ Francophone presence (French speakers) at all levels of government.
- ✓ Enhanced community collaboration for the sake of the language.
- ✓ "Single-speed" system.
- ✓ Partnerships for French language activities.

| Subtheme 3 | Red | Yellow | Blue |
|---|-----|--------|------|
| Increase the active offer and visibility of French language services at all public and private levels | 1 | 1 | 2 |

- ✓ Differentiated language programs.
- ✓ Promote French locally.
- ✓ Display French language services everywhere.
- ✓ The government should be responsive and open to offering French language services.
- ✓ Equity between French and English language services.
- ✓ Mandatory bilingual signage.
- ✓ Offer more French language services in the community.
- ✓ A broad range of French language services everywhere!
- ✓ All businesses should offer French language services.
- ✓ More jobs for French speakers, more Francophone companies.
- ✓ Encourage businesses to provide services in French.
- ✓ Have (become) an officially bilingual province.
- ✓ Be more visible at different events: PROMOTION.
- ✓ Proactive service offers.
- ✓ Increase quantity without sacrificing quality.
- ✓ An accessible early childhood system.

| Subtheme 4 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Raise awareness and inform all Manitobans about the history of the province's Francophone community | 1 | 1 | 2 |

- ✓ Seek out the "lost generation" living in more remote communities.
- ✓ Make a film about our history.
- ✓ Raise French immersion parents' awareness of the history of the Francophone community.
- ✓ Educate families about the Francophonie.
- ✓ Inform French immersion students and their parents about the history of French in Manitoba.
- ✓ Share Francophone history with all Manitobans.

| Subtheme 5 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Expand the Francophone space (data not available) | | | |

- ✓ Recognize French beyond "Franco-Manitoban" cells.
- ✓ French language media should have a more prominent place in society.
- ✓ Expand the Francophone space in an economic, social and cultural context across the province.
- ✓ No one should be embarrassed to speak French in public.
- ✓ Think outside the box.
- ✓ Free French courses (the right of all citizens).
- ✓ Free French courses for everyone, subsidized by the government.

| Subtheme 6 | Red | Yellow | Blue |
|----------------------------------|-----|--------|------|
| Make more French-speaking babies | 1 | 1 | 1 |

- ✓ Make babies

| Subtheme 7 | Red | Yellow | Blue |
|--|-----|--------|------|
| Further develop French language learning programs for all ages | 0 | 1 | 0 |

- ✓ French-only (French immersion and DSFM) schools versus dual-track schools.
- ✓ Students should be encouraged to express their emotions "in French."
- ✓ Promote language learning...the more we know, the better.
- ✓ Maintain French continuity ... high school and after.
- ✓ Offer more exchange trips for students.
- ✓ Develop French courses for adults in the schools.
- ✓ French language learning from kindergarten to retirement!
- ✓ French should be compulsory at school for everyone.
- ✓ Quality learning.
- ✓ Compulsory French language education in elementary and high schools for everyone.
- ✓ Remove the obstacles to learning French.

| Subtheme 8 | Red | Yellow | Blue |
|--|-----|--------|------|
| Ensure that the necessary government structures are in place for an equitable education system | 3 | 2 | 1 |

- ✓ Equitable education system (e.g., trades).
- ✓ Fast track/increase certification of Francophone teachers.

Summary of Theme 2: Cultural Identity and Linguistic Insecurity

Total number of participants: 53

Subthemes most often rated as "important" by participants

- Develop collaboration and partnership strategies with stakeholders and players.
- Make the province truly bilingual.
- Create and promote a more inclusive and collaborative culture.
- Live in French.
- Celebrate French language and culture.

Most popular solutions

- French language learning for all Manitoba students, from kindergarten to grade 12.
- Share Francophone history with all Manitobans (history curriculum).
- Expand the Francophone space.
- Access to French language services everywhere.
- French at all levels of government.
- Closer relationship between French immersion, the DSFM and FL2.
- Value accents and accept different variations and kinds of French.
- Cultural facilitator in the schools.
- Access to culture in French, including in rural areas.
- More resources.

Theme 3

Special Education

Workshop: Special Education
Afternoon session – 9 participants

The statement selected by the afternoon group was:

How can we... achieve inclusion for special needs students with qualified and informed French-speaking staff so that these students can achieve their full potential?

| Subtheme 1 | Red | Yellow | Blue |
|---|-----|--------|------|
| Update training for all staff so that they are able to work with and understand students with multiple needs in a minority language situation | 8 | 0 | 0 |

- ✓ Special education bursary.
- ✓ French language program, e.g., Special Olympics in French.
- ✓ Mandatory training for support staff.
- ✓ More training courses for everyone!
- ✓ In addition to helping the students, allow support staff to provide practical assistance to teachers.
- ✓ Properly trained assistants who speak French.
- ✓ Future teachers should take additional needs training.
- ✓ MB clinicians (working in the schools) should all receive training to understand FL1 and FL2 values, mission and vision.
- ✓ Ideas for encouraging people to seek out skills development in French rather than English.
- ✓ Compulsory courses for becoming an additional needs assistant or teacher.
- ✓ Assistants must be trained.
- ✓ French-speaking clinicians.
- ✓ Guidance counsellors in every school and forge connections.
- ✓ More social services for emotional needs (*counsellors?).
- ✓ Train all future teachers in universal pedagogy.

| Subtheme 2 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Increase the government's budget and involvement | 2 | 3 | 1 |

- ✓ \$\$\$\$\$
- ✓ Involve the government in the success of each one of its students.
- ✓ Increase funding.
- ✓ More training for administrators.
- ✓ More money \$.

| Subtheme 3 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Reduce class sizes to enhance teaching | 1 | 1 | 0 |

- ✓ Learn from our colleagues in Finland.
- ✓ Promote centre-based learning.
- ✓ Students can choose their workshops.
- ✓ Classes with fewer students (smaller classrooms).
- ✓ Smaller classrooms to promote inclusion.
- ✓ Reduce class sizes.

| Subtheme 4 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Redesign school layout and infrastructure | 0 | 2 | 0 |

- ✓ Classrooms with the latest technology.
- ✓ More clubs for these students, e.g. sledge hockey – social club (emotional needs).
- ✓ Therapy dogs in the schools.
- ✓ Outdoor classrooms.
- ✓ Redesign schools to look less like prisons.
- ✓ Each school should have student wellness areas, e.g. "calm classroom."
- ✓ Get outside the school.

| Subtheme 5 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Hire a student services specialist at the BEF | 1 | 2 | 4 |

- ✓ French-speaking specialists available in schools from birth.
- ✓ A student services guidance counsellor at the BEF.
- ✓ The Education minister should spend a full day in student services at a Manitoba FL1 or FL2 school.
- ✓ The BEF should have a consultant/counsellor working in this area.
- ✓ Create a video/document that shows the "spectrum of bilingualism" to reduce student exclusion.

| Subtheme 6 | Red | Yellow | Blue |
|--------------------------------------|------------|---------------|-------------|
| Significantly increase staff numbers | 1 | 0 | 0 |

- ✓ One teacher per student.
- ✓ One speech-language pathologist per school.
- ✓ One assistant per student, as needed.
- ✓ One adult or assistant per student.
- ✓ More support in the schools.
- ✓ Students need more support (staff).
- ✓ More support in the classroom, e.g., assistants to help implement programming.
- ✓ Reading clinicians, occupational therapists, speech-language pathologists, psychologists and social workers in every school.
- ✓ Give assistants time to share specific strategies with other divisions.

| Subtheme 7 | Red | Yellow | Blue |
|--------------------------------|------------|---------------|-------------|
| Listen to students and parents | 0 | 0 | 0 |

- ✓ Ask students to share their ideas for inclusion.
- ✓ Talk more with our students about some people's needs.
- ✓ Be more responsive to students.
- ✓ Parents could be at school with their children to help the teachers.
- ✓ Have special needs students share their desires and successes.

| Subtheme 8 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Raise teacher awareness of students' needs and inclusion | 0 | 0 | 0 |

- ✓ Open-minded teachers.
- ✓ Teachers who strongly believe in each student's success.
- ✓ Enthusiastic teachers.
- ✓ Understand that every student is unique.

| Subtheme 9 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Promote collaboration among staff in the different school divisions | 0 | 0 | 0 |

- ✓ More collaboration.
- ✓ Time to develop programs (translate, look for, implement).
- ✓ Bring together students and grandparents.
- ✓ Interdivisional PLCs for speech-language pathologists (to share programs and ideas).
- ✓ Use the DSFM's Moose Lake Camp to bring together students from different divisions/study topics; e.g., reading.

Summary of Theme 3: Special Education

Total number of participants: 9

Subthemes most often rated as "important" by participants

- Update training for all staff so that they are able to work with and understand students with multiple needs in a minority language situation.
- Increase the government's budget and involvement.
- Hire a student services specialist at the BEF.

Most popular solutions

- Special Education consultant at the BEF.
- Inclusion in all schools.
- Professional development on special services for classroom teachers.
- Training for assistants.
- Appropriate budget for schools.

Theme 4

French Language Education in Manitoba

Theme 4: French Language Education in Manitoba
Morning session A – 29 participants

Given its size, the "French Language Education in Manitoba" group was divided into two subgroups for the morning session. The statement selected by the morning session A group was:

How can we... ensure that the government and the community value and support quality French language education so that it is accessible and apparent for developing personal potential?

| Subtheme 1 | Red | Yellow | Blue |
|--|-----|--------|------|
| Increase human, material and teaching resources to support French language education | 12 | 2 | 1 |

- ✓ More positions at the BEF to help teachers teach in French.
- ✓ More funds for French language resources. Equal value for students (K-12).
- ✓ Make the French language and French communication courses more advanced so that students identify as Francophones and can be bilingual.
- ✓ Provide resources (books/websites) in plain language for design process use and vocabulary development in French.
- ✓ Expose students to French resources/activities that are fun.
- ✓ More resource persons.
- ✓ Francophone resource centre in every division: "strength in numbers."
- ✓ Someone tasked with supporting and helping teachers in every school.
- ✓ More support for new teachers.
- ✓ There are not enough French language resources and training.
- ✓ Create and maintain reliable, equitable and quality resources.
- ✓ More resources in the communities or more money to go elsewhere for French language resources and experiences.
- ✓ The DSFM and the French immersion and dual-track schools should be part of the same organization and the same school division.
- ✓ Supports for at-risk students in a second language program (FL2 and French immersion) should have access to assistance in the target language (psychologists, etc.).

| Subtheme 2 | Red | Yellow | Blue |
|---|-----|--------|------|
| Allocate more funds to reflect the growing needs in French language education/divisional consultants (cultural, assistants) | 2 | 2 | 9 |

- ✓ Commit funds to education and invest in our students.
- ✓ \$\$\$\$\$\$
- ✓ More budget shared with FL1/FL2.
- ✓ Budget
- ✓ FAL students should receive the same funding as EAL students.
- ✓ Adequate funds available for cultural activities in French for all FL2 learners (FIL + core).
- ✓ Put more money into French language training to better prepare assistants for their jobs and to enhance their language skills.
- ✓ Act coherently and consistently with a common goal.
- ✓ More collaboration among teachers, e.g. sharing resources, programs, etc. Working as a team rather than just for your own classroom.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| Unite the Francophone communities (FL1-FL2) FI/FCC to increase collaboration | 10 | 2 | 1 |

- ✓ Encourage language study in general.
- ✓ Create immersion centres rather than dual-track schools.
- ✓ Maybe remove the FL1 and FL2 labels, but I don't know how to increase French immersion students' sense of belonging.
- ✓ Strengthen ties between students, teachers, parents and the community.
- ✓ Immersion centres instead of dual-track schools.
- ✓ "Milieu" (Français) schools for FL1/FL2 * not dual-track.
- ✓ More collaboration among FL1 and FL2 schools, teachers from different schools, divisions, etc.
- ✓ Bridge the FL1-FL2 gap so that we can work together.
- ✓ Develop partnerships with all French language services (for FL1 + FL2) to increase the visibility of French.
- ✓ Remove the FL1 and FL2 labels. We are all Francophones.
- ✓ Just create immersion centres (rather than dual-track schools).
- ✓ Initiate collaboration between the English-language schools and FL1/FL2! Why not encourage "core French" students to become French teachers?
- ✓ Bring a pedagogical leader into each division to support the teaching staff.
- ✓ The English and French sides need to work together to create solutions, rather than [the English side] making decisions and consulting the French side afterward.
- ✓ Dual-track schools – DSFM and French immersion.
- ✓ Develop French cuisine – win hearts through the power of the plate (stomach).

| Subtheme 4 | Red | Yellow | Blue |
|--|-----|--------|------|
| Improve pre-service and in-service teacher education | 3 | 4 | 1 |

- ✓ More qualified French (French immersion) teachers.
- ✓ Mandate some French learning from K-12 - FCC - Immersion - FL1.
- ✓ Hire or create leaders/counsellors tasked with regularly visiting/supporting teachers in their first five years of teaching before, during and at the end of the school year.
- ✓ Everyone should at least be bilingual in our province.
- ✓ All teachers should be fully qualified to teach what they are hired to teach.
- ✓ Better teacher training (new as well as experienced teachers) to teach them how to deliver French language education in FL1 and FL2 schools.
- ✓ In-service training for beginning teachers - discussions + collaboration between FL1 and FL2.
- ✓ Education - French language – university - Manitoba
- ✓ French should be valued at the same level as English.
- ✓ New teachers should begin their career in rural areas.
- ✓ Hire French-speaking principals.
- ✓ During their training, students should have an immersion experience in Quebec or a Francophone country.
- ✓ All Manitoba students should take one French language course in K-12.
- ✓ Teachers should continue to develop their French language skills throughout their career.

| Subtheme 5 | Red | Yellow | Blue |
|--|-----|--------|------|
| Work more with the community to strengthen/enhance French language education | 0 | 0 | 1 |

- ✓ Anyone who wants to live his/her life completely in French should be able to do so, anywhere.
- ✓ Demonstrate the importance and usefulness of the French language.
- ✓ Collaborate with the communities - discussions - classroom guests.
- ✓ The community should be more involved. It should not all be up to the schools - extracurricular activities – parent volunteers.
- ✓ More twinning between cities in Canada and France.
- ✓ Everyone needs to do their part: parents, teachers, the community and government.
- ✓ Stop putting people into boxes with respect to their Francophone identity (everyone can be Francophone).
- ✓ Recruit French-speaking immigrant teachers. More flexible criteria for obtaining a Manitoba teaching certificate. Case-by-case accreditation.
- ✓ Anyone who plays a role in the French language community should have a sense of belonging and feel valued and included.
- ✓ Open dialogue with the various community stakeholders - parents/governments and services.

| Subtheme 6 | Red | Yellow | Blue |
|--|-----|--------|------|
| Promote and value the benefits of official language bilingualism | 3 | 4 | 1 |

- ✓ Have people who are passionate about French language and culture share that passion in workshops/conferences to encourage authentic Francophonie in students, teachers and the whole community.
- ✓ French language education should be valued by everyone, and not just because it leads to "better job opportunities."
- ✓ All French teachers should value French language education.
- ✓ Encourage our French immersion students to continue their education in French.
- ✓ Promote the value of official language bilingualism - visible promotion.
- ✓ Develop national interest in French.
- ✓ Education should be bilingual for everyone (compulsory).
- ✓ Teach our students colloquial French.

| Subtheme 7 | Red | Yellow | Blue |
|--|-----|--------|------|
| Ensure that Francophones are involved in decision making | 13 | 2 | 0 |

- ✓ Take steps to make Canada authentically bilingual across the country! In every province!
- ✓ Keep the BEF. A Minister who speaks French.
- ✓ French should be compulsory for students from kindergarten to grade 12.
- ✓ Every politician should speak French.
- ✓ All courses/electives should be available in French.
- ✓ I will be the Minister of Education.
- ✓ Support rather than restrict the French language.
- ✓ The Minister of Education should place equal value on all the official programs.
- ✓ [We need] a voice in government. Promotion in the community.
- ✓ French should be one of Manitoba's official languages.
- ✓ More opportunity in Canadian universities for Education students to earn their degree in French.
- ✓ Intensive immersion for ministers in Français and French immersion schools!
- ✓ The government should invest in French language university programs so that there are more students who continue in French.
- ✓ Parents should be more involved in their children's education.
- ✓ Parents who decide to send their child to French immersion should feel included in the Francophone community.

| Subtheme 8 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Develop and guarantee/ensure access to extracurricular and cultural activities for French students | 0 | 8 | 2 |

- ✓ Pride Parade - Fringe Fest - Country Fest, etc. All sports games should be bilingual.
- ✓ French language curricula should reflect language, culture and curricular issues.
- ✓ There should be many opportunities to have fun in French for everyone (sports, music, theatre, etc.).
- ✓ Annual trip for all grade levels to Quebec, France or another Francophone country.
- ✓ Authentic learning experiences.
- ✓ Hold more social and cultural activities that promote collaboration between English and French speakers. Really work to create BILINGUAL citizens.
- ✓ FL1/FL2 school/extracurricular activities to strengthen a sense of belonging in French.
- ✓ Extracurricular activities in French.

| Subtheme 9 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Increase the number of credits for a high school diploma and create more postsecondary programs in French | 5 | 0 | 6 |

- ✓ Offer more French language electives and increase the number of credits required for a bilingual degree.
- ✓ Smaller classes.
- ✓ High school French immersion students should require more than 14/31 credits from courses taught in French.
- ✓ 1:16 teacher/student ratio.

