

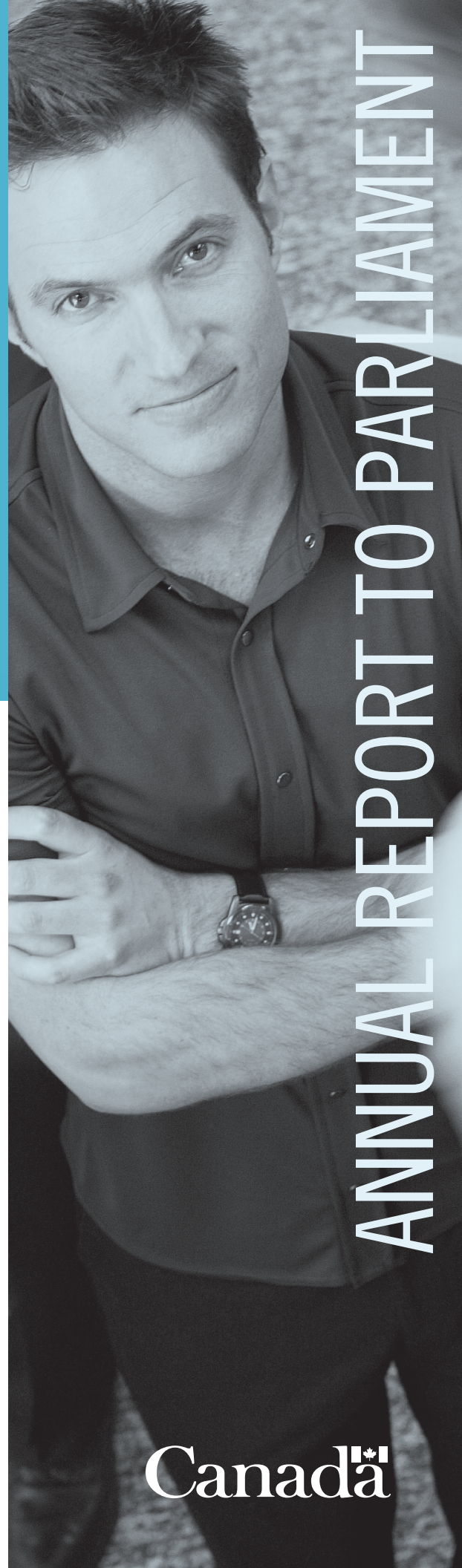


Treasury Board of Canada  
Secrétariat

Secrétariat du Conseil du Trésor  
du Canada

# Annual Report on Official Languages

2008-2009



ANNUAL REPORT TO PARLIAMENT

Canada

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## Message from the President of the Treasury Board

As President of the Treasury Board, I am pleased to table in Parliament this 21st annual report on official languages for fiscal year 2008–09, in accordance with section 48 of the *Official Languages Act* (the Act).

The recent festivities marking the 40th anniversary of the Act provide an opportunity to highlight our accomplishments to date. From 1978 to 2009, the number of bilingual positions in the core public administration more than doubled and the percentage of employees in bilingual positions who meet the language requirements of their position rose from 69.7% to 92.5%.

Nevertheless, it remains crucial for federal institutions to continue their efforts to preserve the achievements of the last 40 years and make progress toward the ideal of true linguistic duality.

With its *Roadmap for Canada's Linguistic Duality 2008–2013*, the government made an ongoing commitment to pursuing this goal.

The Treasury Board of Canada Secretariat, through the Office of the Chief Human Resources Officer's Official Languages Centre of Excellence (the Centre), will continue to coordinate the Official Languages Program in federal institutions that are subject to Parts IV, V and VI of the Act, which deal with services to the public, language of work and the equitable participation of Anglophone and Francophone Canadians in federal institutions.

While federal institutions covered by the Act are responsible for its implementation, a large part of the Treasury Board of Canada Secretariat's job involves helping them integrate official languages into the culture of their organization. The new governance structure announced by the Prime Minister in March 2009, which included the creation of the new Office of the Chief Human Resources Officer within the Treasury Board of Canada Secretariat, strengthens our capacity in this area.

Linguistic duality remains a key element of our Canadian identity and a distinguishing feature of the public service of Canada. Federal institutions are committed to making linguistic duality an integral part of their everyday operations. This is reflected in the active offer of services in both official languages to members of the public, as the theme of this report illustrates. Federal institutions' efforts to increase their linguistic capacity as well as the best practices described in the report are evidence of this commitment.

Original signed by

The Honourable Stockwell Day, M.P.  
President of the Treasury Board

## Speaker of the Senate

Dear Mr. Speaker:

Pursuant to section 48 of the *Official Languages Act*, I hereby submit to Parliament, through your good offices, the 21st annual report on official languages covering the 2008–09 fiscal year.

Sincerely,

Original signed by

The Honourable Stockwell Day, M.P.  
President of the Treasury Board

June 2010

Speaker of the House of Commons

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Pursuant to section 48 of the *Official Languages Act*, I hereby submit to Parliament, through your good offices, the 21st annual report on official languages covering the 2008–09 fiscal year.

