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OFFICIAL LANGUAGES

Annual Report 2007-08

Volume 1

Official Languages Support Programs

MESSAGE FROM THE **Minister of Canadian Heritage and Official Languages**



The Official Languages Act celebrated its 40th anniversary in 2009. This anniversary represents a true milestone in our history. This Act established the equality of status of English and French within the federal administration, and has since provided the framework needed to better serve Canadians in the official language of their choice.

The Annual Report on Official Languages includes all activities of the Official-Languages Support Programs and the achievements of the designated federal institutions for the 2007-08 fiscal year. I hope that reading this report will allow you to appreciate just how committed our Government is to ensuring that all Canadians benefit from the presence and vitality of our two official languages.

Our linguistic duality is a cultural treasure and unique in North America, and this anniversary is an opportunity to express our pride in living in a country where two official languages of international calibre stand side by side. In order to preserve this undeniable advantage, it is important that both French- and English-speaking Canadians, particularly within official-language minority communities, be able to continue to contribute fully to the economic, social and cultural life of this country.

In June 2008, our Government announced the *Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future*. The Roadmap presents our vision for the future of official languages. It seeks to increase the vitality of official-language minority communities and to offer all Canadians the advantages of Canada's two official languages. It is an unprecedented

government-wide commitment with a budget of \$1.1 billion over five years. Since the launch of the Roadmap, we have implemented a number of programs whose target audiences include members of official-language minority communities, such as the Cultural Development Fund, the Music Showcases Initiative and the National Translation Program for Book Publishing.

On behalf of Prime Minister Stephen Harper and the Government of Canada, I would like to take this opportunity to reaffirm our commitment to linguistic duality and official-language minority communities across the country. As Minister of Canadian Heritage and Official Languages, I strongly intend to continue working with everyone involved in the vast field of official languages, as well as with communities and provincial and territorial governments, in the interest of all Canadians.

A stylized blue ink signature of James Moore.

The Honourable James Moore, P.C., M.P.



Introduction



Official Languages Act Milestones

While 2009 marked the 40th anniversary of the 1969 *Official Languages Act*, 2008 was the 20th anniversary of its overhaul. The Act was amended in 1988 to strengthen the following Government of Canada objectives:

- ensure respect for English and French as the official languages of Canada, and ensure equality of status and equal rights and privileges as to their use in all federal institutions;
- support the development of English and French linguistic-minority communities, and advance the equality of status and use of the English and French languages;
- define the powers and obligations of federal institutions with respect to the official languages.

The Act was amended again in 2005 to enhance the federal government's engagement in positive measures for its implementation. The right to court challenge was also added.

Role of the Department of Canadian Heritage

The Department of Canadian Heritage has a special role to play in the implementation of the *Official Languages Act*. The Department coordinates implementation of the Government's commitment to enhance the vitality of the English and French linguistic-minority communities in Canada and support their development. It also promotes the full

recognition and use of both English and French in Canadian society.

Official Languages Support Programs

Canadian Heritage fulfills its official languages responsibilities primarily through its Official Languages Support Programs, which are subdivided into two major programs reflecting the Department's mandate with respect to the *Official Languages Act*. The Development of Official-Language Communities Program includes the Community Life and Minority-Language Education components. The Enhancement of Official Languages Program also consists of two components: Promotion of Linguistic Duality and Second-Language Learning. It directly supports official-language communities and encourages the provinces and territories to provide services in the language of the minority, and promote minority-language education and second-language learning.

The Official Languages Support Programs Branch manages the various components in cooperation with the Department's regional offices. In addition to its grants and contributions activities, the Department commits considerable resources to research and coordination of the federal commitment, or interdepartmental coordination.

Structure of the Annual Report on Official Languages 2007-08

The Annual Report on Official Languages is presented in two volumes. The first volume describes the key initiatives achieved through

the support from Canadian Heritage's Official Languages Support Programs.

The second volume reviews the results achieved by the 32 designated federal institutions, including Canadian Heritage. Therefore, it summarizes interdepartmental cooperation and coordination, and provides an overview of the progress made in the cultural, economic and social sectors. The highlighted results are organized into six key categories for action: internal awareness, consultations with official-language minority communities, communications with official-language minority communities, coordination and liaison, program funding and delivery, and accountability.

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DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES PROGRAM

Community Life Component



There are almost two million Canadians in official-language minority communities across the country. The number of Francophones living outside Quebec is climbing slightly from 970,648 in 1996 to 987,710 in 2001, and, as of the 2006 Census, to 997,125. However, an increase in the number of Anglophones in Quebec was noted for the first time since 1976. This number rose from 919,000 in 2001 to 995,000 in 2006. Canadian Heritage funded \$358.9 million in 2007-08 for the development and advancement of all official-language minority communities. Close to 471 community organizations and 14 federal institutions received support. The 13 provinces and territories have all benefited from this investment.

The Community Life component supports initiatives under the following four categories: Cooperation with the Community Sector, Intergovernmental Cooperation on Minority-Language Services, the Interdepartmental Partnership with the Official Language Communities (IPOLC), and Young Canada Works.

Financial support from Canadian Heritage—totalling \$62.4 million in 2007-08—contributes to the creation and improvement of activities and services to ensure the long-term development of official-language minority communities. The funded initiatives include a large number of community and cultural activities offered by community organizations, as well as several services under provincial and territorial responsibility in such key sectors as justice, health, culture, economic development and municipal services. The Department also supports federal institutions in their efforts to forge lasting partnerships with communities.

Canadian Heritage defines Anglophone and Francophone as follows:

Anglophone: a person whose first official language spoken is English

Francophone: a person whose first official language spoken is French

Cooperation with the Community Sector

In 2007-08, the Department allocated \$40.5 million for initiatives by non-profit organizations dedicated to the development of official-language minority communities.

Focus on youth

There was a marked focus on youth in 2007-08. The investment of \$15 million in additional funding each year for two years, announced in the March 2007 budget, expanded real opportunities for young people in official-language minority communities to live in their language on a daily basis. The Department's support affected various areas of young people's lives. For example, the funding helped support the organization of the Jeux de la francophonie canadienne held in August 2008. It was also used to support *C'est MA! Communauté*, a Fédération des jeunes francophones du Nouveau-Brunswick project designed to develop youth participation mechanisms in Francophone communities and school-community centres in Atlantic Canada. Another example, the Quebec Community Groups Network's Youth Project, aimed to enhance leadership among young minority Anglophones to improve retention of youth in the province's urban and rural areas.

The third edition of another youth leadership activity took place in the national capital. Le Parlement Jeunesse, organized by the Fédération de la jeunesse canadienne française,

allowed young people from across the country to experience politics firsthand. Eighty young Francophone leaders met in Ottawa for three days in January 2008. Through interactive activities that included the formation of a “youth cabinet” and debates on proposed bills, the young participants had the opportunity to follow in the footsteps of MPs. By demystifying the political process, the project empowered young people to contribute actively to the development of their communities and Canadian society in general.

In June 2008, the Acadian and Francophone community of Greater Halifax hosted a major sporting and cultural event in French, the 2008 Finale des Jeux de l’Acadie. This was the first time the Finale des Jeux was held in Nova Scotia. The organizing committee for this 29th Finale worked tirelessly to prepare the grounds for this event. Some 1,200 young finalist athletes and an equal number of coaches, volunteers and guides took part. Nine delegations from the four Atlantic provinces participated. The athletes, aged 11 to 16, competed against each other in eight disciplines.

In addition to its focus on youth, Canadian Heritage was interested in initiatives involving community development and outreach, culture and communications, as part of its cooperation with the community sector.

Community Development and Outreach

The Sommet des communautés francophones et acadiennes, held in Ottawa in June 2007, was an opportunity for approximately 750 participants to express the communities’ determination to flourish in French in Canada. This Summit, organized by the Fédération des communautés francophones et acadienne du



Canada, was largely successful in its goal to engage stakeholders from all these communities in a common vision of the issues and priorities for the next 10 years. The signing of the Summit’s official declaration by the 40 national representative organizations demonstrates the willingness of the various stakeholders to work together to achieve this vision.

As an example at the local level, the Association franco-yukonnaise began an initiative to enhance services in order to reach a greater number of Francophones. In particular, through hiring an economic and community development officer in Dawson, and the development of community outreach activities, the Association can now bring together Dawson’s Francophone community to work on various engaging projects. This provides the region’s Francophones with access to more services and programs to allow them to live in their language, in their community.