Theme 4: French Language Education in Manitoba
Morning session B – 16 participants

Given its size, the "French Language Education in Manitoba" group was divided into two subgroups for the morning session. The statement selected by the morning session B group was:

How can we... require stakeholders at the various levels of decision making to promote French language teaching and learning by allocating the appropriate financial, human and administrative resources?

| Subtheme 1 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create ideal conditions for promoting recruitment | 1 | 4 | 0 |

- ✓ Follow the recommendations of the CAIP report (Manitoba Education = ACTION PLAN).
- ✓ Draw inspiration from what is being done elsewhere.
- ✓ Recognize the impact and ideas of teachers.
- ✓ Shift focus from immigration to Manitobans.
- ✓ Assess the language proficiency of teachers teaching French.
- ✓ Qualified French teachers.
- ✓ Bursaries to encourage Francophones to pursue a career in French.
- ✓ Facilitate hiring of teachers from France.
- ✓ Identify and encourage students with French language skills to continue a career in education, similar to the way the trades are pushing their agendas with youth and parents.
- ✓ More teachers who speak and are proficient in French.
- ✓ Permanent rather than term contracts.
- ✓ Aggressive recruitment for French language postsecondary education in Français and French immersion schools.

| Subtheme 2 | Red | Yellow | Blue |
|---------------------------------------|------------|---------------|-------------|
| Teach French to all Manitoba students | 1 | 0 | 0 |

- ✓ Reading in French from grade 1.
- ✓ Comprehensive program in the English language universities.
- ✓ Better French language training for teachers.
- ✓ Compulsory French language education.
- ✓ Stop relying on PISA tests.
- ✓ Use the DELF exam or another oral French assessment at the high school level.
- ✓ French language education from grades 1 to 12 in all Manitoba schools.
- ✓ French immersion schools in every neighbourhood.
- ✓ Require all Manitoba schools to teach a minimum of core French.
- ✓ French language education for all students.

| Subtheme 3 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Provide the money needed for resources | 2 | 0 | 0 |

- ✓ FI teachers paid+ (but with language qualifications + education).
- ✓ Financial accountability and programs.
- ✓ EAL has a great deal of support-> same level of support for FAL.
- ✓ More affordable resources or a bigger budget.
- ✓ Mandatory professional development in FI and Français schools in all the divisions.
- ✓ Stop funding cuts.

| Subtheme 4 | Red | Yellow | Blue |
|--|-----|--------|------|
| Rethink the French language education system | 2 | 2 | 1 |

- ✓ 100% French language education in all K-12 subjects.
- ✓ "Milieu" FI schools are not the same as dual track.
- ✓ French immersion school division.
- ✓ Increase the number of single-track schools.
- ✓ Pride in speaking French.
- ✓ Students should be required to always speak French.
- ✓ All French immersion schools should be "milieu" schools from K-12.
- ✓ "Milieu" schools (NO dual-track schools!).

| Subtheme 5 | Red | Yellow | Blue |
|---|-----|--------|------|
| Reinstate the Francophone Assistant Deputy Minister position at the BEF | 9 | 1 | 0 |

- ✓ Basic material for teachers based on the curriculum they are required to use (+ guidelines).
- ✓ Make political decisions that are not ideological.
- ✓ An Education Minister who speaks French.
- ✓ The Education department/minister should value French language education with Francophone representation.
- ✓ Every division should be required to have an education consultant for French.
- ✓ Accountability – that the school division and school care – doing what Manitoba Education says the school should do.
- ✓ Appoint ministers who speak French.
- ✓ Francophone Assistant Deputy Minister at the BEF.
- ✓ The BEF should maintain its independent status and not be appended to the English side.
- ✓ Have the Education Minister look at the statistics for bilingual graduates as proof that bilingualism is good for the province.
- ✓ An Education Minister who speaks French.
- ✓ The people in power should value and promote the benefits of bilingualism.
- ✓ A bilingual Assistant Deputy Minister specifically for the BEF.
- ✓ A Francophone Deputy Minister at the BEF.
- ✓ A bilingual Manitoba Education Minister.
- ✓ French language training for government members.
- ✓ A Francophone Assistant Deputy Minister at the BEF.
- ✓ Stronger correlation between what is proposed by the provincial government and by the schools.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Enhance the learning environment and conditions | 0 | 0 | 0 |

- ✓ Build DSFM schools where they are needed.
- ✓ Build more schools.
- ✓ Time for the teachers.
- ✓ Smaller K-12 classrooms.
- ✓ Full day French immersion kindergarten.
- ✓ Smaller K-4 classrooms.
- ✓ Smaller classrooms.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| A government that values education in and of French | 9 | 5 | 2 |

- ✓ A government that really listens.
- ✓ Manitoba should be an officially bilingual province.
- ✓ Look at what we want to see by 2025, and start working to achieve it in 2018.
- ✓ Change governments!
- ✓ Everyone in the provincial and federal governments should speak both official languages.
- ✓ Convince the Education Minister to turn his positive words into concrete action.
- ✓ All government services should always be available in quality French and English.
- ✓ The Education Minister should have an education background and understand the issues.
- ✓ Have the Education Minister look at Manitoba's Francophone history and struggles up to 2018.

| Subtheme 8 | Red | Yellow | Blue |
|----------------------|------------|---------------|-------------|
| Get parents on board | 0 | 0 | 0 |

- ✓ Support for parents.
- ✓ Support of parents.
- ✓ Mobilize parents and the community to put pressure on the government.
- ✓ Involve parents in education decisions.
- ✓ More French language training for parents.

| Subtheme 9 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Encourage partnerships between French immersion and DSFM schools | 0 | 1 | 2 |

- ✓ Coalition of French language schools.
- ✓ "Native" and "non-native" French speakers should work together with mutual respect.
- ✓ Respect Manitoba's Francophone identity.
- ✓ Combining French immersion/FL1.
- ✓ Collaboration between DSFM and French immersion schools :).
- ✓ Organizations should create interest in French and join forces to push for grades 1 to 12 courses and FAL core and immersion for all prospective students.

| Subtheme 10 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Require bilingual administrators in the schools | 0 | 0 | 6 |

- ✓ Directors in every school division who speak and value French.
- ✓ School administrators who speak French and have a vision for French immersion.
- ✓ Requirement = mandatory Francophone administrator in French immersion schools.
- ✓ Bilingual administration.

| Subtheme 11 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Hire bilingual staff at all levels (including leaders) | 0 | 0 | 0 |

- ✓ Francophone teaching assistants.
- ✓ Francophone representatives in every division (decision makers).
- ✓ Supply teachers who speak French.
- ✓ More supports (teaching assistants) in French language education.
- ✓ A French-speaking consultant for every subject in the divisions.
- ✓ Francophone directors in all the school divisions.
- ✓ Language consultant exclusively for French immersion in all the divisions.

| Subtheme 12 | Red | Yellow | Blue |
|------------------------------|------------|---------------|-------------|
| Value all language education | 0 | 0 | 0 |

- ✓ Promote the benefits of learning other languages.
- ✓ French language education should be valued as much as English language education across the province.
- ✓ Encourage learning a third language in high school.

| Subtheme 13 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Encourage ongoing professional development and intercultural exchanges | 0 | 0 | 0 |

- ✓ More cultural opportunities in French --> more funds.
- ✓ Five days of professional development = for teaching of/in French.
- ✓ Students should be required to take part in a long immersion experience in a 100% Francophone location.
- ✓ Offer travel bursaries (language + culture) to French language teachers.

Theme: French Language Education in Manitoba
Afternoon session – 22 participants

The statement selected by the afternoon group was:

How can we... provide equitable access to teaching, human, cultural and financial resources that recognizes needs so that learners can thrive in their French-speaking environment?

| Subtheme 1 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Create cultural facilitator positions in the schools | 5 | 1 | 7 |

- ✓ Create cultural facilitator positions in the schools.
- ✓ Cultural facilitators in all the schools.
- ✓ Create cultural facilitator positions.
- ✓ Schools open evenings: FREE.
- ✓ Cultural facilitators in the schools.

| Subtheme 2 | Red | Yellow | Blue |
|------------------------------|-----|--------|------|
| Increase financial resources | 1 | 0 | 0 |

- ✓ Guaranteed funding to reflect schools' needs.
- ✓ Funding formula for French language education in Manitoba that guarantees education equity.
- ✓ Appropriate funding for public education.
- ✓ Money to participate in a variety of K-12 cultural activities.
- ✓ Increase schools' cultural budget.
- ✓ Increase the DREF's budget.
- ✓ \$\$\$ \$\$\$.
- ✓ French language education is valued just as much as English language education.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| Anchor the BEF within a strong and growing education community | 11 | 0 | 2 |

- ✓ Parents support the language learning program.
- ✓ In a perfect world, we would like to live fully in French without closing the door on English.
- ✓ Promote the teaching profession to our students.
- ✓ Advertising campaign promoting French language education in Manitoba.
- ✓ Promotion that continues for specific FL1 and FL2 curricula.
- ✓ Inform parents of recent research on the fact that all students can succeed in FL2, even those with special needs.
- ✓ Promote and advertise BEF strategies and functions; put pressure on the government re: the importance of a strong BEF (supports French language development in Manitoba).
- ✓ Promote the electives available in our schools.
- ✓ Collaboration among the universities (Education programs) and divisions.
- ✓ Maintain an ongoing dialogue between the community and the school divisions.
- ✓ Protect and promote the BEF's mandate to all leading actors in society.
- ✓ Strengthen the BEF's role with more resources.
- ✓ Advertising campaign on French language education.
- ✓ Legislation requiring school divisions to hire Education graduates from a French language university or program.
- ✓ No longer having to fight to keep our country's two official languages.

| Subtheme 4 | Red | Yellow | Blue |
|---|-----|--------|------|
| Offer quality academic/cultural programming that engages learners in the learning process | 5 | 4 | 0 |

- ✓ Innovative, dynamic pedagogy that addresses students' needs and interests.
- ✓ Provide culturally rich programming.
- ✓ FL1 and FL2 promotional material for parents.
- ✓ Our learners have access to relevant cultural references.
- ✓ \$\$ for French language teaching resources: printouts, magazines, novels, workbooks, etc.
- ✓ Diverse programming that engages each learner's interest.
- ✓ School should appeal to students.

| Subtheme 5 | Red | Yellow | Blue |
|--|-----|--------|------|
| Facilitate access to professional development (university and education) in French | 2 | 3 | 0 |

- ✓ More potential avenues for teacher training.
- ✓ Enhance the quality of French language teacher training.
- ✓ More French language electives.
- ✓ Qualified teachers with the appropriate resources and confidence to teach.
- ✓ Use the skills of Francophones with an excellent language level even if they aren't qualified teachers (e.g., French immigrant who speaks excellent French).
- ✓ Oral French course – theatre.
- ✓ More professional development opportunities for French language teachers.
- ✓ People – not necessarily teachers or government employees – who can show how French is useful at work.
- ✓ Fundamental education for all, with no barriers or concerns about changes in government.
- ✓ Support for non-Francophone teachers and student teachers to learn to teach French (pedagogy, culture).
- ✓ Enhance the quality of French used in the education system.
- ✓ Promote the teaching profession to students.
- ✓ Offer more am"French Immersion Teachers" courses.
- ✓ More French language support for the new curriculum.
- ✓ It is important to reinforce the idea that French is an asset in Canada.
- ✓ More professional development in French.
- ✓ Compulsory French language education in ALL programs (French is NOT an option).

| Subtheme 6 | Red | Yellow | Blue |
|--------------------------------------|------------|---------------|-------------|
| Require collaboration among partners | 1 | 3 | 0 |

- ✓ Create more French immersion and fewer dual-track schools.
- ✓ K-12 French language instruction mandatory.
- ✓ Collaboration between FL teachers both at level FL1 or FL2 and across.
- ✓ Expand K-3 curriculum guide for French (English program).
- ✓ Regular meetings with education consultants. It's been too long!
- ✓ Curriculum with clear, specific and measurable outcomes.
- ✓ The group "ensemble pour l'éducation en français" [together for French language education] should continue to work after today's forum.
- ✓ Partnership + collaboration with universities for training that meets needs.

| Subtheme 7 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Develop interesting gathering/meeting places for the Francophone community | 0 | 0 | 5 |

- ✓ Students see themselves as creators of their future.
- ✓ This kind of consultation should include students!
- ✓ French language days = FL, FL2 together.
- ✓ In a perfect world, it should be possible to effectively live our Francophonie.
- ✓ Teachers should showcase cultural references in their classrooms.
- ✓ Systematic use of cultural products by teachers.
- ✓ Allow teachers to live their Francophonie, as well (EFM).
- ✓ All university Education graduates should be bilingual.
- ✓ Fewer compulsory courses and greater flexibility for high school students.
- ✓ Expose students to a variety of language models.
- ✓ Learners should have the key competencies to live a full and productive life.

| Subtheme 8 | Red | Yellow | Blue |
|-----------------------|------------|---------------|-------------|
| Increase bilingualism | 0 | 4 | 2 |

- ✓ People need to vote.
- ✓ Non-confidence vote and elections.
- ✓ Important positions i.e. Education Minister should be bilingual.
- ✓ Francophone Deputy Minister with a teaching background.
- ✓ Communicate the difficulties encountered in French education to higher political instances.
- ✓ Send a strong message to governments on the need for French language education.
- ✓ Reinstate the ADM position at the BEF.

| Subtheme 9 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Mobilize political action to recover what has been achieved and more | 8 | 1 | 0 |

- ✓ Teacher retention efforts.
- ✓ Improve teachers' working conditions.
- ✓ Smaller class sizes (15 to 20 students).

| Subtheme 10 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Provide better working conditions for teachers | 7 | 4 | 0 |

- ✓ Require teachers to speak French to one another.

Summary of Theme 4: French Language Education in Manitoba

Total number of participants: 67

Subthemes most often rated as "important" by participants

- Increase human, material and teaching resources to support French language education.
- Unite the Francophone communities (FL1-FL2) FI/FCC to increase collaboration.
- Ensure that Francophones are involved in decision making.
- Reinstate the position of Francophone Assistant Deputy Minister at the BEF.
- Anchor the BEF within a strong and growing education community.
- Provide better working conditions for teachers.
- Offer quality academic/cultural programming that engages learners in the learning process.
- A government that values education in and of French.

Most popular solutions

- Francophone Assistant Deputy Minister.
- Independent BEF.
- Bilingual Deputy Minister.
- Promote the teaching profession.
- Strengthen the BEF.
- Collaboration among school divisions offering French.
- Mandatory French from kindergarten to grade 12.
- Need for resources.

Theme 5

French Language Education Retention in Manitoba

**Workshop: French Language Education Retention in Manitoba
Morning session – 17 participants**

The statement selected by the morning group was:

How can we...value cultural identities and build linguistic security in order to increase engagement and promote a sense of belonging to the Francophonie?

| Subtheme 1 | Red | Yellow | Blue |
|--|-----|--------|------|
| Increase financial and human resources | 6 | 2 | 3 |

- ✓ Increase CJP funding.
- ✓ Provide access to resources outside the schools.
- ✓ Provide support to parents who want to learn French (informal sessions with conversation/games).
- ✓ For the BEF and its programs.
- ✓ More resources: government, community, school.
- ✓ Francophone daycare.
- ✓ More Francophone daycares.
- ✓ Increase DSFM funding.

| Subtheme 2 | Red | Yellow | Blue |
|---|-----|--------|------|
| Respect language differences and different speakers | 3 | 2 | 1 |

- ✓ Accept everyone who speaks French and is Francophone as part of a whole, rather than a series of islands.
- ✓ Open-mindedness.
- ✓ People should not be afraid or embarrassed to identify as someone who speaks a language other than English.
- ✓ Value and standardize accents.
- ✓ Acceptance.
- ✓ Should we isolate this concept from that of Francophiles? Develop a strong collective and inclusive spirit that is not watered down.
- ✓ Listen to one another.
- ✓ Stop "correcting" our students!
- ✓ Don't make them feel badly about themselves.
- ✓ Maintain high expectations for oral French (French immersion).
- ✓ Stop "embarrassing" students who make an effort!
- ✓ Require cultural knowledge of what is being taught.
- ✓ Respect and understand that each culture can think in French.
- ✓ No culture is inferior to the other.
- ✓ "Sarcasm" does not help student or community learning!
- ✓ Standardize accents.
- ✓ Encourage rather than correct so that learners don't drop out.
- ✓ See value in each culture.

| Subtheme 3 | Red | Yellow | Blue |
|--------------------------|-----|--------|------|
| Standardize French usage | 0 | 6 | 4 |

- ✓ Public and advertised events!
- ✓ Speak French when everyone present speaks it.
- ✓ Use the French language often outside the school setting.
- ✓ Listen to music and radio, and watch television in French at home to "standardize" French.
- ✓ Signage (posters) in stores – service available in French.
- ✓ Francophonie signage/displays in community locations.
- ✓ Celebrate the diversity of French and stop highlighting the differences (accents, expressions).
- ✓ Hear French language advertising on English-language networks.
- ✓ More \$ \$ to rural areas in Manitoba.

| Subtheme 4 | Red | Yellow | Blue |
|----------------------|-----|--------|------|
| Build community ties | 3 | 1 | 1 |

- ✓ More access!
- ✓ Mentorship – connections!
- ✓ Encourage pairing a Francophone family with an exogamous/English-speaking one.
- ✓ Use DSFM/Google: connections.
- ✓ Develop opportunities that help strengthen our social and language competencies.
- ✓ Break down the social barriers between the various Francophone groups (MB/QC/Africa/France...).
- ✓ A major youth event showcasing socially engaged young people.
- ✓ Models of success.
- ✓ Recruitment to bring rural – urban closer together.
- ✓ By, for and with.
- ✓ Provide support that promotes the language on a weekly/monthly basis to family/students.
- ✓ Gathering places and activities in the communities– not just for children and seniors.

| Subtheme 5 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Create a sense of belonging to the Francophone community | 4 | 2 | 0 |

- ✓ Set small, measurable goals.
- ✓ Testimonials.
- ✓ Support system for people who want to recover their identity.
- ✓ More presence (public social media).
- ✓ Cercle Molière, CJP, 100 Nons should be present everywhere in our schools; satellite offices in the schools.
- ✓ Festival du Voyageur programming in French.
- ✓ Increase the number of cultural references.
- ✓ Employers should offer classes so that people develop their language reception skills.
- ✓ Work closely with stakeholders to activate the "civic community school" concept.
- ✓ Welcoming.

| Subtheme 6 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Strengthen French language status through legislation and policies | 1 | 0 | 6 |

- ✓ Francophone or Francophile minister.
- ✓ Reinstate the Assistant Deputy Minister position.
- ✓ Manitoba should be officially bilingual.
- ✓ Be an officially bilingual province!
- ✓ Guaranteed presence in the provincial government of a French language/culture committee or consultants.
- ✓ Bill 5: promote the legislation and ensure systemic compliance.
- ✓ Stores – bilingual employees + \$.
- ✓ Activate the Bill 5 advisory committee.
- ✓ Increased government recognition through funding.

| Subtheme 7 | Red | Yellow | Blue |
|---|-----|--------|------|
| Provide a continuum of French language education that includes family, school and the community | 12 | 0 | 0 |

- ✓ "Packaging" - there is an English side and a French side; currently both are on the same side of the coin, very little room!
- ✓ Remedial classes for parents - French immersion – out-of-practice parents.
- ✓ Every school needs a cultural facilitator!
- ✓ Work with the community to create authentic learning situations.
- ✓ Technology, newcomers, retirees, community resources, artists, parents, grads.
- ✓ More engaging French language resources.
- ✓ Schools should be open in the evenings – FREE.
- ✓ All Français or French immersion students should travel to Quebec or another Francophone community.
- ✓ Educate parents about our history (past/present).
- ✓ Develop our Francophone partnerships for the trades; USB as a kind of U of W Collegiate for our high school students.
- ✓ All French immersion schools should be managed by an engaged, cultural administration.
- ✓ French language afterschool program.
- ✓ Support for English-speaking parents. Respecting their choices.
- ✓ "Core French" program for our parents.
- ✓ Activities for adults in French.
- ✓ Tap into: Elders/retirees support system!
- ✓ Break down the "barrier" between DSFM and French immersion.
- ✓ Share practices among provinces: France and all the other countries of the Francophonie.
- ✓ Encourage a family exchange program within the province.
- ✓ Support rural French schools that are somehow struggling (poor buildings).
- ✓ Spoken French courses that are fun for students.
- ✓ More French language programs.

| Subtheme 8 | Red | Yellow | Blue |
|--|-----|--------|------|
| Teach the heritage and history of the French language and the Métis Nation of Manitoba | 4 | 4 | 2 |

- ✓ Create a History curriculum that deals specifically with Manitoba.
- ✓ Develop a Manitoba heritage education campaign.
- ✓ Develop a teacher's guide for teaching MB history (so we all tell the same story).
- ✓ Do not discourage students.
- ✓ Teach students of all grade levels to respect and value cultural identities.
- ✓ Teach the history of Manitoba, which is largely a Métis history, to all grade levels.
- ✓ Teach students about the many challenges faced by previous generations around French language struggles in Manitoba.

