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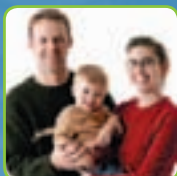
# OFFICIAL LANGUAGES

## 2008–09 ANNUAL REPORT

### Volume 1

Official Languages Support Programs

# 1





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## A Word from the Minister

French and English, our two official languages, are central to Canadian identity. These are the languages of our national dialogue, the languages that allow newcomers to participate in society and through which we relate to the world. My role as Minister of Canadian Heritage and Official Languages has led me to witness this fact many times, particularly in 2008-09, a year rich in achievements.

In June 2008, our government presented the Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future. This commitment is testimony to our vision of Canada's official languages. It aims to enhance the vitality of official-language minority communities and to offer all Canadians the benefits of our country's two official languages.

As part of this unprecedented commitment, with a budget totalling \$1.1 billion over five years, 14 departments and agencies of the Government of Canada are working together in order to strengthen priority sectors such as health, justice, immigration, economic development, culture and education. New programs have also been created and implemented, notably the Music Showcases Initiative, the National Translation Program for Book Publishing, and the Cultural Development Fund, in order to support the work of artists and creators in official-language minority communities who make our two official languages so vibrant.

Moreover, in 2008 our government announced the creation of the new Language Rights Support Program. This program fosters awareness of language rights and offers access to an alternative dispute resolution process, while supporting litigation that helps to advance and clarify rights in test cases. Our government committed to implementing the program by the end of 2009, and we have kept that commitment.

I hope that this 2008-09 report of the Official Languages Support Programs shows the degree to which our government intends to play the leadership role incumbent upon it in promoting both our official languages.

The Honourable James Moore





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# INTRODUCTION

## OFFICIAL LANGUAGES SUPPORT PROGRAMS

Pursuant to Part VII of the *Official Languages Act*, the Honourable James Moore, Minister of Canadian Heritage and Official Languages, tables an annual report in Parliament on issues pertaining to his official languages mandate.

## RENEWAL OF THE FEDERAL GOVERNMENT'S COMMITMENT

Two important announcements marked the beginning of the 2008–09 fiscal year with respect to official languages.

First, on June 19, 2008, the Government of Canada announced the Roadmap for Canada's Linguistic Duality 2008–2013: Acting for the Future, which reiterates the Government of Canada's commitment to linguistic duality and our two official languages. The Roadmap is an unprecedented pan-governmental investment of \$1.1 billion over five years targeting the activities of 14 federal departments and agencies.

As part of the Roadmap, the government will increase its support for the development of official-language communities in the fields of health, immigration, justice, economic development, and arts and culture. The government also announced further investments to ensure that all Canadians benefit from the access to the new Language Portal of Canada and by creating the National Translation Program for Book Publishing to increase the number of books available in both official languages.

These new investments target the Official Languages Support Programs (OLSPs), among others. In fact, the Roadmap confirmed the additional investments granted in recent years to maintain budgets for community development and federal–

provincial agreements on education as well as minority-language services at their 2008–09 level. For the duration of the Roadmap, OLSP budgets will thus reach a previously unparalleled high.

The Roadmap also announced the creation, effective April 1, 2009, of a new Cultural Development Fund. With a budget of \$14 million over four years, the Fund will help promote the contribution of arts, culture and heritage to the sustainable development of minority English-speaking and French-speaking communities. It will foster identity building and a sense of belonging within communities. And it will enable all of Canadian society to access the cultural, artistic and heritage wealth of our communities'. Throughout fall 2008, the Department of Canadian Heritage consulted the representatives of official-language communities and other stakeholders in the field of culture to develop and identify the parameters of the Fund before its official launch on April 1, 2009.

The government also announced, on June 19, 2008, the creation of the Language Rights Support Program (LRSP). The purpose of the LRSP is to promote awareness of constitutional language rights through public education and to promote their application by encouraging the use of mediation and arbitration, as well as by supporting litigation when other means of dispute resolution have failed.

With a budget of \$1.5 million a year funded from OLSP budgets, the LRSP will be managed by an institution independent from the government. In this way, the LRSP can meet the highest standards of impartiality by avoiding a situation in which the government would be both judge and party to the execution of Program activities.

In fall 2008 and winter 2009, the Department of Canadian Heritage worked closely with the Fédération des communautés francophones et acadienne (FCFA) and

other representatives of official-language communities to define and identify the LRSP's guidelines so that an invitation to tender could be launched in March 2009 to identify the institution that would manage the program. The official start of the LRSP was slated for fall 2009.

The 2008–09 annual report on Official Languages consists of two volumes: Volume 1 sets out the achievements of the Department of Canadian Heritage's Official Languages Support Programs (OLSPs); Volume 2 presents the achievements designated federal institutions for the period from April 1, 2008, to March 31, 2009.

## **VOLUME 1: OFFICIAL LANGUAGES SUPPORT PROGRAMS**

The Official Languages Support Programs (OLSPs), with a budget of \$350 million a year, represent the federal government's most important official-languages initiative. The initiative's importance stems not only from the sums invested, but also from its direct relationship to the constitutional and quasi-constitutional obligations set forth in the Canadian Charter of Rights and Freedoms and in the *Official Languages Act*.

OLSPs are divided into two main programs: the *Development of Official-Language Communities* Program and the *Enhancement of Official Languages* Program. These two programs reflect the dual commitment of the *Official Languages Act*, that is, enhancing the vitality of Canada's English and French linguistic minorities, as well as the full recognition and use of French and English in Canadian society.

The Development of Official-Language Communities Program involves two components. The first, Community Life, aims to enhance the vitality of Canada's minority English-speaking and French-speaking communities and to improve their ability to live in their own language and to participate fully in Canadian society. This component is based on cooperation at both the community level and the intergovernmental level, in order to support the development of official-language minority communities. The second

component, Minority-Language Education, is intended to provide members of official-language communities with increased access to a quality education system in their own language and their own environment. It hinges on, among other factors, development and support for minority-language education programs and the enrichment of students' cultural lives.

The Enhancement of Official Languages Program also has two components. The goal of the Promotion of Linguistic Duality component is to increase the proportion of Canadians who fully understand and appreciate the benefits of linguistic duality and to promote the full recognition of English and French in Canadian society. The Second-Language Instruction Learning component aims to ensure that an ever-increasing number of Canadians have a working knowledge of both official languages. To this end, the Department support the development of second-language instruction learning programs, as well as training and professional development for teachers in every province and territory.

In addition to its grants and contributions, the Department commits resources to research: statistical surveys and specific research lead to the acquisition of relevant data and the consolidation of various databases.

The activities of the Official Languages Support Programs Branch are strictly managed through evaluations and audits. Program management activities have allowed the Department to identify and make the changes necessary for renewal of OLSP terms and conditions, in order to ensure implementation of its programs and the Roadmap for Canada's Linguistic Duality. As such, the renewal approved in March 2009 takes into account the creation of a component intended to support the language rights of Canadians, application of the new Policy on Transfer Payments and recommendations from the recent summative evaluation and internal audit.



## VOLUME 2: ACHIEVEMENTS OF DESIGNATED FEDERAL INSTITUTIONS – IMPLEMENTA- TION OF SECTION 41 OF THE OFFICIAL LANGUAGES ACT

Volume 2 of the annual report on Official Languages presents the outcomes achieved by federal institutions designated under the 1994 Accountability Framework for implementation of sections 41 and 42 (Part VII) of the *Official Languages Act*. Section 41 reflects the commitment of all departments and agencies in the federal government to enhance the vitality of official-language minority communities and to promote English and French in Canadian society, while section 42 entrusts the Minister of Canadian Heritage with the mandate to foster a coordinated approach to the federal commitment within the designated departments and agencies.

The achievements presented in Volume 2 are presented under six key categories for action:

- internal awareness;
- consultations with official-language minority communities;
- communication with official-language minority communities;
- coordination and liaison (building community projects);
- program funding and delivery;
- accountability.

Canadian Heritage's *Annual Report on Official Languages* thus allows us to establish a clear picture of Departmental activities and initiatives to ensure compliance with the federal government's constitutional and legislative obligations with respect to official languages.





## DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES PROGRAM

Official-language minority communities represent close to 2 million people in every part of our country. Thanks to the Official Languages Support Programs (OLSPs), Canadian Heritage contributes to enhancing the vitality of these communities. In 2008–09, OLSPs invested close to \$235 million and worked with nearly 375 community organizations, 31 federal institutions and all provinces and territories.

## COMMUNITY LIFE COMPONENT

### DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES

#### 1 Results:

Enhanced vitality of Canada's English-speaking and French-speaking minorities and a greater ability to live in their own language and to participate fully in Canadian society.

#### 2 Means:

- Cooperation with the community sector to support community development initiatives and infrastructures;
- Intergovernmental cooperation to improve the offer of minority-language services;
- Partnership with various federal institutions and official-language communities in order to support their development;
- Support for the implementation of youth employment projects.

#### 3 Achievements (examples):

- The Association canadienne-française de l'Ontario du Grand Sudbury inc. put forward an initiative to enhance the vitality of Sudbury's Francophone community.
- The Rassemblement jeunesse nordique 2007–2009 gave 14 young Francophones from the Northwest Territories, Yukon and Nunavut the opportunity to forge ties and increase their sense of identity.
- The Assemblée communautaire fransaskoise launched the Bonjour Saskatchewan campaign to raise awareness among young families and their children regarding the importance of Francophone culture in Saskatchewan.

The Community Life component encompasses the initiatives of three sub-components: Cooperation with the Community Sector, Intergovernmental Cooperation on Minority-Language Services, and Young Canada Works. In 2008–09, Canadian Heritage invested over \$68 million in this component.

This funding supports the creation and improvement of activities and services that contribute to the long-term development of official-language minority communities. Among the funded initiatives are many community and cultural activities offered by community organizations, as well as services delivered by provincial and territorial governments in key sectors: justice, health, culture, economic development and municipal services. Canadian Heritage also supports federal institutions in their efforts to establish sustainable partnerships with communities.

### COOPERATION WITH THE COMMUNITY SECTOR

For more than 30 years, the Government of Canada has been working closely with official-language minority communities: Anglophones in Quebec and Francophones in the rest of Canada. Through grants and contributions to the community sector, Canadian Heritage helps some 375 organizations across the country to create living spaces and in their language, such as



community radio, theatres and community centres. In 2008–09, the Department allocated over \$41 million to the initiatives of non-profit organizations that work to develop and enhance the vitality of official-language minority communities.

Youth, facilitation, community life, arts and culture, training and education, and communications: these are the areas in which Canadian Heritage helps communities develop the infrastructures that ensure their vitality. By supporting non-profit organizations, the Department and its federal and provincial partners reaffirm their commitment to enhancing the vitality of communities.

### Community Life and Facilitation

Canadian Heritage supported Canada's Fédération des communautés francophones et acadienne (FCFA) in publishing the third edition of the *Francophone and Acadian Community Profiles*. The Profiles are a powerful promotional and awareness tool for government stakeholders, elected representatives and political decision makers at every level; the Profiles also reaffirm the essential nature of minority Francophone communities in Canadian society. In the past 12 months, the Profiles have been downloaded over 60,000 times from the FCFA website, emphasizing the importance and impact of such a promotional tool.

