An outline map of the province of Newfoundland and Labrador, showing the coastline and the division between the island of Newfoundland and the Labrador peninsula.

**A Policy for
French First Language Education
in Newfoundland and Labrador**

**Government of Newfoundland and Labrador
Department of Education - Division of Program Development**

**Authorized by the Minister of Education
June 1991**

**A Policy for
French First Language Education
in Newfoundland and Labrador**

**Government of Newfoundland and Labrador
Department of Education - Division of Program Development**

**Authorized by the Minister of Education
June 1991**

ACKNOWLEDGMENT

The Department of Education would like to extend its appreciation to all those who contributed to the development of this document. The Department would also like to thank the other provinces for their willingness to help in developing our policy.

A Policy for French First Language Education in Newfoundland and Labrador

Table of Contents

Preamble	1	
The French School - Definition	3	
Role of the French School	5	
Characteristics of the French School	7	
Fundamental Principles	9	
Guidelines for Curriculum Development	13	
Access and Eligibility	17	
Bibliography	19	
APPENDIX 1	Historical Overview - The French School in Newfoundland	i
APPENDIX 2	Demolinguistic Profile - Francophone Population in Newfoundland	vii
APPENDIX 3	Section 23 - Minority Language Education Rights	xv

Preamble

Nature of the Document

The purpose of the present document is to establish a policy framework for French first language education in the province of Newfoundland¹. This framework allows for the formulation of an educational policy which is to serve as a blueprint for *French schools*².

Role of an Educational Policy

An educational policy reflects the educational ideology of a structure such as the French school, presents the philosophical and pedagogical foundations of such a structure and outlines its major objectives. These global objectives guide the curriculum planning process and lead to the identification of more concrete objectives which in turn help determine appropriate classroom applications.

This document, then, will first define the *French school* and its role, and describe its characteristics. Next, some fundamental pedagogical principles related to the French school will be set forth, followed by guidelines for curriculum development.

¹ The term *Newfoundland* throughout this document designates both Labrador and the island; it is also the name of the province according to the "Terms of Union" of 1949.

² In this document the word *school* means an educational institution where students receive instruction. It may take one of several forms including: one or more classrooms, a floor or wing of a building, or a building.

The policy elaborated in this document may well present an idealized picture of the Newfoundland French school. It is felt, however, that only a theoretical model which is very specific and precise can adequately explain the role of the French school. A precise conceptualization of what the French school should be is necessary in order to establish an overall plan which deals with both the administrative and pedagogical implications of French first language education. The plan of action will, however, take into account numerous factors including the availability of human and financial resources.

The socio-cultural situation of the learner must also be considered when making decisions of both a pedagogical and an administrative nature. It must be recognized that each francophone community in Newfoundland will need a unique variation of the proposed model in order to preserve and develop the French language. Because of the diversity of socio-cultural situations, instruction in a given French school should be able to be adapted to accord with the linguistic and cultural characteristics of its clientele. Nevertheless, the overall linguistic and cultural objectives will be consistent for all French schools in the province.

In summary, the present French first language education policy sets out the philosophy and the highlights of a plan for a French first language program, but also recognizes that there must be a certain flexibility in order to enable communities to attain all of the objectives of the Newfoundland French school.

The French School

Definition

A Newfoundland *French school* is an educational institution whose very essence is francophone. All activities are conducted in French. The atmosphere and the spirit of the school embody the francophone heritage of which it is a product, as does its very structure. It is a vehicle of French Canadian culture. In a French school, instruction is in French and a French first language curriculum is used.¹

French First Language Curriculum - definition

A French first language curriculum is designed for francophone students. All subjects are taught in French with the single exception of English.

¹ adaptation, Landry, R. et Allard, R. (1988) and Saskatchewan. (1989). Ministère de l'Éducation.

The Role of the French School

Goal of the French School

The Newfoundland French school seeks to attain the goals of education as formulated by the province.¹ Generally, the school's goal is to educate all students to lead productive, fulfilling lives in a global environment. The French school, especially in a minority language situation, has the additional mandate of maintaining and developing the French language skills and the cultural heritage of this minority.