Workshop: French Language Education Retention in Manitoba
Afternoon session – number of participants not indicated

The statement selected by the afternoon group was:

How can we... promote and value education in French in order to ensure an inclusive environment conducive to lifelong learner retention?

| Subtheme 1 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Provide support and learning opportunities to parents | 0 | 0 | 3 |

- ✓ Conversation classes for parents.
- ✓ Classes for parents.
- ✓ Offer USB courses at U of M and other universities.

| Subtheme 2 | Red | Yellow | Blue |
|---|-----|--------|------|
| Promote the French language and French language education | 2 | 3 | 0 |

- ✓ A pan-Canadian promotional campaign, instilling pride in official languages.
- ✓ The community should support and understand the value of French.
- ✓ Raise awareness across the public service of the value of French language education.
- ✓ The government should promote French language education.
- ✓ The BEF should promote French language programs.
- ✓ Advocacy.
- ✓ Parents should receive material extolling the benefits of French language education.
- ✓ YouTube, Google Ad Source advertising, and whatever people (and future parents) are using. Not only *La Liberté*; Public awareness.
- ✓ The radio should play French music.
- ✓ Promote French music.
- ✓ Value and promote the importance of French language learning through various means (ads, videos...).

| Subtheme 3 | Red | Yellow | Blue |
|---|-----|--------|------|
| Require the government to adequately fund French language education | 12 | 0 | 0 |

- ✓ The government should support and provide the necessary \$ and resources for the BEF and the FL1, FL2 + FCC programs.
- ✓ At least one Francophone administrator in every school.
- ✓ Schools should be attractive, big and welcoming, both in design and via their activities.
- ✓ French language education programs should be available everywhere and receive the support and funding they need to continue to grow.
- ✓ Educate decision makers so that they fund French language education.
- ✓ Pay for French language professional development for teachers.
- ✓ Teachers should be among the best paid quasigovernmental professionals.
- ✓ Hearing from students (the 18 voices).
- ✓ More funding towards resources.
- ✓ Vote.
- ✓ Government financial support.
- ✓ Pay the students.
- ✓ French should be compulsory in all grades.
- ✓ Appropriate infrastructure: French immersion schools available in all communities and cities/towns across the province.
- ✓ Appropriate infrastructure: Français schools in all Winnipeg neighbourhoods and all towns with Francophone roots.
- ✓ The government should keep its commitments (including in post-election government transition) for building and expanding schools.

| Subtheme 4 | Red | Yellow | Blue |
|--------------------------------|------------|---------------|-------------|
| Ensure course selection equity | 1 | 3 | 2 |

- ✓ All electives should be available in both languages.
- ✓ Offer a variety of French language courses to students (high school and postsecondary).
- ✓ French electives (not just the "hard" courses).
- ✓ All K-12 students should take at least one French course per year.
- ✓ Offer high school students more French electives.

| Subtheme 5 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Increase the number of qualified, quality teachers | 10 | 3 | 1 |

- ✓ Recruit teachers from other areas.
- ✓ Allow foreign teachers to start teaching right away, and train them during that phase.
- ✓ Create several support positions for French teachers (school divisions, MB Education).

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Create an environment with the necessary supports for the success of all learners | 3 | 1 | 2 |

- ✓ French classes (number of students) should be smaller to enhance communication.
- ✓ All French language learners should have the supports they need to succeed.
- ✓ More combined classes.
- ✓ Limit the number of students in a class.
- ✓ "Homework club" for students (afterschool help).
- ✓ Authentic and engaging learning experiences.
- ✓ The educational material in the schools + universities, etc., should reflect the local Francophone culture.

| Subtheme 7 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Support professional development for teacher success | 2 | 4 | 1 |

- ✓ Bilingual support staff in the schools.
- ✓ French classes for teachers – in the schools (for those who need it).
- ✓ Give teachers one week during the school year for their own learning.
- ✓ Promote the teaching career.
- ✓ All teaching staff should be supported in their efforts to impart the love of language and culture to students.
- ✓ People should respect teachers' role, education and professionalism.
- ✓ Encourage collaboration between all FFL & FSL stakeholders.
- ✓ Contribute to the language development of teachers working in French (ongoing skills improvement).
- ✓ Promoting French to all stakeholders.

| Subtheme 8 | Red | Yellow | Blue |
|--|-----|--------|------|
| Contribute to the vitality of French outside the classroom | 1 | 2 | 3 |

- ✓ All communities should be able to offer residents cultural experiences in French.
- ✓ Develop quality of life in a Francophone environment.
- ✓ Create authentic/cultural experiences in French.
- ✓ Give students opportunities to share with other Canadian students in French (trips).
- ✓ Promote the Francophonie at all stages of life.
- ✓ Increase French language services.
- ✓ Club Saint-Boniface should always be open.
- ✓ French nightlife not limited to St. Boniface.
- ✓ More extracurricular activities.
- ✓ Open a bar at USB.
- ✓ Show more pride in the Francophonie.
- ✓ Language learners should be positively received in any environment when they speak French.
- ✓ Everyone should have access to public services (health, justice) in French.
- ✓ Make sure that all newcomers to Manitoba know that they have the right to choose their language of education and are aware of the advantages of speaking both official languages.
- ✓ Students should be able to do their postsecondary studies in French in any field.
- ✓ Learners want to speak the best French they can, any time, any place.
- ✓ All French language learners will demonstrate commitment and a desire to learn.

Summary of Theme 5: French Language Education Retention in Manitoba

Total number of participants: 17 (the second group was not considered given that we did not have the exact number.)

Subthemes most often rated as "important" by participants

- Increase financial and human resources.
- Ensure a continuum of French language education that includes the family, school and community.
- Require the government to adequately fund French language education.
- Increase the number of qualified, quality teachers.

Most popular solutions

- Create more life experiences (cultural, social, educational, sports, etc.) in French.
- Recruit teachers from other areas and allow them to teach right away, providing them with training during that phase.
- The government should support and provide the necessary \$ and resources for the BEF and the FL1, FL2 + FCC programs.
- Create a history curriculum that deals specifically with Manitoba.
- French immersion and DSFM exchanges/cultural trips.
- More French language programs and courses from kindergarten to grade 12.
- Educate students to speak proper French and avoid overcorrection.
- Get assurance that governments in power will honour past commitments.

Theme 6

K-12 Education

Workshop: K-12 Education
Morning session A – 31 participants

Given its size, the "K-12 Education" group was divided into two subgroups for the morning session. The statement selected by morning session A group was:

How can we... work together to promote and enhance French language education with a view to developing Canadian identity across each program by providing the appropriate human, financial and material resources?

| Subtheme 1 | Red | Yellow | Blue |
|--|-----|--------|------|
| Create and maintain classroom conditions that promote French language learning | 14 | 2 | 2 |

- ✓ Fewer students in the classroom.
- ✓ No longer having to worry about cuts and focusing on teaching.
- ✓ Class size.
- ✓ \$
- ✓ Let teachers teach.
- ✓ Teachers' schedules should be more flexible to give them the opportunity to engage in professional conversations.
- ✓ Hire more teachers to reduce class size.
- ✓ Train teachers how to teach a second language.

| Subtheme 2 | Red | Yellow | Blue |
|--|-----|--------|------|
| Promote the richness of the Francophonie (language, culture, identity) | 8 | 0 | 0 |

- ✓ Make French more accessible to students.
- ✓ More acceptance + welcoming immersion students into French language postsecondary education.
- ✓ More opportunities and engagements in the community (cultural) for schools.
- ✓ Opportunity to "live" in French in Manitoba, Quebec and outside Canada (Africa, France) for students and teachers.
- ✓ Help students understand that French is not a punishment but ultimately a reward.
- ✓ Realize that the face of the Francophone community is much more diverse than others.
- ✓ Recruitment.
- ✓ The elected government values education.
- ✓ Anticipate and act now based on what lies ahead (construction, needs).
- ✓ \$
- ✓ Offer bursaries to graduates who want to become French immersion teachers in Manitoba.
- ✓ Spend money in this department.
- ✓ French is a core subject from K to university.
- ✓ The English community understands the value and difference of French education.
- ✓ Enhance the French immersion and core French program.
- ✓ Give students the opportunity to be immersed in French – Francophone culture outside school.
- ✓ Create pride in the language.
- ✓ Eliminate dual-track schools – have "milieu" schools.
- ✓ Exchange trips/programs with government and school division funding to encourage classes to live in French ... summer program, school trips.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| Enhance the profession through funding and resources to meet needs | 4 | 4 | 0 |

- ✓ More extracurricular cultural activities in French.
- ✓ Major education decisions must/should consider the students. Will this decision contribute to student success?
- ✓ Money.
- ✓ Assistants with classroom training in French language education.
- ✓ Offer bursaries to graduates who want to become teaching assistants in Manitoba.
- ✓ Provincial/school division policies to retain teachers: permanent contracts, term sick leave contracts ... not for new teachers.
- ✓ Needs identified by staff working with students.

| Subtheme 4 | Red | Yellow | Blue |
|---|-----|--------|------|
| Ensure across-the-board competent leadership/governance that understands the value of education in a minority context | 13 | 1 | 0 |

- ✓ Qualified representation at each level of leadership.
- ✓ People need to question the people running in elections; more specific questions on their views on education and French education before casting their ballot.
- ✓ In the minority context, minority rights must be carefully framed in the legislation.
- ✓ MB Education should believe in education and its value.
- ✓ Lobby, voice.
- ✓ An Education department that is independent of politicians and parties.
- ✓ Educators should sit at the government table.
- ✓ Francophone Deputy Minister of Education.
- ✓ Leaders - minister - superintendents - HR – should have an education background.
- ✓ Mandatory language education training for all teachers.
- ✓ Decision makers must be informed.
- ✓ Government support and confidence.
- ✓ MB Education should communicate with the various programs.

| Subtheme 5 | Red | Yellow | Blue |
|--|-----|--------|------|
| Work together to consider the rights and needs of everyone | 0 | 2 | 13 |

- ✓ Collaboration.
- ✓ Work with postsecondary institutions to remove barriers – breadth requirement – French tests.
- ✓ Connection between U of M and USB to ensure that students stay engaged in the Francophonie.
- ✓ Collaboration between DSFM and French immersion schools.
- ✓ Collaboration among all the French immersion schools.
- ✓ We should be proud to work in French.
- ✓ Chance to see job opportunities in French.
- ✓ Empower parents in terms of education infrastructure needs.
- ✓ More collaboration between the DSFM and French immersion schools.
- ✓ Consultation in the various settings to identify challenges/needs (as well as successes).
- ✓ Sharing teachers between different schools/divisions to address shortages in specialty areas.
- ✓ More engagement between parents and teachers.
- ✓ More openness between the universities to work together; for teacher training; possible to innovate without compromising quality. Involve parents in their children's education.
- ✓ Venn diagram: First circle: language = French/BEF. Intersection of the two circles: points of collaboration. Second circle: English-language (Manitoba Education) ICAB.

| Subtheme 6 | Red | Yellow | Blue |
|---|-----|--------|------|
| Support and keep FL2 teachers (retention) | 2 | 6 | 0 |

- ✓ Competent leadership.
- ✓ A Minister who knows education versus a manager.
- ✓ Let principals decide whether a co-op student's French is good enough.
- ✓ Provide quality education to all FL2 learners.
- ✓ Flexible co-op placements for FL2 students who don't know what college they should go to for their immersion placement.
- ✓ Create programs that have management's support rather than just French courses.
- ✓ Professional development for FL2 immersion teachers and for teachers who are having trouble or need help.
- ✓ Recruit and retain quality teachers.
- ✓ Support.
- ✓ Follow-up to this forum.
- ✓ Handbook for non-French speaking community members.
- ✓ Retention.
- ✓ Decision-makers should spend a week with teaching staff to get a sense of their everyday responsibilities.

| Subtheme 7 | Red | Yellow | Blue |
|--|-----|--------|------|
| Strengthen/expand the BEF to give schools and teachers the tools they need | 9 | 7 | 0 |

- ✓ Invest in French language education.
- ✓ Longevity of the BEF and DREF.
- ✓ Bring back Canadian-content *Sesame Street*.
- ✓ Have the resources required to teach the FL1 and FL2 programs like the English program.
- ✓ Money to make community resources available (expensive, and we don't have the money, artists, etc.).
- ✓ Resources (BEF staff) to compensate the lack of consultants in the divisions with French immersion programs.
- ✓ The role, vision and mission of the BEF should be part of the *Manitoba Schools Act*.
- ✓ Our children's education should create jobs and future entrepreneurs, which is good for economic development.
- ✓ Play a bridging role between French language communication and the French immersion program.

| Subtheme 8 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create resources and have a strict plan for Français, FL2 education | 1 | 0 | 0 |

- ✓ Create presentations (video for FL2 parent information evenings showcasing advantages).
- ✓ Value and promote the two languages in our province.
- ✓ Celebrate.
- ✓ Advertising/information campaign promoting the value of Canadian identity for quality teachers in both official languages.
- ✓ French Language (first or second) is valued at all levels of government and supported for lifelong learning.

| Subtheme 9 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create positive opportunities to promote culture and language locally, nationally and internationally for teachers and students | 1 | 3 | 6 |

- ✓ Offer more trips to French-speaking countries.
- ✓ Hold camps for FL2 students who want to improve their French, with everyone's support (administrators...).
- ✓ Contribution of the arts to a quality education and transmission of culture and Canadian identity.
- ✓ Arts in the schools support Francophone identity and Canadian culture.