Similarly, the Fédération des francophones de la Colombie-Britannique offered the province's Francophone organizations ongoing training tailored to their needs. This helps the organizations develop strategic plans and set common performance indicators. This training, along the management tools provided by the Fédération, are intended to improve services and activities available to British Columbia's Francophones. After consultation with the Centre canadien de leadership en évaluation, a work team was set up within the Fédération. These activities will ultimately make it possible to more effectively meet the needs of British Columbia's Francophone community and fulfill the commitments of the 2005-2009 Canada Community agreement.



Also from Western Canada, the Société historique de la Saskatchewan developed a dynamic, interactive activity to raise awareness about Fransaskois history and heritage. The Saskatchewan Development Museum of North Battleford held its 2007 Heritage Days / Journées du patrimoine in September. Skits and demonstrations of traditional trades helped visitors discover what life was like in a French-speaking town in 1927. The event attracted 800 visitors, including students from Francophone, immersion and Anglophone schools, as well as other members of the public. A teaching guide, *L'histoire fransaskoise à portée de la main* ("Fransaskois History at your Fingertips"), was produced and distributed to 75 schools. All of these initiatives helped

create awareness of the French reality in Saskatchewan. They also helped to highlight the Fransaskois contribution to the province's economic and cultural development, as community pride clearly contributes to sustainability.

In Ontario, an official-languages symposium brought together 200 participants from the Francophone community and various Francophone associations where they learned more about the *Official Languages Act*, Ontario's *French Language Services Act*, and the roles and responsibilities of the provincial and federal governments. In addition, through the symposium's workshops and discussions, federal and provincial officials were sensitized to the realities of the Franco-Ontarian community. Ninety-five meetings between community organizations and government institutions took place to discuss partnerships and joint projects. At the close of the symposium, the Province of Ontario announced funding support for a project designed to promote the delivery of high-quality French-language services by the Government of Ontario and community organizations, and to encourage Francophones to use these services.

In Quebec, two projects, among others, stood out in 2007-08. To enhance the experience of visitors to Quebec's lower North Shore, the Quebec-Labrador Foundation developed a project to highlight the contribution of English-speaking communities in the region through tours and other activities. These interpretive heritage activities increase the visibility of these communities, and in doing so, preserve Anglophone heritage. The mission of this non-profit organization is to support rural communities and the environment in Eastern Canada and New England, and to develop stewardship models for natural resources and cultural heritage that apply the world over.

As for urban areas, the Greater Montréal Community Development Initiative entered its third phase in 2007-08. After its report was released in September 2007, three task forces

were formed to focus on health and social services, education and career development, as well as on the arts, culture and heritage. The goal is to develop possible solutions in these key sectors, which will benefit Anglophones in Greater Montréal. Since Montréal's Anglophones represent 76% of Quebec's total Anglophone population, the results of this project will have a province-wide impact on the Anglophone community.

Culture

As a first in Canada in 2007-08, the hiring of a "cultural transmitter" in East Central Alberta promises to enrich the artistic life of Francophones. The purpose of the project is to incorporate the arts into students' education in the region's four Francophone schools. Thirty artists and nine arts and culture organizations have committed to delivering a variety of different activities. The program includes workshops, credit courses, shows, the study of texts and authors, and meetings with artists. The initiative stems from a partnership between the Regroupement artistique francophone de l'Alberta and the Conseil scolaire Centre-est. Schools, school boards and the various departments of education across Canada are increasingly interested in showcasing arts and culture in the schools. Research shows the positive impact arts and culture have on identity development in students and their sense of belonging to the Francophone community.

The 20th Arctic Winter Games, held in March 2008 in Yellowknife, provided an exceptional showcase for Francophones of the Northwest Territories. Over the course of a week, these Games brought together Canadian and international delegations from the Far North to compete in 18 sporting and cultural events. The region's Francophone community took advantage of the opportunity to highlight its history, culture, arts, activities and services. The project involved an exhibit of the works of various Franco-Ténois artists. In addition, an exhibit of photos and artefacts illustrated the history of Francophones in the Northwest Territories. A number of Francophones also took part in performances during the Games' various

ceremonies. The Franco-Ténois sense of identity was strengthened in the process.

Another cultural group, this time from the Atlantic provinces, was created this year. The Réseau culturel francophone de Terre-Neuve-et-Labrador is an initiative of the province's Francophone federation. As a member of the Réseau atlantique de diffusion des arts de la scène, this new network plans to bring Francophone artists and professionals and their English-speaking counterparts closer together.

In New Brunswick, Caraquet hosted the Grand rassemblement des arts et de la culture in May 2007. This event was the culmination of work that began in 2006 by the États généraux des arts et de la culture, an extensive public consultation on the importance of arts and culture to the lives of Acadians. The 400 participants from the Atlantic Region, other regions of Canada and from France approved the 54 recommendations that came out of the États généraux. This resulted, among other things, in a commitment to establish a premier's task force on the status of the artist. Some multi-sector task forces were also created to assist the institutions in following up on the recommendations.

Communications

Community radio is the voice of official-language minority communities, furthering their development. It brings people together and allows local Francophones to communicate with each other and discover local artists. The 140 community/campus radio stations in Canada can now rely on a new source of support. The creation of the Community Radio Fund of Canada is the result of three years of work by its three founders: the Alliance des radios communautaires du Canada, the Association des radiodiffuseurs communautaires du Québec and the National Campus and Community Radio Association. With the support of major media companies, the Fund is being used to enhance the radio skills of young people by providing them with internships.

Some new radio stations hit the airwaves in 2007-08. New community radio stations were established in Miramichi, New Brunswick, Halifax, Nova Scotia, and Victoria, British Columbia. Stations that have been operating for about 10 years also received support from the Department to upgrade their equipment. These stations, including Radio CKJM in Cheticamp, as well as radio stations in Fredericton and on the Acadian Peninsula, can now better serve their listeners.

Young Canada Works

Young Canada Works is a Canadian Heritage initiative within the Government of Canada's Youth Employment Strategy.

The Young Canada Works in Both Official Languages component subsidizes up to 750 summer jobs, allowing young Canadians to gain practical work experience related to their field of study or to explore career opportunities in fields where both official languages are required. These jobs also allow young Canadians to discover a new region of Canada and gain a better understanding of the realities of official-language minority communities.

The Young Canada Works at Building Careers in English and French component provides 16 unemployed and under-employed college and university graduates with the opportunity to perfect their English or French while acquiring skills and work experience outside their home regions. During these international internships, which range from six to 12 consecutive months, the interns work on projects to promote language industries through educational institutions and help develop international youth networks. The workplaces vary substantially and can include, among others, language schools, educational institutions, translation firms, heritage organizations and communication companies.

The evaluations of students participating in the various Young Canada Works programs demonstrate that the young people are gaining and improving the following skills: leadership, public speaking, teamwork and adaptability.

Intergovernmental Cooperation on Minority-Language Services

Through cost-shared agreements, Canadian Heritage helps the provinces and territories offer official-language minority services in areas such as health, economics, social services and justice. In 2007-08, the Department invested \$17.5 million in these cost-shared agreements with the 10 provinces and three territories.

Ministerial Conference on the Canadian Francophonie

Youth was the focus at the 12th Ministerial Conference on the Canadian Francophonie in Halifax in September 2007. Federal, provincial and territorial ministers responsible for the Francophonie adopted a strategy to encourage active citizenship among young Francophones. This initiative followed a youth consultation, which had identified three key areas: active citizenship, leadership development and communications. An implementation committee, including some young people, was asked by Conference delegates to help organize a meeting of young Francophones from across Canada in 2008.

The ministers also discussed intergovernmental agreements on French language services, due to expire in March 2009. They agreed on a common approach to facilitate renewal of the agreements. The approach includes establishing a multilateral framework and a sample funding agreement. Discussions will take place at the same time as the work to develop the federal government's *Action Plan to Reform the Administration of Grants and Contributions* in response to the February 2007 recommendations by an Independent Blue Ribbon Panel. The Plan will centre around the following principles:

- respect of jurisdiction;
- level playing field for all levels of government;
- results-based accountability;
- effective administrative management based on clear rules recognized by all.

At the Conference, Canadian Heritage participated in a working group to help

establish the principle directions for the youth project. The directions were based on observations and recommendations from the Official Languages Support Programs Branch evaluation of the Fonds Jeunesse initiative in late 2006. By sharing resources and expertise, the group was able to focus on intergovernmental efforts for the most promising courses of action, namely leadership development, enhancing sense of identity and community commitment.