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## Summary

Federal institutions have a duty to serve Canadians in the official language of their choice, establish and maintain a work environment conducive to the use of both official languages in regions designated bilingual for language-of-work purposes, ensure that French- and English-speaking Canadians have equal employment and promotion opportunities and that the workforce reflects the presence of the Anglophone and Francophone communities in Canada, taking into account the characteristics of those institutions, their mandate, their public and their location.

The structure and content of this 21st annual report focuses on the results of the Official Languages Program as a whole.

The report has two main components: Program implementation and best practices. As active offer is the theme of this report, the discussion of best practices also centres on this theme. These best practices are generally applicable to any institution.

The highlights presented below pertain to the implementation of the Official Languages Program during the 2008–09 fiscal year.

## Program Implementation

### **Human Resources Management, Including Equitable Participation (Part VI of the Act)**

As of March 31, 2009, 40.4% of all positions in the core public administration were designated bilingual. The other positions were unilingual and their breakdown is as follows: 50.8%, English essential; 3.9%, French essential; and 4.5%, English or French essential (also termed “either/or” positions or “reversible” positions). The rate of incomplete records on the linguistic designation of occupied positions was 0.3%.

As of March 31, 2009, the participation rate of Anglophones in all federal institutions subject to the Act was 72.9% and that of Francophones was 27.1%. These rates have been stable for several years. Based on data from the 2006 Census, both linguistic communities are relatively well represented in federal institutions subject to the Act.

Regionally, for all federal institutions subject to the Act, the participation rate for Anglophones in Quebec (excluding the National Capital Region) was 14.1% in 2009, a 1.6% increase over the previous year.

### **Language of Work (Part V of the Act)**

The federal institutions that submitted an annual review remain committed to official languages and the vast majority are taking measures to enable employees to use the official language of their choice in the workplace.

As a rule, electronic communications, websites, work tools and computer systems intended for employees are available in both official languages.

The vast majority (92.6%) of employees in the core public administration who provide personal and central services (e.g. compensation, financial, communications and library services) met the language requirements of their position. This percentage continued to rise; it was 91.8% in 2008 and 90.7% in 2007. The percentage of positions requiring a higher level of second language proficiency (level C) remained stable at 33.3%.

The data show, at a national level, that 91.9% of employees who supervise staff (including executives) met the language requirements of their position, compared with 91.2% in 2008.

### **Communications with and Services to the Public in Both Official Languages (Part IV of the Act)**

The majority of federal institutions are able to communicate with and provide services of equal quality to the public in both official languages in electronic communications, including websites, and at all offices and facilities designated bilingual. However, a number of federal institutions report continued shortcomings in the area of active offer, particularly when it comes to greeting members of the public in person in both official languages. Moreover, the federal institutions that submitted reports for fiscal year 2008–09 identified issues related to ensuring compliance with linguistic obligations when third parties act on behalf of designated bilingual offices.

The percentage of incumbents of bilingual positions serving the public who meet the language requirements of their position continued to rise, increasing to 92.4%, compared with 91.5% in 2008 and 91.0% in 2007. The percentage of incumbents exempted from meeting the language requirements of their position decreased to 4.4%, compared with 5.0% in 2008.

The percentage of bilingual positions serving the public and requiring superior proficiency (level C in oral interaction) remained stable at 34.8%.

## **Governance**

Overall, federal institutions take steps to provide strong leadership on official languages; however, their effectiveness varies from one organization to another.

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## Monitoring

The Official Languages Centre of Excellence examined the federal institutions' annual reviews to determine what measures are taken to ensure that the Program is monitored effectively.

A significant majority of them indicated that they have the required mechanisms in place to perform regular monitoring of the Official Languages Program.

## Introduction

### Mandate of the Official Languages Centre of Excellence

The Official Languages Centre of Excellence (formerly the Official Languages Branch) of the Office of the Chief Human Resources Officer, on behalf of Treasury Board, supports federal institutions in implementing Parts IV, V and VI of the *Official Languages Act* (the Act) to ensure that Canadians receive services in the official language of their choice (Part IV of the Act); that federal institutions create and maintain a working environment conducive to the effective use of both official languages (Part V of the Act); and that federal institutions offer equal opportunity for employment and promotion to French- and English-speaking Canadians within their organization and that their workforce tends to reflect the presence of both official language communities in Canada (Part VI of the Act).

The Centre also works with the approximately 200 federal institutions subject to the Act, namely the 80 institutions that belong to the core public administration and 120 Crown corporations, privatized organizations, separate agencies and departmental corporations.

As well, the Centre works in cooperation with Canadian Heritage to enhance the vitality of official language minority communities, to support their development and to foster full recognition and use of French and English in Canadian society (Part VII of the Act).

### Report Structure and Content

To support the central agency objective of reducing the reporting burden on federal institutions, the Official Languages Centre of Excellence modified its usual practice in 2008–09. Rather than requesting all federal institutions to submit a review of their official languages activities, a total of 77 institutions were asked to submit a report. Of those, 53 covered all five target areas: communications with and services to the public in both official languages, language of work, human resources management, governance and Official Languages Program monitoring. The remaining 24 institutions reported on one or more of the target categories. Of them, seven reported on language of work and communications with and services to the public, sixteen on communications with and services to the public only and one on language of work.