As part of the 2008 Sommet de la Francophonie, the FCFA, with the Société nationale de l'Acadie, held a day-long meeting with representatives from the Francophone conference of international non-governmental organizations (INGOs) and Franco-Canadian non-governmental organizations (NGOs) in various fields. This meeting allowed the organizations to share their best practices in strengthening the use and promotion of French and enhance the status of cultural diversity, while offering a unique opportunity for the NGOs of the Canadian Francophonie to become better known to INGOs and the Organisation internationale de la Francophonie.

In Prince Edward Island, the Department's regional office supported the Société Saint-Thomas-d'Aquin in creating a human resources development strategy in the province's rural Acadian and Francophone

communities. As part of a pilot project, a federal government employee was seconded to the Société Saint-Thomas-d'Aquin, allowing her to maintain her linguistic competence while helping to enhance the vitality and development of the province's Francophone and Acadian communities.

In Ontario, the Association canadienne-française de l'Ontario du Grand Sudbury inc. put forward a community plan for the French-speaking population of Greater Sudbury. This initiative was intended to create a common vision and a global development plan to enhance the vitality of Sudbury's Francophone community. In total, 170 people took part in the consultations on the arts, culture and heritage, the economy, education, immigration, justice, health, community services and social services. It was the first time that a minority Francophone community has taken on an exercise of this scale at the regional level.

### Youth

Young people represent the future, the vitality and the dynamism of minority Francophone communities. Although youth are active in their community, the predominance of English in North America's cultural, social, political and economic spheres undermines their language retention and the integration of other young French speakers. Therefore, initiatives specifically targeting young people are essential to community vitality.

Under the theme "Engagé à ma façon", the 3rd Forum jeunesse pancanadien was held in the nation's capital on February 5–8, 2009. Organized by the Fédération de la jeunesse canadienne-française, the Forum brought together 80 young Francophones ages 15 to 25 from every part of the country. The event encouraged Canada's young Francophones to take greater interest in Canadian and international Francophonie, to value their cultural identity, and to prepare themselves to become informed citizens and active participants in their community's development. The Forum was also part of the development of the Stratégie d'intervention jeunesse, an initiative of the Ministerial Conference of the Canadian Francophonie, by offering an ideal opportunity for consultation with young people.



The desire to increase the sense of belonging among minority Francophone youth was also the impetus behind the Rassemblement jeunesse nordique 2007–09, organized by the Fédération franco-ténoise. From March 24 to 29, 2009, 14 young people from the Northwest Territories, Yukon and Nunavut met to participate in a range of activities aimed at raising their awareness regarding various aspects of Francophone cultures in the North. The gathering brought these young Francophones closer together, allowing them to forge ties, increase their sense of identity and discover that they are not the only young people living in French in Canada's Far North.

From this same perspective of rapprochement and belonging, the Jeux de la francophonie canadienne were held in Edmonton in July 2008, bringing together over 1,300 participants, escorts, team leaders and volunteers from across the country. The games are a rallying event that sparks exchanges and leads to unique bonds among the young representatives from all of Canada's French-speaking communities, while fostering their social identity and their sense of belonging to the Francophonie. In addition to encouraging thousands of youth to exercise their talents in one of three areas – sports, arts and leadership – the event highlights their cultural pride, self-confidence and leadership skills in a context of healthy competition and cooperation. The Jeux de la francophonie canadienne are the product of partnership and cooperation among many partners at the national level and allow stakeholders in Francophone sports, recreation and culture sector to collaborate on the development of minority communities. Finally, the games' cultural and economic spinoffs are a considerable boon for the host city and enhance its vitality.

Two major initiatives for young English-speaking Quebecers also received program support. The Blue Metropolis Foundation/ Fondation Metropolis bleu launched Voices of Quebec, an innovative distance education project for Quebec's English-speaking students and teachers. In cooperation with the Quebec Anglophone Heritage Network, Voices of Quebec encouraged students in 10 classes to read the works of Anglo-Quebecer writers and to create their own documentaries on their collective heritage.



An innovative technology network and an educational guide helped students and teachers manoeuvre the creation process, no matter where they were in the province. The project allowed participating classes to become more interested in the province's English-language media, literature and culture and to strengthen their pride and sense of community.

The Quebec Labrador Foundation proposed the Heritage Preservation and Interpretation Traveling Seminar for Youth of the Quebec Lower North Shore. Over a period of eight weeks, the organizers offered young people in 11 of the 15 English-speaking communities in Quebec's Lower North Shore seminars on preserving and interpreting their heritage, with each seminar adapted to the host community. In total, 135 youths took part in activities as varied as traditional games, crafts, nautical knot tying, traditional cuisine, as well as videoconferences on heritage and literature and a poster contest. Overall, the initiative led to new learning opportunities for young people in the minority English-speaking communities of the Lower North Shore, while offering their communities heightened visibility and the tools for passing on, preserving and promoting their heritage.

## Culture

Culture is central to the identity of official-language minority communities. The challenges are to retain professional artists, create and maintain cultural infrastructures, and organize assemblies.

The celebrations surrounding the 400th anniversary of Quebec City were undoubtedly the highlight event for Canada's entire Francophone community. As the birthplace of Franco-Canadian culture, Quebec City played host, throughout 2008, to visitors from all over the country. Many communities also marked the event in their own way, in their own region.



A cross-Canada tour called Francoforce was created to give the country's Francophone and Acadian communities a chance to celebrate 400 years of continuous French presence in America along with Quebecers. Francoforce provided an opportunity for all of Canada's Francophones, to gather together and celebrate their Francophone identity. The tour showcased, for the entire population and the media, the know-how, vitality, modernity, diversity and artistic excellence of the Canadian Francophonie. The Francoforce initiative featured 45,000 participants, 53 days of programming, 500 radio and television interviews, 150 newspaper articles, 366 different artistic events, 23 hours of interviews with 41 personalities of the Canadian Francophonie, and 100 film screenings, making it the largest cross-Canada cultural project in the history of the Canadian Francophonie.

In Newfoundland and Labrador, the Association régionale de la côte Ouest inc. developed the Île à Île project to celebrate cultural ties between the French-speaking communities of Quebec's Magdalen Islands and the Port-au-Port peninsula of Newfoundland and Labrador. Quebec musicians, artists, dancers and artisans gave shows and workshops for the young and the old, forging a bond between the two communities. This interprovincial project broke the isolation of the Franco-Newfoundlander community, highlighting the common traits between the two communities and encouraging cultural exchanges and potential partnerships.

As part of the Saint-Boniface centennial, Canadian Heritage worked with Les Entreprises Riel, the Manitoba government

and the City of Winnipeg to organize Célébrations 2008. A steering committee of community representatives was thus able to develop inclusive programming to raise the awareness of English-speaking and French-speaking communities regarding the added value of the French population in Manitoba. Close to 30 local organizations and businesses included the Célébrations 2008 theme in their programming, and over 200 volunteers helped organize the 35 events. In addition to bringing together the community's organizations and businesses, Célébrations 2008 projects led to permanent benefits that enhance a sense of pride and belonging: the Jardin de sculptures, Elzéar-Goulet Park, the three stations of the Gabrielle-Roy literary circuit, and the Marché de Noël cabins are some of the successes that build the community's tourism capacity.

In New Brunswick, Canadian Heritage's regional office, in cooperation with New Brunswick's Department of Wellness, Culture and Sport, supported Destination arts et culture, an initiative launched by the Conseil provincial des sociétés culturelles. Flowing from the recommendations of the États généraux des arts et de la culture dans la société acadienne du Nouveau-Brunswick, the initiative's purpose targets the territory's cultural development through action research in three different locations. This approach offers a framework for examining new management and organization models in the cultural sector. Three projects were selected: those of the Société culturelle Sud-Acadie, the Conseil de développement culturel Chaleur, and the Acadian islands, supported by the town of Lameque. The organizations involved in the research benefited from supervision for the coordination of training activities (strategic planning, funding applications and political action), ensuring skills development for the staff involved. The pilot projects selected raised the awareness of numerous stakeholders concerning the concept of the territory's cultural development, while strengthening social ties in the three host areas.

Finally, in the media sector, the Program supported several community radio stations in obtaining a license or upgrading their equipment. Community radio is a rallying tool that enhances the status of culture and language in regions. It allows for the





discovery of artists who are not commercially known and its roots in the community enable it to convey relevant cultural and social information to the community. Finally, community radio allows ties to be forged among the various communities through exchanges of programs.

The Program therefore supported Ottawa's Francophone community radio to obtain a frequency that would enable the station to broadcast its own programming in the minority language in the Ottawa region and Eastern Ontario. The Program also helped fund the last implementation phase (set-up of the broadcast studios) for the Victoria, British Columbia's, radio station. In the case of existing radio stations, the Department supported the purchase of equipment for CIVR in Yellowknife, Northwest Territories, as well as for CIMS in Balmoral, New Brunswick.

### Training and Awareness

The development and vitality of official-language minority communities also benefits from support to community training and education projects. By expanding learning opportunities and supporting awareness initiatives for minority-language education, communities strengthen their identity and belonging to their community.

In expectation of the Vancouver 2010 Olympic and Paralympic Games, the Société de développement économique de la Colombie-Britannique created, in 2008, a community promotion training initiative. The project aimed to develop a brand image to enhance the image of the Francophone community with target audiences, that is, the provincial, national and international Francophonie, but especially francophiles and Anglophones. Francophone communities are now equipped to communicate a consistent message through a brand image they helped to shape. By offering opportunities for consultation and training, the project contributed to discussion, the sharing of ideas and the creation of cohesion inseparable from a strong identity.

Another example of an awareness initiative took place in Saskatchewan, where the Assemblée communautaire fransaskoise launched the Bonjour Saskatchewan



campaign. This initiative was intended to raise the awareness of young families and their children regarding the importance of Francophone culture in Saskatchewan. A tour of shows called *Mini-fièvres*, featuring three young musicians, reached no fewer than 1,800 students from Grades 4 to 6 at 34 schools. As part of these shows, Grade-6 students developed a theme, "Étudier en français, ça vaut de l'or"; promotional items and a song were also produced for the occasion. The experience led to a greater commitment by parents, teachers and students to the importance of using the French language and promoting Francophone culture outside the classroom.

When it comes to education, thoughts often turn to young students who are exposed to English from all sides. But for a community to stay alive, it must provide activities, services and learning opportunities for the entire community. This was the rationale of the Fédération des aînés franco-albertains when it presented its project *Pour le plaisir d'apprendre*. This program gave Franco-Albertan seniors a chance to participate in a week of French-language university and socio-cultural programming. The range of topics addressed – literature, history, economics, health – enabled participants to perfect their knowledge of their community. The socio-cultural activities helped strengthen their sense of belonging and identity with respect to the community, while breaking the isolation that is often harmful to seniors. This year, thanks to revised programming that is better adapted to the specific needs and interests of the participants, the rate of participation rose by 25% and reached seniors from all over the province.



## INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

Canadian Heritage works with municipal, provincial and territorial governments, through funding agreements, to help them provide services in the minority official language. These agreements concern, in particular, health, the economy, social services and justice. In 2008–09, the Department invested close to \$23 million in this component of the Development of Official-Language Communities Program.

### Arts and Culture

Access to arts and culture in the minority language fosters the community's increased participation in its own vitality while developing its members' sense of belonging. This is the perspective from which the Department joined the Manitoba government in constructing the new Cercle Molière theatre. This infrastructure project provides Manitoba's only French-language professional theatre company with a new space with cutting-edge technology and a gathering place for the region's Francophone community. The new theatre, located directly north of the Centre culturel franco-manitobain, will benefit from exceptional visibility that will create remarkable synergy. In addition to the Cercle Molière, the Théâtre de la Chapelle will move into the theatre, which will ensure diverse programming in a single location and will help Manitoba artists develop and promote their art. The new theatre's first season will open in fall 2010.

In 2008–09, Canadian Heritage also partnered with the Ontario government and the Théâtre français de Toronto (TfT) to develop new administrative offices. This capital project combines the TfT's administrative and artistic creation activities in a single location in downtown Toronto, under the same roof as TFO, the Franco-Ontarian television station. In addition to the reception area, offices, administrative area and costume workshop, a rehearsal hall was built, thereby fostering meetings between artists and creators. The TfT is the only French-language professional theatre featuring both classical and creative productions in the Toronto region. Its history of

230 productions ranks it among the most important French-language theatres outside Quebec. TfT's role in the community and among Francophone artists is vital: this project ensures their vitality and continuity while promoting Canada's linguistic duality in the country's largest English-speaking city.

### Services

The active offer of services in French and the promotion of linguistic duality have also benefited from funding agreements in various parts of the country. In Nunavut, the Forum on implementing the *Official Languages Act* was intended to bring together the stakeholders of the territory's three official-language communities (Francophones, Anglophones and the Inuit) to identify the priorities of the Francophone community with respect to the new legislation. Sixty people participated in the Forum, and a show targeting young people drew 600 attendees. The participants emphasized the importance of working together so that all three official languages may enjoy equal status and each community's cultural identity is preserved in the legislation's implementation. The event led to an unprecedented gathering of Nunavut's three linguistic communities.

Another example of cooperation involved Canadian Heritage's – Nova Scotia regional office and Nova Scotia's Office of Acadian Affairs. An initiative called *Ça se brasse chu nous : campagne de marketing communautaire* aimed to inform Acadians of the growing number of French-language services offered by the provincial government, while encouraging the use of these services and the demand to be served in French. The province-wide campaign prioritized high-profile activities, including a proclamation of social commitment signed by 78 heads of Acadian and Francophone organizations that undertook to promote and use French-language services. Radio and print campaigns, billboards, mass mailings and visibility during





community events allowed thousands of Acadians and Francophones to see and hear the messages.

Finally, the Manitoba Francophone Affairs Secretariat created a new series of promotional tools for Manitoba's active offer of services in French. The purpose of this project was to create a favourable climate in which clients feel comfortable communicating with provincial government offices in both English and French. The Secretariat put together a toolkit including a bilingual orientation DVD, a brochure on the concept of the active offer of services, official Bonjour – Hello signage for public services and magnetic name cards that clearly identify bilingual staff. This kit was distributed to all French-language service coordinators in government departments and administrative bodies. The launch of these new tools was paired with a promotional campaign and information sessions designed to foster improved access to and greater use of French-language services in Manitoba's minority Francophone community.

### **Municipal Services**

To help establish new municipal services in the minority language, the federal government negotiated an agreement with the City of Ottawa and, in so doing, supported the implementation of the city's Bilingualism Policy and the promotion of the Canadian capital's bilingual nature. The Bonjour – Welcome public information campaign encouraged Francophones and francophiles to request services in French when dealing with a business. The initiative, widely disseminated on the radio and in daily newspapers, was coordinated by the Regroupement des gens d'affaires de la capitale nationale. The One City, Two Languages/Une ville, deux langues campaign led to a new visual identity that will be used mainly within the City of Ottawa's administration to raise employee awareness concerning the importance of bilingualism. The support provided to the City of Ottawa increased the number and quality of French-language services. This effort continues to have long-term spinoffs and lasting effects through designated bilingual positions in all municipal departments, improved direct services to the Francophone community, and effective second-language training for municipal employees.



### **YOUNG CANADA WORKS**

Young Canada Works in Both Official Languages (YCW BOL) allows students to make the most of summer jobs to improve their second language competence while employing their skills and expertise and acquiring experience in their field of studies. YCW BOL is a joint initiative of the Department of Canadian Heritage and Human Resources and Skills Development Canada that falls under the Government of Canada's Youth Employment Strategy.

In 2008–09, YCW BOL subsidized over 700 summer jobs that gave young people a chance to discover a new region of Canada while developing a network in an official-language minority community. The young participants contributed to activities and projects designed to ensure long-term development of minority communities in priority sectors. This component allows students to better understand the cultural context as it relates to language by discovering a new part of the country, while raising their awareness regarding the exodus of young people from official-language minority communities, especially rural communities and remote areas. Finally, the program helps young people increase their practical knowledge of both official languages and have a better understanding and appreciation of the benefits of linguistic duality.

Young Canada Works in Both Official Languages in numbers:

- 276 jobs in the student's first or second official language, in an official-language minority community;
- 428 jobs in the second official language in the context of daily work.



# MINORITY-LANGUAGE EDUCATION COMPONENT

The goal of the Minority-Language Education component of the Development of Official-Language Communities Program is to provide members of official-language minority communities with increased access to a quality education system in their own language in their own environment.

In 2008–09, the Department allocated over \$166 million to initiatives under this component for Anglophones in Quebec and Francophones in the rest of Canada.

## INTERGOVERNMENTAL COOPERATION

The Intergovernmental Cooperation sub-component aims to help provincial and territorial governments, directly or through the Council of Ministers of Education, Canada, in their efforts to offer minority English-speaking and French-speaking Canadians the option to receive education in their language, from kindergarten to the post-secondary level. For each cycle, a protocol for agreement establishes the parameters for federal–provincial/territorial cooperation on minority-language education and second official-language learning. Bilateral agreements are then reached with each province and territory. The Department invested close to \$165 million to implement agreements to maintain and improve regular teaching curricula as well as supplemental strategies. Thanks to its investments, young people in minority language communities increase their likelihood of preserving their language and culture and achieving their full potential at school and in society.

## MINORITY-LANGUAGE EDUCATION

### 1 Results:

- Ensure that minority Canadians receive quality education in their language comparable to that available to the majority.

### 2 Means:

- Development and support of minority-language education programs;
- Promotion of French-language education for eligible students whose first language is French;
- Recruitment, training and professional development for teachers in minority communities;
- Enrichment of students' cultural lives with artistic activities;
- Offer of pedagogical services to improve students' first-language skills;
- Offer of access to post-secondary education through new technology.

### 3 Achievements (examples):

- In British Columbia, the Conseil scolaire francophone de Vancouver obtained financial help to open the École Jules-Verne, the first school to give students the option to complete all their secondary studies in French.
- The project to build the new campus of the Cité des métiers d'Orléans of the Cité collégiale will welcome up to another 700 Francophone students by 2013–14, giving young Francophones in the Ottawa area better access to post-secondary education in their own language, in their own community.
- A Canada–New Brunswick Agreement supported the Consortium national de développement de ressources pédagogiques en français au collégial in designing, producing and distributing teaching materials for French-language colleges, leading to better quality education for Francophone students in minority communities.
- As part of a Canada–Ontario Agreement on Education, the Department funded a vast campaign to promote French-language education in Ontario, aiming to offer Franco-Ontarians a “sustainable” bilingualism.





## Infrastructure

Infrastructure improvement increases the number of students in minority communities who will begin or continue their studies within their community. In Ontario, the project to build the new campus of the Cité des métiers d'Orléans of the Cité collégiale offers young Francophones in the Ottawa area better access to post-secondary education in their own language, in their own community. The Cité collégiale, one of two French-language vocational colleges in Ontario, offers over 80 programs of study attended by over 15,000 students. In a context where Ontario will need over 35,000 additional qualified tradespeople in the construction industry, including 7,000 in Eastern Ontario alone, the new campus will help to revitalize the economy by preparing young people to fill shortages in a field that requires both technical skills and ongoing training. The Cité des métiers d'Orléans, whose construction is slated to be completed for the 2010–11 school year, will be able to accommodate up to 700 Francophone students by 2013–14.

In Newfoundland and Labrador, the Department signed an agreement to establish a cooperative framework between the Government of Canada and the province to build a preschool centre at the École Boréale in Happy Valley–Goose Bay. The purpose of this project is to meet the needs of the Acadian and Francophone community with respect to French-language teaching and

community development. The preschool centre will help prepare children for their first year at the École Francophone, thereby increasing their chances for success. It's also a way to maintain and increase the number of students who attend or will attend the region's French-language school.

Another agreement was signed with the province of Nova Scotia for the capital projects of the Conseil scolaire acadien provincial. Here again, the construction of preschool classes at the École secondaire de Par-en-Bas, in the Tusket region, will allow the community to better support its children in the path to success and will help the Conseil scolaire acadien provincial to recruit students. In addition to the early childhood centre, the community will benefit from a 300-seat theatre, offices and community meeting rooms, thereby creating around the school a gathering place and an extension of the educational effort.

In Ontario, the provincial government announced the creation, in 2008–09, of 266 new educational daycare spots, resulting in construction work on 11 of the province's French-language schools. The higher number of available spots for French-language preschool services will help attract students to French-language schools and promote the vitality of Ontario's minority communities. Improved integration of preschoolers in French-language schools will also increase the rate of academic success at these



schools and will better meet the communities' expectations around services for comprehensive child development and the learning of French.

In British Columbia, the Conseil scolaire francophone de Vancouver was granted financial assistance to open a new high school, resulting in the construction of an auditorium and expansion of the gym, library and multi-purpose area. In this way, the École Jules-Verne becomes the first to offer students the option of completing their entire secondary studies in French, from Grades 7 to 12. The school, which opened its doors in September 2008, will eventually serve 350 students from Vancouver, Richmond, Burnaby and New Westminster. Because of this project, the school board hopes to improve students' academic success as well as the development of their cultural identity and their sense of belonging to their Francophone community.