French-Language Service Delivery by the City of Ottawa

Since the creation of the new City of Ottawa in 2001, following its amalgamation with surrounding municipalities, the City has adopted a bilingualism policy. It commits to recognizing both official language groups as having the same rights, status and privileges. The introduction of this policy shows Ottawa's determination to stand out in terms of bilingual service delivery, acting as a leader among other Canadian municipalities. A two-year agreement with the Government of Canada is helping support the City in its endeavour. The purpose

of the activities undertaken in 2007-08 is to highlight the bilingual nature of the national capital to employees, businesses and the general public, which reflects the country's linguistic duality. This will result in increased municipal, community and business services in French for residents, visitors and City staff.

Interdepartmental Partnership with the Official-Language Communities (IPOLC)

The IPOLC is a Canadian Heritage initiative to ensure that federal institutions further integrate official-language minority communities into their regular clientele. These communities need partners in order to survive in their own language and environment. Federal institutions consult with the communities on their priorities, develop a funding strategy within their programs, and apply to Canadian Heritage for additional financial support. In 2007-08, 14 federal institutions in the culture, economic development, human resources, health and immigration sectors received \$3.3 million in support and invested \$5 million of their own funds.

Community Life

Targeted results

Enhance the vitality of Canada's Anglophone- and Francophone-minority communities, and support and assist their efforts to live in their own language and fully participate in Canadian society.

Means

- Cooperation with the community sector to support community development initiatives and infrastructure.

- Intergovernmental cooperation to improve the offer of minority-language services.
- Partnerships with various federal institutions and official-language communities to support their development.
- Support for implementation of youth employment projects.

Achievements (examples)

- A "cultural transmitter" was hired in East Central Alberta to incorporate the arts into the

education of students in the region's four Francophone schools.

- A youth parliament, gave 80 young Francophone leaders the opportunity to experience politics by walking in the footsteps of MPs.
- Roughly 750 participants of the Sommet des communautés francophones et acadiennes rallied around a collective vision for the next 10 years.

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES PROGRAM

Minority-Language Education Component



The Minority-Language Education component of the Development of Official-Language Communities program aims to ensure that members of these communities have greater access to high-quality education in their own language, in their own community.

In 2007-08, the Department invested nearly \$176.3 million in initiatives under this component, intended for Francophones outside Quebec and Anglophones within Quebec.

Major challenges have yet to be overcome in the development of minority-language education, particularly for Francophones. There has been a modest rise in the absolute number of minority Francophones, yet their share of the population decreased from 4.4% to 4.2% partly due to the arrival of new immigrants, very few of whom claim French as their first official language. Moreover, the results of the *Survey of the Vitality of Official-Language Minorities* confirmed that outside of Quebec, French-speaking adults in only some parts of New Brunswick and Ontario speak French predominately every day. The Survey also revealed that outside of Quebec, 56% of eligible children are enrolled in French elementary schools and 47% in French secondary schools.

Intergovernmental Cooperation

Canadian Heritage has cooperated with the provinces and territories for approximately 30 years to provide minority English- and French-speaking Canadians with the opportunity to be educated in their language from kindergarten through to the post-secondary level. For each cycle, the federal government and the Council of Ministers of Education, Canada, sign a Protocol for Agreements outlining the parameters for federal-provincial/territorial cooperation on

minority-language education and second official-language instruction. Bilateral agreements are then concluded with each province and territory.

In 2007-08, the Department invested over \$103.9 million to implement bilateral federal-provincial/territorial agreements intended to maintain and improve regular education programs as well as their complementary strategies. These investments aim to help minority young people preserve their language and culture, and encourage them to achieve their full potential at school and in Canadian society.

Promotion of Access and Integration

Many initiatives to promote access and integration receive Canadian Heritage funding. The objective of these initiatives is to increase the number of eligible students attending elementary schools and keep them in the minority system through to high school.

Examples of funded projects include École Émilie-Tremblay in Whitehorse, a school in the Commission scolaire francophone du Yukon that offers quality French first-language education to some 140 students from kindergarten to Grade 12. In the interest of presenting an innovative program, in 2007-2008, the school board created a pilot project in cooperation with the Department of Education. This program combines studies and extracurricular activities-including a trip to Québec City and field trips in the Yukon-to encourage young people to continue their secondary school education in French. Given its success, this project will continue in 2008-09. Another highlight of the year in the Yukon was the introduction of the French enrichment program provided to 21 students in rural areas.

In southern Manitoba, renovation projects were completed in two communities to convert older facilities into French-language early childhood centres that meet provincial standards. Since spring 2008, a former Anglophone daycare centre in Lorette was renovated to accommodate 30 preschool children and four toddlers. In Shilo, 16 preschoolers, four toddlers and 10 school-aged children have had a daycare centre since spring 2008, following the renovation of vacant classrooms. Access to these centres will greatly enhance the language skills of children from minority-Francophone families, and in turn bolster enrolment at École Lagimodière in Lorette and École La Source in Shilo.

Teaching Staff and Support Services

Canadian Heritage's investments in this area impact the recruitment and training of teaching staff and specialists, as well as the integration of new technologies.

Quality of Programs and Cultural Enrichment in the School Setting

Funding from Canadian Heritage was used to improve or add programs, strengthen school and community ties, tap into information and communications technologies, and improve evaluation of students' abilities in order to ensure better class placement. It is expected that these measures will increase the number of eligible students who stay in the minority school system.

Following the November 2007 official opening of the Centre scolaire-communautaire de Prince-Ouest in Prince Edward Island, official-language minority communities have greater access, in their language, to community services and infrastructure that they need to achieve their potential. The community centre component meets various community needs, including early childhood services and support for the area's social, cultural and economic development. The new centre is truly able to provide a range of cultural and community activities in French. Some activities, such as a monthly brunch, attract up to 200 people and bring together the two official-language communities.

Improved Access to Post-Secondary Studies

This funding component involves creating new programs and new measures to ease the transition from high school to post-secondary education, providing access to distance education and implementing new institutional infrastructure.

Such an innovative pilot project was introduced in the Northwest Territories (NWT). By improving access to post-secondary education and continuing education in French, the Formacentre project will encourage Francophones and Francophiles to pursue post-secondary studies in French in their region. Once this project, led by the Government of NWT and the Fédération franco-ténoise, ends in March 2009, the needs of the targeted clientele will have been evaluated, and a strategic plan on the most effective approaches for the provision of post-secondary programs in French in the NWT will be ready for implementation.

In light of Ontario's fiercely competitive post-secondary education sector, Collège Boréal's Timmins campus is getting a facelift. After the renovations, the region's Francophone students will have access to a wider variety of post-secondary training programs in French. The expanded program offerings will help recruit Francophone students, as 50% of those aged 20-34 do not continue their studies after secondary school. The new premises will include general training rooms, specialized training rooms and workshops. In addition, these spaces will improve the sociocultural development of the region's Francophone community. Collège Boréal's new Timmins campus will open in 2008-2009.

Complementary Support for Language Learning

In 2007-08, 932 young people took part in French enrichment activities within three national programs supported by Canadian Heritage and administered by the Council of Ministers of Education, Canada. The following is some of the data that supports minority-language education objectives:

- **Destination Clic** – 219 young minority Francophones improved their French.



Destination Clic is a French enrichment program designed exclusively for Francophones outside Quebec, which gives participants the opportunity to exchange views and discover the realities of various Francophone communities throughout Canada. Theme-based courses are offered at four institutions: Université de Moncton, the Centre linguistique du Collège de Jonquière, Université du Québec à Trois-Rivières, and the University of Ottawa.

- **Accent** – 400 young Francophones from across Canada worked in minority-language schools. Accent is a language monitor program, providing part-time jobs in another province that allow participants to gain classroom experience as teaching assistants while continuing their education in another province. The program enables young people from across Canada to learn about another culture while discovering the wealth of their own language and culture.
- **Odyssey** – 313 young Anglophones and Francophones from across Canada worked

in minority-language schools. Odyssey is a nine-month language monitor program that allows young people to discover a region of Canada while gaining full-time teaching experience. By assisting teachers, language monitors help promote learning French as a first or second language while contributing other cultural perspectives.

Cooperation with the Non-Governmental Sector

In 2007-08, this form of cooperation enabled organizations specializing in education to pilot 22 projects that include various activities to meet a pressing need in Canada's French-language education system. Here is an example:

To mark its 60th anniversary, the Association canadienne d'éducation de langue française (ACELF) hosted a September 2007 conference in Toronto with the theme of cultural diversity. This national organization works with stakeholders in the education sector on issues involving language, culture and identity building among Canada's Francophones.

Nearly 800 people attended the conference, including approximately 50 Francophone racial and ethnocultural minorities. Peripheral activities included a joint forum with the Fédération de la jeunesse francophone du Canada on “*Today’s Leaders*,” the annual general meeting, and some special activities

to mark the 60th anniversary of the founding of ACELF. The Association was also involved in organizing teaching internships, Francophone student exchanges, the Semaine nationale de la francophonie, and the publication of the scientific journal *Éducation et francophonie*.