Workshop: K-12 Education
Morning session B – 22 participants

Given its size, the "K-12 Education" group was divided into two subgroups for the morning session. The statement selected by the morning session B group was:

How can we... support teachers to promote French language learning in an open and flexible French-speaking environment?

| Subtheme 1 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Create an inclusive and respectful Francophone environment | 0 | 0 | 2 |

- ✓ Create a healthy, caring and inclusive environment for all students.
- ✓ Children should start school when they are ready!
- ✓ Represent diversity in our schools.
- ✓ Teaching to students' strengths.

| Subtheme 2 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Promote and develop the French language in Manitoba | 8 | 0 | 3 |

- ✓ Recognize people who try to speak French and who support French.
- ✓ People need to understand that it takes time to learn a second language.
- ✓ Continue to help exogamous families be a part of school life.
- ✓ Bursaries and incentives for outstanding Francophone high school and university students.
- ✓ Address people's reluctance to speak a language other than their mother tongue.

| Subtheme 3 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Restructure the French language learner's environment | 2 | 1 | 2 |

- ✓ Focus on the importance of in-school learning.
- ✓ Authentic experiences (for teachers and students).
- ✓ Class size.
- ✓ Need for space to offer the desired programs.
- ✓ Maximum class size: 15 to 20 students.
- ✓ Rethink how schools are designed; square boxes with covered doors and windows.
- ✓ Use anything that helps our students achieve their potential and live their lives in French, in a bilingual centre.
- ✓ Fewer students in the classroom = more opportunities for developing relationships with them.
- ✓ Schools/classrooms could be bigger with more room for team/centre-based work, etc.
- ✓ Revisit and change how students and teachers are organized in the schools.

| Subtheme 4 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Know how to meet the needs of special needs students | 0 | 2 | 0 |

- ✓ How to handle special needs students in groups, which isn't taught at university.
- ✓ Why do students have so many needs? Many more special needs students.

| Subtheme 5 | Red | Yellow | Blue |
|--|-----|--------|------|
| Work together and communicate within and across the French language education system | 1 | 5 | 2 |

- ✓ School teams should have time to work together every week (at least one hour) and every half-day.
- ✓ More global representation of the Francophonie in *La Liberté*.
- ✓ Collaboration among Français and French immersion schools.
- ✓ More communication between school management and staff.
- ✓ Collaboration and integration between the DSFM and French immersion schools.
- ✓ Real collaborative structures should be established between the French language education systems and USB.
- ✓ Reconsider how we communicate students' progress to parents.
- ✓ USB could work in collaboration with and effectively address the needs of Français and French immersion schools.
- ✓ Enhance the communication between French immersion and FL1 staff.

| Subtheme 6 | Red | Yellow | Blue |
|---|-----|--------|------|
| Make French language education in Manitoba a priority with a stronger mandate for the BEF | 27 | 2 | 0 |

- ✓ Canada should make an effort to ensure that its institutions reflect the current education situation (representation of Francophones from other countries).
- ✓ More discussion on curriculum development and use with BEF staff.
- ✓ Need for a Francophone leader to defend the rights and needs of Francophone communities.
- ✓ Manitoba Education's role should include programming that reflects the population it serves.
- ✓ Have a voice in government.
- ✓ Manitoba Education should have at least two staff members who know and understand the composition and realities of Francophones in Manitoba.
- ✓ The BEF could develop a lot more French language education resources that are accessible and useful.
- ✓ Someone should manage quality curriculum to reflect Manitoba's culture and diversity.
- ✓ A Francophone Deputy Minister who understands Francophone issues.
- ✓ Develop Francophone pride in our youth, with government models setting the example.
- ✓ Manitoba Education should always have representation that reflects its population.
- ✓ Reinstate the Assistant Deputy Minister position at the BEF.
- ✓ We need a Francophone Assistant Deputy Minister of Education in Manitoba.
- ✓ Give the BEF special status to make it a key partner for school divisions offering French language programming.
- ✓ The government should recognize and understand French language education needs in Manitoba.
- ✓ Government departments should value French language education in Manitoba and act accordingly.
- ✓ [French language] programming and curriculum etc. should not simply be a translation of the English.
- ✓ Need for a Deputy Minister to lead.
- ✓ French language education should be a priority in Manitoba.
- ✓ French language systems should have a voice in the provincial government.
- ✓ We need a bigger BEF with closer ties to the DSFM and French immersion schools.
- ✓ Need for a leader to oversee French language education in Manitoba.

| Subtheme 7 | Red | Yellow | Blue |
|--|-----|--------|------|
| Reassess the standardized development of the Français/French immersion program | 0 | 2 | 5 |

- ✓ A new approach to report cards: shift focus from percentages to learning at all grade levels.
- ✓ We should follow Finland's example.
- ✓ Focus on connections between what students learn at school and their everyday lives.
- ✓ Eliminate percentages.
- ✓ Provincial testing in grades 3, 6, 11 and 12.
- ✓ Say "no" to standardized testing! Reduce/eliminate provincial testing.
- ✓ Too many initiatives to manage: play-based, PBL, UDL, coding, crucial conversation, new French and English curriculum, etc.
- ✓ Availability of postsecondary programs in French.
- ✓ Fewer curricula to teach = more general, so teachers can teach what really interests them.
- ✓ Continue to offer a wide range of competitive courses.
- ✓ Art and music should be taught in every school, regardless of size.
- ✓ Universal design.
- ✓ Teaching resources in French.
- ✓ Inquiry-based learning.
- ✓ Close collaboration between the DSFM, school divisions offering French immersion, and the BEF to develop a viable standardized assessment system that is less administratively onerous.
- ✓ More time to teach and less formal testing.
- ✓ French language learning expectations must be high.
- ✓ Clear, specific and measurable curriculum expectations.
- ✓ Secure financial support for the purchase of toolkits and guides.
- ✓ Focus on learning versus assessment.
- ✓ Do we teach literacy and numeracy or anything else that uses up our time?
- ✓ Focus on mental health before academic subjects ... Social and emotional learning (SEL).
- ✓ RTI model in all our schools.
- ✓ Availability of French language resources.
- ✓ Ensure there are several French language resources to support and help students self-identify as Francophone.
- ✓ Students will have higher success levels in reading/writing and math.
- ✓ Rigorous teaching and learning.

| Subtheme 8 | Red | Yellow | Blue |
|------------------------------------|------------|---------------|-------------|
| Train quality Francophone teachers | 4 | 7 | 2 |

- ✓ There should be enough qualified teachers.
- ✓ Teachers should be highly qualified to teach reading/writing across all subject areas and at every grade level.
- ✓ Support the identity of teachers and students.
- ✓ Encourage our "star" students to become teachers.
- ✓ One leader (teacher) for each grade (mentor).
- ✓ Teaching should require a master's degree.
- ✓ Teaching assistants who speak French.
- ✓ Early childhood educators should be literacy and numeracy "experts."
- ✓ Change administrative expectations for teachers.
- ✓ Recognize teaching certificates from other provinces/countries.
- ✓ New teachers should have a mandatory mentoring period with lead teachers ("ELP") in all the divisions/schools.
- ✓ Teachers with the required competencies (to teach in French).
- ✓ Someone to guide educators' education.
- ✓ Quality French language teaching; well-trained teachers.
- ✓ Full-time coordinator for the French immersion program in each division.

| Subtheme 9 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Incorporate French language technology | 1 | 0 | 0 |

- ✓ iPad for every student.
- ✓ iPad for teachers.
- ✓ Gymnasium and fitness equipment in every school.
- ✓ We need to slow down and do fewer things better.

Workshop: K-12 Education
Afternoon session – 12 participants

The statement selected by the afternoon group was:

How can we...provide access to quality FL1/FL2 education to all learners so that they are ready and confident to live in French?

| Subtheme 1 | Red | Yellow | Blue |
|---------------------------------------|------------|---------------|-------------|
| Provide quality training for teachers | 3 | 0 | 0 |

- ✓ Be more open to immigrant teachers.
- ✓ All teachers should be on the same page!
- ✓ Prepare and support our teachers!
- ✓ Teaching certificate and permit.
- ✓ Review eligibility criteria for greater flexibility.
- ✓ Professional development and teacher evaluations.
- ✓ Provide quality education for teachers.

| Subtheme 2 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Empower (by providing tools to) teachers and students | 4 | 3 | 0 |

- ✓ A better education in French.
- ✓ Teacher-student relationship.
- ✓ More French language interschool groups in Manitoba.
- ✓ Access to French language services.
- ✓ Support to the broader Francophone community.
- ✓ More afterschool support in French.
- ✓ Diversified programming in terms of course options.
- ✓ Develop critical thinking.
- ✓ Positive and ongoing support of our students!

| Subtheme 3 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Ensure that education meets students' needs | 3 | 2 | 1 |

- ✓ More community spirit/feeling.
- ✓ Professional development in French for educators.
- ✓ Every school should provide an effective immersion experience.
- ✓ All students graduating from grades 11 and 12 should be able to converse in French.
- ✓ More French language resources.
- ✓ Support teachers in integrating newcomer students.
- ✓ Formalize the education continuum from before birth to career.
- ✓ Increase the number of programs in French at USB.

| Subtheme 4 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Clarify the FL1/FL2/English educational pathway and accessibility | 1 | 1 | 0 |

- ✓ As in many countries, we are capable of learning two or three languages.
- ✓ Clarify rights holders/three school types, and the legislation.

| Subtheme 5 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Provide equitable and appropriate infrastructure (spaces) | 2 | 0 | 1 |

- ✓ Expand overcrowded schools.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Support families in their commitment to French language education | 2 | 0 | 0 |

- ✓ Families' commitment to their choice to educate their children in French/FL1/FL2.
- ✓ Keep parents informed about their children's education.
- ✓ French language support from birth.

| Subtheme 7 | Red | Yellow | Blue |
|--|-----|--------|------|
| Require a Francophone presence at Manitoba Education | 6 | 0 | 3 |

- ✓ The government listens to numbers.
- ✓ There should be a Francophone FL1/FL2 representative at the BEF. Education for Francophones by Francophones.
- ✓ Francophone Deputy Minister.
- ✓ A BEF with resources, authority, and government support.
- ✓ A government channel that represents the Francophonie.
- ✓ Maintain the interim committee that organized the forum and two consultations.
- ✓ An empowered and supported BEF.
- ✓ Enforce bilingualism legislation in MB.
- ✓ More FL1/FL2 representatives at the BEF – *Élève du CRGR* program at École/Collège régional Gabrielle-Roy.
- ✓ A government that recognizes the value and economic contribution of people who speak French and English.
- ✓ Better government in French.
- ✓ Francophone Deputy Minister of Education.
- ✓ Government that is committed to education with a teacher/student ratio to promote learning.

| Subtheme 8 | Red | Yellow | Blue |
|--|-----|--------|------|
| Diversify the French language postsecondary courses/programs available | 0 | 4 | 0 |

- ✓ All services offered in "two or more languages "!
- ✓ Encourage inter-university exchanges for French language education.
- ✓ Ensure that students know where to go for postsecondary education.
- ✓ Create a *French Immersion Certificate* similar to the *Leadership Certificate for Principals*.
- ✓ *Élève du CRGR* – best French language programs in Manitoba.
- ✓ Greater variety of postsecondary programs.
- ✓ More amalgamation with postsecondary schools.

| Subtheme 9 | Red | Yellow | Blue |
|------------------------------------|-----|--------|------|
| Make Manitoba a bilingual province | 0 | 1 | 5 |

- ✓ Education that allows FL2 students to feel confident and capable of living in French.
- ✓ Give students the chance to express themselves.
- ✓ Empower students more.
- ✓ Manitoba should become a bilingual province.
- ✓ More French spirit in the schools.
- ✓ Annual to weekly pairings.
- ✓ Promote use of the French language in fun contexts.
- ✓ Prepare the leaders of tomorrow.
- ✓ Showcase Francophone models.
- ✓ Allow students to express their ideas about what they want.
- ✓ No-one should judge the quality of our language.
- ✓ Greater selection of French schools.
- ✓ Encourage partnerships between school divisions for French language distance education.
- ✓ Develop more extracurricular activities in French.

Workshop: K-12 Education
DSFM facilitator session – number of participants: 7

The statement selected by the DSFM group was:

How can we... consider a new system that helps us prepare competent learners for a changing world?

| Subtheme 1 | Red | Yellow | Blue |
|---|-----|--------|------|
| Learning in an organic and holistic environment | 6 | 0 | 0 |

- ✓ Global and effective community education system.
- ✓ Civic community school.
- ✓ Authentic and respectful partnership with no judgment among schools or parents.
- ✓ Learn more out in the world rather than in the classroom.
- ✓ Knowledge economy-based system.
- ✓ Every day is a new experience for students, who choose what they want to learn.
- ✓ Create a holistic learning centre to meet all students' needs.
- ✓ Really recognize parents as students' first teachers.
- ✓ Create a sense of belonging to the Francophone community for life.
- ✓ Build on cultural and ethnic diversity.
- ✓ Help students reach their full potential.
- ✓ Partner with seniors' homes – seniors and daycare children together.
- ✓ Outdoor school.
- ✓ Creativity-based programming – Makerspace classrooms.
- ✓ No grades; students learn at their own pace.
- ✓ Students choose what they want to learn – no courses.
- ✓ Aligning learning with students' interests.
- ✓ Community school with no curriculum.
- ✓ Space that is more natural – comfortable – natural lighting – plants – organic space.

- ✓ Year-round schooling: two months in the classroom followed by a two-week break.
- ✓ Intergenerational school (open to the community). Preschool, school-age, seniors, all ages.
- ✓ Authentic learning situation (e.g., fractions – in a restaurant, service station).
- ✓ Focus on learning driven by students' strengths and interests.
- ✓ School that values all students' interests.
- ✓ Reggio Emilia approach.

| Subtheme 2 | Red | Yellow | Blue |
|--------------------------|-----|--------|------|
| Professional association | 0 | 3 | 0 |

- ✓ No union. Let's go back to a MTS that IS a professional association.
- ✓ More administrative flexibility to pilot ideas building on validated pedagogy and research.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| A cross-cutting curriculum in an open system | 5 | 1 | 0 |

- ✓ Preschool-12 (start school earlier – age 4).
- ✓ Learning through subject integration.
- ✓ Flexible, fluid timetables ("absent").
- ✓ Let students determine their own academic path.
- ✓ Change the school timetable. Less transition for students. Times that dovetail with parents' work schedules.
- ✓ Less curricula. An approach that incorporates more essential or key learning.
- ✓ Learning everywhere, for and by everyone.
- ✓ Locally managed curriculum.
- ✓ Reading + writing + math only.

| Subtheme 4 | Red | Yellow | Blue |
|------------------------------|-----|--------|------|
| Access to quality technology | 0 | 0 | 0 |

- ✓ Technology that is available to everyone.

| Subtheme 5 | Red | Yellow | Blue |
|-------------------------|-----|--------|------|
| Redesign the profession | 2 | 2 | 0 |

- ✓ Reconsider Education faculty programs.
- ✓ Totally redesign the system. Train teachers better and more rigorously.
- ✓ Professional teachers.
- ✓ A paid residency (like in medicine) for new teachers (not student teaching!).
- ✓ Further validate teaching as a profession.
- ✓ Redesign the entire system.
- ✓ Professionalize the teaching profession.
- ✓ Scrutinize teacher competencies.
- ✓ Train teachers better and more rigorously.
- ✓ Teaching schools, i.e. partnership with university: model similar to hospitals.

| Subtheme 6 | Red | Yellow | Blue |
|----------------------------|-----|--------|------|
| Break down the constraints | 0 | 0 | 5 |

- ✓ Cultivate critical thinking and creativity in everything.
- ✓ Unlimited \$: BOOKS, art material, music, technology, environment, manipulatives, teacher training.
- ✓ Every classroom should house 10,000 books!
- ✓ Budget equity for all geographic regions.

Workshop: K-12 Education
USB-CJP facilitator session – number of participants: ± 6

No statement was selected by the USB-CJP group.

How can we...?

| Subtheme 1 | Red | Yellow | Blue |
|------------------------------------|-----|--------|------|
| Resources (financial, human, etc.) | | | |

- ✓ Invest in technology for more cost-effective training provided to teachers/leaders in remote areas.
- ✓ Avoid tasking one person with multiple positions.
- ✓ Reduce teachers' teaching load and require courses/in-service training in French as part of their workload.
- ✓ More money.
- ✓ More money.
- ✓ Create replacement positions ("floaters") in schools to support personal development.
- ✓ Make more financial, human and material resources available to schools.
- ✓ Offer more permanent positions to qualified teachers.
- ✓ More teachers.
- ✓ Focus more on teacher and school staff motivation.
- ✓ Databases (glossaries, artists, music, films, authors).
- ✓ Technology-based teaching innovation for enhanced access (videoconferencing, E-learning, etc.).

| Subtheme 2 | Red | Yellow | Blue |
|-------------------|-----|--------|------|
| Change the system | | | |

- ✓ Tear down curriculum walls.
- ✓ Six months of compulsory French language training for students.
- ✓ Recognize all professionals.
- ✓ Initiate a process to consider creating a new law on French language education in Manitoba.
- ✓ Include preschool, postsecondary and continuing education in the school system to minimize silos and create a real continuum.
- ✓ Group students according to language skills rather than whether they are rights holders or non-rights holders.
- ✓ Bilingual Education Minister.
- ✓ Consider a cross-cutting curriculum.
- ✓ Redesign the current linear programming structure. Use an approach based on knowledge acquisition rather than school year.
- ✓ Level the playing field.
- ✓ Evaluate decision makers based on outcomes and require them to value French.
- ✓ Group schools so as to have enough students to offer more high school courses.
- ✓ Stop using colonizer/colonizing models.
- ✓ Diversity of programming and co-op placements in French in science and health technology at the high school level.
- ✓ Create school days to mirror the eight-to-five workday (vs 8:30 AM-2:30 PM).
- ✓ Provide an open continuum from early childhood to postsecondary.
- ✓ Offer preschool to all children.
- ✓ Collaboration among decision makers/government departments (healthy children = learning children) with several shared objectives.
- ✓ French programs in private schools.
- ✓ Tear down curriculum silos.

| Subtheme 3 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Develop collaborative research in line with the community's needs | | | |

- ✓ Pre-service training more aligned with education research.
- ✓ Encourage and stimulate research as part of French language promotion at school.
- ✓ Provide French language early childhood centres in all schools.
- ✓ Create centres of excellence in collaboration with experts and the community.

| Subtheme 4 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Openness to diversity and integration (intercultural transversality) | | | |

- ✓ Develop an immigrant teacher integration policy.
- ✓ No barriers to French language education.
- ✓ Immerse English speakers in francization activities (recreation, meal preparation, volunteering).
- ✓ Recruit more teachers from Manitoba and beyond.
- ✓ More exchanges between schools, provinces and countries (based on the European Erasmus program).
- ✓ More training for non-Francophone immigrants; promote the French immersion program to newcomers.

| Subtheme 5 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create winning conditions for development and consultation (English identity and culture) | | | |

- ✓ Courses on Francophone culture.
- ✓ Placement or experience/cultural exchange that could receive course accreditation.
- ✓ Educational games, fun evenings, music and community theatre.
- ✓ Free language-focused camps during the holidays.
- ✓ More opportunities to have fun in French.
- ✓ Standardization of French for life (not just for a better job).

| Subtheme 6 | Red | Yellow | Blue |
|-------------------|-----|--------|------|
| No theme selected | | | |

- ✓ Community schools.
- ✓ Use social media to educate, and allow students to develop language and educational resources.
- ✓ Open up schools, and encourage community participation (seniors, newcomers, professionals).
- ✓ Involve the Francophone community in reforming the school system.
- ✓ Learn more about community schools in order to establish sustainable school/community partnerships.
- ✓ Support families in need (workshops, network, recreational activities) as well as more established families.
- ✓ Community literacy programs, intercommunity games.
- ✓ Hold roundtables involving the school and partners (parents, community, business sector, etc.).
- ✓ Work in partnership and be a model of cultural autonomy;

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Standardize French with all its strengths in Manitoba | | | |

- ✓ Campaigns/projects for linguistic security.
- ✓ Be sincere in welcoming people who are less enthusiastic about French language education.
- ✓ Promote the use of more colloquial French by teachers.
- ✓ Put teachers and teaching assistants at ease.

| Subtheme 8 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Create and promote a language planning policy | | | |

- ✓ Give students a say.
- ✓ Share successes.
- ✓ Develop a language/language planning policy.

| Subtheme 9 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Develop pre-service and in-service training based on needs and research | | | |

- ✓ Eco-schools (green) that develop critical thinking.
- ✓ University French language training (nine credits) for all teachers.
- ✓ Encourage teaching creativity and innovation.
- ✓ Incorporate language teaching into hands-on courses and projects rather than theory/grammar courses with no practical application.