This sample will nevertheless provide an overall picture of the Program's governance and implementation within federal institutions.

## Implementation of the Official Languages Program

### Human Resources Management

As in the previous year, there was an improvement in 2008–09 in the percentage of incumbents who met the language requirements of their position. As of March 31, 2009, 92.5% of these incumbents met their requirements, up from 91.7% in the previous fiscal period.

The rate of positions designated bilingual requiring superior proficiency (level C) was relatively stable at 32.1%. The majority of bilingual positions, 64.7%, required intermediate proficiency (level B).

Many of the federal institutions in the 2008–09 reporting sample that answered the questions concerning human resources management indicated that the language requirements of bilingual positions are established objectively. They reported that linguistic profiles correspond to employees' work or to that of their work units and take into account linguistic obligations for services to the public and language of work. A significant number of these institutions indicated that they staff bilingual positions with applicants who are already bilingual. Further, in many cases, employees undergo language training to meet the language requirements of their position prior to taking up the position. Nearly half the institutions provide employees with language training for their career development. Once language training is complete, employees can generally count on having working conditions conducive to using and perfecting the skills they have acquired.

Regarding equitable participation, the participation rate of Anglophones in all federal institutions subject to the Act was 72.9% for the 2008–09 fiscal year, whereas the participation rate of Francophones was 27.1%. The participation rates in the core public administration were respectively 68.5% and 31.5%. Based on the latest data from the 2006 Census, employees from both official language communities are relatively well represented within the federal institutions subject to the Act. Overall, these rates are similar to the percentage of Anglophones and Francophones in Canadian society; 74.8% of the Canadian population reports English as its first language, whereas 23.6% of the population reports French as its first language.

### Language of Work

As of March 31, 2009, 51,015 incumbents occupying bilingual positions and providing personal and central services in the core public administration, or 92.6%, met the language requirements of their position, compared with 91.8% in 2008.

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The data show that 91.9% of the employees supervising staff (supervisors and executives) in designated bilingual regions (20,393 employees) met the language requirements of their position.

The percentage of bilingual positions that included supervisory tasks at the superior proficiency level (level C) was almost unchanged at 49.8%.

The data also show a continued increase in the number of executives who meet the language requirements of their position. As of March 31, 2009, 4,276 executives (96.7%) met the language requirements of their bilingual position. A total of 92 executives (2.1%) were exempted from meeting the requirements.

Most of the federal institutions in the 2008–09 reporting sample that answered the questions concerning language of work indicated that they have measures in place to encourage the use of both official languages in the workplace, which serves to create an environment conducive to the use of both official languages.

In general, senior management communicates effectively in both official languages with its employees, though some shortcomings were identified.

Most incumbents of bilingual or reversible positions (either/or positions) receive supervision in the official language of their choice, regardless of whether supervisors are located in bilingual or unilingual regions. However, despite information and awareness campaigns, federal institutions continue to find it a challenge to hold bilingual meetings at which employees can use their preferred official language.

Nearly all federal institutions confirmed that postings to the English and French versions of websites intended for employees are available concurrently and in their entirety and that they are of equal quality. The English and French versions of electronic communications sent to employees are likewise distributed concurrently and in their entirety and are of equal quality. For the most part, employees have regularly and widely used documentation, work instruments and computer systems in the official language of their choice. As well, training and professional development opportunities are available in the employee's preferred official language most of the time.

As for language of work in unilingual regions, all respondents reported that the language of work is the language that predominates in the province or territory in which the work unit is located. In addition, work instruments are available in both official languages for staff required to provide bilingual services either to the public or to employees located in bilingual regions.

Furthermore, nearly all federal institutions across the country respect the right of employees to file a grievance in the official language of their choice.

## Communications with and Services to the Public in Offices Designated Bilingual

As of March 31, 2009, federal institutions had 11,977 offices and facilities, of which 3,993 (33.3%) were required to offer bilingual services to the public.

As of the same date, 92.4% of incumbents who occupy bilingual positions and are required to serve the public met the language requirements of their position. This represents an increase from the previous year (91.5%). Since 2000, this rate has increased gradually by more than 10 percentage points.

The percentage of bilingual positions serving the public and requiring superior proficiency (level C in oral interaction) was stable at 34.8%. It should be noted that this has been the trend over the last five years.

Most of the federal institutions in the 2008–09 reporting sample that answered the questions concerning communications with and services to the public indicated that they have taken steps to ensure the availability and quality of such communications and service in both official languages by offices designated bilingual.

As a result, services are provided in both official languages most of the time and are of equal quality. The majority of oral and written communication occurs in the official language chosen by the public. Almost all departments produce their materials in both official languages and distribute English and French versions concurrently and in their entirety.

Postings to English and French versions of websites are almost always available concurrently and in their entirety and are regarded as being of equal quality. The same is true of electronic communications intended for the public.