Minority-Language Education

Targeted results

Offer minority-language Canadians the opportunity to receive an education, in their language, of comparable quality to that offered to the majority.

Means

- Development and support of minority-language education programs.
- Promotion of French first-language education to eligible students.
- Recruitment, training and professional development of teachers in minority communities.

- Enrichment of students’ cultural life through artistic activities.
- Offer of educational services to improve students’ first-language skills.
- Access to post-secondary education through new technology.

Achievements (examples)

- Since spring 2008, southern Manitoba’s new French-language early childhood centres have accommodated approximately 60 children, which promises to increase local French school enrolment.

- The expansion of the school-community centre network continued in 2007-08 with the opening of the new Centre Prince-Ouest in Prince Edward Island.
- The 2007 Conference of the Association canadienne d’éducation de langue française on cultural diversity attracted nearly 800 participants, including representatives from approximately 50 racial and ethnocultural Francophone minorities.

ENHANCEMENT OF OFFICIAL LANGUAGES PROGRAM

Promotion of Linguistic Duality Component



In 2007-08, Canadian Heritage invested \$120.3 million to help Canadians better understand and appreciate the advantages of linguistic duality, and to encourage young people to learn and improve their second official language.

The purpose of the Promotion of Linguistic Duality component is to ensure that an increased proportion of Canadians appreciate the many advantages of linguistic duality. These economic, social and political advantages help build bridges between language communities from coast to coast. Ultimately, linguistic duality is the cornerstone of Canadian identity on which Canada was built and makes for a strong and united country that is open to the world.

The Department invested 4.5 million in initiatives under this component in 2007-08.

Appreciation and Rapprochement

Activities funded under this sub-component help increase Canadians' appreciation of the value of linguistic duality. They also promote stronger links between Anglophones and Francophones, increase appreciation of the English and French language, and highlight Canada's Anglophone and Francophone cultural context. During the year, 31 projects were funded for a total of \$4 million.

The Society for Educational Visits and Exchanges in Canada (SEVEC) has been providing young people with practical second-language learning opportunities since 1936. Every year, over 12,000 students, aged 12 to 17, take part in educational exchanges and visits to another region of Canada. In fall 2007, SEVEC held a first national forum bringing about 40 young people and their teachers from each province and territory to Gatineau for two days to discuss bilingualism in Canada. A recommendation to consult with youth throughout the country to understand the differences in the way they experience

bilingualism in their regions resulted from the forum. Regional forums were then held in February and March 2008 in 12 provinces and territories. Participants in Living and Learning in a Bilingual Canada expressed the advantages of being bilingual and their opinions on obstacles to learning a second language.

To help young people learn about Anglophone culture, the Society for the Promotion of the Teaching of English as a Second Language in Quebec (SPEAQ) developed a board game, *Yo Canada!*, for students learning English as a second language in Quebec. The students answer factual questions about other provinces on geography, music, traditions and other topics. The game also includes questions that encourage them to express their opinions on linguistic duality and Anglophone culture. Since the game is interactive, students must use English to answer questions and discuss topics related to history and culture. The game also provides tangible opportunities to become immersed in the culture conveyed by the other language and to improve their language skills.

Languages Canada was created so that its members could speak with one voice. The association brings together 150 English- and French-as-a-second-language programs from universities, colleges and language schools across the country. It is the result of a merger of two groups: the Canadian Association of Private Language Schools, and the Canada Language Council. Its rigorous quality assurance program helps make Canada the destination of choice for international students seeking to perfect their knowledge of English or French as a second language.

Bilingual Capability

Eligible recipients under the Bilingual Capability sub-component are creating more opportunities to work in English and French and share best practices in this area.

In this context, Canadian Heritage's Official Languages Support Programs Branch (OLSPB) lent its support to the 2010 Games Federal Secretariat. The Branch played an advisory role to ensure that the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC) incorporates both official languages into planning, organizing and hosting the Games. Department advisors were involved in instilling a bilingual organizational culture and preparing a language policy clarifying when and how staff must work in the two official languages. This is the first time this type of policy has been drafted for an Olympic committee. VANOC is tasked with ensuring that each Canadian will be engaged in his or her official language during Canada's Games.

To promote the sharing of best practices, the OLSPB organized, for the first time, a forum on promoting bilingual services in the private sector. Held in Gatineau in September 2007, the forum attracted some 20 participants, including representatives of Francophone community organizations, municipal and provincial organizations, and economic development groups. The highlight was the presentation of 10 projects on a range of activities, such as visibility campaigns regarding the French reality, making businesses aware of the benefits of offering services to the public in both official languages, and actively offering practical tools to businesses. Tools include language-training workshops for staff, certificates of recognition for businesses offering bilingual services, and various approaches to listing and promoting services offered in French. To provide inspiration, a brief outline summarizing the key aspects of each project is found on Canadian Heritage's Official Languages Web site.



Creation of Langu Canada, November 2007

Photo: Amy Baker

Left to right: Paul Schroeder, John Becker, Calum MacKechnie, Valerie Richmond, Pierre Lemieux, Sharon Curl, Cathy Cameron, Genevieve Bouchard and Daniel Lavoie

A study commissioned by Canadian Heritage on bilingual services provided by non-profit organizations and the voluntary sector revealed compelling results. According to the 1,090 organizations that responded, the level of bilingualism varies greatly from one organization to the next. The main barrier is the cost of offering services in both official languages. Overall, bilingualism is perceived as an important issue by over half of the organizations consulted. One-quarter of the organizations have developed bilingualism policies, while one-third of the respondents believe that they are definitely in a position to provide bilingual services. The Government of Canada intends to use this data to encourage voluntary and not-for-profit organizations to offer their services in both official languages.

Support for Interpretation and Translation has helped 118 organizations over the year, for a total of \$388,381. The funds are intended for Canadian non-profit organizations in the voluntary and community sectors. The objective of this support is to promote active citizenship in both official languages at public events, and increase the number of documents available in both official languages. For example, the Table de concertation des forums jeunesse régionaux du Québec (TCFJRQ) was able to translate its Web site and promotional tools for its “Making Our Way” contest for young volunteers aged 18 to 35. The funding also allowed the group to obtain simultaneous interpretation for a one-day training session attended by 141 participants.

Promotion of Linguistic Duality

Targeted results

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

Means

- Cooperation with organizations that promote linguistic duality.
- Interpretation and translation support for non-government organizations that wish to offer services in both official languages.

- Support for innovation to share best practices.

Achievements (examples)

- The success of the Society for Educational Visits and Exchanges in Canada (SEVEC)'s first national forum led to consultations with young people across the country. Differences in the way they experienced bilingualism in their regions could therefore be identified.
- *Yo Canada!* is a classroom board game developed in

Quebec. Questions on subjects such as the geography, music and traditions of other provinces raise awareness of Anglophone culture among young Quebecers.

- A meeting on the promotion of bilingual services in the private sector highlighted best practices established across the country. These initiatives increase the visibility of the French reality and raise awareness among businesses of the advantages of offering bilingual services.

ENHANCEMENT OF OFFICIAL LANGUAGES PROGRAM

The Second-Language Learning Component



The goal of the Second-Language Learning component of the Enhancement of Official Languages program is to ensure that an increased proportion of Canadians have a working knowledge of both official languages.

The Department allocated \$115.8 million for initiatives in this program component in 2007-08.

Second-language learning programs include core English and French, intensive and French immersion programs.

Intergovernmental Cooperation

The federal government has been supporting second official-language instruction for some 30 years. The Government and the Council of Ministers of Education, Canada, sign a Protocol for Agreements setting parameters for federal provincial/territorial cooperation. Bilateral agreements are subsequently reached with the provinces and territories. The Department allocated nearly \$83 million to federal-provincial/territorial agreements in 2007-08.

The Yukon Department of Education's innovative strategies were among the activities supported by Canadian Heritage over the past year. To encourage young people to continue to learn their second language, the following steps were taken in the Yukon: a major public promotional campaign targeting young families and new residents in particular; an increased number of language monitors in schools; the introduction of a variety of new programs such as guided reading, and guest authors and artists in schools; and more training for teachers, cultural activities and exchanges. The results were soon evident. In fact, 540 Anglophone students were enrolled in

early-immersion programs in 2007-2008 compared to 463 the year before, despite the decrease in the overall student population. Enrolment in late-immersion programs, starting from Grade 6 onward, increased from 19 students in 2006-2007 to 24 in 2007-2008.