Objectives of the Newfoundland French School

The Newfoundland French school seeks to:

- offer a quality education
- facilitate the intellectual, affective, psychomotor, artistic and moral development of the learner
- allow the learner to master French as a first language, in both its oral and written forms
- stimulate and strengthen the learner's sense of cultural and linguistic identity as a francophone
- serve as a cultural centre for the French Newfoundland community
- reinforce the learner's sense of belonging to the immediate francophone community, as well as to that of Canada and of the world
- provide the learner with the opportunity to develop a good knowledge of the history of the French Canadian people
- allow the learner to master English as a second language

¹ Newfoundland and Labrador Department of Education, *The Aims of Public Education for Newfoundland and Labrador*, rev. ed (St. John's: Queen's Printer, 1984), pp. 6-7

- deepen the learner's knowledge and appreciation of the language and culture of English Canada in the community, the province and other provinces
- deepen the learner's knowledge and appreciation of the multicultural nature of Canada

Characteristics of the French School

- the curriculum is one designed for francophones in a minority situation
- French is the language of communication throughout the school, from the classroom to the administration offices
- teachers and administration personnel are francophones
- school activities and extra-curricular activities are conducted in French, so as to create a francophone atmosphere
- French Canadian cultural activities are an integral part of the school program
- the school encourages parental participation in school matters
- the school creates and maintains close ties with the francophone community of the immediate vicinity as well as with other francophone communities
- instruction is offered on distinct premises provided for this purpose; this may be one or more classrooms, a floor or a wing of a building, or an entire building.

Fundamental Principles

Instruction in a French school is based on certain fundamental principles which give direction to the academic program and help ensure the success of the school.

1. **Language proficiency** is an important aspect of the French school. The pedagogical approach used aims at a maximal development of the first language, French in both its oral and written forms, as well as a high level of competence in the second language, English.
2. The French school accords **priority to the French language** as
 - the primary language of instruction
 - a vehicle for the transmission of French Canadian culture
 - the language of communication internally and externally
3. The French school promotes **additive bilingualism** for Newfoundland francophones. Additive bilingualism seeks to develop a high level of proficiency in French and to enrich the learner's French language abilities through the acquisition of a second language, English. Additive bilingualism is characterized by "the addition of a second language with no loss at the level of the mother tongue". (Lambert, 1975) Reductive bilingualism, which is to be avoided, is characterized by gains in the second language only at the expense of the first language.

The degree of bilingualism attained depends on both schooling and the socio-institutional situation and may vary from one francophone community to another. Nevertheless, it is important that, in all cases,

emphasis be put on additive bilingualism .

4. In teaching French, one seeks to help the learner develop the language skills which are essential for good oral and written communication. Because the French language is an instrument of communication used in different situations, an integrated approach to teaching, one centred on *communication*, is recommended.

"Learning one's mother tongue does not consist solely (nor primarily) in mastering the vocabulary and the grammar, but in understanding and producing messages in order to be able to *communicate*. To reduce the language to a non-functional object of study and to place value only on the norm is to put in place methods which at this level, become additional factors leading to assimilation."

- Lentz, F. (1985)

5. The school must promote the *cultural identity* of the francophone community. Cultural identity may be defined as an awareness of the value of the individual as a francophone, and of the importance of his or her contribution to society. Culture is transmitted through the atmosphere of the school and through the pedagogical models which together encourage the active participation of the learner in the process leading to an assumption of his or her cultural identity. However, a model which is successful in developing cultural identity in a given school will not necessarily work in all schools.

"Neither the actors nor the conditions are the same. French schools must formulate their own

programs of cultural development based on the particular conditions of their situation."
- Desjarlais, L. (1983)

6. The *school and the family* work together to develop the learner's French language abilities and his or her cultural awareness.

"The mother tongue which is not used extensively in the home and in the socio-institutional surroundings will not develop to its full potential."

- Landry, R. (1985)

It is thus vital, especially in a minority situation, that the school be supported by the home environment in the struggle to preserve and strengthen the French language and culture. The school recognizes its role but cannot without help fully develop the learner's French language ability and his/her sense of cultural identity.

7. Because of the diversity of cultural situations of the various francophone communities in Newfoundland, a school board will have to adapt its teaching model to the linguistic characteristics of the learners. (eg "classe d'accueil", recuperation class, teacher assistant)

Guidelines for Curriculum Development¹

1.0 General Considerations

- 1.1 The francophone curriculum of this province will be developed in accordance with the philosophical and pedagogical foundations of the French school, as outlined in this document.