According to the federal institutions in the 2008–09 reporting sample, they have well-established measures for ensuring that signage complies with official language requirements. Their signage regarding public health, safety and security is almost always in both official languages. The same is true of public health, safety and security announcements.

In offices designated bilingual, using and selecting media to reach target audiences as effectively as possible in the official language of their choice appears to be a firmly rooted practice.

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Nevertheless, shortcomings reported in recent years in the area of active offer persist, primarily when it comes to making an active offer in person. This was to be a key factor in service to the public during the 2010 Olympic Winter Games and is why the Centre chose to highlight it as the theme of this report. The Centre's observations and findings in this regard are presented in the section entitled "Theme of the Annual Report: Active Offer."

## Governance

Federal institutions have taken measures to ensure strong leadership in official languages matters. Among those measures, a number of organizations have established action plans to improve their official languages performance. Nearly half the respondents in the reporting sample indicated that they have an official languages committee that takes a horizontal approach to all official languages matters. Furthermore, many institutions include clear official languages performance objectives in performance agreements with executives and managers.

## Monitoring

The Official Languages Centre of Excellence examined the federal institutions' annual reviews to determine what measures are taken to ensure that the Program is monitored regularly and effectively. A significant majority of the institutions reported that they have the necessary control mechanisms in place. Less than half the respondents, however, indicated that they have an audit team in place. Audits can deal exclusively with official languages or can include an official languages component. As for the activities institutions carried out to measure the satisfaction of employees and the public with the availability and quality of services provided in both official languages, the Centre found that most of them deal with employee satisfaction. Activities aimed at measuring public satisfaction amount to only half of those measuring employee satisfaction. Where audits conducted by institutions revealed shortcomings, nearly all organizations indicated that they have taken steps to improve or rectify the situation.

## Theme of the Annual Report: Active Offer

Considering how challenging federal institutions are finding it to implement the principle of active offer, the Centre chose it as the theme of this report. The main findings are as follows.

Most of the federal institutions in the 2008–09 reporting sample stated that they are taking effective steps to ensure that the active offer of communications with and services to the public in both official languages is being made at bilingual offices. However, the nature of these steps varies widely. In some cases, they consist only of orientation sessions for new employees, while in others, they include training of new hires, coaching by supervisors and the availability of work tools designed to ensure employees carry out active offer. A few institutions have introduced a monitoring framework that includes reporting results to senior management and the official

languages champion. Additionally, a very small number of institutions reported that they have incorporated an active offer component into the performance evaluations of employees who are required to serve the public.

Management supports its employees in implementing active offer through a variety of means. The tools most often cited include badges, posters, laminated cards containing common bilingual expressions, standardized models for recording bilingual voice mail messages and information sessions on active offer for both new employees and those who serve the public. A large number of federal institutions not only remind employees regularly of their active offer obligations, but also provide documentation and reference tools on their intranet site.

In addition, about one-third of the federal institutions in the sample reported that they have adopted active offer performance measures. These institutions may be deemed proactive. Measures run from sporadic, informal audits to regular audits covering all aspects of active offer. The remaining institutions may be deemed reactive, only taking steps to follow up on complaints by the Office of the Commissioner of Official Languages (OCOL).

Nearly half of the federal institutions in the 2008–09 reporting sample pointed out that they take corrective action when the situation requires it. A number of institutions mentioned the role of the official languages representative or champion in taking corrective action. Corrective action most often consists of reminding the employees and managers who were directly involved of their obligations, training and the distribution of specific work tools. In a few cases, performance evaluations take corrective action into account. Only a small number of institutions had established an action plan that includes monitoring and reporting to senior management.

Very few federal institutions indicated that they take measures other than those provided for in the official languages policies to encourage members of official language minority communities (OLMCs) to request services in their official language. However, a number of institutions reported that they take advantage of various opportunities to promote the availability of services in the minority language. For instance, they place advertisements or competition notices in the minority press, distribute information leaflets or government publications, deliver presentations to agencies that work in OLMC development, or participate in fairs or other public events. A few institutions indicated that they promote their services through their network of regional coordinators or through various forums and activities such as consultations with agencies that represent OLMCs.



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## Best Practices

### Background

The Official Languages Centre of Excellence is striving to share and promote tools that can help federal institutions improve their performance with respect to official languages.

In keeping with the theme selected for the 2008–09 annual report, the active offer best practices gathered over the years are presented here to be shared with the greatest number of federal institutions possible. Institutions have the opportunity to replicate, as they see fit, the practices that might apply to their organization.

All of these best practices demonstrate federal institutions' commitment to the Program and could likely create a ripple effect.