Finally, two projects to expand and redevelop vocational training centres in Quebec's Montérégie region benefited through the Canada–Quebec Agreement on Minority-Language Education and Second Language Instruction 2005–06 to 2008–09. The two projects aimed to bring together in a single location the adult education and vocational training centres. Thus, Saint-Lambert's ACCESS Continuing Education and Career Training Centre, which serves the English-speaking clientele of the Montérégie region, can offer its 200 vocational training students a new environment that is representative of labour market realities while accommodating a new health program. In Cowansville, the Brome-Missisquoi Campus, attended by 400 Anglophone and Francophone students in the vocational sector, has had a commercial 150-seat dining room for the restaurant service program since fall 2008, as well as a high-tech kitchen workshop for the cooking program. Modernized classrooms, redeveloped administrative offices and a reception centre complete the project. The English-speaking clientele in the Montérégie region now enjoys a learning environment that is better adapted to its needs and expanded programs that meet the region's labour force requirements, thereby encouraging retention of the English-speaking community.

## Educational Support

A Canada–New Brunswick Agreement supported the Consortium national de développement de ressources pédagogiques en français au collégial in designing, producing and distributing teaching materials for French-language colleges. This national project improved the quality of the education available to students enrolled in vocational, technical and trades programs at Francophone colleges in minority communities from coast to coast. The materials are available on the organization's website for consultation and use by members; so far, nine colleges in eight provinces, totalling 6,700 full-time students, have used the new tools. The Consortium national de développement de ressources pédagogiques en français au collégial was created by the Réseau des cégeps et des collèges francophones du Canada, in partnership with the Collège communautaire du Nouveau-Brunswick.

Also through a Canada–New Brunswick Agreement, a complementary national project for official languages in education was carried out. The *Trousse du passeur culturel* brings together information, tools and resources that can help the principals and vice-principals at French-language schools in minority communities enrich their cultural environment. Launched in October 2009, this kit is the first step of a project whose long-term goal is to design classroom learning activities for teachers. The kit can also be made available to the principals and vice-principals at schools in Quebec to raise awareness about the cultural wealth of the Canadian Francophonie. The impact of this kind of national project is important for the entire community. In fact, it will allow students to develop a sense of cultural identity and belonging to the Francophone community by revitalizing the cultural environment within the schools themselves. Through this project, the school's principals and vice-principals, teachers, staff members and even participating parents actively undertake their role as cultural intermediaries by clearly expressing their attachment to Francophone culture and encouraging students to take an interest in it.



### Visibility and Accessibility

Ontario's Éducation en langue française (ÉLF) is a complete network of elementary and secondary schools, colleges and universities that offer a spectrum of French-language programs and services, from preschool to adulthood. In 2008–09, as part of a Canada–Ontario Agreement on Education, the Department funded a wide-ranging promotional campaign for French-language education in Ontario. This initiative was intended to increase the visibility of French-language education in both the Catholic and public systems and to raise parents' awareness regarding their educational rights under the Canadian Charter of Rights and Freedoms.



## ENHANCEMENT OF OFFICIAL LANGUAGES PROGRAM

In 2008–09, Canadian Heritage invested over \$121 million in initiatives designed to help Canadians better understand and appreciate the benefits of linguistic duality and to encourage young Canadians to learn and perfect their second official language.

## SECOND-LANGUAGE LEARNING COMPONENT

The goal of the Second-Language Learning component in the Enhancement of Official Languages Program is to ensure that an ever-growing number of Canadians have a working knowledge of both official languages.

In 2008–09, the Department allocated over \$114 million for initiatives under this component.

Second-language learning is based on basic English and French courses, intensive courses and French immersion programs.

### INTERGOVERNMENTAL COOPERATION

For over 35 years, the federal government has been financially supporting minority-language education and second official-language learning. In this regard, the federal government and the Council of Ministers of Education, Canada, signed a protocol for agreement setting parameters for federal–provincial/territorial cooperation and leading to bilateral agreements with the provinces and territories. In 2008–09, the Department allocated nearly \$112 million to federal–provincial/territorial agreements regarding second-language learning. During the 2007–08 school year, close to 4 million English-language students were enrolled in majority-language schools. Of these, 2 million were enrolled in French as a second language and over 311,000 in French immersion programs. During the same

### SECOND-LANGUAGE LEARNING

#### 1 Results:

- Promote a working knowledge of both official languages.

#### 2 Means:

- Support for and monitoring of education programs;
- Development of second-language learning programs, including innovative approaches;
- Training and professional development for teachers;
- Access to various cultural enrichment activities;
- Continuation of post-secondary education.

#### 3 Achievements (examples):

- The “French for Life” project, conducted by Canadian Parents for French – Manitoba, led to the development and distribution of a promotional materials kit presenting the benefits of second-language learning and increasing the province’s bilingual capacity.
- The Society for the Promotion of the Teaching of English as a Second Language in Québec (SPEAQ) created “Let’s Talk,” a handbook that helps high school teachers and students develop the “Interacts orally in English” skill.



school year, nearly 1 million French-language students learned English as a second language in majority-language schools.

The federal–provincial agreements helped realize various initiatives supporting second official-language learning. As an example, a Canada–Manitoba Agreement on Minority-Language Education and Second Official-Language Instruction 2005–06 to 2008–09 provided funding for the “French for Life” project, carried out by Canadian Parents for French – Manitoba, in cooperation with the Manitoba Association of Teachers of French (MATF) and the Association manitobaine des directrices et directeurs d’écoles d’immersion (AMDI). The initiative helped develop and distribute a promotional material kit presenting the advantages of second-language learning and increased bilingual capacity in the province. The kit, created for all school levels from Kindergarten to Grade 12, includes several promotional items (bilingual brochures, DVDs, posters and booklets) that recommend ways to enrich and promote French-as-a-second-language programs and courses for students, parents and teachers, as well as school administrators. The French for Life project, also supported through a website, was a great success at the Annual conference of Canadian Parents for French in November 2008. Several provinces and territories wish to adapt the material to their region and have requested the necessary authorizations to reproduce it.

### **Pan-Canadian Interim Report on Official Languages in Education**

On January 20, 2009, thanks to the support of the Department of Canadian Heritage, the Council of Ministers of Education, Canada (CMEC) published the first Pan-Canadian Report on Official Languages in Education. The report is intended for the general public and describes the achievement of results set out in the provincial and territorial action plans on official languages in education between 2005–06 and 2006–07. As stated by Kelly Lamrock, Chair of CMEC and New Brunswick’s Minister of Education, “Official languages in education are key priorities for all ministers of education, as put forward in our joint declaration Learn Canada 2020. The interim report illustrates

in detail our efforts to improve the quality of minority-language education and second-language learning.”

This report, the first of two reports under the multilateral protocol for 2005–06 to 2008–09 signed with the Department of Canadian Heritage, includes the following elements for each province and territory:

- A description of the achievement of action-plan results for minority-language education and second-language learning, at all levels, in 2005–06 and 2006–07;
- Tables indicating the contributions of each organization and the federal government to minority-language education and second-language learning in 2005–06 and 2006–07.

The report can be consulted online at <http://www.cmec.ca/Documents/OLEP-Report-2005-07.pdf>

## **COOPERATION WITH THE NON-GOVERNMENTAL SECTOR**

Cooperation with the non-governmental sector aims to increase production and dissemination of knowledge, methods and tools to support second-language learning through projects or initiatives designed to impact several communities, preferably in more than one province or territory, or at the national level.





Canadian Heritage's support is in line with the federal government's goal to increase the number of Canadians with a working knowledge of their second official language.

The Society for the Promotion of the Teaching of English as a Second Language in Quebec (SPEAQ) created "*Let's Talk*," a handbook to help English-as-a-second-language teachers in Quebec assist high school students in developing the "Interacts orally in English" skill. The handbook offers tools to create a climate conducive to the development of this skill and to facilitate class organization in order to maximize student participation in oral communication activities, among themselves and with their teacher. Educational consultants from about 60 school boards and many teachers were very interested in the project.

The Canadian Association of Immersion Teachers (CAIT), at its 2008 annual conference, offered workshops and presentations on tools and strategies for immersion teachers to use in the classroom. Over 400 participants took part in ACPI-Ici! [CAIT here!] professional development days on teaching and immersion. These workshops, which were offered across Canada, give French-as-a-second-language teachers access to professional development and training, even in remote areas. Thanks to CAIT's activities, teachers have the opportunity to meet and discuss teaching practices and strategies, which maintains their interest and motivation to pursue their career in this field.

### Complementary Support for Language Learning

The Government of Canada allocates funds to scholarship programs to participate in language training internships and the Official Language Monitor Program in educational settings. For 2008–09, the data related to this second-language learning support was as follows:

- **Explore** – Explore is a summer second-language bursary program. It helps young Canadians learn their second language in a region of Canada other than where they live, for a period of five weeks. In 2008–09, 8,989 young people

had the opportunity to learn their second language: 4,893 young Anglophones learned French and 4,096 young Francophones learned English.

- **Accent** – Accent is a language monitor program offering part-time jobs that allow participants to gain classroom experience as teaching assistants while continuing their education in another province. In 2008–09, 548 young people worked part-time as second-language monitors: 94 English and 454 French monitors.
- **Odyssey** – Odyssey is a nine-month language monitor program that allows young people to discover a region of Canada while gaining full-time teaching experience. In 2008–09, 348 young people worked full-time as second-language monitors: 84 English and 264 French monitors.

### YOUNG CANADA WORKS

A component of the Youth Employment Strategy, Young Canada Works at Building Careers in English and French (YCW BCEF) provides university and college graduates who are unemployed or underemployed with the opportunity to develop their English and French language skills while gaining valuable work-related skills and experience abroad. During these international internships, which last from 6 to 12 consecutive months, participants work on projects that promote language industries through educational institutions and help develop international youth networks.

The 16 YCW BCEF international internships completed in 2008–09 allowed participants to improve their English and French while gaining work experience and building professional skills to help them transition into the labour force. The program provides graduates with the opportunity to work in educational institutions, language industries and OLMCs.

YCW BCEF and YCW BOL help young Canadians gain a better understanding of the situation of OLMCs and apply their second language skills. Participants also acquire rewarding work and internship experience, while contributing to the development of OLMCs and linguistic duality.



# PROMOTION OF LINGUISTIC DUALITY COMPONENT

## PROMOTION OF LINGUISTIC DUALITY

### 1 Results:

Promote a better understanding and appreciation of the benefits of linguistic duality in Canada and full recognition of English and French in Canadian society.

### 2 Means:

- Cooperation with organizations that promote linguistic duality;
- Interpretation and translation support for non-governmental organizations that wish to offer services in both official languages;
- Support for innovation to share best practices.

### 3 Achievements (examples):

- As part of the 12th World Congress of the International Federation of Teachers of French (IFTF), exhibitors from Canadian associations were able to showcase their activities designed to promote official languages in Canada and around the world.
- The Blue Metropolis Foundation/Fondation Metropolis bleu organized the Rencontres littéraires, an initiative to promote French culture and language to students in various regions of Canada.
- In Ontario, Canadian Parents for French launched the “Multicultural Outreach on Linguistic Duality” campaign aimed at increasing the number of children enrolled in French immersion programs, the number of young Canadians proficient in both official languages, and general appreciation of the benefits of linguistic duality.

The Promotion of Linguistic Duality component in the Enhancement of Official Languages Program aims to help organizations from various sectors undertake or continue activities promoting a better understanding or appreciation of linguistic duality and to build stronger ties among members of the two official-language communities. It also promotes the provision of services in both official languages, English and French, in order to build bilingual capacity within non-governmental organizations.