- 1.2 In developing a provincial francophone curriculum model, curriculum models of other minority francophone groups in Canada will be consulted.

- 1.3 Pedagogical materials chosen will accord with the stated philosophy and objectives of the courses offered. A study of available pedagogical materials for francophones will be undertaken in order to facilitate the selection of materials.

- 1.4 If the available pedagogical materials do not appear to respond to the stated objectives of certain courses for francophones in Newfoundland, the curriculum may be modified by adapting course descriptions from other provinces (including course objectives and recommended pedagogical materials).

¹ The term *curriculum* refers to all aspects of an educational program, encompassing course outlines and objectives, teaching guides and teaching resources. The French equivalent is *programme d'études*.

1.5 All documents connected with the French first language curriculum (eg teacher guides) will be available in French except those pertaining to the teaching of English language arts.

1.6 Courses with Newfoundland content (eg Grade 5 Social Studies) will be a part of the French first language curriculum.

2.0 Instruction

2.1 Kindergarten and Primary (K-3)

All instruction in Kindergarten and the primary grades will be in French.

2.2 Elementary (4-6)

2.2.1 All subjects will be taught in French, with the exception of English.

2.2.2 English will be introduced in Grade 4.

2.2.3 English will be taught through a program designed for francophone students in a minority situation.

2.3 Junior High (7-9)

2.3.1 All subjects will be taught in French, with the exception of English.

2.3.2 English will be taught through a program designed for francophone students in a minority situation.

2.4 High School (10-12/Levels I-III)

- 2.4.1** Instruction will continue in French for all subjects with the exception of English.
- 2.4.2** The High School curriculum will include all courses needed to satisfy graduation requirements with as many additional courses as possible, in order to offer francophone students a reasonable number of electives.
- 2.4.3** English will continue to be taught through a program designed for francophones in a minority situation.
- 2.4.4** The High School English course will include two complementary units: 1) English language literature and 2) English language arts.
- 2.4.5** Besides the regular High School English course (which will be offered at each of the three levels), a specialized course in English language literature may be offered as an elective (Grade 11 or 12).

3.0 Special Services

Students enrolled in a French first language program will, where possible, have access in French to specialist services offered by their school board. (eg teacher - librarian, school counsellor, special education teacher)

Access and Eligibility

A French school is usually intended for francophone students, that is, for children who have a good knowledge of the French language and are being raised in a francophone home. However, eligibility for French first language education in Canada is not limited to this category of student. The French school must also accommodate those francophones who, by force of circumstance, do not have a functional knowledge of French but who demonstrate (through their parents) a desire to recover their heritage, the French language and culture. The legitimacy of this desire has been recognized in the *Canadian Charter of Rights and Freedoms* which, in Section 23, elaborates on minority language education rights.

Thus, a child has the right to a French first language education in Newfoundland if *either parent* satisfies any of the following criteria:

- his or her first language learned and still understood is French
- he or she received primary school instruction in French in Canada
- he or she has at least one child who has already received instruction at the primary or secondary level in French in Canada

According to Section 23, all parents of *Canadian citizenship* who meet one of the preceding conditions have the right to have their children receive instruction in French (the minority language in Newfoundland) wherever "the number of children of citizens who have such a right is sufficient to warrant the provision

to them out of public funds of *minority language instruction*". This right includes that to French language *educational facilities* where the number of children so justify.

(See Appendix 3 where Section 23 is reproduced in its entirety)

It is important to recognize that there are other categories of children who could be accommodated in a French first language education system in Newfoundland. These include children of francophone immigrants and children of Newfoundland parents of French origin who do not understand French but who wish to preserve their French heritage. For the latter, special classes ("classes d'accueil", recuperation classes, tutorials) would facilitate their integration into the French school community. Thus, access to French education as required by the Charter can be expanded depending on the circumstances.