### Active Offer

- ▶ Canada Post Corporation has developed an action plan to improve the active offer of service and provide better guidance to dealers. The organization visits dealer outlets in the National Capital Region (NCR) and delivers “info-training” to help dealers meet their linguistic obligations.
- ▶ The official languages advisor for the Pacific Region of the Canada Revenue Agency, in conjunction with the Official Languages Committee of the Pacific Regional Federal Council, delivered a workshop on active offer to more than 500 managers and employees, explaining its purpose and focusing on respect for individual language choices.
- ▶ The Canada Revenue Agency's St. Catharines and Hamilton tax services offices performed spot checks of the active offer of service. The mystery customer approach, whereby third parties visit points of service in the role of clients, ensures the integrity of monitoring and allows the office to identify weaknesses and solutions.
- ▶ The Canada Border Services Agency regularly reminds its employees of their active offer obligations, both regionally and at headquarters, through the use of screensaver messages and awareness and training sessions. Badges to help clients identify bilingual agents, monitoring activities and follow-up by managers are a few examples of the leadership shown by the institution.
- ▶ Service Canada seeks to build a culture of excellence in client service. The Ontario Region has formed a bilingual support team to provide continuous technical assistance, helping employees assigned to client service to respond correctly to requests from the public. In addition, some regions are providing training to employees who serve the public. The Prince Edward Island Region provided a group of more than 10 service delivery staff

with a one-day course on how to greet clients. Employees were also given the opportunity to practise active offer of bilingual service, with an emphasis on how to use expressions in French. In addition, employees who provide services in both official languages have taken a three-day refresher course.

- ▶ The Canadian Food Inspection Agency regularly reminds its employees of their active offer obligations. Reports forwarded to employees include a selection of messages for their voice mail, email out-of-office replies, electronic signature blocks and common telephone expressions in both official languages.
- ▶ Fisheries and Oceans Canada distributes a guide to its employees to help them offer bilingual service actively on the telephone and in person. The guide explains how to greet clients, how to transfer a call or refer clients to another employee and how to request feedback from the client about the service provided.
- ▶ At the beginning of the summer season, a number of Parks Canada management units hold orientation sessions on the Official Languages Program for employees, students and business partners. These sessions stress the active offer of service in both official languages.
- ▶ The Ontario and Atlantic Regions of Transport Canada have offered training on greeting clients by telephone and in person to unilingual employees working at service points to enable them to direct clients to an employee who can serve them in the language of their choice.
- ▶ The International Development Research Centre has established a clear and simple process containing mandatory steps for disseminating information on its website.

The Official Languages Centre of Excellence will continue to highlight the successes of federal institutions, as they represent a lasting investment and inspire institutions to adopt the successful practices of others, which ultimately contributes to achieving the objectives of the Official Languages Program.

## Conclusion

### A public service that aims to use its official languages capacity to the fullest

In light of all of the data and information collected on Parts IV, V and VI of the Act, the Official Languages Centre of Excellence concludes that federal institutions are generally meeting their official languages obligations, despite certain isolated shortcomings, particularly where active offer in person and bilingual meetings are concerned.

The data in this report reflect a continuous increase in linguistic capacity in the federal public administration. Almost all incumbents of bilingual positions, 92.5%, meet the language requirements of their position. Language training is definitely a key factor in that success.

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Equipped with staff who have superior language abilities, federal institutions now have the means necessary to promote linguistic duality in the workplace.

In addition, the Centre encourages federal institutions to use their increased linguistic capacity to the fullest to improve the delivery of their services to Canadians. The Centre also encourages institutions to make the necessary efforts to improve the active offer of service in both official languages and to put in place appropriate mechanisms for evaluating their performance.

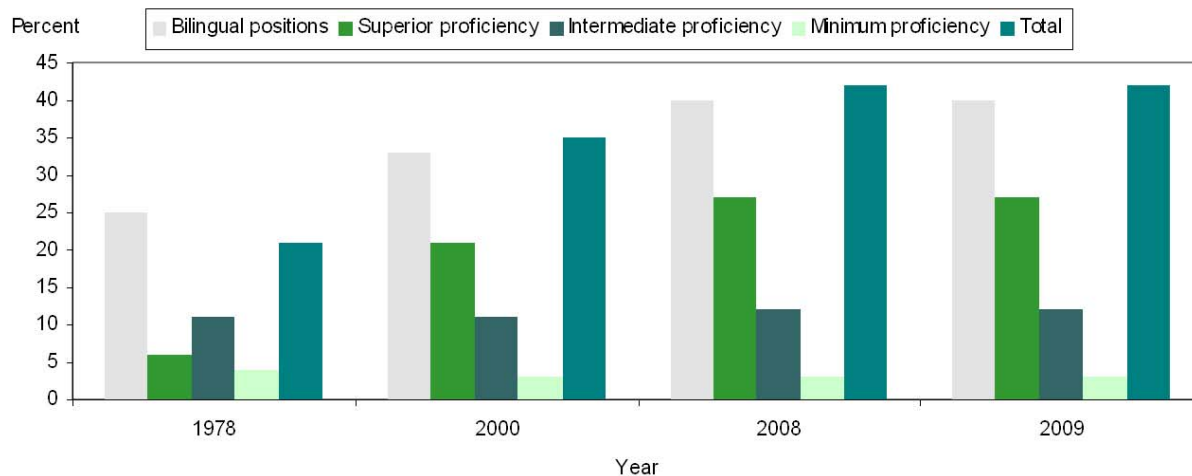
The sharing of best practices is also bearing fruit: many federal institutions are adopting these models and adapting them to their needs. This is why the Centre held the Forum on Official Languages Good Practices in December 2008, in which several federal institutions took part. In addition, a number of meetings of the Official Languages Advisory Committees provided a forum for valuable exchange. The Centre also initiated discussions to support institutions as they prepared for the 2010 Olympic Winter Games.

