



Canadian
Heritage

Patrimoine
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OFFICIAL LANGUAGES

Annual Report 2006-07

Volume 1

Official Languages Support Programs



Canada



Message from the Minister of Canadian Heritage and Official Languages

The English and French languages and those who speak them have shaped Canadian society and helped define its identity. In order to preserve this resource, we must ensure that Anglophones and Francophones, particularly those in minority-language communities, can fully contribute to the economic, social, and cultural life of our country.

That's why, in its 2007 budget, the Government of Canada allocated \$15 million per year over the next two years for official-language minority communities and linguistic duality. These funds will be used to support community centres and cultural and extracurricular activities, as well as other projects aimed at promoting linguistic duality, especially among young people. Our objective is simple: we want all young Canadians to have the opportunity to appreciate our linguistic duality in order to understand the wealth this cultural heritage represents for our country.

In the same budget, our Government also set aside \$1.25 million to allow Francophone communities and organizations to participate in the *Sommet de la Francophonie* held in Québec City in 2008, which coincided with the city's 400th anniversary.

Over the next year, we intend to sustain this momentum with our continued support for the growth of official-language minority communities to help enhance their vitality and allow them to contribute fully to our country's prosperity. We will also ensure that we foster the full recognition of English and French in every part of Canada.

I hope that in reading this 2006–2007 Official Languages Support Program report, as well as the achievements of the 32 designated federal institutions, you will be able to appreciate the extent to which this Government is determined to ensure that Canadians take advantage of the numerous benefits to Canada of the presence of our two official languages—a unique cultural wealth in North America.

As Minister of Canadian Heritage and Official Languages, I am determined to build on our efforts to promote and strengthen the development of official-language minority communities and our linguistic duality, which will continue to be among Canada's greatest assets.

A stylized, handwritten signature in blue ink, representing The Honourable James Moore.

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

Introduction:

Official Languages Support Programs

2006-07 Annual Report on Official Languages

The Honourable Josée Verner, Minister of Canadian Heritage, Status of Women and Official Languages, and Minister for la Francophonie, in exercising specific duties incumbent on the Minister of Canadian Heritage as defined in Part VII of the *Official Languages Act* (OLA), tables an annual report before Parliament on issues arising from her official languages mandate.

The 2006-07 Annual Report on Official Languages is composed of two volumes: the first covers the achievements of the Department of Canadian Heritage through Official Languages Support Programs, and the second presents achievements by designated federal institutions for the period from April 1, 2006 to March 31, 2007.

Volume 1: Official Languages Support Programs

The structure of the Official Languages Support Programs (OLSP) within the Department of Canadian Heritage reflects the dual commitment of the OLA: on the one hand, to enhance the vitality of the English and French linguistic minorities in Canada and, on the other, to foster the full recognition and use of both English and French in Canadian society.

The Development of Official-Language Communities Program contains two components. The first, Community Life, covers direct funding in support of official-language communities. It also assists the provinces and territories in providing services in the minority

language and encourages federal agencies to provide greater support to official-language communities. The second component, Minority-Language Education, assists the provinces and territories in providing minority-language education and related support activities. Bursaries and monitor positions for the purpose of improving students' first language are also covered under this component.

The Enhancement of Official Languages Program also consists of two components. The Promotion of Linguistic Duality component funds activities to enhance both official languages, including those in the voluntary sector. The Second-Language Learning component assists provinces and territories with respect to second-language teaching, bursaries, and monitor positions to improve knowledge of the second language. It also supports other activities related to second-language learning.

In addition to its grants and contributions activities, the Department also commits significant resources to research and coordinating the federal commitment, i.e., interdepartmental coordination. Under section 42 of the OLA, Canadian Heritage is responsible for coordinating federal institutions' implementation of the Government of Canada's commitment to enhance the vitality of official-language minority communities and support their development, and to foster the full recognition and use of both English and French in Canadian society.

The Official Languages Support Programs Branch manages the various components and sub-components of the Official Languages Support Programs with the Department's regional offices.

Volume 2: Achievements of Designated Federal Institutions: Implementation of Article 41 of the *Official Languages Act*

The second volume presents a summary of the main results achieved by federal departments and agencies designated under sections 41 and 42 of the OLA (Part VII). These achievements to foster the enhancement of official-language minority communities and to support their development as well as to promote the full recognition and use of English and French in Canadian society are presented under six key categories for action:

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

Volume 1: Table of Contents

MESSAGE FROM THE MINISTER	i
INTRODUCTION: OFFICIAL LANGUAGES SUPPORT PROGRAMS	iii
DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES	2
Community Life	2
Cooperation with the Community Sector	3
Young Canada Works	6
Intergovernmental Cooperation on Minority-Language Services	6
Interdepartmental Partnership with the Official-Language Communities	8
Minority-Language Education	9
Intergovernmental Cooperation	9
Complementary Support for Language Learning	13
Cooperation with the Non-Governmental Sector	13
ENHANCEMENT OF OFFICIAL LANGUAGES	15
Promotion of Linguistic Duality	15
Second-Language Learning	18
Intergovernmental Cooperation	18
Cooperation with the Non-Governmental Sector	21
Complementary Support for Language Learning	22
Young Canada Works	23
Coordination of the Federal Commitment	24
Research	28
APPENDICES:	
Appendix 1: Breakdown of Expenditures by Program Component, 2006-07	30
Appendix 2: Breakdown of Expenditures by Province and Territory, 2006-07	31
Appendix 3: Education Expenditures, 2006-07	32
Appendix 4: School Enrolments	33
Appendix 5: Official Languages Support Programs – Expected Outcomes and Program Components	36



Development of Official-Language Communities Program, Community Life Component

There are almost two million people living in official-language minority communities across Canada. Canadian Heritage contributes to enhancing the vitality of those communities. With this goal in mind, the OLSP invested over \$226 million and collaborated with over 375 community organizations, 15 federal institutions and all 13 provinces and territories in 2006-07.

Community Life

The initiatives supported under the Community Life component include four sub-components: Cooperation with the Community Sector, Intergovernmental Cooperation on Minority-Language Services, Interdepartmental Partnership with the Official-Language Communities (Ipolc), and Young Canada Works. In 2006-07, the Department invested nearly \$57 million in these initiatives.

This financial support contributes to the creation and improvement of activities and services to ensure the long-term development of official-language minority communities. Among the funded initiatives are a large number of community

and cultural activities offered by organizations within the community, as well as several services operating under the authority of the provincial and territorial governments in key sectors, such as justice, health, culture, economic development and municipal services. The Department also supports federal institutions in their efforts to establish lasting partnerships with communities.