The Atlantic Region is also very active in French as a second-language teaching. Specifically, core French programs are offered in all of Nova Scotia's English language schools, from Grade 4 to Grade 12. In addition, two school boards offer an intensive program in seven Grade 6 classes, where 70% of the school day is in French for the first five months of the year. A pilot project is currently underway to assess whether students are more successful when taking one 60-minute French class every two days as opposed to a 30-minute class every day. With this in mind, Nova Scotia, in collaboration with the Council of Atlantic Ministers of Education and Training, is in the process of adopting the Common European Framework of Reference and the European Language Portfolio. These tools will be used to measure the level students have attained in French as a second language and their language ability. Moreover, the Department of Education has taken steps to obtain certification to issue a *Diplôme d'études en langue française*, developed by France's Ministry of Education and recognized worldwide, to Grade 12 students of French as a second language.

Cooperation with the Non-Governmental Sector

This sector aims to increase the production and dissemination of knowledge, methods and tools to support second-language instruction. Canadian Heritage funding supports the

federal government's objective of increasing the number of high school graduates with a working knowledge of their second language.

The Canadian Association of Immersion Teachers (CAIT) has received support from the Department and implemented a number of initiatives to improve the teaching of French as a second language. Through training, networking, distributing information and producing teaching resources and tools, CAIT supports teachers and contributes to program quality and student success. The Association's 2007 Conference, held in Richmond, British Columbia, was attended by over 600 participants, who took part in workshops and conferences on classroom strategies and tools. Over 400 people took part in the ACPI Ici! training days for teaching and immersion. These workshops, offered across the country, provide access to professional development and training to teachers, especially those in remote areas. The Association provides teachers with opportunities to share ideas on best practices in teaching and works to keep

them interested and motivated in the teaching field.

Complementary Support for Language Learning

The following are statistics regarding support for second-language learning through three national programs funded by Canadian Heritage and administered by the Council of Ministers of Education, Canada:

- Explore – 7,585 young people had the opportunity to learn their second language, i.e. 4,306 young Anglophones were able to learn French, 3,059 young Francophones were able to learn English as a second language, and 220 young people took part in a French first-language program. Explore is essentially a second-language summer bursary program. It encourages young Canadians to learn their second language in a region of the country other than the one in which they live, for a period of five weeks.
- Accent* – In 2007, 400 young people worked part-time as second-language monitors,



i.e. 246 French second-language monitors, 7 English second-language monitors and 147 French first-language monitors.

- Odyssee* – 313 young people worked full-time as second-language monitors, i.e. 146 French second-language monitors, 62 English second-language monitors, and 105 French first-language monitors.

Young Canada Works in brief

This Canadian Heritage initiative is part of the Government of Canada's Youth Employment

Strategy. Young Canada Works in Both Official Languages subsidizes summer jobs that help young people gain practical experience in their areas of study and explore career opportunities in areas where proficiency in both official languages is required. Two types of summer jobs are possible: one in which the first official language is used to develop an official-language minority community, and another where the employee is given the opportunity to practise his or her second official language. During the year, the program subsidized 743 summer jobs. Three-quarters of the positions required travel since they were located over 125 km from the students' place of residence.

* See Minority-Language Education section (page 10) for a description of these programs.

Second-Language Learning

Targeted results

Promote a working knowledge of the two official languages.

Means

- Support and monitoring education programs.
- Development of second-language instruction programs that include innovative approaches.
- Teacher training and development.
- Access to a range of cultural enrichment activities.
- Continuation of official-language instruction at the post-secondary level.

Achievements (examples)

- The Yukon managed to encourage more young people to continue learning their second language. To do so, the government used the following measures: a broad promotional campaign, an increased number of language monitors in schools, and programs for guided reading and guest writers and artists in the schools.
- Nova Scotia is stepping up its efforts to offer core and intensive French programs. The Province is also studying student and teacher evaluation

by applying methods developed in Europe.

- The Canadian Association of Immersion Teachers held its 2007 Conference, attended by over 600 participants, in Richmond, British Columbia. This was an opportunity to discuss second-language teaching tools and strategies. The Association also organizes training days throughout the country that are very popular. Over 400 people attended in 2007, including a number of teachers in remote regions.

Coordination of the Federal Commitment



In addition to its grants and contributions, the Department devotes considerable resources to research, to some aspects of promoting linguistic duality, and to co-ordinating the federal commitment, through interdepartmental coordination.

Section 42 of the *Official Languages Act* confers on Canadian Heritage 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 the official-language minority communities.

Strengthening the Official Languages Act

During 2007-08, the Official Languages Support Programs Branch continued its activities to raise awareness about the scope of the Act to amend the Official Languages Act adopted in 2005. Meetings with a number of federal departments and organizations led to, among other things, productive discussions on implementing positive measures that federal institutions must take to fulfill their commitment to enhance the development of Anglophone and Francophone minorities and linguistic duality.

Awareness, Coordination, Accountability *Meetings of National Coordinators and Federal Government Representatives*

In May 2007, Newfoundland and Labrador played host for the first time to the Network of National Coordinators. The objective of this meeting of coordinators responsible for implementing Section 41 of the *Official Languages Act* was to strengthen the dialogue between the province's Francophone community and federal institutions. The meeting also enabled participants to identify avenues of cooperation. More specifically, a workshop on culture helped community representatives gain a better understanding of the objectives of the

Multipartite Agreement on the Development of Francophone Arts and Culture in Canada.

The spotlight was on youth at the meeting of national coordinators in October. A round table event brought together representatives from various federal institutions and members of youth organizations working in minority communities. The meeting resulted in a better understanding of the priorities and challenges of minority youth, who were able to learn more about the federal programs and services available to them.

In November, the national coordinators attended the third Good Practices Forum organized by the Canada Public Service Agency in partnership with Canadian Heritage and the Council of the Network of Official Languages Champions. Among the practices presented was the formation of a cooperation committee between the Atlantic Canada Opportunities Agency (ACOA) and the four Atlantic economic development and employability networks (RDÉE). Discussions are held on the economic development needs of official-language minority communities at regular meetings. The committee is viewed as a way to help forge closer ties between the Atlantic region's Francophone and Acadian communities and the Government of Canada. The Canada Revenue Agency holds information sessions in French to business groups in some regions. This initiative resulted from a request by a Francophone economic development association.

The February 2008 meeting of national coordinators focused on the ways federal

institutions and official-language minority communities could contribute to the organization and hosting of the Vancouver 2010 Olympic and Paralympic Winter Games.

Interdepartmental Working Group on Justice and Security

Initiated by Canadian Heritage in June 2007, the working group on justice and security is now led by Justice Canada. This group was hailed as exemplary by the Commissioner of Official Languages in his 2007-08 Annual Report. Members are drawn from eight federal institutions, including Public Safety Canada, the Correctional Service of Canada and the Royal Canadian Mounted Police. Meetings are coordinated by representatives of the Access to Justice in Both Official Languages Support Fund and Team 41, which is responsible for implementing Part VII of the *Official Languages Act* at Justice Canada. The participants are therefore better equipped to implement the Act thanks in part to the pooling of community consultation findings.

Interdepartmental Working Group on Culture

In connection with the *Multipartite Agreement for the Development of Francophone Arts and Culture in Canada*, a number of cultural working groups are examining the issues and challenges in fields such as theatre, publishing, music and songwriting and media arts. These groups consist of members of official-language minority communities, representatives of federal organizations and, on occasion, provincial cultural agencies. A number of meetings took place during the year to discuss the current situation as well as new trends, including changes needed due to rapid developments in technology. Canadian Heritage, through the Interdepartmental Coordination Directorate with the support of the Cultural Affairs Sector, plays a leadership role in bringing stakeholders to the table to discuss and identify potential solutions to sensitive issues.

Cooperation with Other Departments and Organizations

Led by the Canada Public Service Agency, in cooperation with approximately 10 other federal institutions, the Official Languages Support

Programs Branch was involved in developing the Official Languages Information Campaign, officially launched in October 2007. The main objective of this nationwide initiative targeting all Government of Canada employees was to more firmly implant official languages in the fundamental public service values of respect, fairness and inclusion. The Branch took the opportunity to ensure that Part VII of the *Official Languages Act* was incorporated into the campaign, so that the concepts of official-language minority communities and the promotion of the two official languages could be better understood.

Accountability

The Department continued its work to promote greater, more consistent results-based accountability. With this in mind, the Branch team revised the guidelines for writing action plans and results reports of designated federal institutions. Efforts were also made to support federal institutions as they learn the results-based management approach.