BIBLIOGRAPHY

JOURNALS, ARTICLES

- ACELF. (1983). L'école française. *Revue de l'Association canadienne d'éducation de langue française*, 12(3), 1-12.
- Angers, M. (1988). La signature officielle du contrat pour la construction de l'école Sainte-Anne, à Grand'Terre (Terre-Neuve). *Revue de l'Association canadienne d'éducation de langue française*, 16(1), 4-5.
- Bastarache, M. (1986). Les droits linguistiques dans le domaine scolaire: *Guide d'interprétation de l'article 23 de la Charte canadienne des droits et libertés*. Document préparé pour la Fédération des francophones hors Québec.
- Chaisson, A. (1988). L'école canadienne-française: facteur indispensable à l'unité nationale. *Revue de l'Association canadienne d'éducation de langue française*, 16(3), 32-33.
- Desjarlais, L. (1983). Identité culturelle. *Revue de l'Association canadienne de langue française*, 12(3), 13-16.
- Lambert, W.E. (1975). Culture and Language as Factors in Learning and Education. A. Wolfgang (Ed.) *Education of Immigrant Students*. Toronto: Ontario Institute for Studies in Education.
- Landry, R. (1985). *Pour une politique scolaire des langues*. Document présenté au comité provincial d'anglais langue seconde, Ministère de l'Éducation du Nouveau-Brunswick.
- Landry, R. et Allard, R. (1988). L'Assimilation linguistique des francophones hors Québec, le défi de l'école française et le problème de l'unité nationale. *Revue de l'Association canadienne d'éducation de langue française*, 16(3), 38-50.
- Lapierre, J.E. (1988). Pour un plan de développement de l'éducation française au Canada. *Revue de l'Association canadienne d'éducation de langue française*, 16(1), 25-34.
- Lentz, F. (1985). L'enseignement/apprentissage du français langue maternelle en contexte minoritaire. *Revue Éducation Manitoba*, 12(7).
- Paquin, G. (1988). Le français est en net recul hors du Québec. *Revue de l'Association canadienne d'éducation de langue française*, 16(1), 23-24.
- Ruest, P. (1988). L'avenir éducatif des franco-manitobains: défi ou défaite? *Revue de l'Association canadienne d'éducation de langue française*, 16(3), 16-23.

GOVERNMENT DOCUMENTS

- Alberta. (1988). Department of Education. *Language Education Policy for Alberta*.
- Commissaire aux langues officielles. *Rapport annuel 1989*. Rapport soumis au Parlement canadien.
- Institute for Educational Research and Development, Memorial University. (1985). *French Educational Needs Assessment, Port au Port Peninsula*. Report prepared for the Department of Education, Newfoundland.
- Manitoba. (1984). Education Manitoba. Bureau de l'éducation française. *Politique curriculaire pour l'éducation en français au Manitoba*.
- Newfoundland and Labrador. (1984). Department of Education. *The Aims of Public Education for Newfoundland and Labrador*, rev. ed. (St. John's: Queen's Printer), pp. 6-7.
- Newfoundland and Labrador. (1989). Department of Education. *Proposal for a French First Language Curriculum* (Draft Edition).
- Ontario. (1987). Ministère de l'Éducation. *Programmes dans les écoles élémentaires de langue française pour les élèves de compétence inégale en français*. Imprimeur de la Reine pour l'Ontario.
- Saskatchewan. (1989). Ministère de l'Éducation de la Saskatchewan. *Une composante du système scolaire de la Saskatchewan au service des francsaskois*.
- Secrétariat d'État du Canada. (1989). *Profil démolinguistique de Terre-Neuve*. Direction générale de la promotion des langues officielles.

HISTORICAL OVERVIEW

The French School in Newfoundland

French is one of the two official languages of Canada; French is also the mother tongue of approximately one quarter of the citizens of this country. Although the majority of Canadian francophones reside in Quebec, almost a million live elsewhere, primarily in Ontario and New Brunswick. There are, however, a number of francophone communities in the other provinces and territories, including the province of Newfoundland.

The "French fact", while part of the reality of Canada, is not always evident in certain regions where English Canadian culture is dominant. However, several minority francophone communities have come to recognize the importance of protecting their language and their culture within a primarily anglophone context. The Parliament of Canada also confirmed the linguistic duality of Canada when it adopted the Official Languages Act in 1969. This was followed by the Canadian Charter of Rights and Freedoms which, as part of the Constitution Act of 1982, guarantees the linguistic rights of both official language groups, including the right to minority language education.