Cooperation with the Community Sector

For over 30 years, the Government of Canada has cooperated with official-language minority communities, Anglophones in Quebec

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES

TARGETED RESULTS:

Enhance the vitality of Canada's Anglophone and Francophone minorities and support them in their efforts to improve their ability 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 minority communities to support their development;
- Support the implementation of youth employment projects.

ACHIEVEMENTS (EXAMPLES):

- The 2007 *Rendez-vous de la francophonie* highlighted the historical and contemporary contribution of the First Nations to the identity of Canadian communities;
- During the 12th Ministerial Conference on Canadian Francophonie, held in Halifax on September 12 and 13, the ministers responsible for the Canadian Francophonie agreed to support Francophone youth;
- The *Jeux franco-ontariens* constitute the most important annual gathering of Franco-Ontarian youth. Its 2006 edition attracted more than 780 participants.

and Francophones in the rest of Canada. Canadian Heritage provides grants and contributions to the community sector to help communities establish tangible experiences (for example, in the form of community centres, community radio and theatres), so they can live in their own language. Some 375 organizations Canada-wide have benefited from this support. In 2006-07, the Department allocated \$34.5 million for initiatives by non-profit organizations dedicated to the development of official-language minority communities.

Whether in terms of youth, facilitation, community development, culture or communication, assistance from the Department allows communities to build community infrastructure, which is essential in order to enhance their vitality. Support for non-profit organizations, in combination with support offered by other federal and provincial institutions, is testimony to the Department's strong desire to encourage community development.

Community Development and Facilitation

Canadian Heritage supported the preparatory work for the first *Sommet des communautés francophones et acadiennes*, held in June 2007. Organized by the *Fédération des communautés francophones et acadienne du Canada*, the Summit brought together the major stakeholders in the Canadian Francophonie and allowed them to determine sectoral issues, priorities and challenges for the next ten years. The Summit also tried to increase linkages between key stakeholders to ensure long-term community development.

In Quebec, the Greater Montreal Community Development Initiative is a community project whose purpose is to define the needs and concerns of Anglophone individuals, organizations and institutions in Greater Montreal,

and to identify possible solutions. Since Anglophones in Montreal represent 76% of Quebec's total Anglophone population, the results of this project will have a province-wide impact on the Anglophone community.

In Manitoba, the *Société historique de Saint-Boniface* is working to preserve the collective memory of Francophones. Its project to record knowledge and first-person accounts of its Francophone seniors covers all aspects of agriculture in French Manitoba. For this project, the *Société* interviewed 61 individuals from 22 different Franco-Manitoban communities that were present when Manitoba first put down agricultural roots. From a broader perspective, there is a plan to use these stories to develop curriculum and promotional tools, particularly on the Internet.

As Vancouver's 2010 Olympic and Paralympic Winter Games draw near, the Canadian Foundation for Cross-Cultural Dialogue and the *Fédération des francophones de la Colombie-Britannique* have formed a partnership to

transform opportunities related to the Games into real, lasting benefits for British Columbia's Francophones and Canada's Francophone communities as a whole. In 2006, the two organizations signed a protocol to collaborate with the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC) to ensure the participation, presence and vitality of the Canadian Francophonie in the planning, organization and presentation of the 2010 Winter Games. This was in response to recommendations set out in the Standing Senate Committee on Official Languages report, entitled *Reflecting Canada's Linguistic Duality at the 2010 Olympic and Paralympic Winter Games: A Golden Opportunity*.

Organized by the Canadian Foundation for Cross-Cultural Dialogue, the *Rendez-vous de la Francophonie* is an event that engages Francophone communities in dialogue with each other and with the majority community, thereby enhancing linguistic duality. For two weeks in March each year, the *Rendez-vous de la Francophonie* promotes activities



Les Rendez-vous de la Francophonie : JP Leblanc, Véronique Cloutier, Daniel Richer, Véronique Dicaire, Damien Robitaille.

throughout Canada, paying tribute to Francophone culture and the French language. In March 2007, the *Rendez-vous* focused on the historic and contemporary contribution of the First Nations to building the identity of Canadian communities. A new generation of Francophone performers, including Damien Robitaille from Ontario and J.P. Leblanc from New Brunswick, performed in a special broadcast of the television series *La Fureur* on March 10, 2007, which drew over 500,000 viewers.

Culture

Training and retention of professional performers in Francophone minority communities pose many challenges. Theatre training in French is one area that has come into focus. The *Association des théâtres francophones du Canada* is working on a project that will, when completed, make it possible to develop a proposal for theatre training in French, specifically in Western Canada, by drawing on existing infrastructures in the Atlantic Provinces and Ontario. We are already seeing the results: following consultations, the *Centre universitaire de Saint-Boniface* in Manitoba and the *Campus Saint-Jean* in Edmonton, Alberta, have both decided to offer a degree with a major in theatre, beginning in September 2008.

The *Association acadienne des artistes professionnels* (AAAPNB) aims to promote and defend the rights and interests of the province's professional performers and improve their socio-economic status. The AAAPNB also organizes the *Prix Éloizes* awards ceremony, a multidisciplinary event showcasing Acadian performers. The association is also the lead organization for the *États généraux des arts et de la culture dans la société acadienne*, planned for May 2007 in Caraquet. In preparation for the *États généraux*,

TESTIMONIAL

Impact of project entitled "La diffusion : une voie à tracer"

The project entitled "*La diffusion : une voie à tracer*", which received funding from the Official Languages Support Programs in 2006-07, was critical to the development of theatre-arts presentations, in French Canada. It enabled the *Groupe de travail sur la diffusion* to prepare a strategic presentation plan up to 2010. The group consists of three national organisations: the *Association des théâtres francophones du Canada*, the *Alliance nationale de l'industrie musicale* and the *Fédération culturelle canadienne-française*; as well as three regional presentation networks: *Réseau Ontario*, *Réseau atlantique de diffusion des arts de la scène* (RADARTS) and the *Réseau des grands espaces* (Western and Northern Region). This exercise was of enormous benefit to the groups involved, since it made it possible to identify major issues and establish priorities and actions to be taken as a community in order to improve presentations and networks, and further the growth of performing arts throughout Canada. Moreover, through the companion tool funded

by the project, some 40 troupes from Eastern and Western Canada presented 120 performances of 20 theatre productions in approximately 50 Francophone communities across Canada. This incentive reflects the increasing popularity of theatre in communities. Performing arts presentations remain indispensable tools for the development of Francophone and Acadian communities Canada-wide.