Summary of Theme 6: K-12 Education

Total number of participants: 65

Subthemes most often rated as "important" by participants

- Ensure across-the-board competent leadership/governance that understands the value of education in a minority context.
- Create and maintain classroom conditions that promote French language learning.
- Strengthen/expand the BEF so that it can empower schools and teachers.
- Promote and value French in Manitoba.
- Make French language education in Manitoba a priority with a stronger mandate for the BEF.
- Empower (by providing tools to) teachers and students.
- Require a Francophone presence at Manitoba Education.

Most popular solutions

- Give students the chance to share their views.
- French for socialization rather than just a language of work.
- A strong and autonomous BEF.
- Greater flexibility in hiring teachers from outside Canada.
- Quality teaching.
- Have a voice in government/need for a Francophone Deputy Minister or Assistant Deputy Minister.
- Value French and those who speak it.

Theme 7

Participation in and Contribution to the Francophone Community

Workshop: Participation in and Contribution to the Francophone Community
Morning session – 14 participants

The statement selected by the morning group was:

How can we... empower and stimulate the desire and ability of students and their families to live in French in their own way, both in and out of school?

| Subtheme 1 | Red | Yellow | Blue |
|----------------------|------------|---------------|-------------|
| Let's do it together | 0 | 0 | 2 |

- ✓ French and English are both cool.
- ✓ Make language learning fun.
- ✓ More virtual resources in French.
- ✓ Everyone should be exposed to both languages from birth.
- ✓ Community farms that have operated in French since 1899.
- ✓ *Livre de face* (French version of Facebook).

| Subtheme 2 | Red | Yellow | Blue |
|---------------------------------------|------------|---------------|-------------|
| Make events in French more accessible | 0 | 0 | 1 |

- ✓ Find a way to facilitate transportation (to and from rural areas).
- ✓ Free transportation for individual students, families, or classes to attend activities.

| Subtheme 3 | Red | Yellow | Blue |
|--------------|-----|--------|------|
| Be inclusive | 2 | 1 | 2 |

- ✓ Promote and increase our Francophone communities.
- ✓ Stop being exclusive. Embrace the whole community. Interact with the community. Share your language and culture. The community will respond.
- ✓ Be more open to different ways of speaking our language (accents, etc.).

| Subtheme 4 | Red | Yellow | Blue |
|---|-----|--------|------|
| Expand and strengthen the Francophone space | 7 | 1 | 1 |

- ✓ Schools should do away with "subjects." All learners can develop in a natural context.
- ✓ Limit the time CSFM trustees can remain in office (e.g., max. two terms).
- ✓ Recognize and fully comply with the spirit of the *Manitoba Act*.
- ✓ Reinstate the position of Assistant Deputy Minister at the BEF.
- ✓ Everyone has the right to learn French! Add that to the *Charter*.
- ✓ Culture is a driver of economic development.
- ✓ Maintain and develop institutional and governmental support to the community.

| Subtheme 5 | Red | Yellow | Blue |
|---------------------------------|-----|--------|------|
| Create spaces for socialization | 2 | 1 | 0 |

- ✓ Monthly Francophone lunch or supper organized by the SFM or CCFM.
- ✓ Hold coffee meetings for teens from Français and French immersion schools.
- ✓ Empower families to live in French.
- ✓ New families should feel free to live in French.
- ✓ Increase the number of school exchanges with Quebec to immerse students in a French-speaking environment.
- ✓ Expose students to the international Francophonie.
- ✓ Hold a variety of community sporting events and encourage young people to participate with their families.
- ✓ Connect them with Francophones from other places.
- ✓ Organize sporting events in French after grade 12 (e.g., Manitoba Olympic games, Franco-Manitoban seniors' games).
- ✓ "Real" Francophone experiences are available and contribute to construction.
- ✓ Activities such as the LIM improv league touring rural communities.
- ✓ Greater collaboration among DSFM and French immersion schools in cities and towns outside Winnipeg.
- ✓ Youth who have experienced success in any area of life could talk about their achievements or projects in Français and French immersion schools.
- ✓ Involve seniors in organizations; recognize the wisdom of our elders.
- ✓ Make French the means rather than the end (shift perspective).
- ✓ Recruit and pay good trainers for sports activities in French.
- ✓ Activities for youth and seniors.
- ✓ A one-month (to accommodate #s) festival of activities in French for schools (e.g., Festival de Voyageur).

| Subtheme 6 | Red | Yellow | Blue |
|--|-----|--------|------|
| Review the operating structures of the provincial school divisions | 7 | 2 | 1 |

- ✓ All students in the province should be educated in a French immersion or Français school. Unilingual English schools should not exist in a bilingual country.
- ✓ All students should at least learn French + English.
- ✓ A school division for French immersion schools to encourage urban/rural cultural exchanges and reduce the isolation of programs in smaller locations.
- ✓ A French immersion school division could work closely with the DSFM.
- ✓ Private French language school.
- ✓ All schools should offer an effective French immersion experience in the Francophone community.
- ✓ Encourage Immersion students to participate in the various Francophone centres to learn and live in French. Promote the value of French.
- ✓ School divisions must stop rolling out projects without community involvement.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Create infrastructure to serve the French-speaking population | 3 | 3 | 0 |

- ✓ Francophone swimming pool; infrastructure in our communities.
- ✓ Early childhood and family centres (CPEFs) in all our communities.
- ✓ French language community college (if one doesn't exist) like Red River.
- ✓ Increase the number of Français schools for all ages.
- ✓ Community centre with a theatre in our rural communities.
- ✓ Open a French café.
- ✓ In many countries, learning two or three languages is the norm...why not here?
- ✓ Create Francophone spaces for and by youth.
- ✓ Cafés and restaurants available between noon-1 PM for French classes (e.g., ordering in French).
- ✓ Create a social enterprise (managed by youth to fund activities) to connect people and forge intergenerational ties, supporting/engaging seniors whose needs often confine them to their homes.

| Subtheme 8 | Red | Yellow | Blue |
|--------------------------------------|------------|---------------|-------------|
| Promote and create careers in French | 1 | 1 | 3 |

- ✓ Choice of a bilingual career.
- ✓ Promote work in French.
- ✓ Promote French career/trade opportunities.
- ✓ French language careers/training choices... beyond education, nursing, and daycare service.

| Subtheme 9 | Red | Yellow | Blue |
|-------------------------------------|------------|---------------|-------------|
| Strengthen and develop partnerships | 0 | 2 | 1 |

- ✓ Advertise and offer theatre/sports workshops in French free of charge during Youth Day.
- ✓ Strengthen partnerships between the school and the community.
- ✓ Recognize our community's diversity – culture, language, orientation, ethnic background, etc.
- ✓ Partnerships with the community.
- ✓ Regular collaboration between French immersion and DSFM schools – not just two or three times a year (e.g. sports and theatre).
- ✓ More partnerships (versus competitions) among the various organizations.
- ✓ Define the community's role with the school.

| Subtheme 10 | Red | Yellow | Blue |
|------------------------------|------------|---------------|-------------|
| Communicate more effectively | 0 | 0 | 0 |

- ✓ Livestream projects to reach more people (concerts, theatre, etc.).
- ✓ Clearly identify what activities exist as well as any gaps; then find strategies to address those gaps.
- ✓ Make sure that seniors are notified about information sessions such as this one.
- ✓ Use local newspapers to inform all ages in the community about youth activities (to build a sense of community).
- ✓ Create a hub via social media or other platforms for mobilizing youth after they leave school (where they can continue to live, have fun and be engaged).

| Subtheme 11 | Red | Yellow | Blue |
|------------------------------|-----|--------|------|
| Empower and support families | 3 | 1 | 0 |

- ✓ Core French teaching should focus on engagement and conversation followed by pronunciation, grammar rules, etc.
- ✓ Instill pride in the language.
- ✓ Build capacity in our communities – empower and support families.
- ✓ Support families – empower our businesses/organizations (assist – encourage - support).
- ✓ Encourage French at home at all times.
- ✓ English-speaking parents should have a better understanding of the history of the French language (offer training to parents when their child starts school).

Workshop: Participation in and Contribution to the Francophone Community
Afternoon session – 21 participants

The statement selected by the afternoon group was:

How can we... encourage "citizens" to take ownership of and engage in their Francophone community?

| Subtheme 1 | Red | Yellow | Blue |
|-------------------------|-----|--------|------|
| Strengthen partnerships | 7 | 3 | 0 |

- ✓ Create more partnerships with organizations elsewhere in Canada.
- ✓ Bring together all the schools (FL1 and FL2 combined).
- ✓ Partner with community organizations, based on expertise.
- ✓ Make more room for external resources to take some of the weight off of internal resources.
- ✓ Increase the number of gatherings so that Francophones can choose their strengths.
- ✓ Accessible groups and locations.
- ✓ Create spaces for community engagement.

| Subtheme 2 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Create opportunities for gathering together | 2 | 2 | 1 |

- ✓ Hold free and accessible events.
- ✓ Resources available to everyone.
- ✓ Make information on community opportunities or events available.
- ✓ Offer more programming for people who want to learn or improve their French.
- ✓ Create opportunities for increasing community participation.
- ✓ Active offer at all times!
- ✓ Create authentic opportunities for students to interact.
- ✓ Create opportunities aligned with students' interests.

| Subtheme 3 | Red | Yellow | Blue |
|-------------------|------------|---------------|-------------|
| Build pride | 6 | 3 | 0 |

- ✓ Believe in our strengths as Francophones.
- ✓ Do not be afraid to self-identify [as Francophone].
- ✓ Be proud to speak French.
- ✓ Contribution of the Francophonie.
- ✓ Create purpose.
- ✓ Organize a Franco-Manitoban congress modelled on the Acadian World Congress.
- ✓ Hold a block party; don't be afraid of our language.
- ✓ Be proud of being Francophone.

| Subtheme 4 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Promote the local and international Francophonie | 2 | 2 | 0 |

- ✓ More effectively communicate to the community any events/gatherings that promote the Francophonie and welcome everyone (to encourage collaboration, sense of belonging).
- ✓ Francophone social networks should be active with hundreds of thousands of participants.
- ✓ Social networks in French.
- ✓ Create places for knowledge sharing.
- ✓ Organize a global Francophonie forum in Manitoba.

| Subtheme 5 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Spread the French language throughout the world | 1 | 0 | 2 |

- ✓ Take French out of St. Boniface.
- ✓ Hold community activities for all age groups, not just children and seniors.
- ✓ Reach out to urban areas.

| Subtheme 6 | Red | Yellow | Blue |
|-------------------------------|-----|--------|------|
| Include, gather and recognize | 4 | 3 | 0 |

- ✓ Bilingual national anthem (*O Canada*) in all the schools.
- ✓ Inclusive bilingual gathering.
- ✓ All Manitobans should value cultural and linguistic diversity.
- ✓ Encourage the participation of French immersion/core French students and people who want to learn the Franco-Manitoban language and culture.
- ✓ Forget the "minority" side. We are a +++.
- ✓ Repatriate the "forgotten" Francophones in whom the Francophonie "fire" still burns.
- ✓ Openly welcome all those who are interested,
- ✓ Do not limit the definition of Francophone, which should include all FL1 and FL2 learners.
- ✓ Bilingual signage province-wide.

| Subtheme 7 | Red | Yellow | Blue |
|--|-----|--------|------|
| Enhance and promote the democratic process | 2 | 0 | 10 |

- ✓ Recognize the value of volunteering in promoting the Francophonie.
- ✓ All Manitobans should have cultural competency training for the economy and more.
- ✓ Everyone should vote in elections.
- ✓ Create a conference circuit to learn about best practices in forum organization.
- ✓ Everyone needs to do their part and volunteer their time.
- ✓ Lower the voting age for school board elections.
- ✓ Require people to vote in school board elections.
- ✓ Politicians should know that a bilingual province is a major advantage for its development.
- ✓ Create one or two youth trustee positions.

| Subtheme 8 | Red | Yellow | Blue |
|----------------------------|-----|--------|------|
| Pass on cultural knowledge | 0 | 0 | 0 |

- ✓ Encourage intergenerational gatherings. Listen to our elders' stories.
- ✓ Intergenerational exchanges.
- ✓ Connect with other Francophone communities in Canada.
- ✓ Celebrate our diversity.
- ✓ Highlight the impact of community involvement.
- ✓ Promote intercultural and intergenerational relations.
- ✓ Develop models of engagement.
- ✓ Bring together ≠ cultural groups.
- ✓ Create mentorship programs.
- ✓ Retain Francophone newcomers. (Keep them from leaving for Quebec).

| Subtheme 9 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create informal education opportunities | 1 | 1 | 3 |

- ✓ Collaboration between the schools (teachers, students) and the community (parents, volunteers, etc.).
- ✓ Community facilitators in the schools.
- ✓ Create programs like *Explore*, which teaches the value of the Francophonie in a fun (e.g., Voyage) and authentic way.
- ✓ Specific objectives for citizenship development in schools.
- ✓ Create and offer courses or information sessions on Franco-Manitoban history – from the cradle to the rocker (infancy to old age).

| Subtheme 10 | Red | Yellow | Blue |
|-----------------------------|-----|--------|------|
| Celebrate cultural identity | 9 | 4 | 0 |

- ✓ Sports and recreation.
- ✓ Arts and culture.
- ✓ Promote reading (in French).
- ✓ The CJP youth council puts on the *La Gaillardise* gathering for adults – adults like having fun.
- ✓ Made-in-Manitoba films in French for promotional purposes.
- ✓ Encourage and promote Français schools across Manitoba.
- ✓ Participate in events in French. Promote the French language.

Summary of Theme 7: Participation in and Contribution to the Francophone Community

Total number of participants: 35

Subthemes most often rated as "important" by participants

- Expand and strengthen the Francophone space.
- Review the operating structures of the provincial school divisions.
- Strengthen partnerships.
- Build pride.
- Celebrate cultural identity.

Most popular solutions

- All Manitobans should value cultural and language diversity.
- Create authentic opportunities for student interaction.
- Build capacity in our communities – empower and support families.
- Highlight the impact of community involvement.
- Create more partnerships with organizations elsewhere in Canada.
- All students in the province should be educated in a French immersion or Français school. Unilingual English schools should not exist in a bilingual country.
- Culture is a driver of economic development.

Theme 8

Early Childhood Education

Workshop: Early Childhood Education
Morning session – 23 participants

The statement selected by the morning group was:

How can we...ensure that society understands and values education and access to early childhood programs and services in order to maximize children's French language potential?

| Subtheme 1 | Red | Yellow | Blue |
|-----------------------------------|-----|--------|------|
| Create an ethic in both languages | 3 | 7 | 4 |

- ✓ Bilingual TV programs for children and youth. e.g., Cartoons with some characters speaking English and some speaking French.
- ✓ Both official languages should be equally valued by governments.
- ✓ Public advertising on the importance of language development at an early age.
- ✓ Unlimited and free resources.
- ✓ Unlimited funds.
- ✓ Fully bilingual governments who understand and value language and culture.
- ✓ Become a bilingual province; all posters (and services) should be (offered) in both languages.
- ✓ Create bilingual radio programs.
- ✓ Everyone should be willing to ask for services in French (failing to ask leads to them being cut or not created).
- ✓ More French language resources available simultaneously with English ones.
- ✓ \$ for resources.
- ✓ Increased funding.
- ✓ Publish bilingual children's books with parts in English and parts in French.
- ✓ All services available in French.
- ✓ It should be an obligation for all Manitobans to learn advanced French.
- ✓ Encourage people to speak French.
- ✓ More activities offered free of charge in our communities.
- ✓ More provincial funding.
- ✓ Trilingual daycares (English/French/First Nations) for all children.

| Subtheme 2 | Red | Yellow | Blue |
|--|-----|--------|------|
| Align child development services with other existing systems | 7 | 3 | 4 |

- ✓ Single system – early childhood education and school.
- ✓ Educational and health systems that talk to each other.
- ✓ Use a systemic child development approach for all children, similar to the healthcare system.
- ✓ Services offered, resources and specialized early childhood education staff should not focus solely on urban areas; equitable access for children.
- ✓ DSFM should be in charge of early childhood education.
- ✓ Families register with their neighbourhood school as soon as their child is born.
- ✓ Early childhood education should be combined with Manitoba Education.
- ✓ Develop divisional centres.
- ✓ Have students who went from the daycare system into an FL1 school give a testimonial of their success.
- ✓ A "cradle to careers" education system.
- ✓ Monitor our children's development.
- ✓ Systematically screen three-year-old children and promote the importance of doing so.
- ✓ Free services everywhere, with everyone working together (versus competition).
- ✓ Controlled by the DSFM.
- ✓ Broad vision.
- ✓ Think about how FL1 and FL2 early childhood education is prepared and fits into the education continuum.
- ✓ All schools should become early childhood education service centres, with both daycare services and family-based education.
- ✓ There should be at least one position at the BEF for an early childhood consultant to develop directions, resources, etc.
- ✓ Start school at age three – same daycare and school system – continuity.
- ✓ A system that has all professionals working together for children ages 0 – 10.
- ✓ Exchange/partnership programs with France/French students. Offer to teach them English, while their French students teach our English students French, creating a fun way of learning French.
- ✓ DSFM should take charge.
- ✓ Provincial coordinator overseeing the federal component.