Communications

During the year, Canadian Heritage produced three issues of *Bulletin 41-42*, a bilingual newsletter distributed to official-language minority communities and federal public servants, especially those involved in implementing sections 41 and 42 of the *Official Languages Act*. The Bulletin is designed as a tool to promote and reflect on best practices. Approximately 4,000 copies were distributed, and an electronic version is available on the Department's Web site.

In 2007-08, Canadian Heritage completed development work on Gateway 41. This intranet site for federal institutions is intended to facilitate communications and information sharing on the implementation of Section 41 of the *Official Languages Act*.

Canadian Heritage's Interdepartmental Coordination Network

Created by Canadian Heritage in 2005, the Interdepartmental Coordination Network is made up of staff from the headquarters of the Interdepartmental Coordination Directorate and a representative from each of the Department's provincial or territorial offices. The mission of the Network is to promote the sharing of information

and best practices, and increase its support to other federal departments with respect to their obligations under Section 41 of the *Official Languages Act*, particularly in the regions.

The Department continued to strengthen its interdepartmental coordination role in the regions by supporting federal institutions in the provinces and territories. Accordingly, in Prince Edward Island, the Department organized a first community-government forum on official languages priorities and federal programs and services.

A major interdepartmental gathering was held in Alberta and attended by the province's Francophone organizations. Under the theme "creating positive measures," participants discussed positive measures provided under the new *Official Languages Act* aimed at enhancing the vitality of the Francophone community. Issues that were addressed included the Franco-Albertan reality, the role

of the Alberta Federal Council regarding the Francophone community, and the vision of Graham Fraser, Commissioner of Official Languages, concerning the new Act. Numerous examples of successful cooperation between the federal public service and the community sector were presented.

Role within the Department

The Official Languages Support Programs Branch actively participated in Canadian Heritage's Task Force on Official Languages in order to continue raising awareness among staff regarding the Department's obligations under Section 41 of the *Official Languages Act*. Awareness was also raised through staff training and information sessions, mainly for the 10 sectoral and regional coordinators. These coordinators belong to an internal network that is maintained and supported by the national coordinator.

Coordination of the Federal Commitment

Targeted results

A coordinated approach to the implementation by federal institutions of the Government's commitment to promote English and French, and support the development of official-language minority communities.

Means

- Increased awareness of issues facing 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*.

Achievements (examples)

- Canadian Heritage was behind the creation of a working group bringing together federal institutions involved in justice and security, now led by Justice Canada.
- Newfoundland and Labrador played host for the first time, in May 2007, to a meeting of the Network of National Coordinators.
- The Department revised the guidelines for writing action plans and results reports of designated federal institutions in order to enhance more consistent and better results-based accountability.



Canadian Heritage's Official Languages Support Programs Branch commits resources to research aimed at achieving the goals of its Development of Official Language Communities and Enhancement of Official Languages programs. During 2007-08, the Department focused on gathering relevant data through ad hoc research and statistical surveys. The Department also continued to consolidate its various databases and refine the methods used in its analyses.

The Official Languages Support Programs Branch participates in a number of research networks within the Canadian government and with outside organizations. In 2007-08, the Branch 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 Francophonie research network.

During the year, the Branch pursued its activities to compile 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, 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. Here is a summary of some key initiatives:

Minority Media Directory

In collaboration with minority media networks, the Branch is acquiring a deeper knowledge of the media's presence and contribution to the vitality of official-language minority communities. The goal of the project is to develop a credible research methodology in order to list the various

media outlets in Canada's minority communities. This information will contribute to the Branch's database.

Reconnecting with Youth Public Opinion Survey

In collaboration with various departments, the Branch participated in conducting a *Reconnecting with Youth* public opinion survey. This annual survey, administered by Ipsos-Reid, presents an up-to-date description of young Canadians' attitudes, behaviour and interests. The Branch had a series of special questions added to the Survey's telephone component to gauge the opinion of young Canadians on second-language learning, bilingualism, official languages and the Francophonie. According to the results, young people believe that respect for cultural differences is an important aspect of Canadian identity. Most young people also believe that the two official languages enrich Canada. The study highlighted the fact that young people want to develop ties with other regions of the country and learn more about Canadians of different ethnic origins. The annual Survey enables the Department to compare year-to-year data in order to establish long-term trends.

Grant and Contribution Recipients

In 2007-08, the Branch's research team developed a methodology for identifying trends by analyzing the data from the Grants and Contributions Information Management System. The goal is to gain a better understanding of



the situation and challenges of official-language minority communities. It was learned, for example, that during the three years from 2004-2005 to 2006-2007, \$145 million in grants and contributions was awarded to 478 organizations. Although over a third (162) of the organizations funded were in the cultural sector (including arts and heritage), broad-based organizations serving communities in a variety of sectors received the largest share of the funding (33.5%).

Socio-economic Evolution of Anglophones in Quebec

Using census data, the research team conducted a series of analyses on the socio-economic changes to Quebec's Anglophones between 1971 and 2001. The survey showed the considerable impact of the exodus of Quebec's Anglophones during that period. The result was a pronounced social polarization in Quebec's remaining Anglophone community: a greater number of Anglophones than normal were found in the upper and lower social strata. This raises special public policy challenges. The team presented its research findings during a major conference organized by the Centre d'études ethniques des universités montréalaises in February 2008.

Research

Targeted results

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

Means

- Data collection and analysis.
- Data dissemination.

- Input into policy and program guidance.

Achievements (examples)

- The research team is developing a method to list media outlets in official-language minority communities.
- The Department participated in conducting the *Reconnecting with Youth* public opinion

survey to seek the opinion of young people on education, bilingualism, official languages and the Francophonie.

- Analysis of the socio-economic developments in Quebec's Anglophones from 1971 to 2001 highlighted social polarization.

Program Management



Various mechanisms have been put in place to improve program management. For a number of years, the Government of Canada has been emphasizing the importance of result reporting, i.e. measuring whether the Government's initiatives have been effective with the authorities and resources at its disposal. It is with this in mind that official-languages support programs are managed and assessed.

Operational Practices Unit

The mandate of the Official Languages Support Programs Branch's Operational Practices Unit (OPU) covers three areas: development of procedures and tools for program officers, training of officers, and auditing recipients.

The OPU also works with Canadian Heritage's Grants and Contributions Centre of Expertise to ensure that program management complies with the Centre's due diligence guidelines.

In 2007-08, the OPU began developing new electronic application forms. These forms will simplify the application process for partners and organizations and speed up application processing by departmental staff. This form improvement process will continue in 2008-2009. The OPU also manages an electronic library containing working tools and directives for all official-languages officers and managers. The library helps ensure that the processing of applications is consistent from one region to the next.

Reports on Progress in Education

Under the Protocol for Agreements reached in November 2005 between Canadian Heritage and the Council of Ministers of Education, Canada, the provincial and territorial governments agreed to produce and release two reports on the progress made across the country in minority-language education and second-language learning. These reports were

produced in compliance with the action plans adopted by the provincial and territorial governments for 2005 to 2009. In January 2009, a Canada-wide interim report was distributed on the implementation of action plans between April 2005 and March 2007. It reported on the progress made in the following areas:

- teacher training and development;
- support for and expansion of enrolment;
- program development and quality;
- structure of the educational system and support for teaching.

At the end of 2010, a final report on the Protocol for Agreements will be produced to cover the full four-year period, from April 2005 to March 2009.



Assessment of Official Languages Support Programs

Program managers are responsible for compiling the data needed to measure and report on program performance in accordance with the accountability and performance reporting requirements. In addition to research, public opinion surveys and administration data, the Official Languages Support Programs Branch draws on program assessments to improve its policies and program

implementation. In 2007-08, Canadian Heritage started an assessment of official-languages support programs, which was completed in 2008-09. This assessment was conducted in accordance with applicable federal government policy. The assessors consulted hundreds of official-languages stakeholders and drew on a number of surveys. The findings were released in winter 2009 and will be discussed in the 2008-09 annual report.

Program Management

Targeted results

Ensure sound program management by verifying that funds allocated to recipients are used for their intended purpose.

Means

- Training and development of procedures and tools for program officers.

- Recipient audits and the development of follow-up plans.

Achievements (examples)

- The Operational Practices Unit is developing new electronic application forms. They will be easier for applicants to complete and will speed up application processing by departmental staff.

- A Canada-wide interim report was distributed in January 2009 showing the progress made in minority-language education and second-language learning.
- In 2007-08, Canadian Heritage started a formal assessment of its official-languages support programs.