In 2008–09, Canadian Heritage invested over \$7 million to help Canadians better understand and appreciate the benefits of linguistic duality and encourage young people to learn and improve their second official language. Of this investment, nearly \$1 million was allocated to increase bilingual capacity.

## APPRECIATION AND RAPPROCHEMENT

Under the Appreciation and Rapprochement sub-component, the Department funds projects that increase Canadians’ appreciation of the value of linguistic duality. These projects also promote closer ties between Anglophones and Francophones, increase appreciation of the French language and highlight Canada’s Francophone cultural context. During 2008–09, 91 projects were supported, for a total of over \$6.5 million.

The Québec Association of Teachers of French as a Second Language (AQEFLS) is an organization whose mission is to promote French-as-a-second-language instruction and linguistic duality. Canadian Heritage granted it financial support to organize the 12th World Congress of the International Federation of Teachers of French (IFTF). The Congress was held in Quebec City in July 2008, with the theme “Faire vivre les



identités francophones” [bringing Francophone identities to life]. The event, held every four years, brings French teachers of various levels together to discuss pedagogical, educational and technological issues regarding French instruction, as well as related socio-political, cultural and literary issues. The 12th Congress brought 1,500 teachers together from over 135 countries. The purpose of the QEFLS project was to ensure a Canadian presence of French-as-a-second-language teachers in the exhibitors’ hall and to take advantage of the Congress to promote Canadian Francophone artists. Six kiosks allowed exhibitors representing Canadian associations to highlight their missions, achievements, ongoing projects and activities to promote Canada’s official languages, while expanding their contact network at the international level. Cultural and literary activities showcased the wealth and diversity of the French language in Canada.

The Blue Metropolis Foundation/Fondation Metropolis bleu organized the Rencontres littéraires, an innovative pilot project carried out in cooperation with other partners, including Canadian Parents for French. The objective of the Rencontres littéraires was to invite high school students of French as a second language to read the work of a Francophone Canadian author and then discuss it in class, meet the author in person, write texts in response to the author’s work, and establish an ongoing dialogue through video conferencing and an Internet forum. Altogether, 85 students from four schools from different provinces took part in the program and reacted enthusiastically to it, with several expressing an interest in further exploring the work of the author in question. The Rencontres littéraires allowed students from various regions of Canada to embrace a common project while helping teachers promote the importance of French culture and language while promoting the vitality of French-as-a-second-language learning. All this was done through educational and technological resources that increased the sense of belonging and commitment among young people.



The Ontario chapter of Canadian Parents for French (CPF) also launched a promotional campaign to overcome individual and systemic barriers that prevent children and young people from multicultural communities from taking full advantage of opportunities to learn French as a second language and to make the most of proficiency in both of Canada’s official languages. “Multicultural Outreach on Linguistic Duality” helped increase the awareness of the targeted groups regarding the cultural, social and economic advantages of mastering both official languages. Promotional materials distributed to multicultural communities was designed to inform parents about French immersion programs and other options that are available to their children to learn French as a second language. The contacts thus established encouraged discussion and helped answer many questions on the available programs. In the long term, CPF (Ontario) expects to increase the number of children enrolled in French immersion programs, the number of young Canadians proficient in both official languages, and general appreciation of the benefits of linguistic duality.



# COORDINATION OF THE FEDERAL COMMITMENT

## COORDINATION OF THE FEDERAL COMMITMENT

### 1 Results:

- All federal institutions contribute in a more coordinated manner to the development of official-language minority communities and enhance the status of both official languages in Canadian society.

### 2 Means:

- Increased awareness of issues faced by official-language minority communities;
- Promotion of linguistic duality;
- National and regional interdepartmental coordination;
- Accountability for implementation of sections 41 and 42 of the *Official Languages Act*.

### 3 Achievements (examples):

- Greater visibility at the national and regional level for the Department's interdepartmental coordination action. In addition to the 30 or so designated institutions, liaison and support are provided to some 15 non-designated institutions. Canadian Heritage has also welcomed two new federal institutions to the National Coordinators Network.
- The Good Practices Forum, an annual event that brings together champions, those responsible for official languages, and national coordinators, contributes to developing a common vision and better consistency with respect to federal action on official languages.
- Members of Canadian Heritage's Interdepartmental Coordination Network facilitate or participate in several regions in networks, coordination mechanisms or committees that allow for ongoing dialogue with communities in the field so that federal institutions can take their needs into account. For example, regional coordinator networks have been created or relaunched in Nova Scotia and British Columbia. This gives communities in these provinces easier access to programs, services and resource people in federal institutions.
- The working groups on culture have thus led to the signing of a protocol for agreement between the National Arts Centre, the Canada Council for the Arts and Canadian Heritage to hold the Zones théâtrales event in 2009, 2011 and 2013.

In addition to its grants and contributions, the Department devotes considerable resources to promote both official languages and coordinate the federal commitment: that is, interdepartmental coordination.

Section 42 of the *Official Languages Act* entrusts Canadian Heritage with the responsibility to coordinate the implementation, by federal institutions, of the government's commitment to promote the full recognition and use of English and French in Canadian society and to enhance the vitality of official-language minority communities (OLMCs).

## Production and Dissemination of Information

In order to help federal institutions fulfill their obligations regarding the implementation of section 41 of the *Official Languages Act*, the Interdepartmental Coordination Directorate (ICD) produced various training and information tools: presentations about positive measures, Gateway 41, accountability tools for section 41, and the collection of best practices at federal institutions. Gateway 41 is an important source of information and a space for meaningful virtual exchanges among national coordinators at federal institutions, especially for new coordinators who were thus able to join the community of practice for section 41. *Bulletin 41-42* (three issues) shared the good ideas and best practices that federal institutions can use as inspiration.

The new Official Languages Champions were informed and made aware of their responsibility to exert influence and show leadership in supporting the development of communities and enhancing the status of official languages within their institution. The Department, through ICD, also dispensed advice and expertise to designated federal institutions on applying and using the main



concepts and tools necessary to support section 41 implementation and report on their results, while contact with non-designated institutions helped strengthen awareness of section 41 obligations.

Finally, Environment Canada and Farm Credit Canada joined the National Coordinators Network and set up initiatives for official-language minority communities.

These initiatives helped increase federal institutions' awareness of their responsibilities to support the development of official-language minority communities and enhance the status of both official languages.

## Training

Canadian Heritage served as a consultant on section 41 implementation by offering Part VII training to various groups in the federal administration, such as new Official Languages Champions, analysts with the Treasury Board Secretariat, and participants in the Introduction to Official Languages course offered by the Canada School of Public Service. The Department also encouraged sharing and promotion of federal institutions' best practices during the Best Practices Forum. As an example, Farm Credit Canada presented its new funding program for official-language minority communities at the Forum. The annual forum, which brings together champions, those responsible for official languages, and national coordinators, contributes to developing a common vision and better consistency of federal action on official languages.

The Department also provided support to various non-designated federal institutions and encouraged sharing and promotion of best practices for national-regional cooperation at federal institutions and on interdepartmental coordination. For example, Fisheries and Oceans Canada created an internal network of regional coordinators for section 41. The efforts of this network meant that the concerns of official-language minority communities were factored into departmental decision-making processes.

## Coordination and Facilitation

### Networking of federal government representatives to support the development of official-language minority communities

The Interdepartmental Coordination Directorate (ICD) continued to manage the National Coordinators Network responsible for the implementation of section 41 at designated departments. The Network held three meetings during the 2008–09 fiscal year, including the Best Practices Forum. Furthermore, the federal institutions that created and facilitate a working group with community stakeholders (for example, the Canadian Radio Television and Telecommunications Commission [CRTC], Citizenship and Immigration, cultural agencies) established a permanent cooperative relationship with communities and are better able to respond to their concerns.

Members of Canadian Heritage's Interdepartmental Coordination Network have a strengthened shared vision and understanding of the Department's coordination role. As a result, the scope of effectiveness of the Department's actions is increased with the federal stakeholders that work more often and directly with communities at the national and regional levels. Progress, best practices and follow-up to interdepartmental initiatives in every region are communicated and disseminated within the Network and by Network members to their federal and community representatives.

These networks therefore help communities gain direct access to resource persons at participating federal institutions, at head offices, at the institutions' regional offices, and at the meetings of various federal stakeholders. This approach gives communities the opportunity to explain their development concerns and priorities and to benefit from the programs and services of federal institutions.



### Interdepartmental Working Groups on Culture

The Department has continued to create, facilitate or support coordination mechanisms, such as the six cultural working groups and the federal stakeholder network for justice and security.

As part of the Agreement for the Development of Francophone Arts and Culture in Canada, a number of working groups on culture are examining the issues and challenges in fields such as theatre, publishing, music and songwriting, visual arts and media arts. These groups consist of members of official-language minority communities and representatives of federal agencies working in the cultural field. The ICD at Canadian Heritage brings stakeholders together around sectoral tables to discuss and identify potential solutions.

The working groups on culture have thus led to the signing of a protocol for agreement between the National Arts Centre, the Canada Council for the Arts, and Canadian Heritage to hold the Zones théâtrales event in 2009, 2011 and 2013 for the benefit of professional minority Francophone theatre companies, as well as certain regional theatre companies from Quebec.

### Planning and Accountability Support

Canadian Heritage has better integrated section 41 in departmental planning processes, thereby increasing visibility and the consideration of section 41 requirements within the Department.

Through the ICD, the Department continued to improve and renew the accountability tools of federal institutions. The ICD analyzed the action plans detailing the respective commitments of federal institutions and the 2007–08 reports on results. More federal institutions were able to adequately report the results of their activities intended to



benefit communities and enhance the status of official languages. As such, reports on results focused more on progress and clearly show the institutions' contribution to implementing the federal commitment.

Finally, the ICD produced the summaries of results for designated institutions for the purposes of Canadian Heritage's *Annual Report on Official Languages, Volume II*, and led a reflection and a review of the orientation regarding accountability and support to all federal institutions.

### Intra- and Interdepartmental Liaison

The ICD assumed its coordination role with central agencies, for example, in organizing the Best Practices Forum and the Rendez-vous de la Francophonie 2008. These events were a resounding success in raising awareness among federal public servants regarding the artistic and cultural vitality of the Canadian Francophonie.

Federal institutions also benefited from a sustained bilateral liaison with ICD, in the form of advice and various types of support, in order to meet their obligations under section 41, their consultation activities with community organizations, risk management and accountability.

## Environmental Analysis

The ICD of Canadian Heritage identified and analyzed government measures and initiatives proposed in government documents (memoranda to Cabinet, presentations to the Treasury Board, and the 2009 federal budget) that may affect support for community development and the enhancement of official languages. The ICD made comments and suggestions in this regard to the concerned central agencies and federal institutions to ensure they take their obligations into account with regard to the implementation of section 41.