Carole Trottier, Project Coordinator, *Fédération culturelle canadienne-française*



six major projects were undertaken in 2006, bringing close to 600 individuals into the consulting and research process, and involving consultation throughout the Atlantic Provinces. During the *États généraux*, discussions will be held on the work being done on those projects to recommend concrete action to be taken to enhance the status of arts and culture in all spheres of Acadian society.

The Arts Services Kit (ASK) project was born out of a desire to centralize resources available to Anglophone artists in Quebec. This directory is available from the project originator, the English-Language Arts Network (ELAN), and contains a description of funders and foundations, organizations dedicated to the arts and service providers. Its purpose is to help any registered individual artists and organizations extend their client

or recipient base. This is one way that cultural and artistic activities foster a sense of belonging to the Anglophone minority community.

Communications

There is no doubt that community radio is a positive force that drives the social and cultural vitality of communities, as it serves as an important tool in bringing together members of official-language minority communities. Each new radio station on the air helps to consolidate the Canada-wide network of Francophone minority community radio stations and makes it possible to develop partnerships with local, regional and national organizations.

Three new community radio stations prepared to go on-air in 2006-07. Two in Nova Scotia (*Halifax-Metro* in Halifax and *MirAcadie* in Miramichi) and one in British Columbia (*Société Radio Communautaire* in Victoria) will be launched over the coming year.

As for print media, Francophone markets are currently undergoing a movement toward consolidation and development. The latest statistics and demographic trends regarding Francophone and Acadian communities have led the *Association de la presse francophone* (APF) and its members to identify new clienteles, including youth, Francophiles and new immigrants. The member newspapers of the APF enable Francophone minority communities to highlight their cultural identity and vitality, while covering issues and news of interest to them.

Youth

The future of minority Francophones depends not only on the retention of young people in Francophone institutions, but also on the recruitment and integration of other French-speaking

youth. This is a major task considering the predominance of the English language in North America's cultural, social, political and economic sectors.

Since its creation five years ago, the *Fonds Initiatives jeunesse* has been administered by three organizations: the *Fondation des Jeux de l'Acadie*, the *Fondation franco-ontarienne*, and *Francofonds* in Western and Northern Canada. The *Fonds* has supported community efforts to engage youth in the development of their own communities to ensure their vitality and continuity. A midstream evaluation conducted in 2006-07 identified best practices and established a roadmap for the next five years to strengthen the sense of belonging and commitment among young Francophones. The results of *L'évaluation formative et prospective du Fonds Initiatives jeunesse* (Christine Dallaire, March 2007), based on research findings, identified characteristics that help reinforce a linguistic and cultural

sense of belonging and increase youth contribution. Successful activities should highlight the value of the French language, meet youth interests, connect young people, bring them closer to the community as well as and mobilize them before, during and after the project. In short, youth initiatives should stimulate awakening within the Francophonie.

One example of an initiative that brings together and mobilizes young people is the *Jeux franco-ontariens* organized by the *Fédération de la jeunesse franco-ontarienne* (FESFO). The 2006 *Jeux franco-ontariens* attracted over 780 participants, 111 volunteers and 94 facilitators. The games have been held since 1994 and are the largest annual gathering of Franco-Ontarian youth. Each May, 1,000 Franco-Ontarian high school students come together to showcase their talents in a variety of fields, including athletics and sports, visual arts, improvisational theatre, singing, music and circus arts. The *Forums*



OrganiZZaction is another popular activity piloted by the FESFO. A total of 525 participants from 84 French-language high schools in Ontario attended the most recent gathering. The two-day training sessions on topics related to organizing activities and proper committee procedure, provided participants with the necessary tools to become fully engaged in their communities.

To reinforce this sense of belonging to the French language and Francophone culture among young Francophones, the *Fédération franco-ténoise* established the *Comité Action Jeunesse* to plan activities at the territorial and national levels. This initiative helps to strengthen ties between young people and their community.

These few examples demonstrate how financial support provided by Canadian Heritage helps with new activities in various areas that interest young people where they use the minority language on a regular basis.

Young Canada Works

Young Canada Works in Both Official Languages subsidizes over 800 summer jobs that allow 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. Within the framework of "Strong minority communities supported by many partners", these jobs allow young Canadians to be part of an exchange with a different community and gain a better understanding of the realities of official-language minority communities. It also allows them to put their second-language knowledge gained in a classroom setting into practice, while acquiring rewarding

work experience, and, at the same time, development of official-language minority communities and linguistic duality.

Here are figures that illustrate how the Young Canada Works initiative supports the Development of Official-Language Minority Communities Program*:

To work in the first or second official language in an official-language minority community (252 jobs)

To stem the population outflow from official-language minority communities (100 jobs)

To integrate young Francophone newcomers into the host Francophone official-language minority community (53 jobs)

Intergovernmental Cooperation on Minority-Language Services

The Department relies on cost-shared agreements to help the provinces and territories offer services other than education in the language of the minority community, including health, economics, social services and justice. In 2006-07, Canadian Heritage contributed \$17.5 million for Intergovernmental Cooperation on Minority-Language Services.

Strategy, Measurement and Cohesiveness

As stipulated in its agreements, Canadian Heritage published a report on program results achieved by the Intergovernmental Cooperation on Programs subcomponent. The *Intergovernmental Cooperation in the Area of Provincial and Territorial Minority-Language Services: Success and Challenges (2003-2007)* report was

prepared in cooperation with the Intergovernmental Network on the Canadian Francophonie and the Ministerial Conference on the Canadian Francophonie (see http://www.pch.gc.ca/progs/lo-ol/pubs/index_e.cfm). For the Canadian public's information, the report describes the evolution of the Intergovernmental Cooperation subcomponent over the last few years, as well as the most significant progress achieved as a result of efforts by partners at different levels of government. It provides examples of structuring initiatives to develop provincial and territorial services for Francophone minority communities. The report also describes obstacles because, even though progress has been made, major challenges remain and require continued commitment by the partners.

Ministerial Conference on the Canadian Francophonie

The strengthening of the Francophone identity in Canada is initially conditional on introducing actions targeting young Francophones and Francophiles in Canada. This was the conclusion expressed at the end of the 11th Ministerial Conference on the Canadian Francophonie 2006, attended by ministers responsible for the Francophonie from the federal, provincial and territorial governments. The ministers confirmed their intention to cooperate in order to help young Canadian Francophones become leaders of a modern and dynamic Francophonie.

At its Ottawa meeting on October 13, 2006, the Conference also approved a new strategic plan for 2006-09, consisting of three objectives: to improve the quality and quantity of

*see page 23 for results of Young Canada Works support in the promotion of linguistic duality.