The Centre also continues working with federal institutions and their key official languages stakeholders. However, the key to success for effective Program implementation relies more than ever on federal institutions' commitment and leadership.

## Statistics

**Table 1**

Bilingual positions and bilingual employees in the public service



**Table 2**

Language requirements of positions in the core public administration

Year	Bilingual		English essential		French essential		English or French essential		Incomplete records		Total
1978	52,300	24.7%	128,196	60.5%	17,260	8.1%	14,129	6.7%	0	0.0%	211,885
2000	50,535	35.3%	75,552	52.8%	8,355	5.8%	7,132	5.0%	1,478	1.0%	143,052
2008	75,889	40.5%	95,688	51.0%	7,365	3.9%	8,168	4.4%	470	0.3%	187,580
2009	79,688	40.4%	100,191	50.8%	7,770	3.9%	8,928	4.5%	549	0.3%	197,126

**Table 3**

Language requirements of positions in the core public administration by province, territory or region

			Unilingual positions								
Province, territory or region			English essential		French essential		English or French essential		Incomplete records		Total
	Bilingual										
British Columbia	563	3.2%	16,891	96.4%	2	0.0%	22	0.1%	40	0.2%	17,518
Alberta	398	3.8%	9,998	95.9%	0	0.0%	24	0.2%	6	0.1%	10,426
Saskatchewan	191	3.9%	4,718	95.9%	0	0.0%	6	0.1%	5	0.1%	4,920
Manitoba	593	8.0%	6,847	91.8%	0	0.0%	15	0.2%	2	0.0%	7,457
Ontario (excluding NCR)	2,577	10.3%	22,314	88.8%	9	0.0%	184	0.7%	41	0.2%	25,125
National Capital Region (NCR)	55,483	64.8%	22,005	25.7%	193	0.2%	7,644	8.9%	241	0.3%	85,566
Quebec (excluding NCR)	14,456	64.4%	116	0.5%	7,529	33.6%	190	0.8%	140	0.6%	22,431
New Brunswick	3,427	51.9%	3,003	45.5%	31	0.5%	122	1.8%	23	0.3%	6,606
Prince Edward Island	552	28.7%	1,369	71.2%	0	0.0%	1	0.1%	0	0.0%	1,922
Nova Scotia	974	10.2%	8,493	89.1%	6	0.1%	42	0.4%	17	0.2%	9,532
Newfoundland and Labrador	130	3.8%	3,316	96.2%	0	0.0%	2	0.1%	0	0.0%	3,448
Yukon	17	5.1%	308	92.8%	0	0.0%	2	0.6%	5	1.5%	332
Northwest Territories	21	3.2%	625	94.7%	0	0.0%	0	0.0%	14	2.1%	660
Nunavut	3	1.7%	177	98.3%	0	0.0%	0	0.0%	0	0.0%	180
Outside Canada	303	30.2%	11	1.1%	0	0.0%	674	67.2%	15	1.5%	1,003
All regions	79,688	40.4%	100,191	50.8%	7,770	3.9%	8,928	4.5%	549	0.3%	197,126

**Table 4**

Bilingual positions in the core public administration – Linguistic status of incumbents

			Do not meet						
Year	Meet		Exempted		Must meet		Incomplete records		Total
1978	36,446	69.7%	14,462	27.7%	1,392	2.7%	0	0.0%	52,300
2000	41,832	82.8%	5,030	10.0%	968	1.9%	2,705	5.4%	50,535
2008	69,596	91.7%	3,746	4.9%	1,080	1.4%	1,467	1.9%	75,889
2009	73,726	92.5%	3,481	4.4%	960	1.2%	1,521	1.9%	79,688

**Table 5**

Bilingual positions in the core public administration – Level of second language proficiency required (oral interaction)

Year	Level C		Level B		Level A		Other		Total
1978	3,771	7.2%	30,983	59.2%	13,816	26.4%	3,730	7.1%	<b>52,300</b>
2000	12,836	25.4%	34,677	68.6%	1,085	2.1%	1,937	3.8%	<b>50,535</b>
2008	24,567	32.4%	48,781	64.3%	715	0.9%	1,826	2.4%	<b>75,889</b>
2009	25,616	32.1%	51,556	64.7%	682	0.9%	1,834	2.3%	<b>79,688</b>

**Table 6**

Service to the Public: Bilingual positions in the core public administration – Linguistic status of incumbents

			Do not meet						
Year	Meet		Exempted		Must meet		Incomplete records		Total
1978	20,888	70.4%	8,016	27.0%	756	2.5%	0	0.0%	29,660
2000	26,766	82.3%	3,429	10.5%	690	2.1%	1,631	5.0%	32,516
2008	43,236	91.5%	2,354	5.0%	692	1.5%	950	2.0%	47,232
2009	45,650	92.4%	2,155	4.4%	634	1.3%	943	1.9%	49,382