## IPOLC: An Initiative That Has Met Its Objectives

On March 31, 2009, the Interdepartmental Partnership with the Official-Language Communities (IPOLC) came to an end after fulfilling its mandate. Launched in 2000, the IPOLC's objective was to encourage federal institutions to support the development of official-language minority communities (OLMCs). The aim of the IPOLC was to make federal institutions accountable for the implementation of Part VII of the *Official Languages Act*. In total, the IPOLC generated investments of over \$100 million in the communities.

Thanks in part to the IPOLC, direct and productive relations have been established between federal institutions and OLMCs in such priority areas as health, economic development and employability, justice, culture and immigration. Examples include the structures and projects of the Société Santé en français and the Community Health and Social Services Network, the Réseaux de développement économique et d'employabilité (RDÉE) and the Community Economic Development and Employability Committees (CEDEC), Vision économique plans in rural areas, and reception and settlement services for Francophone immigrants in minority communities.

Since the IPOLC was created, opportunities for more federal institutions to participate in the development of OLMCs have multiplied, specifically with the Action Plan for Official Languages (2003–08), followed by the Roadmap for Canada's Linguistic Duality (2008–2013). Moreover, the 2005 amendments to the *Official Languages Act* have heightened the obligation for federal institutions to enhance the vitality of OLMCs and to foster the full recognition and use of both English and French.

In sum, the IPOLC has reached its objectives in contributing to the establishment of long-term relationships between the federal institutions and the communities. These partnerships are now continuing through various initiatives put in place in the last years.



# RESEARCH

## RESEARCH:

### 1 Results:

- improve our understanding of issues concerning linguistic duality, second-language learning and official-language minority communities in Canada.

### 2 Means:

- Data collection and analysis activities;
- Data dissemination;
- Contribution to policy and program orientation.

### 3 Achievements (examples):

- The round table on minority-language education research fostered dialogue among the sector's main stakeholders, bringing together representatives from the various levels of government as well as renowned researchers.
- The study on the evolution of English–French bilingualism provided a better understanding of the dynamics of English–French bilingualism in Canada over the past 35 years.

Canadian Heritage's Official Languages Support Programs Branch (OLSPB) commits resources to research that helps achieve the goals of its Development of Official-Language Communities and Enhancement of Official Languages programs. During the 2008–09 fiscal year, the OLSPB focused on gathering relevant data through specific research and statistical surveys. The Department also continued to consolidate its various databases and to refine its methods of analysis.

The OLSPB is involved in a number of research networks within the government and with external organizations. In 2008–09, it was a member of the Coordinating Committee on Official Languages Research, Canadian Heritage's Departmental Committee on Research, the Citizenship and Heritage Research Network, and the Program Committee of the Canadian Institute for Research on Linguistic Minorities, as well as the Réseau de la recherche sur la francophonie canadienne.

The Branch continued its activities to acquire and analyze data from multiple sources, including its own department, other departments, such as Statistics Canada, and the private and community sectors. Research team members act as information brokers, so to speak, and sign right-to-use agreements with third parties, thereby facilitating client and partner access to Statistics Canada data. The team's activities enrich the knowledge of Branch program officers, as well as of federal departments and organizations that do not have the same official-languages research capacity. Below is a summary of certain key initiatives:



## Series of Research Products

The OLSPB asked the Canadian Institute for Research on Linguistic Minorities (CIRLM)<sup>1</sup> to create a series of research products (set of survey data, analyses, bibliographies). These products, which contribute significantly to Canadian Heritage's research capacity and data holdings in the area of vitality of official-language communities, specifically include:

- a participative case study with multiple components on the vitality of Francophone communities in Yukon, Northwest Territories and Nunavut;
- a survey of students in Quebec's English-language system on the learning and use of English and French, examining the linguistic behaviour and ethnolinguistic identity of a sample of 6,000 students. This survey must be added to an existing CIRLM study through a sample of 8,000 16-year-old students who study in the French-language system outside Quebec;
- the development of a plan to analyze the 2006 Survey on the Vitality of Official-Language Minorities (SVOLM), the definition of tabulation characteristics for the SVOLM using a regional data centre, as well as the creation and management of a team of multidisciplinary researchers to analyze survey data in order to produce one or several large reports on the conclusions;
- the creation of an annotated electronic bibliography of the main sources related to selected themes concerning the vitality of official-language minority communities, including minority-language education and ethnolinguistic vitality;

- the development and implementation of a networking initiative to promote research interest in Quebec's English-speaking communities and to build the research capacity of stakeholders with an interest in the situation of these communities.

## Evolution of English–French Bilingualism in Canada from 1971 to 2006

In 2008–09, the research team of the OLSPB gathered accessible data (census, public opinion research) to better understand the dynamics of English–French bilingualism in Canada over the past 35 years. In their analysis, researchers examined the importance of place of birth, place of residence (province/territory and urban/rural area), age, sex, mother tongue and proximity to official-language minority communities in order to observe the trend towards high or low levels of English–French bilingualism in Canadian society. The study also focused on attitudes towards language learning and linguistic duality.

This study helped researchers show that in Canada, since the 1970s, English–French bilingualism levels for Anglophones have risen faster among women than men, to the degree that women are significantly more likely to be bilingual (English–French) than men. This trend is not found for Francophones, among whom men show a greater trend to English–French bilingualism than women do. With regard to urban/rural status, it was shown that urban areas have higher levels of bilingualism than rural areas. As for Quebec Francophones, the study revealed that urban Francophones have much higher English–French bilingualism levels than do their rural counterparts. What's

<sup>1</sup> The Canadian Institute for Research on Linguistic Minorities (CIRLM) was created in 2002 thanks to a trust fund set up by the Government of Canada. An independent and not-for-profit organization, the CIRLM is located on the Université de Moncton campus and has the mission of promoting the research and compilation of data on essential issues for official-language minority communities in Canada, whether these are Anglophones in Quebec or Francophones outside Quebec.



more, the study confirmed that there is a clear link between the presence of a large official-language minority group and the bilingualism of the majority-language group, a trend that can be found both inside and outside Quebec. With regard to attitudes regarding learning English and French and linguistic duality in Canada, the study showed that foreign-born Canadians strongly agreed with the principles of linguistic duality and the importance of learning the second official language, sometimes even more than native-born Canadians did.

### **Round Table on Minority-Language Education Research**

In cooperation with Canadian Heritage's Official Languages Secretariat, the Branch organized a one-day forum that brought together parties with an interest in the theme of research on minority-language education. The meeting also welcomed participants from other federal or provincial departments, the Council of Ministers of Education, Canada, as well as research institutes and non-governmental organizations engaged in minority-language education. The presentations of all participants helped everyone better grasp the current state of research in this field and identify sectors requiring further research in the future. One of the forum's key objectives was to abolish the compartmentalization that might be limiting various stakeholders in order to ensure that research resources are optimized.



# PROGRAM MANAGEMENT

In order to clarify the decision regarding the renewal of Official Languages Support Program (OLSP) terms and conditions, an audit of their proper performance and an evaluation of their rationale were carried out in 2008. As part of its mandate, the Operational Practices Unit (OPU) supported delivery operations and facilitated the audit of the OLSPs.

## Evaluation

From June 2007 to September 2009, Canadian Heritage carried out a summative evaluation of the OLSPs. This evaluation, conducted by PRA Inc., was the first to integrate all program components: design, implementation, successes and effectiveness. This evaluation sketched an overall picture of progress with respect to the vitality of official-language minority communities and enhancement of both English and French. It also confirmed the relevance of the OLSPs as a key tool for the federal government in meeting its legal obligations under Part VII of the *Official Languages Act*. It is very clear that all program components help to enhance Canada's official languages and are results-based.

The evaluation found much progress, but also highlighted the challenges that the programs will be facing, namely:

- updating the official languages discourse in a context of globalization and plurilingualism;
- fostering better synergy among the various components;
- streamlining administrative processes and accountability.

Furthermore, the report made five recommendations intended to:

- improve collaboration accords and contribution agreements;
- measure second-language instruction;
- improve cooperation among the various stakeholders funded by the programs;
- update the official languages discourse; and
- conduct cyclical evaluations.

In order to respond to these recommendations, an action plan along with an implementation schedule was presented to the Strategic Policy, Planning and Evaluation Committee. The directorate accepted all recommendations; the adopted action plan contains the measures related to those recommendations.

Thus, the Official Languages Support Program Branch (OLSPB) intends to continue streamlining the mechanisms and administrative processes for funded organizations, specifically by promoting multi-year funding agreements. The negotiation of new collaboration accords with representatives of minority communities as of 2009–10 will help review the funding priorities of the communities in light of the commitments made by federal departments within the framework of the Roadmap for Linguistic Duality.

The OLSPB is committed to continuing negotiations with provinces and territories to make the measurement of learning a priority in the next protocol and the next bilateral agreements. The OLSPB will also try to promote closer cooperation between minority stakeholders and second-language instruction stakeholders.



Finally, since the OLSPs are among the key elements that contribute to achieving the management results of the Roadmap for Linguistic Duality, the evaluation of the OLSPs and the horizontal evaluation of the Roadmap will be coordinated and carried out in parallel in order to appropriately link the various elements. Evaluation of the OLSPs will therefore begin in 2011–12 and should end in time for the programs to continue, slated for spring 2014.

### **Audit**

The internal audit of the OLSPs, conducted in 2008, indicates that good management controls for program design, implementation and management tools have been set up. However, the audit team recommended a few improvements in the areas of risk management related to the funding mechanism (management of cash advances granted to some organizations), human resources (staff workload), monitoring and auditing of recipients, as well as file management.

Immediately following these recommendations, the OLSPB prepared and submitted an action plan to the Departmental Audit Committee, along with measures responding to each recommendation. The OLSPB indicated that the program would strive to reduce the frequency and risk related to the funding process, review funding mechanisms, processes and tools, and improve documentation.

With regard to human resources, the Branch aims to intensify measures for staff adequacy and workload based on the objectives and priorities of the Department and the OLSPs. Decisions with regard to recipient funding and monitoring must continue to be made while strictly meeting directives, and each case will be appropriately documented.

With regard to auditing recipients and managing files, the program and services involved should review all relevant mechanisms, processes and tools, and officers should receive customized training.

Implementation of some of these recommendations has already begun, and most of them are expected to be carried out, as the Department's 2008–09 to 2012–13 multi-year risk-based audit plan forecasts out a new audit of the OLSPs in 2012–13.

### **Renewal of Programs**

The terms and conditions of the Official Languages Support Programs (OLSPs) were to expire on March 31, 2009. It was important to review them in order to obtain authorization to continue with their implementation as well as that of the Roadmap for Canada's Linguistic Duality. Therefore, they have been adapted to the revised Policy on Transfer Payments, the new Language Rights Support Program and recommendations stemming from the recent summative evaluation and internal audit of the OLSPs.

The continuation of the OLSP terms and conditions was approved on March 25, 2009. The Language Rights Support Program was added in order to contribute to the development of official-language communities through dispute resolution and funding. It will also help enhance linguistic duality through promotion and education regarding constitutional language rights. At the financial level, amendments were made to funding criteria, payment method, holdback, eligible expenses and funding through grants, thereby simplifying processes and increasing access to funding.