Ministers and members of legislatures – Ministerial Conference on the Canadian Francophonie – October 2006 – Ottawa

First row, from left to right:

Nunavut: The Honourable Louis Tapardjuk, Minister of Culture, Language, Elders & Youth and Minister of Human Resources

Alberta: Mr Denis Ducharme, Member of the Legislative Assembly, President of the Secretariat francophone

Ontario: The Honourable Madeleine Meilleur, Minister of Community and Social Services, Minister Responsible for Ontarians with Disabilities and Minister Responsible for Francophone Affairs

Government of Canada: The Honourable Josée Verner, Minister of Canadian Heritage, Status of Women and Official Languages and Minister for la Francophonie

Québec: The Honourable Benoît Pelletier, Minister responsible for Canadian Intergovernmental Affairs, Aboriginal Affairs, Francophones within Canada, the Reform of Democratic Institutions and Access to Information
Newfoundland and Labrador: The Honourable John Ottenheimer, Minister of Intergovernmental Affairs, Minister Responsible for Francophone Affairs

Absent

Yukon: The Honourable Glenn Hart, Minister responsible for the Directorate of French Languages Services, Minister of Community Services, Minister responsible for the Public Service Commission

Second row, from left to right:

British Columbia: The Honourable John van Dongen, Minister of State for Intergovernmental Relations
Manitoba: The Honourable Gregory Selinger, Minister of Finance, Minister Responsible for French Language Services and for the Civil Service Commission

Prince Edward Island: The Honourable Elmer MacFadyen, Minister of Community and Cultural Affairs and Minister responsible for Acadian and Francophone Affairs

Nova Scotia: The Honourable Chris d'Entremont, Minister of Health, Minister of Acadian Affairs

New Brunswick: The Honourable Hédard Albert, Minister of Human Resources and Minister responsible for la Francophonie

Saskatchewan: The Honourable Harry Van Mulligen, Minister of Government Relations, Minister responsible for Saskatchewan Government Insurance, Minister responsible for Gaming

Northwest Territories: The Honourable Charles Dent, Minister of Education, Culture and Employment, Minister of Human Resources, Minister Responsible for Official Languages, Minister Responsible for the Status of Women, Minister Responsible for Seniors, Minister Responsible for Persons with Disabilities

provinces and territories signed a number of agreements on the provision of minority-language services.

In Nova Scotia, the planned adoption of regulations by the Office of Acadian Affairs will ensure implementation of the province's *French-Language Services Act*, which was proclaimed in December 2004. Since December 2006, this regulatory framework has defined the responsibilities of not only the departments, but also the agencies, public institutions, bureaus and Crown corporations with respect to service delivery in French. Significantly, the government of Nova Scotia intends to consult the province's Acadian and Francophone communities before targeted regulations that meet its needs in view of supporting its development.

During the past year, Ontario has focused on a number of initiatives relating to French-language services, including a new program to provide work experience in French in Ontario's public service to the province's bilingual young people, over an eight-week period. Both parties benefit from the program: the young people from the increased prospects of summer employment province-wide and the public service from its position as an employer of choice among bilingual young people. Another project focuses on early childhood services and is intended for parents, children's services branches, educators and other stakeholders. The goal of the project is to improve access to information on French-language services offered to Francophone families and educators, to increase the participation of Francophone stakeholders in the development of early-childhood services and to provide continuing career development for professionals in the region. Finally, the purpose of establishing Francophone forum on cultural content planning within

French-languages services offered to citizens; to contribute to the strengthening of the communities' vitality and to recognize the Francophone contribution to Canadian society as a whole.

In 2007, the Intergovernmental Network on the Canadian Francophonie, composed of civil servants supporting the Conference, created an Internet site on best practices in French-language services (www.bonjour-hello.ca). The site covers such areas as administration of

justice, the Legislative Assembly, the administrative framework, communications, information on communities and human resources.

Support for the Development of Minority-Language Services

The delivery of key services from provincial and territorial governments in both official languages is essential to the development of minority communities. During 2006-07, several

municipalities is to encourage those municipalities to promote the inclusion of arts and culture in their services offered to Francophone communities.

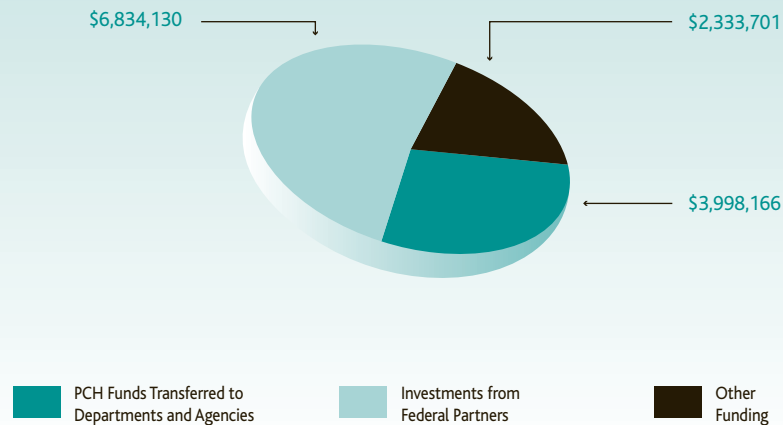
In Manitoba, thanks to the financial support provided through the *Canada-Manitoba Agreement on French-Language Services*, the *Coalition francophone sur la petite enfance* is working to develop services and programs in response to the needs of the province's Francophone children and families. In 2006-07, it introduced early childhood and family centres, now four in number. Its long-term objective is to set up a centre in every Francophone community of Manitoba. An increase in the number of children attending French-language daycares and nursery schools has already been noted.

The Canada-Alberta Agreement on the Saint-Thomas Health Centre Project provides support to the construction and renovation of cultural spaces and community reception reserved for Francophone community activities. As of summer 2007, this senior citizens' home and community primary health care centre will offer French-language services to Francophone and Francophile seniors. It will allow the Francophone population of Edmonton and neighbouring communities to live and flourish in a familiar environment that is conducive to cultural development and language retention.

The year 2006-07 marks the conclusion of the Canada-Quebec Agreement on English-Language Services 2006-07 to 2008-09 for the purpose of implementing projects to improve access by Quebec's Anglophone minority community to services in English in the areas of health and social services and justice. The strategic plan explains the issues associated with each component, as well as preferable orientations in order to maintain and improve services

Interdepartmental Partnership with Official-Language Communities

2006-07 Funding from all Partners: \$16,981,421



to Quebec's Anglophone minority communities. Access to judicial services will require the involvement of key stakeholders, including judges, legal translators and interpreters, and Justice Department employees. This is the first agreement signed since the previous five-year bilateral agreement, which expired on March 31, 1999.