Demands for French minority language education in Canada have a long history. Francophone minorities, particularly in Ontario and Manitoba, fought long and hard to have access to education in French. It is only over the past 50 years or so that the right to French language education has been recognized in provinces other than Quebec. (ACELF, 1983) Programs were introduced little by little

across Canada, but in an irregular fashion, and according to the agenda of provincial governments. Though the provinces have exclusive jurisdiction in educational matters, it was the federal government who responded to the needs and expectations of minority francophone groups. The Official Languages Act of 1969 led to a series of federal programs which helped modify attitudes with regard to the learning of French and English. The federal government assumed a large portion of the costs incurred in learning an official minority language. Thus, minority francophone communities throughout the country were encouraged to seek fulfilment of their desire for French schools. This desire, subject to the conditions set forth in Section 23 of the Canadian Charter of Rights and Freedoms, is now formally recognized. Several French classes/schools have been established in various communities since the entrenchment of the Charter in the Canadian Constitution (1982).

Labrador City

The first French school in Newfoundland opened its doors in 1960, in Labrador City. The development of the mining industry had attracted several francophone families from Quebec and New Brunswick to the region. This influx of francophones soon made itself felt in the school system. The Department of Education of Newfoundland and Labrador did not have its own French first language curriculum so an agreement was reached with the Quebec Department of Education, one which allowed the francophones of Labrador City to use the Quebec curriculum.

Notre Dame Academy uses this curriculum with its francophone students from Kindergarten to Grade 6. These students then attend classes at Labrador City Collegiate where they complete Secondaire 1 to Secondaire 4. Upon completion of Secondaire 4 they transfer to a Quebec school for their final year of High School, Secondaire V, thus benefitting from a wider selection of courses than could be offered in Labrador City. As graduates of the Quebec school system they are free to continue their studies in one of the cégeps in Québec, or in a francophone college or university.

Newfoundland is presently developing a curriculum for its francophone population. This will permit the eventual integration of Labrador City's schools with a Newfoundland model.

Port-au-Port Peninsula

Three schools on the Port-au-Port Peninsula offer French first language programs, two at Cape St. George (elementary and secondary) and one at Mainland. All three schools introduced French first language programs fairly recently in response to the concerted efforts of the francophone communities of the region.

Several French colonists settled in the Bay St. George region in the eighteenth and nineteenth centuries. Although they continued to speak French in their dealings with each other, the socio-institutional milieu reflected the anglophone character of the rest of the province. Educational services were only available in English schools where the use of French was discouraged.

The idea of French schools on the west coast began to develop around 1970. The federal policy of bilingualism and biculturalism (1967) encouraged the francophone minorities of the province to revive their language and their culture. Newly organized francophone associations approached governments and school boards to request that French schools be established.

In 1975 a French immersion program was introduced at Our Lady of the Cape Elementary in Cape St. George. This program proved to be popular but was not responding to the needs of the francophone population. A French immersion program remains a second language program. The aims of the French school are the mastery of French as a first language and the development of the cultural and linguistic identity of the individual as a member of the francophone community.

Thus, in September 1987, the immersion classes at Cape St. George were converted into French first language classes. The orientation of the program changed in order to better meet the needs of the community.

The francophones of Mainland demanded a French first language school from the beginning in their discussions with the authorities in questions. The French immersion model, designed to help students develop a functional competence in a second language, could not accommodate the wishes of this community where the francophone heritage was so alive. Thus, in January 1985 a French Kindergarten was established. This first class marked the beginning of French education in Mainland. In 1987, the Department of Education of Newfoundland Labrador, in collaboration with the federal government, announced the construction of a new facility, the Ste. Anne school-community centre. This school rapidly became a meeting place for the francophone community.

St. John's

The first French school in St. John's opened in September 1990. After three years of negotiations between the Parents' Committee for French Education, the school board, and the Department of Education, a French first language program was introduced at école St. Patrick. In its first year of operation, the school accommodated students from Kindergarten to Grade three.

DEMOLINGUISTIC PROFILE**Francophone Population in Newfoundland**

This section outlines the demolinguistic situation of Newfoundland francophones. *Census data*, as well as *interpretations* of these data are drawn from a document prepared for the Promotion of Official Languages Branch of the Secretary of State.¹

The following linguistic attributes are used:

1. **mother tongue:**
language first learned or spoken in childhood and still understood by the respondent at the time of the census.
2. **home language:**
language most often spoken by the respondent at home at the time of the census.
3. **francophone:**
having French as the mother tongue.