- ✓ Appoint a Minister responsible for early childhood education.
- ✓ Encourage linkages/collaboration between the school system and early childhood education.
- ✓ Establish a relationship between the school system and early childhood education.

| Subtheme 3 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create and advertise spaces that encourage adults in the child's circle to participate in programs that give them the information and tools they need | 1 | 0 | 0 |

- ✓ A centre of excellence in early childhood education.
- ✓ Offer more support services for parents, given their critical role in their child's development.
- ✓ Offer spaces where families feel safe and children can learn.
- ✓ Child-centred.
- ✓ Every child has the right to a quality environment from 0 – 18.
- ✓ Get more funding for early childhood education.
- ✓ CPEFs everywhere.
- ✓ Educate students about what a CPEF is (early childhood centre).

| Subtheme 4 | Red | Yellow | Blue |
|---|-----|--------|------|
| Provide access to a variety of activities in French | 4 | 3 | 3 |

- ✓ Promote French cultural activities as much as English ones.
- ✓ Extracurricular activities in French.
- ✓ Involve seniors, parents, educators and children in French.
- ✓ More and better-advertised activities for young families in French.
- ✓ Regular, concrete and entertaining gatherings and events for families, communities and educators to inform, educate and have fun in French.
- ✓ Guaranteed child care services available in French for all children (e.g., Finland).
- ✓ Child care should be free, like education.

| Subtheme 5 | Red | Yellow | Blue |
|---|-----|--------|------|
| Improve educators' training and working conditions (resources/compensation) | 8 | 4 | 2 |

- ✓ ECE (Early Childhood Education) should be a four-year program with better pay.
- ✓ School session to explain to staff what we do at the CPEF
- ✓ I believe that early childhood education should be recognized in the schools by teachers and received like them.
- ✓ National training for early childhood educators.
- ✓ A preschool teaching certificate.
- ✓ Benefits and competitive salaries for early childhood educators.
- ✓ Early childhood educator remuneration should be at the same level as school salaries.
- ✓ Reduced child/educator ratio at all grade levels 0 to + +.
- ✓ Promote the vital role of early childhood education in terms of long-term mental health.
- ✓ Develop competencies for educators – not just for the cheque.
- ✓ *Work flexibility for daycare educators (work-life balance).
- ✓ More control to ensure daycare service quality.
- ✓ Quality programs involving the five developmental domains.
- ✓ Inclusive programs.
- ✓ Subsidized daycare system.
- ✓ Focus on the social – socialization aspect: sense of belonging.
- ✓ Pay raise for early childhood educators.
- ✓ ETP (technical and professional college) and USB (university) students should discuss their respective programs to better understand the roles of educator and teacher.
- ✓ Male/female equality/equity in society begins with early childhood education.
- ✓ Equitable salaries.

| Subtheme 6 | Red | Yellow | Blue |
|--------------------------------------|-----|--------|------|
| Recognize and respect family choices | 2 | 1 | 2 |

- ✓ More assistants for integrating FAL students.
- ✓ Tax relief for stay-at-home parents.
- ✓ Guaranteed income for stay-at-home parents.
- ✓ Mothers should receive more money for staying at home.
- ✓ MORE FUNDING – for stay-at-home parents; for early childhood educators (recognize them); for early childhood education programs.
- ✓ Facilitate the process for building a community daycare.
- ✓ Inform businesses and employers of the importance of early childhood education – HR practices.
- ✓ Support parents in their choice to stay at home.
- ✓ Parents paid to stay at home to raise their children.
- ✓ Publication, more available funds.
- ✓ Explore where we want to spend our money to further develop early childhood education.

| Subtheme 7 | Red | Yellow | Blue |
|---|-----|--------|------|
| Raise awareness and understanding of early childhood education and its importance | 8 | 0 | 3 |

- ✓ Create a positive discipline training program that should be taken by all parents.
- ✓ More visibility for programs and resources.
- ✓ Promote the dangers for society of not investing in early childhood education.
- ✓ National promotional campaign on the importance of early childhood education in French.
- ✓ Events/information provided when you give birth.
- ✓ Help everyone, even people who don't have children, to understand the importance of giving children aged 0 to 5 a strong start.
- ✓ Reduce the number of rules; children never have the chance for explorative learning.
- ✓ Our maternity leave system should not discourage mothers from staying at home.
- ✓ All parents/guardians should support early childhood education.
- ✓ Find a way to encourage French immersion parents to use/practise their French without being judged by the Francophone community.
- ✓ Create advertising that showcases the importance of early childhood education.
- ✓ Communication plan to promote and educate about the importance of early childhood education.
- ✓ Reduce time spent in the workplace to more effectively participate in the French language education of our children and have more family time. Change the work versus family mentality.
- ✓ Educate parents from the outset about early childhood services and/or needs. Provide information about child needs in prenatal classes.
- ✓ Advertising campaigns in social media.
- ✓ Feature stories on the advantages of French language in a particular person's life so that the public sees the positive effects of learning French.
- ✓ Program for informing prospective parents about the importance of being a good role model.
- ✓ Advertise on television and on billboards.
- ✓ Learn more about French language programs/services from birth. When my son was born, I was given a CPEF sheet at the hospital, and that was it!
- ✓ Provide information sessions about French daycares and schools to new immigrants and the English-speaking community in English to inform and interest Anglophone families in enrolling their children in French language schools.

| Subtheme 8 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Invest in and promote early childhood education in French | 8 | 8 | 4 |

- ✓ New daycares built specifically for that purpose.
- ✓ Consult with other bilingual provinces (e.g., Ontario).
- ✓ Invest heavily in early childhood education!
- ✓ Compare data and legislation with other provinces/countries.
- ✓ Go on strike to underscore the importance of early childhood education to the government.
- ✓ Talk the talk, and walk the walk.
- ✓ Examine the EDI data with the school divisions to develop initiatives, etc.
- ✓ Mandatory to learn French in MB.
- ✓ Complete linguistic equality.

| Subtheme 9 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Support families who need access to early childhood services/programs in French | 6 | 4 | 5 |

- ✓ Parents in need should come to the CPEF/programs.
- ✓ Access to more affordable public transit for families.
- ✓ Someone who reaches out to people in the community.
- ✓ Four-year-old preschool with school/accessible transportation.
- ✓ How can we reach out to and help families coping with challenges?
- ✓ Subsidized public transit.

Workshop: Early Childhood Education
Afternoon session – 6 participants

The statement selected by the afternoon group was:

How can we... implement and invest (\$ + human resources) in real and coherent structures that value and provide quality early childhood education, training, services and programs in French?

| Subtheme 1 | Red | Yellow | Blue |
|--|-----|--------|------|
| Provide quality formal and continuing education in French for early childhood education, a recognized profession in Manitoba | 0 | 2 | 2 |

- ✓ Align the educator profession with that of teachers.
- ✓ Guaranteed bursaries for students interested in early childhood education.
- ✓ Bursaries for French language early childhood education students.
- ✓ Master's program for early childhood educators in French.
- ✓ Support current educators with training.
- ✓ Revise training for early childhood workers.
- ✓ The ECE program is taught in universities and colleges, etc. to increase the number of spaces.
- ✓ Promote the profession by allowing students to earn high school credits and practical experience toward their diploma.
- ✓ More French language training available.
- ✓ Offer at least one compulsory family studies course in grade 11 or 12 to make students more aware of their role and that of society in bringing children into the world.
- ✓ Create a centre of excellence in early childhood education at USB.
- ✓ Increase the number of spaces for students interested in an ECE career.
- ✓ Provide additional training.
- ✓ More flexible training courses.
- ✓ Excellent training for educators working in daycares.

- ✓ Voluntary.
- ✓ Bachelor's degree in Early Childhood Education.
- ✓ Award bursaries for ECE students.
- ✓ Flexible university programs (for people with day jobs).
- ✓ Enhanced training.
- ✓ University students must be bilingual to get their degree.
- ✓ Produce enough graduates from our ECE programs to meet demand.
- ✓ Offer continuing education.

| Subtheme 2 | Red | Yellow | Blue |
|--|-----|--------|------|
| Make child care services in French affordable for everyone | 6 | 1 | 0 |

- ✓ Help and get involved with daycares.
- ✓ Free daycare.
- ✓ Subsidized daycare.
- ✓ Universal child care system.
- ✓ Free child care services.
- ✓ Equal amount of \$ should be invested in French and English programs.
- ✓ Higher tax credits for parents who homeschool.
- ✓ Free or low cost.
- ✓ Free French language daycare.

| Subtheme 3 | Red | Yellow | Blue |
|---|-----|--------|------|
| Increase the number of French language child care centres or spaces | 0 | 2 | 1 |

- ✓ Increase the number of child care spaces.
- ✓ % of school tax for daycares, preschools, CPEs.
- ✓ Bursaries and grants for ECE students.
- ✓ Daycare in every elementary school (FL1 and FL2).
- ✓ Daycare attached to every school.
- ✓ Free education for students interested in becoming ECEs.
- ✓ Free access to ECE training.
- ✓ Promote the ECE profession.
- ✓ Schools with daycares.
- ✓ The federal government should fund more spaces.
- ✓ CPEFs in every community with qualified staff and appropriate funding.
- ✓ Reserved % of Francophone spaces.
- ✓ More centres.
- ✓ Every school should have a daycare and a family centre.
- ✓ Educators should have a salary comparable to that of teachers.
- ✓ A percentage (%) of school or personal taxes should go to early childhood education.
- ✓ The federal government should pay to have enough spots.
- ✓ Preschools, CPEs and bilingual* daycares across the province (*where parents can choose between French and English)
- ✓ Daycares attached to French immersion schools.
- ✓ Daycares for every elementary school.
- ✓ French language daycares in every community.
- ✓ Improve ECE salaries.

| Subtheme 4 | Red | Yellow | Blue |
|--|-----|--------|------|
| Support French language programming and services for parents | 1 | 1 | 0 |

- ✓ Programming and continuing education for parents.
- ✓ More support services for parents/children in French (physicians, speech-language therapist, etc.).
- ✓ Recognize support to families (+\$\$\$, +services, + programs).
- ✓ Support homeschooling.
- ✓ Bookmobiles across Manitoba with French language material.
- ✓ Family resource centre in every neighbourhood/rural municipality.
- ✓ Require families interested in enrolling their children in French immersion or the Français program to put them in French language daycare.
- ✓ CPEF in every DSFM school.
- ✓ Better understand families' needs.
- ✓ Information sessions for future parents (nutrition, sleep, balanced schedule, etc.).
- ✓ Create an education portal for parents and teaching staff.
- ✓ Every school should have a nurse/social worker, etc. who helps/works with families.
- ✓ Free language courses for parents.
- ✓ Implement in all the communities.
- ✓ Provide French language supports for parents at home to promote French.
- ✓ Rather than parents seeking out services, the services should seek out parents.
- ✓ Easy access to Francophone specialists!
- ✓ Early childhood training (offered) to parents from the start of their pregnancy; prepare families.
- ✓ Train/raise awareness of parents.

| Subtheme 5 | Red | Yellow | Blue |
|--|-----|--------|------|
| Develop curricula to support Francophone daycare workers | 0 | 0 | 1 |

- ✓ Provide support to family daycares.
- ✓ Greater support for daycare structure.
- ✓ Education curriculum for Francophone daycares created by early childhood educators.
- ✓ Offer a francization program in all daycares; examine the "primer approach" (training).
- ✓ Create a curriculum with important approaches for French language daycares.
- ✓ Curriculum by and for us.
- ✓ Shared program.
- ✓ Develop a curriculum based on the five learning styles.
- ✓ Develop a standardized, research-based 0-5 curriculum.

| Subtheme 6 | Red | Yellow | Blue |
|---|-----|--------|------|
| Create legislation that recognizes children's right to early childhood education and services | 5 | 0 | 0 |

- ✓ Outline provincial early childhood policies.
- ✓ Organize Francophone space.
- ✓ Increase research on early childhood education in a minority setting.
- ✓ Mobilize the community to advocate for needs.
- ✓ Acceptance of others with less focus on identity.
- ✓ Promote early childhood education.
- ✓ Recognize education's pivotal role in society.
- ✓ Access to early childhood education is a right.
- ✓ Marketing – general promotion of the importance of the early years as a critical stage in their holistic development.
- ✓ Change the definition of "education" to include early childhood education.
- ✓ Visit other countries with universal access to child care to learn about how they do it.
- ✓ Highlight education as a core value everywhere.
- ✓ Promotional campaign on needs and why they exist; ask the community for ideas.
- ✓ Recognition (legislation?) in every province/territory of the contribution + importance of our two official languages.
- ✓ Educate society about the importance of child care.
- ✓ Campaign to promote learning at home and in daycares.
- ✓ Awareness campaign.
- ✓ More emphasis on the common good.
- ✓ Promotional campaign.

Workshop: Early Childhood Education
Training session – March 16 – 10 participants

Given that this was a training session no statement was selected.

| Subtheme 1 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Establish and/or expand daycares in each school | 0 | 0 | 0 |

| Subtheme 2 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Develop programming to become a leader in early childhood education | 7 | 1 | 0 |

| Subtheme 3 | Red | Yellow | Blue |
|-------------------|------------|---------------|-------------|
| Support families | 4 | 0 | 0 |

| Subtheme 4 | Red | Yellow | Blue |
|---------------------|------------|---------------|-------------|
| Educate and promote | 0 | 4 | 0 |

| Subtheme 5 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| DSFM should oversee early childhood education | 2 | 1 | 5 |

| Subtheme 6 | Red | Yellow | Blue |
|--------------------------------|------------|---------------|-------------|
| Fund early childhood education | 0 | 0 | 7 |

| Subtheme 7 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Establish the administrative and political structure | 0 | 0 | 0 |

| Subtheme 8 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Mandate learning both official languages from the early years | 3 | 1 | 0 |

| Subtheme 9 | Red | Yellow | Blue |
|----------------------------------|------------|---------------|-------------|
| ECE should prepare the continuum | 0 | 0 | 0 |

Summary of Theme 8: Early Childhood Education

Total number of participants: 39

Subthemes most often rated as "important" by participants

- Align early childhood development services with other existing services.
- Invest in and promote early childhood education in French.
- Raise awareness and understanding of early childhood education and its importance.
- Support families who need access to early childhood services/programs in French.
- Improve educators' training and working conditions (resources/compensation).
- Develop programming to become a leader in early childhood education.

Most popular solutions

- How can we reach out to and help families coping with challenges?
- Invest heavily in early childhood education!
- Help everyone, even people who don't have children, to understand the importance of giving children aged 0 to 5 a strong start.
- Find a way to encourage French immersion parents to use/practise their French without being judged by the Francophone community.
- Equal amount of \$ should be invested in French and English programs
- There should be at least one position at the BEF for an early childhood consultant to develop directions, resources, etc.

Theme 9

Administrative and Political Structure

Workshop: Administrative and Political Structure
Morning session – 29 participants

The statement selected by the morning group was:

How can we... find a way to ensure that the BEF, with a broad and sustainable mandate that includes autonomy, authority, access to decision making and structural integrity, is able to carry out this new mandate and achieve equity for French language education?

| Subtheme 1 | Red | Yellow | Blue |
|--|-----|--------|------|
| Expand and strengthen the BEF's mandate and organizational structure as defined by the Francophone community | 16 | 1 | 0 |

- ✓ The BEF should have a permanent advisory structure.
- ✓ Train the necessary resources for the BEF.
- ✓ ADM position that includes French language education.
- ✓ Bilingual resources in the divisions, e.g., clinicians, speech-language pathologists.
- ✓ Critical to have access to decision-making power – DM rather than ADM.
- ✓ Political and administrative structure that meets needs.
- ✓ More resources for the next generation of Francophone leaders.
- ✓ Robust and permanent mandate for the BEF.
- ✓ The new BEF should be headed by a bilingual Assistant Deputy Minister (or another position of equal authority).
- ✓ Francophone Education Minister, e.g., Healthy Child MB, K-12, university.
- ✓ Legislated structure.
- ✓ The new BEF should have all the authority and autonomy it needs to carry out its broader mandate.
- ✓ The new BEF should provide concrete support to the entire French language education continuum.
- ✓ I don't want the government to confuse the topics developed for Theme 1: effective representation and autonomy of French language education.
- ✓ Structure enabling the implementation of a broad and overarching vision of French language education according to Charter Section 23 values.
- ✓ An ambitious BEF.
- ✓ Reinstate the BEF.