Interdepartmental Partnership with Official-Language Communities

The Interdepartmental Partnership with Official-Language Communities (IPOLC) program 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, formulate a funding strategy within their programs, and apply to Canadian Heritage for additional financial support. In 2006-07, over 15 federal institutions in the culture,

economic development, human resources, health and immigration sectors obtained \$4 million in support and invested over \$6 million of their own funds, thereby leveraging their investment to over \$10 million in aid of OLMCs. In summary, IPOLC bridges the gap between OLMCs and federal departments and agencies, thereby raising the latter's awareness of their existence and needs.



Development of Official-Language Communities Program, Minority-Language Education Component

The purpose of the Minority-Language Education component of the Development of Official-Language Communities Program is to provide communities with greater access to quality education in their own language, in their own community.

In 2006-07, the Department allocated close to \$170 million to initiatives under this program component, aimed at Francophones outside Quebec and Anglophones in Quebec.

Intergovernmental Cooperation

For over 35 years, Canadian Heritage and the provinces and territories have cooperated in providing members of the English and French minority-language communities with the opportunity to be educated in their own language, from kindergarten to the post-secondary level. For each level, the federal government

and the Council of Ministers of Education (Canada) sign a Protocol for Agreements setting out the parameters for federal-provincial/territorial cooperation on minority-language and second-official-language education. Bilateral agreements are subsequently signed with the provinces and territories.

The Department allocated over \$165 million toward implementing bilateral federal-provincial/territorial agreements for the maintenance and improvement of regular education programs and their complementary strategies. The purpose of such

EDUCATION IN THE LANGUAGE OF THE MINORITY

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;
- Delivery of educational services to improve students' first-language skills;
- Access to post-secondary education through new technologies.

ACHIEVEMENTS (EXAMPLES):

- Since January 2006, Simon Fraser University, in British Columbia, has offered a new French program: Doctor in Educational Leadership, the first of its kind in Western Canada;
- In New Brunswick, the province that created the first school-community centre in Canada, extension projects are underway in two centres to meet the growing needs in daycare and early childhood services;
- The "Learning to 18" initiative in French-language high schools of Ontario aims at reducing dropout rates;
- The *Consortium national de développement de ressources pédagogiques en français au collégial* contributes to the production and dissemination of learning materials in Francophone colleges Canada-wide;
- The Tripartite Education Committee, created in 2006, is following up on ideas raised at the *Sommet des intervenants et intervenantes en éducation* by implementing section 23 in Francophone minority communities.



investments is to transfer language and culture to young people so that they can achieve their full potential in school and society.

Promotion of Access and Integration

Many initiatives to promote access and integration have received funding from Canadian Heritage. The objectives are to increase the number of eligible students attending elementary schools, and retain them in the minority system through high school.

One example of projects that have received funding, the Project aiming to increase the participation of those entitled to French schools – Phase II, will help increase the participation rate of eligible students in Manitoba from 33% to 36% by the end of 2008-09. At the same time, the *Division scolaire franco-manitobaine*, which has 22 schools, consulted some 750 people to guide and validate its strategic planning. The plan was prepared in 2006-07 and will be implemented between 2007 and 2012. The work will focus on a number of areas, including the preschool sector and, with it, exogamous families with young children. The goal is to create conditions

that are conducive to the preparation and integration of children in to French schools.

Teaching Staff and Support Services

Canadian Heritage made investments for recruitment and training of teaching staff and specialists, as well as integration of new technologies.

Leading English Education and Resource Network (LEARN) is an organization that brings teachers together to share their challenges and concerns in Quebec's Anglophone education community and works with expert groups. It helps the Government of Quebec and the community to assist teachers in local communities, allowing them to reap the benefits of networking, partnership-building, pooling expertise and publication of tools and resources on the Internet. LEARN helps to train teachers and continue their professional development.

In January 2007, the Faculty of Education at Simon Fraser University in British Columbia introduced a new French program: Doctor of Education in Educational Leadership. This program, the first of its kind in Western Canada

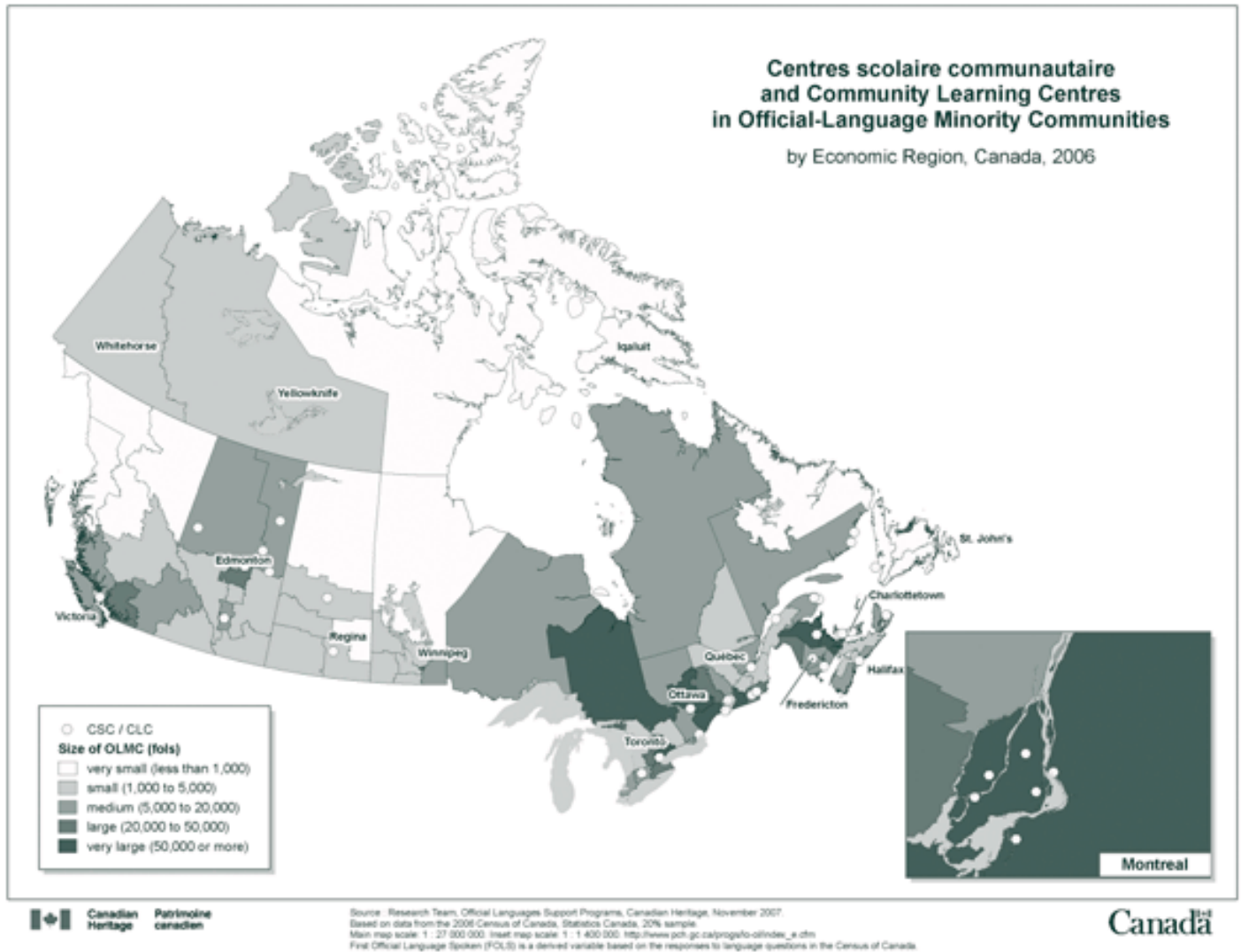
and offered entirely in French, aims to build a high-level leadership capability within the Francophone and Francophile community of British Columbia and Canada. Focused on the theme of diversity management, the program brings students together from the school system, the public service, community organizations and non-government organizations. It is part of the French component of a program that the Faculty of Education at Simon Fraser University has been offering for ten years.