Appendix 1:

Official Languages Support Programs Breakdown of Expenditures by Program Components, 2007-08

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	36,397,861	4,057,025	40,454,886	Appreciation and Rapprochement	2,936,834	0	2,936,834
Intergovernmental Cooperation on Minority-Language Services	12,927,442	4,164,582	17,092,024	• Collaboration in Promotion	1,088,588	0	1,088,588
Interdepartmental Partnership with the Official-Language Communities (IPOLC)	3,308,863	0	3,308,863	• Support for Innovation	4,025,422	0	4,025,422
Young Canada Works	1,488,014	0	1,488,014	Sub-Total			
				Bilingual Capability			
				• Support for Interpretation and Translation	388,381	0	388,381
				• Support for Innovation	70,000	0	70,000
				Sub-Total	458,381	0	458,381
Total – Community Life	\$54,122,180	\$8,221,607	\$62,343,787	Total – Promotion of Linguistic Duality	\$4,483,803	\$0	4,483,803
MINORITY-LANGUAGE EDUCATION				SECOND-LANGUAGE LEARNING			
Intergovernmental Cooperation				Intergovernmental Cooperation			
• Support for the Maintenance and Improvement of Minority-Language	103,848,015	0	103,848,015	• Support for the Maintenance and Improvement of English or French Second-Language Programs	58,762,765	0	58,762,765
• Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	67,549,225	67,549,225	• Support for the Implementation of the Government of Canada's Action Plan for Official-Languages	0	30,167,362	30,167,362
• Complementary Support for Language Learning	2,241,170	1,245,600	3,486,770	• Complementary Support for Language Learning	14,660,616	9,554,400	24,215,016
Cooperation with the Non-Governmental Sector	1,395,521	0	1,395,521	Cooperation with the Non-Governmental Sector	686,506	0	686,506
				Young Canada Works	1,972,485	0	1,972,485
Total – Minority-Language Education	\$107,484,706	\$68,794,825	\$176,279,531	Total – Second-Language Learning	\$76,082,372	\$39,721,762	115,804,134
TOTAL – Development of Official-Language Communities	\$161,606,886	\$77,016,432	\$238,623,318	TOTAL – Enhancement of Official Languages	\$80,566,175	\$39,721,762	120,287,937

OVERALL TOTAL	\$358,911,255
Program Administration Cost	\$11,672,622

Appendix 2:

Official Languages Support Programs

Breakdown of Expenditures by Province and Territory, 2007-08

	DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES			ENHANCEMENT OF OFFICIAL LANGUAGES		
	Community Life	Minority-Language Education	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Total
Newfoundland and Labrador	1,599,600	1,374,051	2,973,651	130,000	2,566,795	2,696,795
Prince Edward Island	2,522,726	2,333,383	4,856,109	110,000	1,066,052	1,176,052
Nova Scotia	3,385,195	5,741,165	9,126,360	141,000	3,769,155	3,910,155
New Brunswick	6,269,334	18,648,661	24,917,995	141,000	5,644,964	5,785,964
Quebec	4,701,681	47,575,569	52,277,250	132,700	18,785,628	18,918,328
Ontario	8,594,816	65,072,630	73,667,446	280,000	26,624,761	26,904,761
Manitoba	4,635,520	7,649,585	12,285,105	142,000	5,194,300	5,336,300
Saskatchewan	3,544,276	6,057,693	9,601,969	142,000	4,529,488	4,671,488
Alberta	4,197,710	6,117,872	10,315,582	180,000	8,761,582	8,941,582
British Columbia	3,852,173	6,406,580	10,258,753	287,105	10,614,687	10,901,792
Northwest Territories	2,611,640	2,275,682	4,887,322	52,000	1,139,976	1,191,976
Yukon	2,380,075	1,314,700	3,694,775	0	1,025,600	1,025,600
Nunavut	1,919,280	738,669	2,657,949	0	601,587	601,587
National (including pan-canadian and interregional projects)	12,129,761	4,973,291	17,103,052	2,745,998	25,479,559	28,225,557
TOTAL	62,343,787 \$	176,279,531 \$	238,623,318 \$	4,483,803 \$	115,804,134 \$	120,287,937 \$
						358,911,255 \$

Appendix 3:

Official Languages Support Programs

Education Expenditures, 2007-08

INTERGOVERNMENTAL COOPERATION	Minority-Language			Second-Language			Total		
	Federal Contributions	Provincial/Territorial Contributions		Federal Contributions	Provincial/Territorial Contributions		Federal Contributions	Provincial/Territorial Contributions	
	\$	%	\$	\$	%	\$	\$	%	\$
REGULAR FUNDS									
Program Expansion and Development	33,663,870	19.1%	38,120,257	16,303,146	14.3%	18,302,439	49,967,016	17.2%	56,422,696
Teaching Support	37,990,499	21.6%	222,550,650	36,274,133	31.9%	217,537,823	74,264,632	25.6%	440,088,473
Teacher Training and Development	19,123,164	10.8%	20,226,019	3,847,414	3.4%	4,443,132	22,970,578	7.9%	24,669,151
Student Support	5,994,581	3.4%	4,821,713	1,640,239	1.4%	952,566	7,634,820	2.6%	5,774,279
Other Program Expenditures Categories	7,075,901	4.0%	7,091,901	697,833	0.6%	697,833	7,773,734	2.7%	7,789,734
<i>Sub-total</i>	103,848,015	58.9%	292,810,540	58,762,765	51.6%	241,933,793	162,610,780	56.1%	534,744,333
ADDITIONAL STRATEGIES – MINORITY LANGUAGE									
Promotion of Access and Integration	11,473,565	6.5%	11,943,183				11,473,565	4.0%	11,943,183
Quality of Programs and Cultural Enrichment in the School Setting	35,675,757	20.2%	43,837,719				35,675,757	12.3%	43,837,719
Teaching Staff and Support Services	4,032,716	2.3%	2,989,011				4,032,716	1.4%	2,989,011
Improved Access to Post-Secondary Studies	15,304,261	8.7%	25,311,062				15,304,261	5.3%	25,311,062
Promotion of Research on Minority-Language Education and Dissemination of Knowledge	1,062,926	0.6%	771,926				1,062,926	0.4%	771,926
<i>Sub-total</i>	67,549,225	38.3%	84,852,901				67,549,225	23.3%	84,852,901
ADDITIONAL STRATEGIES – SECOND LANGUAGE									
Improvement of Basic English and French Programs				13,437,364	11.8%	19,810,299	13,437,364	4.6%	19,810,299
Relaunching Immersion Programs				7,439,453	6.5%	6,903,305	7,439,453	2.6%	6,903,305
Teacher Recruitment and Training				1,277,164	1.1%	1,278,024	1,277,164	0.4%	1,278,024
Pursuit of Post-Secondary Learning				7,054,425	6.2%	7,605,504	7,054,425	2.4%	7,605,504
Promotion of Research on the Teaching of French as a Second Language				958,956	0.8%	950,956	958,956	0.3%	950,956
<i>Sub-total</i>				30,167,362	26.5%	36,548,088	30,167,362	10.4%	36,548,088
<i>Sub-total – Intergovernmental Cooperation</i>	171,397,240	97.2%	377,663,441	88,930,127	78.1%	278,481,88	260,327,367	89.7%	656,145,322
NATIONAL PROGRAMS									
Explore and Destination Clic (Bursary)	890,173	0.5%	0	16,913,284	14.9%	0	17,803,457	6.1%	0
Accent and Odyssey (Monitors)	2,596,597	1.5%	0	7,301,732	6.4%	0	9,898,329	3.4%	0
COOPERATION WITH THE NON-GOVERNMENTAL SECTOR									
Teaching Support	1,395,521	0.8%	0	686,506	0.6%	0	2,082,027	0.7%	0
TOTAL GLOBAL	176,279,531		377,663,441	113,831,649		278,481,881	290,111,180	90%	656,145,322

Appendix 4:

Enrolments in Minority-Language Education Programs

Year	Enrolment	Classes
Newfoundland and Labrador		
1970-71	185	k to 12
2004-05	193	k to 12
2005-06	203	k to 12
2006-07	222	k to 12
Prince Edward Island		
1970-71	796	k to 12
2004-05	673	1 to 12
2005-06	697	1 to 12
2006-07	705	1 to 12
Nova Scotia		
1970-71	7,388	k to 12
2004-05	4,118	p to 12
2005-06	4,151	p to 12
2006-07	4,120	p to 12
New Brunswick		
1970-71	60,679	k to 12
2004-05	34,326	k to 12
2005-06	33,409	k to 12
2006-07	32,318	k to 12
Quebec		
1970-71	248,855	k to 11
2004-05	107,742	k to 11
2005-06	106,394	k to 11
2006-07	104,146	k to 11
Ontario		
1970-71	111,455	k to 12
2004-05	89,159	k to 13
2005-06	89,406	k to 13
2006-07	89,689	k to 13
Manitoba		
1970-71	10,405	k to 12
2004-05	5,130	k to 12
2005-06	5,152	k to 12
2006-07	5,253	k to 12
Saskatchewan		
1970-71	765	k to 12
2003-04	1,060	k to 12
2004-05	1,054	k to 12
2005-06	1,124	k to 12