**Table 7**

Service to the Public: Bilingual positions in the core public administration – Level of second language proficiency required (oral interaction)

Year	Level C		Level B		Level A		Other		Total
1978	2,491	8.4%	19,353	65.2%	7,201	24.3%	615	2.1%	<b>29,660</b>
2000	9,088	27.9%	22,421	69.0%	587	1.8%	420	1.3%	<b>32,516</b>
2008	16,433	34.8%	30,249	64.0%	341	0.7%	209	0.4%	<b>47,232</b>
2009	17,174	34.8%	31,682	64.2%	339	0.7%	187	0.4%	<b>49,382</b>

**Table 8**

Personal and Central Services: Bilingual positions in the core public administration – Linguistic status of incumbent

		Do not meet							
Year	Meet		Exempted		Must meet		Incomplete records		Total
2008	47,568	91.8%	2,517	4.9%	786	1.5%	952	1.8%	<b>51,823</b>
2009	51,015	92.6%	2,361	4.3%	704	1.3%	1,011	1.8%	<b>55,091</b>

**Table 9**

Personal and Central Services: Bilingual positions in the core public administration – Level of second language proficiency required (oral interaction)

Year	Level C		Level B		Level A		Other		Total
2008	17,476	33.7%	32,745	63.2%	298	0.6%	1,304	2.5%	<b>51,823</b>
2009	18,322	33.3%	35,175	63.8%	276	0.5%	1,318	2.4%	<b>55,091</b>

**Table 10**

Supervision: Bilingual positions in the core public administration – Linguistic status of incumbents

		Do not meet							
Year	Meet		Exempted		Must meet		Incomplete records		Total
2008	18,934	91.2%	989	4.8%	483	2.3%	354	1.7%	<b>20,760</b>
2009	20,393	91.9%	939	4.2%	463	2.1%	387	1.7%	<b>22,182</b>

**Table 11**

Supervision: Bilingual positions in the core public administration – Level of second language proficiency required (oral interaction)

Year	Level C		Level B		Level A		Other		Total
2008	10,416	50.2%	10,207	49.2%	51	0.2%	86	0.4%	<b>20,760</b>
2009	11,044	49.8%	11,014	49.7%	52	0.2%	72	0.3%	<b>22,182</b>

**Table 12**

Participation of Anglophones and Francophones in the core public administration by province, territory or region

Province, territory or region	Anglophones		Francophones		Unknown		Total
British Columbia	17,173	98.0%	345	2.0%	0	0.0%	<b>17,518</b>
Alberta	10,166	97.5%	260	2.5%	0	0.0%	<b>10,426</b>
Saskatchewan	4,847	98.5%	73	1.5%	0	0.0%	<b>4,920</b>
Manitoba	7,175	96.2%	282	3.8%	0	0.0%	<b>7,457</b>
Ontario (excluding the NCR)	23,849	94.9%	1,276	5.1%	0	0.0%	<b>25,125</b>
National Capital Region (NCR)	50,261	58.7%	35,305	41.3%	0	0.0%	<b>85,566</b>
Quebec (excluding the NCR)	1,774	7.9%	20,657	92.1%	0	0.0%	<b>22,431</b>
New Brunswick	3,753	56.8%	2,853	43.2%	0	0.0%	<b>6,606</b>
Prince Edward Island	1,713	89.1%	209	10.9%	0	0.0%	<b>1,922</b>
Nova Scotia	9,006	94.5%	526	5.5%	0	0.0%	<b>9,532</b>
Newfoundland and Labrador	3,397	98.5%	51	1.5%	0	0.0%	<b>3,448</b>
Yukon	318	95.8%	14	4.2%	0	0.0%	<b>332</b>
Northwest Territories	642	97.3%	18	2.7%	0	0.0%	<b>660</b>
Nunavut	173	96.1%	7	3.9%	0	0.0%	<b>180</b>
Outside Canada	688	68.6%	315	31.4%	0	0.0%	<b>1,003</b>
<b>All regions</b>	<b>134,935</b>	<b>68.5%</b>	<b>62,191</b>	<b>31.5%</b>	<b>0</b>	<b>0.0%</b>	<b>197,126</b>



**Table 13**

Participation of Anglophones and Francophones in the core public administration by occupational category

Categories	Anglophones		Francophones		Unknown		Total
Executive	3,355	68.5%	1,546	31.5%	0	0.0%	<b>4,901</b>
Scientific and professional	21,525	74.3%	7,426	25.7%	0	0.0%	<b>28,951</b>
Administrative and foreign service	60,844	63.6%	34,801	36.4%	0	0.0%	<b>95,645</b>
Technical	13,128	75.3%	4,307	24.7%	0	0.0%	<b>17,435</b>
Administrative support	19,652	68.0%	9,261	32.0%	0	0.0%	<b>28,913</b>
Operational	16,431	77.2%	4,850	22.8%	0	0.0%	<b>21,281</b>
<b>All categories</b>	<b>134,935</b>	<b>68.5%</b>	<b>62,191</b>	<b>31.5%</b>	<b>0</b>	<b>0.0%</b>	<b>197,126</b>