Quality of Programs and Cultural Enrichment in the School Setting

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

School-Community Centres

The future of official-language minority communities is largely conditional on retaining young people. Numerous studies indicate that many young Francophones living in minority communities live in English and that young English Quebecers migrate to regions where English predominates. While school is a place where young people can retain their language, once they leave this environment, access to activities in their language becomes difficult. It is important for official-language minority communities to have access to cultural spaces that offer a variety of activities and services in their language, so that they can retain and transfer their linguistic and cultural heritage.



Since their initial introduction in the Atlantic Provinces in the late 1970s, school-community centres have helped Anglophones and Francophones from minority regions to flourish. The 34-odd school-community centres Canada-wide consist of a school and space for the delivery of community services, which may include preschool services, adult education, a library or auditorium, health services, family services and youth programs. School and community partners share the facilities and equipment, thus optimizing their resources.

Canadian Heritage provides support in the form of contributions made within the framework cost-shared agreements

with the provinces and territories, based on the terms and conditions of the Community Life and Minority-Language Education components. The Department can contribute to funding for the community space of the projects and the provinces and territories fund the school infrastructure most directly related to their jurisdiction in education.

In New Brunswick, where the first school-community centres originated, expansion projects begun in 2005 are now in full swing. The *Centre Sainte-Anne* in Fredericton, which was the very first centre in Canada, and the *Centre Samuel-de-Champlain* in Saint John, will have improvements made to their community

centres as a result of the Department's support. They will be expanded to meet their communities' growing need for early childhood and daycare services and spaces devoted to the socio-cultural development of the Acadian and Francophone communities of Fredericton and Saint John.

An agreement signed between the federal government and the province of Nova Scotia provides a cooperation framework for construction and renovation projects for the community centres in three French-language schools: the *École secondaire de Par-en-Bas*, the *École acadienne de Truro* and the *École Beau-Port*. These projects are aimed at

responding to the French-language education and development needs of Acadian and Francophone communities in the Tusket, Truro and Arichat regions.

In Western Canada, the Aurèle-Lemoine community school in Saint-Laurent, Manitoba, will be replaced by a new school-community centre. Since its founding in 1994, the school has shared premises with an English public school. Construction of a separate French school in Saint-Laurent will meet the needs in terms of education and establishment of structures and services for the Francophone and Métis community.

Further west, in Saskatchewan, construction and renovation work is underway in Saskatoon's school and community spaces. The community facilities of the primary-level building will be renovated to include a daycare, nursery school and infant nursery. At the high-school level, the project will involve the construction of a school and shared facilities, such as a gymnasium, kitchen, common area and theatre arts area. These improvements are in response to education needs at the elementary- and secondary-school levels and services for the Francophone community in the Saskatoon area.

Expansion projects are also underway at the École St-Cyr in Yellowknife, NWT.

The new *École Victor-Brodeur* in Victoria, British Columbia, is both a leading-edge institution that will benefit students for members of the Francophone community who will use it as a meeting place. It is the only French-language school in Vancouver Island South and part of the *Conseil scolaire francophone de la Colombie-Britannique*, which celebrated its tenth anniversary in 2006. It should be noted that enrollment at schools in this school board has been rising over the past five

years, from 2,930 students in 2002-03 to 3,816 students in 2006-07.

Community Learning Centres

Community Learning Centres in Quebec are housed in English-language education institutions selected by the Government of Quebec. These centres provide a range of services and activities in response to the needs of learners, their families and the English-language community at large. The first phase in 2005-06 and 2006-07 involved the establishment of 15 school-community centres, and the second phase from 2006-07 to 2008-09 will extend the network to approximately 20 centres province-wide. The Learning English Education and Resource Network (LEARN), a non-profit educational organization, has been mandated to coordinate the project. The Community Learning Centres will become the crossroads of education and community development for Quebec's Anglophone community. By demonstrating flexibility and creativity in their approach to service delivery, Community Learning Centres are adapted to the reality and culture of the communities they serve.

Bringing Schools and Communities Closer Together

A pilot project in New Brunswick offers a glimpse of new approaches to strengthen ties between schools and communities. "The School at the Heart of the Community" project seeks to change the organizational culture in five participating schools by experimenting with and documenting new ways of doing things that have a favourable impact on the community's support for the school identity construction by students, academic results, attendance rates and the school's openness to the community. The five-year project is at the halfway point of its implementation.

In Quebec, Dawson College is building a facility for its "Professional Theatre" technical program. The College is one of only two CEGEPs in Quebec offering a theatre program in English. The new 200-seat theatre with theatre arts teaching facilities and an atrium will replace rented off-campus facilities used until now. The new facility will benefit not only students enrolled in the program, but also the Anglophone community of Montreal, which will be invited to attend some of the productions.