### **Operational Practices Unit (OPU)**

The mandate of the Operational Practices Unit (OPU) includes four key components: liaison, development of guidelines, work processes and tools, and recipient training and audit. In 2008–09, the OPU finished developing a new generation of electronic application forms for two program components. These user-friendly forms simplify the application process, reduce errors and follow-ups, and lead to quicker processing. New forms for all program components and sub-components will continue to be developed in 2009–10 and 2010–11.

# Appendix 1 – Official Languages Support Programs

## BREAKDOWN OF EXPENDITURES BY PROVINCE AND TERRITORY, 2008-09

	Development of Official-Language Communities			Enhancement of Official Languages			TOTAL
	Community Life	Minority-Language Education	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Total	
<b>Newfoundland and Labrador</b>	1,667,750	1,571,551	3,239,301	178,000	2,369,295	2,547,295	5,786,596
<b>Prince Edward Island</b>	2,495,500	1,728,082	4,223,582	225,500	1,066,052	1,291,552	5,515,134
<b>Nova Scotia</b>	3,576,329	7,747,165	11,323,494	190,994	3,790,255	3,981,249	15,304,743
<b>New Brunswick</b>	6,559,324	17,302,432	23,861,756	299,000	5,709,211	6,008,211	29,869,967
<b>Quebec</b>	5,344,995	48,350,473	53,695,468	245,290	17,894,128	18,139,418	71,834,886
<b>Ontario</b>	8,079,641	54,416,176	62,495,817	592,500	26,557,303	27,149,803	89,645,620
<b>Manitoba</b>	6,192,127	9,228,960	15,421,087	207,000	5,499,639	5,706,639	21,127,726
<b>Saskatchewan</b>	3,886,118	3,813,951	7,700,069	181,200	4,295,080	4,476,280	12,176,349
<b>Alberta</b>	7,847,300	7,596,389	15,443,689	294,100	8,712,932	9,007,032	24,450,721
<b>British Columbia</b>	4,154,692	6,101,707	10,256,399	441,905	10,615,672	11,057,577	21,313,976
<b>Northwest Territories</b>	2,674,510	1,544,682	4,219,192	122,000	1,189,976	1,311,976	5,531,168
<b>Yukon</b>	2,623,534	1,314,700	3,938,234	47,850	1,034,900	1,082,750	5,020,984
<b>Nunavut</b>	1,969,280	790,669	2,759,949	0	536,087	536,087	3,296,036
<b>National</b> (including panCanadian and interregional projects)	11,193,424	4,734,721	15,928,145	4,012,164	25,220,679	29,232,843	45,160,988
<b>Total</b>	<b>68,264,524</b>	<b>166,241,658</b>	<b>234,506,182</b>	<b>7,037,503</b>	<b>114,491,209</b>	<b>121,528,712</b>	<b>356,034,894</b>



## Appendix 2 – Official Languages Support Programs

### BREAKDOWN OF EXPENDITURES BY PROGRAM COMPONENTS, 2008-09

Development of Official-Language Communities				Enhancement of Official Languages			
COMMUNITY LIFE	Regular Budget	Additional Strategies	Total	PROMOTION OF LINGUISTIC DUALITY	Regular Budget	Additional Strategies	Total
Cooperation with the Community Sector	37,409,672	4,069,816	41,479,488	Appreciation and Rapprochement			
				Collaboration in Promotion	3,161,232	0	3,161,232
				Support for Innovation	3,383,344	0	3,383,344
Intergovernmental Cooperation on Minority-Language Services	18,540,509	4,074,582	22,615,091	Sub-total	6,544,576	0	6,544,576
Interdepartmental Partnership with the Official-Language Communities (IPOLC)	2,507,952		2,507,952				
Young Canada Works	1,661,993		1,661,993	Bilingual Capability			
				Support for Interpretation and Translation	393,177	0	393,177
				Support for Innovation	99,750	0	99,750
				Sub-total	492,927	0	492,927
<b>Total – Community Life</b>	<b>60,120,126</b>	<b>8,144,398</b>	<b>68,264,524</b>	<b>Total – Promotion of Linguistic Duality</b>	<b>7,037,503</b>	<b>0</b>	<b>7,037,503</b>

MINORITY-LANGUAGE EDUCATION	Regular Budget	Additional Strategies	Total	SECOND-LANGUAGE INSTRUCTION	Regular Budget	Additional Strategies	Total
Intergovernmental Cooperation				Intergovernmental Cooperation			
Support for the Maintenance and Improvement of Minority-Language Education	104,700,274	0	104,700,274	Support for the Maintenance and Improvement of English or French Second-Language Programs	57,600,506		57,600,506
Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	56,806,663	56,806,663	Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	30,359,803	30,359,803
Complementary Support for Language Learning	2,176,121	1,245,600	3,421,721	Complementary Support for Language Learning	14,321,622	9,554,400	23,876,022
Cooperation with the Non-Governmental Sector	1,313,000		1,313,000	Cooperation with the Non-Governmental Sector	764,400		764,400
				Young Canada Works	1,890,478		1,890,478
<b>Total – Minority-Language Education</b>	<b>108,189,395</b>	<b>58,052,263</b>	<b>166,241,658</b>	<b>Total – Second-Language Learning</b>	<b>74,577,006</b>	<b>39,914,203</b>	<b>114,491,209</b>
<b>TOTAL – Development of Official-Language Communities</b>	<b>168,309,521</b>	<b>66,196,661</b>	<b>234,506,182</b>	<b>TOTAL – Enhancement of Official Languages</b>	<b>81,614,509</b>	<b>39,914,203</b>	<b>121,528,712</b>
<b>OVERALL TOTAL (grants and contributions)</b>				<b>356,034,894</b>			
<b>Program Administration Cost</b>				<b>12,009,032</b>			

# Appendix 3 – Official Languages Support Programs

## EDUCATION EXPENDITURES, 2008–09

Intergovernmental Cooperation	Minority-Language			Second-Language			Total		
	Federal		Provincial	Federal		Provincial	Federal		Provincial
	\$	%	\$	\$	%	\$	\$	%	\$
Regular Funds									
Program Expansion and Development	32,175,998	19.4	36,830,473	15,394,582	13.7	17,317,335	47,570,580	17.1	54,147,808
Teaching Support	37,946,682	22.8	222,915,425	36,427,353	32.4	217,779,543	74,374,035	26.7	440,694,968
Teacher Training and Development	21,438,255	12.9	22,696,655	3,432,654	3.0	4,028,372	24,870,909	8.9	26,725,027
Student Support	5,988,481	3.6	4,821,713	1,646,339	1.5	952,566	7,634,820	2.7	5,774,279
Other Program Expenditure Categories	7,150,858	4.3	7,040,433	699,578	0.6	312,578	7,850,436	2.8	7,353,011
Sub-total	104,700,274	63.0	294,304,699	57,600,506	51.2	240,390,394	162,300,780	58.2	534,695,093
Additional Strategies – Minority Language									
Promotion of Access and Integration	11,425,631	6.9	14,076,706				11,425,631	4.1	14,076,706
Quality of Programs and Cultural Enrichment in the School Setting	21,742,972	13.1	37,502,193				21,742,972	7.8	37,502,193
Teaching Staff and Support Services	4,695,341	2.8	5,590,568				4,695,341	1.7	5,590,568
Improved Access to Post-Secondary Studies	18,276,334	11.0	29,307,666				18,276,334	6.6	29,307,666
Promotion of Research on Minority-Language Education and Dissemination of Knowledge	666,385	0.4	566,385				666,385	0.2	566,385
Sub-total	56,806,663	34.2	87,043,518				56,806,663	20.4	87,043,518
Additional Strategies – Second Language									
Improvement of Basic English and French Programs				13,383,765	11.9	19,851,147	13,383,765	4.8	19,851,147
Relaunching Immersion Programs				7,948,864	7.1	7,455,716	7,948,864	2.9	7,455,716
Teacher Recruitment and Training				1,211,047	1.1	1,203,607	1,211,047	0.4	1,203,607
Pursuit of Post-Secondary Learning				6,983,049	6.2	7,479,577	6,983,049	2.5	7,479,577
Promotion of Research on the Teaching of French as a Second Language				833,078	0.7	833,078	833,078	0.3	833,078
Sub-total				30,359,803	27.0	36,823,125	30,359,803	10.9	36,823,125
Sub-total – Intergovernmental Cooperation	161,506,937	97.2	381,348,217	87,960,309	78.1	277,213,519	249,467,246	89.5	658,561,736
National Programs									
Explore and Destination Clic (Bursary)	872,300	0.5	0	16,573,695	14.7	0	17,445,995	6.3	0
Odyssey (Monitors)	2,549,421	1.5	0	7,302,327	6.5	0	9,851,748	3.5	0
Cooperation with the Non-Governmental Sector									
Teaching Support	1,313,000	0.8	0	764,400	0.7	0	2,077,400	0.7	0
OVERALL TOTAL	166,241,658		381,348,217	112,600,731		277,213,519	278,842,389	89	658,561,736



# Appendix 4 – Official Languages Support Programs

## ENROLMENTS IN MINORITY-LANGUAGE EDUCATION PROGRAMS

Newfoundland and Labrador				
Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970–71	160,915	185	K to 12	0.1%
2005–06	76,827	203	K to 12	0.3%
2006–07	74,304	222	K to 12	0.3%
2007–08	72,109	251	K to 12	0.3%
Prince Edward Island				
1970–71	30,622	796	K to 12	2.6%
2005–06	21,948	697	1 to 12	3.2%
2006–07	21,365	705	1 to 12	3.3%
2007–08	20,536	694	1 to 12	3.4%
Nova Scotia				
1970–71	214,897	7,388	K to 12	3.4%
2005–06	141,966	4,151	1 to 12	2.9%
2006–07	138,295	4,120	1 to 12	3.0%
2007–08	134,965	4,256	1 to 12	3.2%
New Brunswick				
1970–71	175,912	60,679	K to 12	34.5%
2005–06	114,820	33,409	K to 12	29.1%
2006–07	112,013	32,318	K to 12	28.9%
2007–08	110,288	31,725	K to 12	28.8%
Quebec				
1970–71	1,588,788	248,855	K to 11	15.7%
2005–06	957,697	106,394	K to 11	11.1%
2006–07	940,533	104,146	K to 11	11.1%
2007–08	918,264	101,290	K to 11	11.0%
Ontario				
1970–71	2,022,401	111,455	K to 12	5.5%
2005–06	2,118,544	89,406	K to 12	4.2%
2006–07	2,104,105	89,689	K to 12	4.3%
2007–08	2,087,588	91,071	K to 12	4.4%
Manitoba				
1970–71	246,946	10,405	K to 12	4.2%
2005–06	182,371	5,152	K to 12	2.8%
2006–07	180,043	5,253	K to 12	2.9%
2007–08	179,320	5,344	K to 12	3.0%