- ✓ Protect the BEF.
- ✓ Give the BEF more power.
- ✓ In an ideal world, the BEF will be headed by a bilingual, Francophone Deputy Minister.
- ✓ The new BEF should remain a separate, structurally independent and coherent body.
- ✓ An empowered BEF that is an education leader in our province.
- ✓ A BEF that is equitably and sustainably structured for the 21st century.
- ✓ French immersion schools change. We need more resources to support youth in need.
- ✓ The political structure should include cultural aspects, e.g., museums, art, theatre and dance.
- ✓ The political structure should include a mandate to fill positions that involve providing support to Francophones with Francophone or bilingual incumbents.
- ✓ A real voice for French language education management.
- ✓ The BEF should have an expanded mandate (preschool to postsecondary).
- ✓ An administrative structure that includes early childhood to postsecondary education.

| Subtheme 2 | Red | Yellow | Blue |
|---|-----|--------|------|
| Provide strong, coherent French language education supported by political, administrative and pedagogical structures (from the cradle to the rocker). | 8 | 6 | 1 |

- ✓ FL1 schools in Portage la Prairie, Flin Flon, Winkler, Winnipeg.
- ✓ Government that is truly committed to French language education.
- ✓ Funding formula for French language education guaranteed by law.
- ✓ Involve students in the movement (preschool/postsecondary), and listen to their perspectives/concerns.
- ✓ Students' interests should take precedence over budget cuts.
- ✓ Complete trades program.
- ✓ Leadership program in the community to prepare the next generation.
- ✓ Coordinate efforts from preschool to postsecondary.
- ✓ All university Education graduates should be bilingual.
- ✓ Create a French immersion school division.
- ✓ Postsecondary programs.
- ✓ Renew Francophone leadership and legitimize that authority in the context of our cultural diversity.
- ✓ University education for French language teaching.
- ✓ French language education supported by a political, pedagogical and administrative structure that recognizes the diversity of our communities.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| Create a new government department/legislative framework; compliance with the legislation (carry out its mission); "by and for Francophones" principle | 2 | 0 | 0 |

- ✓ French should be used everywhere: a real official language.
- ✓ Legislation that protects the government and management of French language education.
- ✓ Mental health needs are overwhelming. Teachers need French language professional development...on how to help these students.
- ✓ Achieve the aim of Bill 5.
- ✓ Maybe the Conservatives will lose the next election!
- ✓ Section 23 – includes access to child care, education and postsecondary studies in French.
- ✓ Broader official languages legislation.
- ✓ A more vibrant Francophone online community headed by leaders.
- ✓ Francophone government entity responsible for delivery of French language education.
- ✓ A system that includes federal (Ottawa) Francophone support or from another province.

| Subtheme 4 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Update the concept of an education continuum starting in the early years to develop our communities | 2 | 0 | 1 |

- ✓ Cradle to careers - BEF.
- ✓ Synergy, collaboration, coordination: family centres, CPEF, daycares, K-12 schools, postsecondary, trades.
- ✓ Early childhood education program for everyone.
- ✓ Create more French language preschool spaces.
- ✓ The government should represent the people, including the minority community, and give the latter the decision-making power and resources it needs to carry out its French language education mandate in Manitoba.
- ✓ The government should fully represent the face of our community (e.g., include immigrants, etc.).
- ✓ Healthy Child encompasses several government departments. Should the new BEF follow suit?
- ✓ A civic community school.

| Subtheme 5 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Create a Francophone Deputy Minister position and reinstate the position of Francophone Assistant Deputy Minister in Education | 11 | 4 | 0 |

- ✓ Francophone Deputy Minister.
- ✓ Minimum of a Francophone Assistant Deputy Minister responsible for the BEF.
- ✓ Reinstate the ADM position.
- ✓ Francophone Deputy Minister.
- ✓ Francophone Minister and/or Deputy Minister.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Cultivate a partnership between the French immersion and DSFM systems – for a more inclusive Francophonie | 2 | 4 | 3 |

- ✓ French immersion schools should be run by the DSFM.

| Subtheme 7 | Red | Yellow | Blue |
|---------------------------------------|------------|---------------|-------------|
| Be heard by the provincial government | 0 | 1 | 0 |

- ✓ Transparent BEF daily routine.
- ✓ Change of government.
- ✓ Creative strategies for getting the government to hear our voices and needs (theme walk, etc.).
- ✓ Francophone Manitoba Premier.
- ✓ The provincial government needs to learn to listen to Francophones and find out about the specific aspects of French language education.
- ✓ A government that respects what the Francophonie can do for the education of all learners.
- ✓ Opportunities for dialogue and exchange of experiences between "French speakers" (broad sense) and "English speakers."
- ✓ Less scepticism and more hope.
- ✓ Transparency regarding changes at the BEF.

| Subtheme 8 | Red | Yellow | Blue |
|------------------------------|------------|---------------|-------------|
| Expand the Francophone space | 0 | 0 | 0 |

- ✓ Engage with English speakers and students' parents.
- ✓ French-speaking majority! Use Manitoba for immigration.
- ✓ All students should have access to a free standardized proficiency test such as DELF.
- ✓ Recover our lost rights holders.

| Subtheme 9 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Incorporate trades into the French language education continuum | 4 | 2 | 1 |

- ✓ There is no support for French language postsecondary education in some fields, such as visual arts and music.
- ✓ Create a French language economy and trades.
- ✓ Equity – trades.

Workshop: Administrative and Political Structure
Afternoon session – 24 participants

The statement selected by the afternoon group was:

How can we...include the entire community in government decision making about French language education, in French, to ensure compliance with Bill 5?

| Subtheme 1 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Establish a common structure to promote development of French language and culture | 6 | 3 | 1 |

- ✓ Establish a provincial school division for all the French immersion schools across the province.
- ✓ Collaboration among divisions offering French language education.
- ✓ French language postsecondary trades programs.
- ✓ Educate elected officials and public servants so that they work together to develop a structure that promotes French language education by and for French language learners in Manitoba.
- ✓ More flexible school divisions that allow their students to take French courses in another division in order to meet the needs of French language learners.

| Subtheme 2 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Re-establish and strengthen the administrative structure of French language education in Manitoba | 9 | 1 | 0 |

- ✓ Restructure the administration to reflect the needs of the community.
- ✓ Appoint a French Language Education Minister in Manitoba.
- ✓ The BEF administrative position should be re-established for the Assistant Deputy Minister and filled by someone who understands French language education needs.
- ✓ The current government should reinstate a leadership position directly involved in provincial French language education.
- ✓ Minister of the Francophonie.
- ✓ Equity in the offer of administrative and public services in Manitoba.
- ✓ The BEF should ensure and promote training of core French teachers in rural areas.
- ✓ All Manitobans should have access to French language education, regardless of where they live.
- ✓ The BEF should be responsible for ensuring access to French language education "from the cradle to the rocker" in Manitoba (e.g., preschool, school, postsecondary, continuing education).
- ✓ The BEF could be headed by a Minister or Deputy Minister.
- ✓ Reinstate the Assistant Deputy Minister of Education.
- ✓ Our administration should be bilingual and understand language learning – FL1, FL2, etc.

| Subtheme 3 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Promote and standardize teaching of Manitoba history from its beginnings to the present | 3 | 1 | 0 |

- ✓ Learning early Manitoban history should be compulsory in all Manitoba schools.
- ✓ Create a structure that recognizes the role of French language in Manitoba since 1870.

| Subtheme 4 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Develop a sustainable, non-partisan, education and social plan aligned with Canada's official bilingualism. | 4 | 2 | 3 |

- ✓ The government needs a vision that goes beyond its political mandate.
- ✓ Full transparency.
- ✓ We need a French language education plan for the next 5 to 10 years – longer than the party in power.
- ✓ Government Education development plan.
- ✓ Establish a committee/permanent organization that represents the community (FL1 and FL2) on the issue of French language education.
- ✓ Redesign the current structure (Français, Immersion, English) so that all Manitoba students have the opportunity to become bilingual, regardless of the Province or their parents' ambitions.
- ✓ We need a viable and diverse education plan that meets the social and educational needs of all our learners.

| Subtheme 5 | Red | Yellow | Blue |
|----------------------------|------------|---------------|-------------|
| No envelope for this theme | | | |

| Subtheme 6 | Red | Yellow | Blue |
|----------------------------|------------|---------------|-------------|
| No envelope for this theme | | | |

| Subtheme 7 | Red | Yellow | Blue |
|--------------------------------------|------------|---------------|-------------|
| Put Manitoba's Bill 5* into practice | 1 | 3 | 1 |

* *The Francophone Community Enhancement and Support Act*

- ✓ Active offer = balanced well-being.
- ✓ Don't touch the Government of Manitoba's Bill 5 – (no changes) (focus on Charter Section 23).
- ✓ Encourage more positions for serving the community rather than political positions.
- ✓ Political-administrative balance.
- ✓ Clarify the intention of Bill 5.
- ✓ Existing political structures should be implemented in the community and the French language school system.
- ✓ No one should have to change their rights and responsibilities.
- ✓ Make Manitoba an officially bilingual province.
- ✓ Complete bilingualism province-wide.

| Subtheme 8 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Ensure participatory consultation that is coherent, effective and transparent for all French language education. | 9 | 2 | 4 |

- ✓ Regardless of its political affiliation, the community should be at the centre of all decisions.
- ✓ All Manitobans should support French and have French (FL1, FL2, etc.) at the forefront of their actions.

| Subtheme 9 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Promote and celebrate the rich Francophonie. | 2 | 4 | 4 |

- ✓ Demonstrate innovation and creativity.
- ✓ The government should demonstrate flexibility and address the needs of the FL1 and FL2 programs.
- ✓ Structural diversity.
- ✓ The need to "sell" oneself as a French speaker and learner.
- ✓ Create networks of allies who are sensitive to Francophones' needs.
- ✓ Go beyond the perspective of language "development."
- ✓ Look for allies in the Francophone community.

| Subtheme 10 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| French should be compulsory in all grade levels and all schools in a bilingual province | 0 | 0 | 1 |

- ✓ No comment

Summary of Theme 9: Administrative and Political Structures

Total number of participants: 53

Subthemes most often rated as "important" by participants

- Expand and strengthen the BEF's mandate and structure as defined by the Francophone community.
- Provide strong, coherent French language education supported by political, administrative and pedagogical structures (from the cradle to the rocker).
- Create a Francophone Deputy Minister position and reinstate the position of Francophone Assistant Deputy Minister in Education.
- Establish a common structure to promote development of French language and culture.
- Re-establish and strengthen the administrative structure of French language education in Manitoba.
- Ensure participatory consultation that is coherent, effective and transparent for all French language education.

Most popular solutions

- The new BEF should be headed by a bilingual Assistant Deputy Minister (or another position of equal authority).
- Restructure the administration to reflect the needs of the community.
- Government education development plan.
- All Manitobans should support French and have French (FL1, FL2, etc.) at the forefront of their actions.
- Minimum of a Francophone Assistant Deputy Minister responsible for the BEF.
- Government that is truly committed to French language education.

Theme 10

Postsecondary and Continuing Education

**Workshop: Postsecondary and Continuing Education
Morning session – 22 participants**

The statement selected by the morning group was:

How can we... strengthen and develop our leadership and innovation (postsecondary) and continuing education, while providing quality, equity, accessibility and excellence?

| Subtheme 1 | Red | Yellow | Blue |
|-----------------------|-----|--------|------|
| Promote our resources | 1 | 5 | 3 |

- ✓ Promotion! +++
- ✓ Promotion in French immersion schools.
- ✓ Reassess programs.
- ✓ Create bridges/sharing opportunities between the various stakeholders (bilingual).
- ✓ Expand the co-op program – diversify.

| Subtheme 2 | Red | Yellow | Blue |
|------------------|-----|--------|------|
| Support research | 5 | 0 | 1 |

- ✓ Promote French in rural areas.
- ✓ Promote interdisciplinarity.
- ✓ Introduce elementary and high school students to professions where there are shortfalls in service to the Francophone community.
- ✓ Encourage and support quality research.
- ✓ More research?

| Subtheme 3 | Red | Yellow | Blue |
|---------------------------------------|-----|--------|------|
| Build collaborations and partnerships | 12 | 3 | 1 |

- ✓ Create conditions for exchange/bridges between institutions, sharing expertise and students for a session (e.g., music specialist?).
- ✓ Encourage the development of shared strategies among the various education and training players.
- ✓ Partnerships with other local/provincial/national institutions.
- ✓ Partnerships with research centres.
- ✓ Diversified programming through partnerships between businesses, institutions, regions and provinces.
- ✓ Promote the exchange of knowledge, perspectives and expertise among key stakeholders to promote creative solutions.
- ✓ Partnerships with international institutions.
- ✓ Partnerships with industries in their field.
- ✓ Develop a partnership with a business – e.g., Bockstael Construction and have the association – Bockstael school of... (health, education), such as the Asper School of Business.
- ✓ Work together towards the same goal, hand in hand.
- ✓ Enhance recognition of the services of organizations such as Pluri-elles in providing French language assistance to immigrant students experiencing difficulties.
- ✓ Facilitate the high school-postsecondary transition.
- ✓ Partnerships with other universities (perhaps online) – general program.
- ✓ Develop relationships with other French language institutions, especially in Quebec.
- ✓ Partner with English language education institutions to offer French language practicums to Francophones in their programs.
- ✓ USB to explore a partnership with divisions for Immersion students in their Grade 12 year to come and shadow USB students – to experience the university setting.
- ✓ Develop more partnerships and collaborations with our community members (health, education, business, etc.).
- ✓ Partner with English-language institutions.

| Subtheme 4 | Red | Yellow | Blue |
|------------------------------------|-----|--------|------|
| Use innovative teaching approaches | 8 | 2 | 2 |

- ✓ Update teaching approaches: become more innovative.
- ✓ Satellite campus in an establishment (in the city, but outside the university).
- ✓ Develop e-learning programs to expand/increase our enrollment.
- ✓ Administration and program offer excellence.
- ✓ Use innovative teaching approaches.
- ✓ Satellite campus (outside the city).
- ✓ Support faculty in developing their teaching skills.
- ✓ More frequent use of qualified supply teachers over and above the current ten-day limit at the DSFM.
- ✓ Use video conferencing (plus).
- ✓ Create opportunities for authentic learning.
- ✓ Many more conferences with Francophone specialists.
- ✓ Participate in national functions to have a national voice and visibility.
- ✓ Diversify our course delivery methods.
- ✓ Offer more support for students with difficulties to prevent them from dropping out.

| Subtheme 5 | Red | Yellow | Blue |
|------------------------|------------|---------------|-------------|
| Promote life in French | 6 | 1 | 0 |

- ✓ Centre of excellence.
- ✓ More, more campus life! (restaurants, festivals, social events).
- ✓ Seniors can be strong models through their testimonials to students.
- ✓ Encourage the Francophone community to request French language services. If the demand is there, the need for bilingual positions becomes more apparent. Attracting young people to careers/trades is easier if they see that jobs are available.
- ✓ Change rural mentalities to believe that anything is possible in French.
- ✓ Grades 11 and 12...access to university courses.
- ✓ The high school-university transition should start in grade 12.
- ✓ Promote lifelong learning (literacy).
- ✓ Create opportunities for sharing and openness with the community.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Facilitate and support integration of qualified newcomers | 2 | 5 | 0 |

- ✓ Communicate the facts about French language postsecondary education to all community members.
- ✓ Recognize all credentials.
- ✓ Use the skills of high-level French speakers, even if they aren't teachers.
- ✓ Recognize the degrees of internationally educated teachers so that our newcomers have more credential and prior learning recognition support.
- ✓ USB should represent the new realities (immigrants, First Nations, English speakers) as teaching models in all its postsecondary courses.
- ✓ Hire qualified people who are close to students.
- ✓ Promote greater representation of diversity in faculty and students.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Increase postsecondary outreach in Manitoba | 6 | 4 | 2 |

- ✓ Call on English language partners to share promotional campaigns on the radio, television and Internet.
- ✓ Develop critical thinking.
- ✓ High expectations regarding level of French.
- ✓ Important reminder – Goal: support the sustainability of Francophone communities in MB/Canada.
- ✓ Demand that professional workshops be offered in English and French (bilingual).
- ✓ Highlight the uniqueness of USB.
- ✓ USB: Aim to become one of the best "human-scale" universities in Canada.

| Subtheme 8 | Red | Yellow | Blue |
|---------------------------|------------|---------------|-------------|
| Effectively address needs | 4 | 3 | 0 |

- ✓ Offer quality and diverse education/training (bilingual).
- ✓ Offer French language trades training in a number of areas.
- ✓ Offer more "porous"/interchangeable training with other areas/programs/institutions.
- ✓ Meet current and future market demand.
- ✓ Promote continuing education as a way to further develop skills that will be needed in the future.
- ✓ Law program.
- ✓ Possibility of an "on-demand" program offered every three years on a rotating basis.
- ✓ Continue to strive for more rigour in our programs, language learning and training offered.
- ✓ Ensure that postsecondary options are in line with students' skills.

| Subtheme 9 | Red | Yellow | Blue |
|---|-----|--------|------|
| Expand the range of postsecondary funding opportunities | 0 | 4 | 5 |

- ✓ Expand funding sources – research and industry partnerships.
- ✓ \$\$\$

**Workshop: Postsecondary and Continuing Education
Afternoon session – 13 participants**

The statement selected by the afternoon group was:

How can we... establish a consistent Francophone education continuum by providing access to quality French for all postsecondary students across the province via strategic partnerships with local communities to meet the needs of Manitoba's Francophonie?

| Subtheme 1 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Promote French language postsecondary education | 9 | 0 | 0 |

- ✓ Further promote USB (pamphlets, tours).
- ✓ Promotional campaign (postsecondary education in FRENCH).
- ✓ More promotion.
- ✓ Ongoing promotion.
- ✓ Recruit First Nations and immigrant students (French immersion and DSFM).
- ✓ Inform students about job opportunities in French (asset).
- ✓ Heavily promote career opportunities in French to high school students.
- ✓ Inform parents of options.
- ✓ Scholarships for studying in French.

| Subtheme 2 | Red | Yellow | Blue |
|--|-----|--------|------|
| Promote collaboration among organizations, school divisions and postsecondary institutions | n/d | n/d | n/d |

- ✓ Communication system to meet Francophones' needs.
- ✓ Education fully subsidized by the government.
- ✓ Collaboration between the DSFM and FI.
- ✓ More collaboration among school division and university staff/faculty and teachers.

| Subtheme 3 | Red | Yellow | Blue |
|--|-----|--------|------|
| Offer more French language postsecondary opportunities | 3 | 3 | 0 |

- ✓ Professional programs that meet the needs of Francophone students.
- ✓ Offer more electives/bridging courses at the high school level (grades 11 and 12).
- ✓ Postsecondary trades programs in French.
- ✓ Continuing education.
- ✓ Develop technical programs in French.
- ✓ Education continuum "from cradle to grave."
- ✓ Create a bilingual school with the best students from each school = generate a steady stream of highly qualified bilingual graduates to fill key positions.
- ✓ Offer more part-time program options in French.
- ✓ Redesign the DSFM, creating vocational training centres; separate K-12 schools; create regional high schools; create the conditions to promote French and have better quality from the outset.
- ✓ Create digital platforms to offer more online programs.
- ✓ Offer part-time and on-line programs.
- ✓ More online postsecondary courses.
- ✓ Mobile units for remote schools for trades training.
- ✓ USB faculty should teach fewer than 21 credits (quality).
- ✓ Students should have access to the programs they want (in French).
- ✓ French language programs and faculties equal to English ones.
- ✓ French language Master's and PhD programs offered in the English universities.
- ✓ Trade school.

| Subtheme 4 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Intervene early to keep students in the French language education continuum | 1 | 2 | 1 |

- ✓ Career development program starting in grade 5, with rigorous follow-up.
- ✓ Travelling counsellor – go to both ALL French + French immersion schools; to grades 5/6 to help them dream the dream; talk to individual students to show options that can guide their dreams.
- ✓ Early childhood support to increase retention of students in FL2, starting in grade 2.
- ✓ Develop a strategic plan to keep Education faculty graduates in our schools.

| Subtheme 5 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Increase human resources to maintain quality education at USB | 3 | 3 | 1 |

- ✓ More human resources = more opportunities (choices) \$.
- ✓ Maximum of five practicum students per supervisor at USB.
- ✓ More teaching faculty + practicum supervisors at USB.

| Subtheme 6 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Use resources appropriately and create new ones in French | | | |

- ✓ Flexible program delivery.
- ✓ Strengthen the partnership between the various stakeholders (from early childhood to postsecondary) so that our proposed learning path meets needs.
- ✓ Use resources more effectively (e.g., shops in an English school available to French language high schools).
- ✓ Many resources.
- ✓ List of needs (what students want).
- ✓ Create customized resources to educate and raise awareness in the community about options and programs.

| Subtheme 7 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Help the community see French language vitality as an added value | 0 | 1 | 4 |

- ✓ Proud French speakers with a sense of belonging.
- ✓ Francophone postsecondary graduates who visit high school classrooms to promote French language education.
- ✓ Pride in and use of French in all businesses – French signage.
- ✓ Educate our Francophones so that they can serve Francophones.

| Subtheme 8 | Red | Yellow | Blue |
|--|------------|---------------|-------------|
| Create an education continuum to enhance the quality and consistency of French language learning | 8 | 1 | 1 |

- ✓ Pedagogy + language = Francophone identity.
- ✓ Create a faculty of visual arts and music in French.
- ✓ French language education continuum.
- ✓ Establish success criteria for future French language teachers.
- ✓ Universal access to quality French for everyone.

| Subtheme 9 | Red | Yellow | Blue |
|---|------------|---------------|-------------|
| Expand the Francophone space and our understanding of cultural competencies | 0 | 1 | 0 |

- ✓ Create a connection/relationship between all French immersion schools so they can identify with each other + culture.