Between now and 2010, Ontario expects to graduate 85% of its high school students—a 14% increase since 2004-05. This represents an increase of over 90,000 graduates and a 50% reduction in the dropout rate. The "Learning to 18" initiative, introduced in Ontario's French-language schools, will help achieve the objective. This is a provincial program that focuses on the success of all students, for the purpose of increasing high school graduation rates. Its introduction in French-language high schools throughout the province will allow for the delivery of specialized courses in the classroom, apprenticeships or training programs in other institutions, such as a college or workplace, to enable students at risk of dropping out to graduate from high school.

The Government of Canada supports initiatives related to implementation of the *Politique d'aménagement linguistique* [language management policy], under the *Canada-Ontario Agreement on Minority Language Education and Second Official Language Instruction - 2005-06 to 2008-09*. The language management policy aims to help Ontario's Francophone community to count on its schools to take up the challenges of protecting, transferring and enhancing French language and culture. In October 2006, the Ontario government



held a symposium on the policy to discuss the future of French-language education in Ontario. The symposium brought together members of the education sector, including teachers, school and school board administrators, representatives of Ontario Francophone organizations and those of other provinces, as well as provincial and federal public servants.

Nunavut is the only territory where the majority of the population is Inuit and the language spoken at home is Inuktitut or a variant. For this reason, a large percentage of students attending *École Trois-Soleils*—the only Francophone school in Nunavut—come from families whose language spoken at home is not French. Given this significant challenge, the *Commission scolaire francophone du Nunavut* has invested considerable effort and energy in offering a range of cultural activities to strengthen the identity construction of Francophones in Nunavut. The activities introduced in 2006-07 included a visit by a storyteller, who recounted Inuit and Aboriginal tales and legends; an exhibition of various villages of the Francophonie, including visits by artists from regions such as Acadia, Haiti, Burkina Faso, and Morocco; production of a movie and a play by students; and, participation of the local choir at the Iqaluit choir festival. These activities took place both in the presence of the community and with its active participation.

Improved Access to Post-Secondary Studies

This funding component involves creating new programs, introducing measures to

ease the transition from high school to post-secondary education, providing access to distance education and implementing new institutional infrastructures.

A Canada-wide project builds on investments in official languages at the college level. The *Consortium national de développement de ressources pédagogiques en français au collégial* is involved in pooling resources and expertise for the purpose of designing, producing and disseminating teaching materials for the purpose of improving the quality of instruction offered to students enrolled in professional, technical and trade programs in Francophone colleges in minority communities. Established by the *Réseau des cégeps et des collèges francophones du Canada*, in cooperation with the *Collège communautaire du Nouveau-Brunswick*, the Consortium is currently made up of eight college level Francophone educational institutions in nine Canadian provinces.

Complementary Support for Language Learning

In 2006-07, a total of 355 young people took part in French enrichment and official-language monitor programs. Preliminary data from the summer of 2006 in support of minority-language education objectives are provided below:

- **Accent** – 136 young Francophones and Anglophones from across Canada worked in minority-language schools. Accent is a language-monitor program, offering part-time jobs that allow participants to gain classroom experience as teaching assistants while continuing their studies in another province. The program allows young people from across Canada to learn about another culture while discovering the wealth of their own language and culture.
- **Odyssée** – 113 young Anglophones and Francophones from across Canada worked in minority-language schools. Odyssée 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 the learning of French as a first or second language while contributing other cultural perspectives.
- **Destination Clic** – 106 young minority Francophones improved their French. Destination Clic is a French enrichment program, designed exclusively for Francophones outside Quebec, that gives participants the opportunity to exchange views and discover the reality 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.

Cooperation with the Non-Governmental Sector

In 2006-07, this form of cooperation enabled eight organizations specializing in education to pilot a variety of activities that meet a pressing need in Canada's French-language education system. A few examples follow.

Created in March 2006, the Tripartite Education Committee is responsible for following up the Summit of education stakeholders involved in implementing section 23 of the *Canadian Charter of Rights and Freedoms* in the Francophone minority community. Administered by the *Fédération nationale des conseils scolaires francophones*, the Committee provides a forum for community organizations and various authorities concerned with constitutional education rights to facilitate and support implementation of the comprehensive plan adopted at the summit. Coordination

2006-07 RCCFC COOPERATIVE PROJECTS

1. Cégep de Chicoutimi and La Cité collégiale

"Partenariat entre les centres de ressources pour les enseignants"
["Partnerships between teachers' resource centres"]

2. Société éducative de l'Île-du-Prince-Édouard and Collège communautaire du Nouveau-Brunswick–Campbellton

"Approches des études dirigées comme principal mode d'apprentissage" ["Approaches to directed studies as the principal learning method"]

3. Collège Éducacentre and Fédération franco-TéNOise, Service d'Orientation et de formation des adultes du Yukon (SOFA), Conseil de développement économique TNO, Commission scolaire de division TNO

"Création d'un modèle d'éducation postsecondaire crédité ou non"

dispensée en français au TNO"
["Creation of a model for French credit or non-credit post-secondary education in the NWT"]

4. Collège communautaire du Nouveau-Brunswick–Dieppe and Cégep André-Laurendeau

"Échange Dieppe – Laurendeau pour le personnel enseignant et le personnel de gestion du domaine de la logistique et du transport, de la distribution et manutention"
["Dieppe-Laurendeau exchange for teaching and management staff in logistics, transportation, distribution and materials handling"]

5. Collège Shawinigan and Centre d'excellence en sciences agricoles et biotechnologiques (CESAB), New Brunswick

"Partage d'expertises pour les programmes de formation en biotechnologie" ["Sharing of expertise for biotechnology training programs"]

Canada. With the three-year renewal of cooperative interprovincial projects between the Réseau's member institutions, it has become possible to forge strong ties between Francophone institutions and to transfer expertise that will benefit both small and large institutions, thereby improving the quality of education offered. The establishment of partnerships between members results in a variety of services and resources which are useful to the communities and the institutions. The RCCFC projects also help build a network of institutions that enable young Francophones to study in their language.

The Association des universités de la francophonie canadienne (AUF) supports research on Francophone minority communities, including a document on the historical, socio-economic and cultural contribution of universities to Francophone minority communities, entitled "The Vitality of Universities in the Canadian Francophonie." University research promotes genuine opportunities for Francophone institutions to become more involved, and contribute to the vitality of their respective communities.

with all of the minority-community school boards, representatives of provincial and territorial departments of education, federal representatives and communities makes it possible to focus on each party's interventions, and to augment the impact of funding and strategic support by the various funding providers from the education sector.