**Table 14**

Participation of Anglophones and Francophones in federal institutions that are not part of the core public administration by province, territory or region

Province, territory or region	Anglophones		Francophones		Unknown		Total
British Columbia	34,225	96.4%	1,289	3.6%	0	0.0%	<b>35,514</b>
Alberta	26,591	95.1%	1,378	4.9%	0	0.0%	<b>27,969</b>
Saskatchewan	7,442	96.4%	276	3.6%	0	0.0%	<b>7,718</b>
Manitoba	16,229	95.9%	689	4.1%	0	0.0%	<b>16,918</b>
Ontario (excluding the NCR)	74,165	93.1%	5,509	6.9%	0	0.0%	<b>79,674</b>
National Capital Region (NCR)	30,689	67.1%	15,018	32.9%	0	0.0%	<b>45,707</b>
Quebec (excluding the NCR)	8,892	16.7%	44,238	83.3%	0	0.0%	<b>53,130</b>
New Brunswick	7,377	73.2%	2,697	26.8%	0	0.0%	<b>10,074</b>
Prince Edward Island	1,770	95.4%	86	4.6%	0	0.0%	<b>1,856</b>
Nova Scotia	13,826	90.9%	1,380	9.1%	0	0.0%	<b>15,206</b>
Newfoundland and Labrador	5,780	98.3%	100	1.7%	0	0.0%	<b>5,880</b>
Yukon	402	96.2%	16	3.8%	0	0.0%	<b>418</b>
Northwest Territories	538	93.7%	36	6.3%	0	0.0%	<b>574</b>
Nunavut	197	91.6%	18	8.4%	0	0.0%	<b>215</b>
Outside Canada	1,170	78.4%	322	21.6%	0	0.0%	<b>1,492</b>
<b>All regions</b>	<b>229,293</b>	<b>75.8%</b>	<b>73,052</b>	<b>24.2%</b>	<b>0</b>	<b>0.0%</b>	<b>302,345</b>

**Table 15**

Participation of Anglophones and Francophones in federal institutions that are not part of the core public administration by occupational or equivalent category

Categories	Anglophones		Francophones		Unknown		Total
Executive	10,132	76.0%	3,205	24.0%	0	0.0%	<b>13,337</b>
Professionals	22,012	73.3%	8,026	26.7%	0	0.0%	<b>30,038</b>
Specialists and technicians	22,822	75.0%	7,607	25.0%	0	0.0%	<b>30,430</b>
Administrative support	35,291	72.8%	13,159	27.2%	0	0.0%	<b>48,452</b>
Operational	78,311	79.1%	20,713	20.9%	0	0.0%	<b>99,021</b>
Canadian Forces and regular members of the RCMP	60,725	74.9%	20,342	25.1%	0	0.0%	<b>81,067</b>
<b>All categories</b>	<b>229,293</b>	<b>75.8%</b>	<b>73,052</b>	<b>24.2%</b>	<b>0</b>	<b>0.0%</b>	<b>302,345</b>

**Table 16**

Participation of Anglophones and Francophones in all federal institutions subject to the *Official Languages Act* by province, territory or region

Province, Territory or Region	Anglophones		Francophones		Unknown		Total
British Columbia	51,398	96.9%	1,634	3.1%	0	0.0%	<b>53,032</b>
Alberta	36,757	95.7%	1,638	4.3%	0	0.0%	<b>38,395</b>
Saskatchewan	12,289	97.2%	349	2.8%	0	0.0%	<b>12,638</b>
Manitoba	23,404	96.0%	971	4.0%	0	0.0%	<b>24,375</b>
Ontario (excluding the NCR)	98,014	93.5%	6,785	6.5%	0	0.0%	<b>104,799</b>
National Capital Region (NCR)	80,950	61.7%	50,323	38.3%	0	0.0%	<b>131,273</b>
Quebec (excluding the NCR)	10,666	14.1%	64,895	85.9%	0	0.0%	<b>75,561</b>
New Brunswick	11,130	66.7%	5,550	33.3%	0	0.0%	<b>16,680</b>
Prince Edward Island	3,483	92.2%	295	7.8%	0	0.0%	<b>3,778</b>
Nova Scotia	22,832	92.3%	1,906	7.7%	0	0.0%	<b>24,738</b>
Newfoundland and Labrador	9,177	98.4%	151	1.6%	0	0.0%	<b>9,328</b>
Yukon	720	96.0%	30	4.0%	0	0.0%	<b>750</b>
Northwest Territories	1,180	95.6%	54	4.4%	0	0.0%	<b>1,234</b>
Nunavut	370	93.7%	25	6.3%	0	0.0%	<b>395</b>
Outside Canada	1,858	74.5%	637	25.5%	0	0.0%	<b>2,495</b>
<b>All regions</b>	<b>364,228</b>	<b>72.9%</b>	<b>135,243</b>	<b>27.1%</b>	<b>0</b>	<b>0.0%</b>	<b>499,471</b>