## Appendix 4 (cont'd)

Saskatchewan				
Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-71	247,332	765	K to 12	0.3%
2005-06	172,705	1,124	K to 12	0.7%
2006-07	163,311	1,132	K to 12	0.7%
2007-08	166,858	1,118	K to 12	0.7%
Alberta				
1983-84	448,835	1,076	K to 12	0.2%
2005-06	551,740	4,138	K to 12	0.7%
2006-07	560,563	4,737	K to 12	0.8%
2007-08	559,118	5,161	K to 12	0.9%
British Columbia				
1979-80	511,671	213	K to 12	<0.1%
2005-06	575,089	3,632	K to 12	0.6%
2006-07	564,832	3,816	K to 12	0.7%
2007-08	558,898	3,964	K to 12	0.7%
Yukon				
1984-85	4,697	30	K to 8	0.6%
2005-06	5,335	110	K to 12	2.1%
2006-07	5,227	147	K to 12	2.8%
2007-08	5,227	143	K to 12	2.7%
Northwest Territories				
1990-91	14,079	63	K to 11	0.4%
2005-06	9,571	143	K to 11	1.5%
2006-07	9,332	163	K to 11	1.7%
2007-08	9,048	181	K to 11	2.0%
Nunavut				
2002-03	9,364	40	K to 12	0.4%
2005-06	9,062	44	K to 12	0.5%
2006-07	9,065	48	K to 12	0.5%
2007-08	9,023	49	K to 12	0.5%
Total Canada				
1970-71	4,687,813	440,528	–	9.4%
2005-06	4,937,675	248,603	–	5.0%
2006-07	4,882,988	246,496	–	5.0%
2007-08	4,720,954	213,522	–	4.5%
Total – Minority French Languages schools				
1970-71	4,066,643	191,673	–	4.7%
2005-06	3,979,978	142,209	–	3.6%
2006-07	3,942,455	142,350	–	3.6%
2007-08	3,912,978	143,957	–	3.7%



# Appendix 4 (cont'd) – Official Languages Support Programs

## ENROLMENTS IN SECOND-LANGUAGE LEARNING PROGRAMS IN THE MAJORITY-LANGUAGE SCHOOL SYSTEMS

Newfoundland and Labrador					
Year	Total Majority- Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976–77	157,686	67,252	42.6%	56	< 0.1%
2005–06	76,827	47,274	61.5%	6,823	8.9%
2006–07	74,304	44,639	60.1%	7,222	9.7%
2007–08	72,109	43,868	60.8%	7,501	10.4%
Prince Edward Island					
1976–77	27,903	16 507	59.2%	304	1.1%
2005–06	21,948	13 624	62.1%	4,164	19.0%
2006–07	21,365	12 975	60.7%	4,108	19.2%
2007–08	20,536	12 691	61.8%	4,246	20.7%
Nova Scotia					
1976–77	201,279	87,450	43.4%	46	< 0.1%
2005–06	141,966	75,340	53.1%	14,341	10.1%
2006–07	138,295	72,873	52.7%	14,625	10.6%
2007–08	134,965	70,545	52.3%	14,683	10.9%
New Brunswick					
1976–77	163,385	73,430	44.9%	2,504	1.5%
2005–06	114,820	66,212	57.7%	21,526	18.7%
2006–07	112,013	64,722	57.8%	21,285	19.0%
2007–08	110,288	60,200	54.6%	20,719	18.8%
Students in English-language system taking French second-language courses					
1995–96	135,054	30,300	22.4%		
2001–02	122,792	23,280	19.0%		
2002–03	120,600	23,217	19.3%		
2003–04	118,869	21,995	18.5%		
Quebec					
1970–71	1,588,788	855,330	53.8%		
2005–06	957,697	641,950	67.0%		
2006–07	940,533	759,257	80.7%		
2007–08	918,264	739,231	80.5%		
Students taking French immersion					
1988–89	1,035,152	26,228	2.5%	26,228	2.5%
2001–02	1,002,973	43,941	4.4%	43,941	4.4%
2002–03	995,051	44,431	4.5%	44,431	4.5%
2003–04	983,766	44,684	4.5%	44,684	4.5%

## Appendix 4 (cont'd)

Ontario					
Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-77	1,973,140	852,184	43.2%	12,363	0.6%
2005-06	2,118,544	993,722	46.9%	152,723	7.2%
2006-07	2,104,105	975,628	46.4%	154,577	7.3%
2007-08	2,087,588	980,207	47.0%	162,321	7.8%
Manitoba					
1976-77	225,698	86,311	38.2%	1,290	0.6%
2005-06	182,371	87,243	47.8%	17,604	9.7%
2006-07	180,043	85,436	47.5%	17,871	9.9%
2007-08	179,320	83,725	46.7%	18,214	10.2%
Saskatchewan					
1976-77	219,191	57,023	26.0%	338	0.2%
2005-06	172,705	74,988	43.4%	8,472	4.9%
2006-07	163,311	65,016	39.8%	8,858	5.4%
2007-08	166,858	64,859	38.9%	9,114	5.5%
Alberta					
1976-77	441,070	131,274	29.8%	5,329	1.2%
2005-06	551,740	149,098	27.0%	30,452	5.5%
2006-07	560,563	162,859	29.1%	31,317	5.6%
2007-08	559,118	169,756	30.4%	32,060	5.7%
British Columbia					
1976-77	536,237	153,851	28.7%	862	0.2%
2005-06	575,089	253,724	44.1%	38,002	6.6%
2006-07	564,832	249,851	44.2%	39,509	7.0%
2007-08	558,898	248,121	44.4%	40,995	7.3%
Yukon					
1983-84	4,548	2,130	46.8%	171	3.8%
2005-06	5,335	444	8.3%	444	8.3%
2006-07	5,227	462	8.8%	462	8.8%
2007-08	5,227	536	10.3%	536	10.3%
Northwest Territories					
1983-84	12,901	3,500	27.1%	151	1.2%
2005-06	9,571	2,614	27.3%	646	6.7%
2006-07	9,332	2,889	31.0%	630	6.8%
2007-08	9,048	2,807	31.0%	661	7.3%
Nunavut					
1999-00	9,584	–	n/a	–	n/a
2005-06	9,062	–	n/a	–	n/a
2006-07	9,065	–	n/a	–	n/a
2007-08	9,023	–	n/a	–	n/a



## Appendix 4 (cont'd)

Total – Canada					
Students in majority-language school systems taking French as a second language					
Year	Total majority-language school population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1975–76	5,354,281	2,252,995	42.1%	5,292	0.1%
2005–06	4,937,675	2,406,233	48.7%	295,197	6.0%
2006–07	4,882,988	2,496,607	51.1%	300,464	6.2%
2007–08	4,831,242	2,476,546	51.3%	311,050	6.4%
Students in English-language system taking French second-language courses (Canada, less Quebec)					
1975–76	3,979,372	1,501,756	37.7%	5,292	0.1%
2005–06	3,979,978	1,764,283	44.3%	295,197	7.4%
2006–07	3,942,455	1,737,350	44.1%	300,464	7.6%
2007–08	3,912,978	1,737,315	44.4%	311,050	7.9%

Students in French-language system taking English second-language courses (Quebec)					
1975–76	1,374,909	751,239	54.6%	n.a.	
2005–06	957,697	641,950	67.0%	n.a.	
2006–07	940,533	759,257	80.7%	n.a.	
2007–08	918,264	739,231	80.5%	n.a.	

### Notes:

1. Minority-language figures for 1970–71 exclude Alberta, for which no figures were available, and British Columbia, Yukon and Northwest Territories, for which there were no minority-language schools in 1970–71. For each of these jurisdictions, the earliest year for which data is available is provided in the tables to establish a reference year.
2. Second-language figures include enrolments for the majority-language system, (French in Quebec and English elsewhere). For second-language enrolment totals outside Quebec, the French immersion enrolments are included and are given separately as well. Students in French immersion in Quebec's English-language schools are not included in the second-language totals.
3. Second-language totals for 1977–78 do not include Yukon or Northwest Territories, for which no data was available.

## Appendix 5 – Official Languages Support Programs

Development of Official-Language Communities	Enhancement of Official Languages
<p><b>Objective:</b> To enhance the vitality of English and French linguistic minority communities in Canada and support and assist their development.</p>	<p><b>Objective:</b> To promote the full recognition and use of English and French in Canadian society.</p>
<p><b>Expected Outcomes</b></p> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>Members of minority communities will: <ul style="list-style-type: none"> <li>Have greater access to quality education in their own language, in their community;</li> <li>Have greater access to programs and services offered in their language by federal departments and agencies, provincial and territorial governments, and municipalities;</li> <li>Improve their ability to live in their own language, to participate in Canadian society and to ensure their long-term development.</li> </ul> </li> <li>The multiple partners working to foster community growth and vitality work together to better co-ordinate and target their efforts to support the development of the official-language minority communities.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>The sustainability of official-language minority communities in Canada is guaranteed.</li> <li>Canadians have an awareness of their Canadian identity.</li> <li>Social cohesion in Canada is increased.</li> </ul>	<p><b>Expected Outcomes</b></p> <p><b>Medium term</b></p> <ul style="list-style-type: none"> <li>A greater proportion of Canadians will: <ul style="list-style-type: none"> <li>Have a working knowledge of both official languages;</li> <li>Have a better understanding and appreciation of the benefits of linguistic duality;</li> <li>Accept the rights of linguistic minorities and encourage their participation in Canadian society.</li> </ul> </li> <li>Federal departments and agencies become more aware of their responsibilities with respect to linguistic duality and more active in this regard.</li> <li>The many partners fostering linguistic duality and the French language will work together to better coordinate and target their efforts in this regard.</li> </ul> <p><b>Long term</b></p> <ul style="list-style-type: none"> <li>Canada is recognized as an officially bilingual country.</li> <li>All Canadians recognize and support linguistic duality.</li> <li>Canadians have an awareness of their Canadian identity.</li> <li>Social cohesion in Canada is increased.</li> </ul>
<p><b>Two Program Components</b></p> <p><b>Community Life</b></p> <ul style="list-style-type: none"> <li>Cooperation with the Community Sector</li> <li>Intergovernmental Cooperation on Minority-Language Services</li> <li>Strategic Fund</li> <li>Cultural Development Fund</li> <li>Young Canada Works</li> </ul> <p><b>Minority-Language Education</b></p> <ul style="list-style-type: none"> <li>Intergovernmental Cooperation</li> <li>Cooperation with the Non-Governmental Sector</li> </ul>	<p><b>Two Program Components</b></p> <p><b>Promotion of Linguistic Duality</b></p> <ul style="list-style-type: none"> <li>Appreciation and Rapprochement</li> <li>Support for Interpretation and Translation</li> </ul> <p><b>Second-Language Learning</b></p> <ul style="list-style-type: none"> <li>Intergovernmental Cooperation</li> <li>Cooperation with the Non-Governmental Sector</li> <li>Young Canada Works</li> </ul>
<p><b>Other Actions</b></p> <p><i>Coordination of the Federal Commitment</i></p> <p><i>Research</i></p> <p><i>Program Management</i></p>	