Year	Enrolment	Classes
Alberta		
1983-84	1,076	k to 12
2004-05	3,871	k to 12
2005-06	4,138	k to 12
2006-07	4,737	k to 12
British Columbia		
1979-80	213	k to 12
2004-05	3,455	k to 12
2005-06	3,632	k to 12
2006-07	3,816	k to 12
Yukon		
1984-85	30	k to 8
2004-05	116	k to 12
2005-06	110	k to 12
2006-07	147	k to 12
Northwest Territories		
1990-91	63	k to 11
2004-05	137	k to 11
2005-06	143	k to 11
2006-07	163	k to 11
Nunavut		
2002-03	40	k to 12
2004-05	47	k to 12
2005-06	44	k to 12
2006-07	48	k to 12

Canada total		
1970-71	440,528	-
2004-05	250,021	-
2005-06	248,603	-
2006-07	246,496	-
Total – French Minority-Language Schools		
1970-71	191,673	-
2004-05	142,279	-
2005-06	142,209	-
2006-07	142,350	-

Enrolments in Second-Language Instruction Programs in the Majority-Language School Systems

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
Newfoundland and Labrador					
1976-77	157,686	67,252	42.6%	56	< 0.1%
2004-05	79,503	48,394	60.9%	6,477	8.1%
2005-06	76,827	47,274	61.5%	6,823	8.9%
2006-07	74,304	44,639	60.1%	7,222	9.7%
Prince Edward Island					
1976-77	27,903	16,507	59.2%	304	1.1%
2004-05	22,393	13,866	61.9%	3,923	17.5%
2005-06	21,948	13,624	62.1%	4,164	19.0%
2006-07	21,365	12,975	60.7%	4,108	19.2%
Nova Scotia					
1976-77	201,279	87,450	43.4%	46	< 0.1%
2004-05	145,044	78,178	53.9%	14,181	9.8%
2005-06	141,966	75,340	53.1%	14,341	10.1%
2006-07	138,295	72,873	52.7%	14,625	10.6%

Year	Total Majority- Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
New Brunswick					
1976-77	163,385	73,430	44.9%	2,504	1.5%
2004-05	117,145	66,889	57.1%	21,868	18.7%
2005-06	114,820	66,212	57.7%	21,526	18.7%
2006-07	112,013	64,722	57.8%	21,285	19.0%
Students in French-language system taking English 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%		
2004-05	972,021	647,778	66.6%		
2005-06	957,697	641,950	67.0%		
2006-07	940,533	759,257	80.7%		
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%

Year	Total Majority- Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
Ontario					
1976-77	1,973,140	852,184	43.2%	12,363	0.6%
2004-05	2,123,904	1,003,180	47.2%	150,477	7.1%
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%
Manitoba					
1976-77	225,698	86,311	38.2%	1,290	0.6%
2004-05	184,352	87,021	47.2%	17,429	9.5%
2005-06	182,371	87,243	47.8%	17,604	9.7%
2006-07	180,043	85,436	47.5%	17,871	9.9%
Saskatchewan					
1976-77	219,191	57,023	26.0%	338	0.2%
2004-05	174,423	68,464	39.3%	8,650	5.0%
2005-06	172,705	74,988	43.4%	8,472	4.9%
2006-07	163,311	65,016	39.8%	8,858	5.4%
Alberta					
1976-77	441,070	131,274	29.8%	5,329	1.2%
2004-05	550,983	140,910	25.6%	29,414	5.3%
2005-06	551,740	149,098	27.0%	30,452	5.5%
2006-07	560,563	162,859	29.1%	31,317	5.6%
British Columbia					
1976-77	536,237	153,851	28.7%	862	0.2%
2004-05	581,324	258,380	44.4%	35,519	6.1%
2005-06	575,089	253,724	44.1%	38,002	6.6%
2006-07	564,832	249,851	44.2%	39,509	7.0%
Yukon					
1983-84	4,548	2,130	46.8%	171	3.8%
2004-05	5,459	410	7.5%	410	7.5%
2005-06	5,335	444	8.3%	444	8.3%
2006-07	5,227	462	8.8%	462	8.8%
Northwest Territories					
1983-84	12,901	3,500	27.1%	151	1.2%
2004-05	9,607	3,025	31.5%	622	6.5%
2005-06	9,571	2,614	27.3%	646	6.7%
2006-07	9,332	2,889	31.0%	630	6.8%
Nunavut					
1999-00	9,584	-	n.d.	-	n.d.
2004-05	9,354	-	n.d.	-	n.d.
2005-06	9,062	-	n.d.	-	n.d.
2006-07	9,065	-	n.d.	-	n.d.

Enrolments in Second-Language Instruction Programs in the Majority-Language School Systems

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
Total — Canada					
Students in Majority-Language school systems taking French as a second language combined with students taking English as a second language					
1975-76	5,354,281	2,252,995	42.1%	5,292	0.1%
2004-05	4,975,512	2,416,495	48.6%	288,970	5.8%
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%
Students in English-language system taking French as a second language courses (Canada, less Quebec)					
1975-76	3,979,372	1,501,756	37.7%	5,292	0.1%
2004-05	4,003,491	1,768,717	44.2%	288,970	7.2%
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%
Students in French-language system taking English as a second language courses (Quebec)					
1975-76	1,374,909	751,239	54.6%	n.a.	
2004-05	972,021	647,778	66.6%	n.a.	
2005-06	957,697	641,950	67.0%	n.a.	
2006-07	940,533	759,257	80.7%	n.a.	

K = kindergarten
P = primary
r = revised
p = preliminary

e = estimate from Statistics Canada
ESL = English as a second language
FSL = French as a second language
n.a. data not available

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.

Source: Centre for Education Statistics, Statistics Canada

Appendix 5:

Official Languages Support Programs Expected Outcomes and Program Components

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES	ENHANCEMENT OF OFFICIAL LANGUAGES
<p>Objective: To enhance the vitality of English and French linguistic minority communities in Canada and support and assist their development.</p>	<p>Objective: To promote the full recognition and use of English and French in Canadian society.</p>
EXPECTED OUTCOMES	EXPECTED OUTCOMES
<p>Medium term</p> <ul style="list-style-type: none"> Members of minority communities will: <ul style="list-style-type: none"> have greater access to quality education in their own language, in their community; have greater access to programs and services offered, in their language, by federal departments and agencies, provincial and territorial governments, and municipalities; improve their ability to live in their own language, to participate in Canadian society and to ensure their long-term development. 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. <p>Long term</p> <ul style="list-style-type: none"> Sustainable official-language minority communities in Canada. Canadians have a sense of their Canadian identity. Greater social cohesion in Canada. 	<p>Medium term</p> <ul style="list-style-type: none"> A greater proportion of Canadians will: <ul style="list-style-type: none"> have a working knowledge of both official languages; have a better understanding and appreciation of the benefits of linguistic duality; accept the rights of linguistic minorities and encourage their participation in Canadian society. Federal departments and agencies become more aware of their responsibilities with respect to linguistic duality and more active in this regard. The many partners fostering linguistic duality and the French language will work together to better coordinate and target their efforts in this regard. <p>Long term</p> <ul style="list-style-type: none"> Canada is officially recognized as a bilingual country. All Canadians recognize and support linguistic duality. Canadians have a sense of their Canadian identity. Greater social cohesion in Canada.
TWO PROGRAM COMPONENTS	TWO PROGRAM COMPONENTS
<p><i>Community Life</i></p> <ul style="list-style-type: none"> Cooperation with the Community Sector Intergovernmental Cooperation on Minority-Language Services Strategic Funds Cultural Development Funds Young Canada Works <p><i>Minority-Language Education</i></p> <ul style="list-style-type: none"> Intergovernmental Cooperation Cooperation with the Non-Governmental Sector 	<p><i>Promotion of Linguistic Duality</i></p> <ul style="list-style-type: none"> Appreciation and Rapprochement <ul style="list-style-type: none"> Collaboration in Promotion Support for Innovation Bilingual Capability <ul style="list-style-type: none"> Support for Interpretation and Translation Support for Innovation <p><i>Second-Language Learning</i></p> <ul style="list-style-type: none"> Intergovernmental Cooperation Cooperation with the Non-Governmental Sector Young Canada Works
OTHER ACTIONS	
<ul style="list-style-type: none"> Coordination of the Federal Commitment Research Program Management 	