Census data are from the most recent census in 1986.

¹ Dallaire, L.M. et Lachapelle, R. (1989). *Demolinguistic Profile, Newfoundland*. Promotion of Official Languages Branch. Secretary of State of Canada.

TABLE 1**Population by Mother Tongue and Home Language**

Characteristic	Language Group		
	English	French	Others
Home language	559,363	2,153	2,490
Mother tongue	557,323	2,638	4,040

According to this table, French is the mother tongue of 2,638 Newfoundlanders, or approximately 0.5% of the population of the province.

It is important to note the difference between the number of people whose mother tongue is French and the number whose home language is French. The linguistic continuity index is a measure of this difference. According to the above data, only 82% of those whose mother tongue is French indicated that French was the language most often spoken at home. This phenomenon can be explained in part by the predominance of English in Newfoundland society. The anglophone socio-institutional milieu does little to encourage the use of French in day-to-day life (work, services, recreation, neighbours and friends).

TABLE 2**Evolution of the French Language Minority Group in the Total Population, Newfoundland, 1951-1986**

Year	Total Population	French Minority	%
1951	361,416	2,321	0.6
1961	457,853	3,150	0.7
1971	522,100	3,640	0.7
1976	557,725	2,730	0.5
1981	567,685	2,655	0.5
1986*	568,350	2,670	0.5

* data adjusted to allow for comparisons.

It should be noted that after several years of growth (1951-1971), the population of the Newfoundland francophone community decreased between 1971 and 1981. The most recent census data, however (1986), indicate a change in this trend. The number of francophones is essentially the same in 1986 as in 1981.

TABLE 3**Distribution of the Total Population and the Minority French Language Group by Broad Age Group, Newfoundland, 1986**

Age Group	Total Population	(%)	Minority French Group	(%)
0-19	205,095	36.1	605	23.3
20-44	223,970	39.4	1,223	47.1
45-64	89,365	15.7	503	19.4
65+	49,965	8.8	266	10.2
Total	568,395	100.0	2,597	100.0

Table 3 shows the composition by broad age group of both the French-speaking minority and the total population of the province. The proportion of francophones in the 0-19 age group is much lower than that of the population as a whole (23% and 36%, respectively). This difference can be attributed in part to a lower birth rate in the francophone population than in the total provincial population. The rather low proportion of young francophones may also indicate that not all parents pass on their mother tongue to their children.

The proportion of elderly people is, on the other hand, similar in both populations (10.2% in the French language group and 8.8% in the total population).

TABLE 4**Census Divisions Accounting for the Majority of Francophones, Newfoundland, 1986**

Census Division	Number of Francophones	%
1 (Avalon Peninsula)	627	24.3
4 (Bay St. George region)	875	33.8
10 (Labrador)	633	24.4
Total of the 3 divisions	2,135	82.4
Province	2,592*	100.0

* figure adjusted, different from that of Table 1 (2,638) because of multiple responses.

In 1986 there were ten census divisions in Newfoundland. Three of these divisions accounted for 82% of the francophone population.

Division 1, in the southeast of the island, includes the Avalon Peninsula. Here, there are slightly more than 600 francophones.

Close to 900 francophones live in Division 4, on the southwest of the island. This division encompasses the Bay St. George region, though most of the francophones live on the Port-au-Port Peninsula.

Division 10 includes Labrador, home to about 600 people whose mother tongue is French. The majority of them live in Labrador City.

(please consult reference map on p. xiii)