Summary of Theme 10: Postsecondary and Continuing Education

Total number of participants: 35

Subthemes most often rated as "important" by participants

- Build collaborations/partnerships.
- Use innovative teaching approaches.
- Increase postsecondary outreach in Manitoba.
- Promote French language postsecondary education.
- Create an education continuum to enhance the quality and consistency of French language learning.

Most popular solutions

- Encourage the development of shared strategies among the various education and training players.
- Range of partnerships.
- French language education continuum.
- More promotion.
- Develop technical programs in French.
- Encourage the Francophone community to request French language services. If the demand is there, the need for bilingual positions becomes more apparent. Attracting young people to careers/trades is easier if they see that jobs are available.

Information Session

Caboto Centre

March 7, 2018

The information session held on March 7, 2018 was attended by **153** people.

The following are participants' comments and recommendations:

- Further develop the curricula.
- Raise awareness of and promote teachers' role.
- Increase awareness of the work done by the BEF.
- Educate elected provincial representatives (through letter circulation) about the importance of French language education.
- Rally the troops: French immersion, DSFM, FL2 and parents (French and English speakers).
- Reinstate the position of Francophone Assistant Deputy Minister.***
- Make the BEF an autonomous entity.
- Expand the BEF's mandate.
- Perform a legal analysis of Charter Section 23 re: the removal of the ADM position.
- The ADM position must be bilingual (as a minimum).
- Support teachers, the BEF, DREF and students.
- Growth of Français and French immersion programs = we need more BEF supports.
- Lack of government transparency; the public's voice has been silenced.
- The BEF is an education leader for Francophones.
- Receive bilingual services.
- The ADM loss means that Francophones have lost their voice and organizational culture.
- Make the ADM cut an issue for School Board elections next October.
- Loss or non-replacement of BEF employees = loss of services and the fear that BEF employees will be amalgamated with English ones.
- Be prepared to act if the ADM position is not reinstated or if the BEF's status changes.
- Involve French immersion parents.
- Invite English language school divisions offering an immersion program to take a stand.
- French language education legislation similar to that in Nova Scotia.
- French daycares in French immersion schools.
- Support for Francophone parents and exogamous couples experiencing linguistic insecurity.
- Needs-based resources and funding.
- Do not overlook the French communication program.
- Ensure that Education students are able to teach French at the appropriate level.

- It is up to the Francophone community to have a say on the future of French language education.
- The BEF could be the equivalent of the provincial Education department, but for Francophones.
- Community mobilization? Protest? Student strike?
- French language education is a value-added.
- It is not just about getting back what was lost (ADM position), but of increasing French language services.
- The Assistant Deputy Minister position is non-negotiable.
- The French immersion program is not the English program (need to better inform the public).
- Francophones' needs are not the same as those of English speakers; the Education minister needs to understand this.
- All communications from the provincial Education department should be released simultaneously in both languages.
- It is unacceptable to discuss and make decisions regarding the FL1 and FL2 programs in English.
- Department decisions are being made without including the people involved.
- The individuals tasked with French language files must speak and understand the language.
- We do not want to lose BEF and DREF resources.
- Important to remember the cultural element that leads to pride in speaking and living in French.
- Professional development in French for Immersion and FL2.
- Support programs encouraging oral French such as language monitors, the Odyssey language assistant program, and so on.
- Several materials produced by the BEF are used in the other provinces and territories. Something to be proud of!
- The teacher's role is to teach rather than produce materials, which is the job of the BEF and DREF.
- This whole situation is an attempt to remove French and, as an Anglophone, I did not learn about it in the media...I was shocked.
- The government is trying to erode the French voice.
- The advisory committee should get involved and defend the community's needs.
- The Francophonie Secretariat should have a say in education matters.
- Question: how does the government plan to encourage the development of all rights holders and students learning the French language without a strong BEF led by a Francophone ADM?
- It is inconceivable that BEF meetings are conducted in English.
- Expand the BEF's mandate to include early childhood education, postsecondary education and continuing education, as well as an ADM.
- Negotiating is fine, but we will not back down with regards to the ADM position and a robust BEF.
- How can we ensure French language development as set out in Bill 5?
- Concern that our government's actions are similar to what occurred in Saskatchewan and Alberta, which did not have a positive outcome.

Information Session

École/Collège Régionale Gabrielle-Roy

March 12, 2018

The information session held on March 12, 2018 was attended by **123** people (including online participation).

The following are participants' comments and proposals:

- The Assistant Deputy Minister position is a non-negotiable must.
- Check if lawyers could be involved (Charter Section 23).
- Rally the troops (English speakers, USB alumni, parents, etc.).
- The BEF and DREF offer the only French language service opportunity for the English school divisions.
- Language is the foundation of our culture.
- The BEF is needed to organize and develop support programs.
- It is important not to be all over the map (with the BEF mandate) – keep it for Francophones.
- Pressing need to recruit Francophone teachers.
- Why did the ministry never replaced the BEF positions given that the number of students and teachers has increased?
- Need to address the mental health of students and staff.
- We lost the Francophone Deputy Minister position for postsecondary education, and now K-12... What's next?
- Early childhood education in French is critical.
- All Manitobans benefit from bilingualism.
- The work environment must be in French.
- We want to maintain our status and preserve what we have achieved (ADM and a robust BEF).
- We are shifting from a participatory to a prescriptive system.
- We are losing bits and pieces (positions and ADM) in a continuous erosion of French language services, which is a loss for both students and teachers.
- 52% of Manitoba students are affected by French language education; it is therefore necessary to have a bilingual DM or ADM.
- What is the role of the advisory council (Bill 5)?
- Mobilize students.
- Get support letters from external organizations.
- Need for a bilingual ADM (as a minimum).
- Use the CAIP/ACPI.
- Promote public awareness of the cultural and historic aspect of assimilation.
- Consult the community.
- The BEF is becoming stronger and more important with the addition of early childhood education; the next step is to re-establish the ADM position.
- In 1993, Francophone parents obtained the right to run their own schools. The Francophone ADM link is vital to have a voice with the Minister.
- How will the Education Minister make decisions regarding the Summit recommendations?

- Parents need to be involved in their children's education.
- Visit the school committees and PACs so that they understand the impact of cutting the ADM.
- Awareness campaign with organizations and stakeholders.
- BEF expansion plan: early childhood, postsecondary, continuing education/teacher recruitment (and retention) / collaboration with other provinces and territories / consortium / training and professional development/summer institutes/statistics and data / promotion and communications / Special Education / resources/ curricula /translation / credentials recognition (instead of Russell unit) / distance education, etc.
- With the decision to eliminate the ADM position, do we really have any input in school management?
- Approach the opposition parties about making a solid commitment.
- Reinstate the ADM position and designate it as bilingual.
- The two most senior Francophone public servants in the Manitoba government ~~are~~ were: Director of Services to Francophones, and the Assistant Deputy Minister in Education, which isn't much.
- It makes no sense that key departmental positions with a significantly impact on Francophones are not designated bilingual.
- The chamber was unanimous regarding Bill 5, and yet a key position for the community has been eliminated. The only position close to the Minister!
- Did Treasury Board consult before making these cuts? What were the cuts based on?
- Online petition (inadmissible).
- Prepare short video clips to promote data showing that this decision affects 52% of students and more than 2,000 teachers.

Proposals and suggestions

Manitoba Education and Training

1. We call on the Minister of Education:
 - i) To reinstate the position of Francophone Assistant Deputy Minister, and that he or she be responsible for the BEF;
 - ii) For the position of Assistant Deputy Minister to be designated "bilingual," regardless of the political party in power;
 - iii) For the Francophone Assistant Deputy Minister to be tasked with academic success from infancy to an advanced age ("cradle to career");
 - iv) To give the Assistant Deputy Minister direct access to the Deputy Minister and/or Minister of Education through the Cabinet committee in Education;
 - v) To create a position of Francophone Deputy Minister in the event that a super department of Education (cradle – rocker) is created, and the responsibilities and files of the BEF increase.

2. We call on Manitoba Education to ensure province-wide resource and service equity by:
 - i) Ensuring that the school divisions, and by extension rural schools, receive equal French language services and resources.
 - ii) Facilitating the professional development of staff in rural areas.
 - iii) Streamlining credential and prior learning recognition for internationally educated teachers to address the recruitment and retention challenges of schools offering a French language curriculum (DSFM, French immersion and FL2).
 - iv) Offering (through the BEF) classroom teachers Special Education support in French.
 - v) Supporting the school divisions in introducing teaching assistant training.
 - vi) Providing the resources required to support newcomer students.

3. We call on Manitoba Education to become a real department of Education responsible for the education continuum ("cradle to rocker") by:
 - i) Ensuring that this new department include early childhood education, education from kindergarten to grade 12, literacy, continuing education, trades and postsecondary education.
 - ii) Appointing a Francophone Assistant Deputy Minister to represent Francophones' education interests.
 - iii) Providing sufficient financial and human resources to meet the needs of French language learners.

4. We call on Manitoba Education to make the BEF an independent and autonomous body.
 - i) That the BEF team have a large enough staff (education consultants and others) to meet the needs of: school divisions, postsecondary institutions, early childhood education, trades training, and continuing education.
 - ii) That the BEF be overseen by a bilingual Assistant Deputy Minister who has an excellent understanding of the needs of the Francophone community;
 - iii) That the Francophone Assistant Deputy Minister have some input into decisions regarding French language education.

5. We call on Manitoba Education to value French language education by:
 - i) Making French language education compulsory for all students in the province, starting in kindergarten.
 - ii) Developing a course on the history of Manitoba that includes a chapter on the history of Francophones.
 - iii) Ensuring that all communications, both for the school divisions and the public at large, be released simultaneously in both languages.
 - iv) Promoting and developing the French language in Manitoba.
 - v) Giving students the opportunity to speak on issues of interest to them.

6. We call on Manitoba Education to incorporate culture and heritage into the curriculum of French immersion and DSFM students by:
 - i. Putting cultural mediators in the schools;
 - ii. Integrating cultural education into the curriculum;
 - iii. Celebrating cultural identity and strengthening the Francophone space;
 - iv. Recognizing culture as a driver of economic development.

7. We call on Manitoba Education to develop a language planning policy.

8. We call on Manitoba Education to support French language postsecondary education across the province by:
 - i. Promoting French language postsecondary education;
 - ii. Ensuring that Université de Saint-Boniface can offer the full range of programs offered in the English institutions, including technical studies;
 - iii. Ensuring that the BEF is involved and works closely with USB: education consultant, resources, etc.

Manitoba Department of Families

1. We call on the Minister of Families to:
 - i) In the spirit of a "cradle to rocker continuum, make the BEF responsible for: programming, the resources required for effective daycare operations, and professional development for Francophone educators;
 - ii) Harmonize child development services (school, family and integrated);
 - iii) Ensure that every family has access to a French language daycare, without having to wait;
 - iv) Invest in the daycare system to offer programming comparable to the system of the majority;
 - v) Invest in school daycares by expanding or sharing space.

Manitoba Health, Seniors and Active Living

1. We call on Manitoba Health to:
 - i) Work together with the schools and postsecondary institutions to offer extended health services to students;
 - ii) Work together with the daycares to develop an early detection/screening program;
 - iii) Offer free occupational, speech-language, psychology and other therapies to low income families in order to give needy children a fair chance of success;
 - iv) Ensure that regional health authorities work in collaboration with the school divisions.

Francophone Affairs Secretariat

1. We call on the Francophone Affairs Secretariat:
 - i) To ensure the enforcement of and compliance with *The Francophone Community Enhancement and Support Act* in its entirety;
 - ii) For the Advisory Council to meet at least three times a year, and report on the latest developments to the community.

Manitoba Growth, Enterprise and Trade (immigration sector)

1. We ask the Minister of Growth, Enterprise and Trade (immigration) to:
 - i) Ensure that the Province respects the quota of Francophone and Francophile newcomers;
 - ii) Refer these newcomers to existing Francophone reception services (e.g., Accueil francophone);
 - iii) Support newcomers financially for a period of at least one year in order to facilitate school integration.

Community

1. We ask the community:
 - i) That the family play a key role in education at home by supporting reading;
 - ii) That the community be involved in the provincial education system through surveys, communications and so on;
 - iii) That the community value and support education;
 - iv) That the community (and its organizations) participate in the active offer of French language services to promote socialization in French outside the classroom via sports, culture, etc.;
 - v) That the community be inclusive and accept and value everyone who embraces the French language;
 - vi) That community schools be created across the province.

School divisions

1. We call on the school divisions to work together for the benefit of French language learners (DSFM, FL2):
 - i) PLCs involving teachers from the various school divisions;
 - ii) Coordination among DSFM and FL2 schools for professional development and resource sharing;
 - iii) Sharing winning practices and "professional" services between DSFM and FL2 schools;
 - iv) In the school divisions offering Immersion: hire French language education consultants;
 - v) Implement the cultural education curriculum;
 - vi) That every school division use PLCs and aim for collective teacher efficacy to promote best practices;
 - vii) That every school division, with the assistance of Manitoba Education, implement the Response to Intervention (RTI) or any other program that models good behaviour;
 - viii) That every school division support in-service teacher training;
 - ix) That every school division establish programs to encourage reading at school and at home;
 - x) That the DSFM, with provincial funding, offer trades courses to the province's Francophone students.

MTS and the schools

1. We ask the MTS and the schools:
 - i) To work in collaboration with the school divisions and Manitoba Education to implement PLCs (Hattie);
 - ii) To work in collaboration with the school divisions to promote reciprocal teaching (Hattie);
 - iii) That every teacher develops a support plan providing each student with an enrichment program;
 - iv) That formative, just like auto-evaluation of students be prioritized as a tool to measure progress;
 - v) That every teacher, with the support of the school principal, conduct a self assessment;
 - vi) That teachers be actively involved in their professional development and attend annual professional training workshops aligned with their personal needs;
 - vii) That teachers avoid language overcorrection with a view to strengthening linguistic security;
 - viii) That teachers and schools incorporate Francophone perspectives into their curriculum;
 - ix) That teachers promote hands-on learning, problem solving, metacognition and RTI in the classroom;
 - x) That every Français and French immersion school provide space in their school where parents can get information on community resources;
 - xi) To offer parents opportunities to participate in school life;
 - xii) That every Français school be a welcoming place;
 - xiii) To include families in the making decisions for school improvement;
 - xiv) To permit year-round schooling.

Postsecondary education

1. We ask postsecondary institutions:
 - i) To allow university practicum students to work as supply teachers during their final year;
 - ii) To include inclusive and Special Education teaching in their syllabus (all universities);
 - iii) To collaborate with the school divisions to offer (distance) Master's of Education programs, including three credits from a work-learning experience with a view to promoting the hiring of teachers and school principals;
 - iv) In this case, USB, to offer a variety of trades and technical courses in French, with provincial funding;
 - v) To use provincial support so that tuition fees do not stand in the way of a quality postsecondary education;
 - vi) To offer dual-credit courses (high school to first-year university).

Healthy Child Committee of Cabinet

1. We ask the Healthy Child Committee of Cabinet:
 - i) That the Healthy Child program consider the special needs of children in Francophone families and communities;
 - ii) That the Healthy Child program allow communities to offer equitable services in French in all areas across the province where there are French-speaking children aged 0 to 6 years old;
 - iii) That the Healthy Child program support the parent-child coalition to continue offering an early detection service with Francophone specialists.

The Role of the Community and Parents

The evidence about the benefits of families being involved in their children's education is overwhelming. Research shows that parental involvement in their children's learning positively affects the child's academic performance in both primary and high schools, leading to: *

- Higher academic achievement;
- Greater cognitive competence;
- Greater problem-solving skills;
- Greater school enjoyment (including reduced dropout rates);
- Better school attendance; and
- Fewer behavioural problems at school.

Studies show that children whose parents are involved demonstrate greater social and emotional development, including:

- More resilience to stress;
- Greater life satisfaction;
- Greater self-direction and self-control;
- Greater social adjustment;
- Greater mental health;
- More supportive relationships;
- Greater social competence;
- More positive peer relations;
- More tolerance;
- More successful marriages; and
- Less delinquent behaviours.

These advantages continue throughout childhood into adult hood.

* <http://modules.ontarioschooltrustees.org/en/family-and-community-engagement.html>

Francophone parents

1. We call on families to:
 - i) Be involved in their children's education;
 - ii) Work in collaboration with the school, daycare and their children's educators;
 - iii) Create a "French" corner at home to address linguistic insecurity;
 - iv) Encourage their children to read every day;
 - v) Establish a school year routine.

Municipality

1. We ask that municipalities:
 - i) Offer services in French;
 - ii) Be served by a library that includes French language books and free digital subscriptions for children;
 - iii) Offer extracurricular activities in French;
 - iv) Participate in developing a French language service offer strategy;
 - v) Be involved in the civic community school;
 - vi) Implement a program for welcoming and sponsoring newcomers.