REFERENCE MAP N° 1

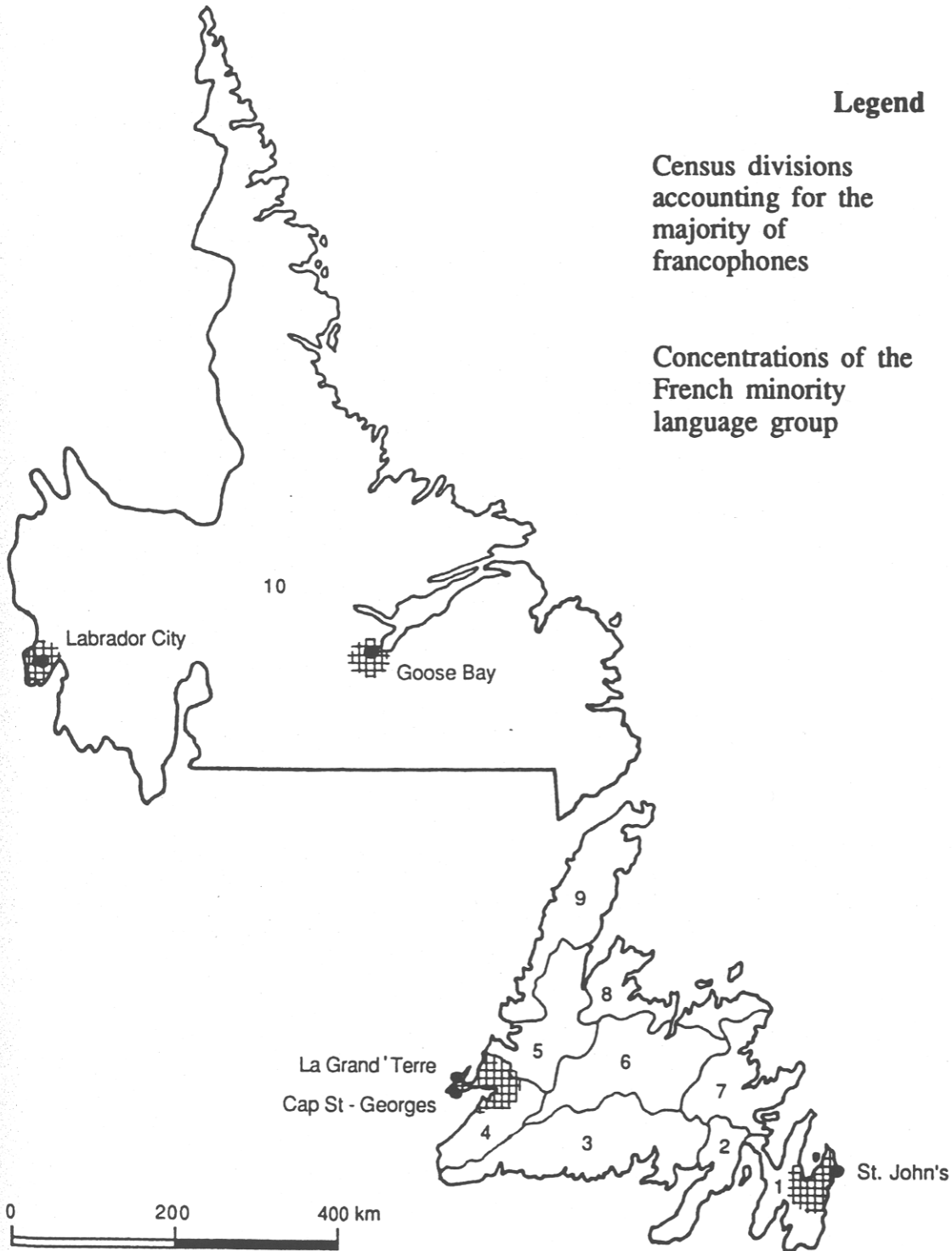
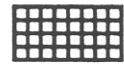
Census Divisions for Newfoundland
and Concentrations of the French Minority Language Group

Legend

Census divisions
accounting for the
majority of
francophones

N° 1, 4, 10

Concentrations of the
French minority
language group



SECTION 23

Minority Language Educational Rights

23(1) Citizens of Canada **a)** whose first language learned and still understood is that of the English or French linguistic minority population of the province in which they reside, or **b)** who have received their primary school instruction in Canada in English or French and reside in a province where the language in which they received that instruction is the language of the English or French linguistic minority population of the province, have the right to have their children receive primary and secondary school instruction in that language in that province. **(2)** Citizens of Canada of whom any child has received or is receiving primary or secondary school instruction in English or French in Canada, have the right to have all their children receive primary and secondary school instruction in the same language. **(3)** The right of citizens of Canada under subsection (1) and (2) to have their children receive primary and secondary school instruction in the language of the English or French linguistic minority population of a province **a)** applies wherever in the province the number of children of citizens who have such a right is sufficient to warrant the provision to them out of public funds of minority language instruction; and **b)** includes, where the number of those children so warrants, the right to have them receive that instruction in minority language educational facilities provided out of public funds.