The *Fédération canadienne des enseignants et enseignantes* commissioned and directed a research and analysis project that provided a description of school program frameworks in each province and territory. This overall profile will follow students' progress and identify the most pressing

common needs so that French-language schools are better able to fulfil their specific mission, that is, to maintain and develop proficiency in French and to develop French heritage and culture. Teachers will be better equipped to fulfil their task of reproducing Francophone social models. It is expected that this will increase the Francophone community's sense of belonging, among both teaching staff and students, and encourage recruitment and retention in French-language schools.

Created in 1995, the *Réseau des cégeps et des collèges francophones du Canada* (RCCFC) supports the development of French-language college education in



Promotion of Linguistic Duality Component

In 2006-07, Canadian Heritage invested nearly \$118 million to provide Canadians with a better understanding and greater appreciation of the benefits of linguistic duality, and to encourage young Canadians to learn and improve their second official language.

Promotion of Linguistic Duality

The purpose of the Promotion of Linguistic Duality component of the Enhancement of Official Languages Program is to ensure that more Canadians have a better understanding and appreciation of the benefits of linguistic duality.

The Department invested \$4 million in initiatives under this component in 2006-07.

Appreciation and Rapprochement

Activities funded under this sub-component help increase Canadians' appreciation of the value of linguistic duality. They also promote links between Francophones and Anglophones, increase

appreciation of the French language and highlight Canada's Francophone cultural context. During the 2006-07 fiscal year, 26 projects were supported, for a total of \$3.8 million.

Canadian Parents for French is a cross-Canada organization that celebrated its 30th anniversary in 2007. It was founded by parents who wanted to ensure that their children had an opportunity to become bilingual within Canada's school system. Its *Early Childhood Activity Book* was introduced in 2006-07 as an exercise manual to introduce Anglophone preschoolers to the French language. It also contains answers to parents' frequently asked questions about French as a second language education. The purpose of the manual, which sets out the advantages of

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 national Canadian Parents for French organization introduced its *Early Childhood Activity Book* to spark interest in French among Anglophone preschoolers and their parents;
- The Ontario College of Teachers increased the number of bilingual permanent positions to improve service delivery in French and better serve its Francophone members;
- The 2006 YoungCuts Film Festival added a French section to its annual event for the first time. The jury evaluated more than 50 French-language films.

bilingualism, is to spark interest in French among parents and children and, ultimately, to persuade parents to consider an immersion program or core French classes for their children.

Bilingual Capacity

Funding allocated under the Bilingual Capacity component helps eligible recipients increase their ability to conduct activities in English and French and share best practices.

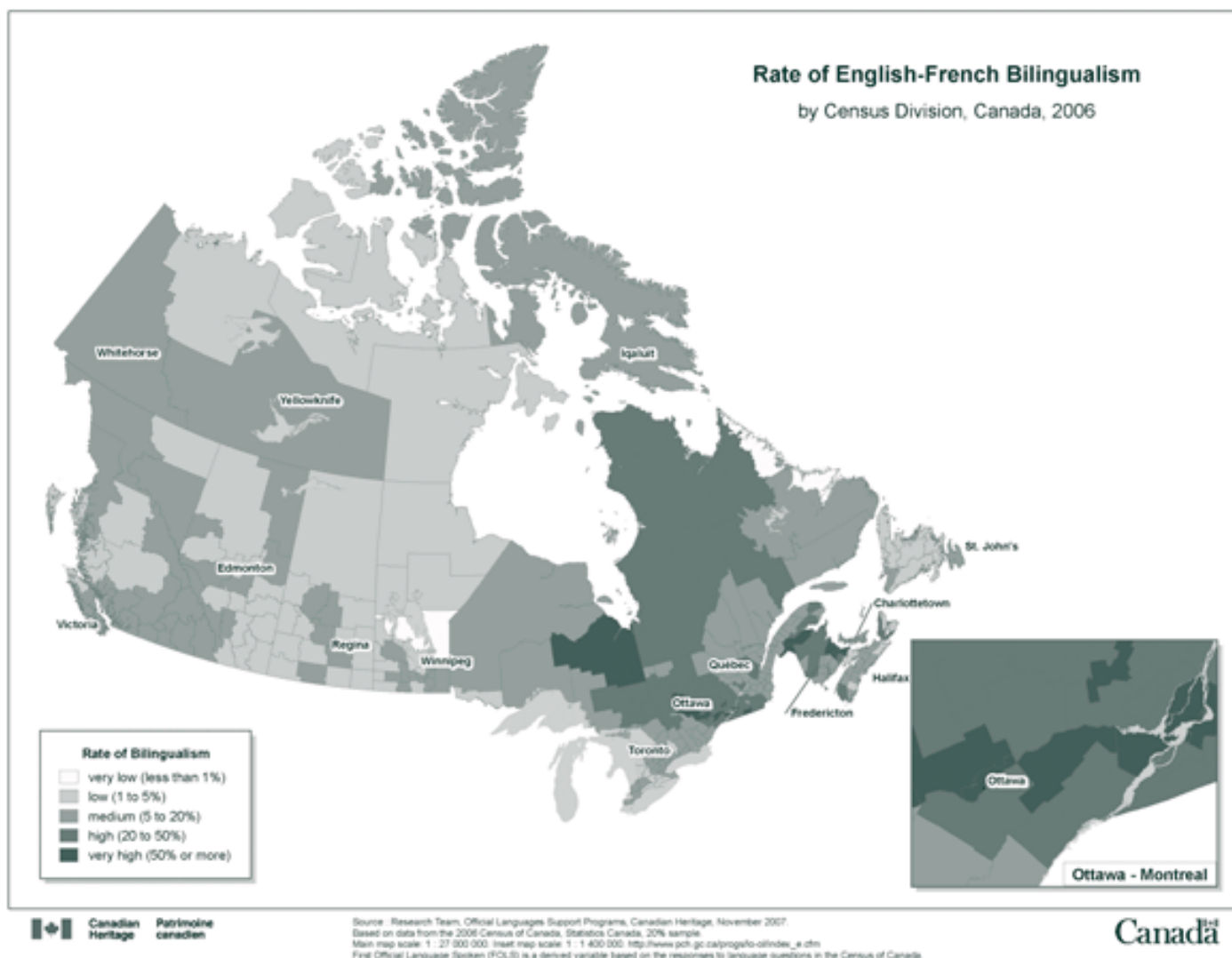
In its desire to improve French-language services for its members and the Francophone community in general, the Ontario College of Teachers has established a plan to improve French-

language services, one aspect of which relates to human resources. Increasing the number of bilingual positions within the main office of the College, which has over 200,000 members province-wide, will increase the satisfaction of its Francophone members. The College's partners will also benefit from the initiative. The case study describing the context, issues, goals and implementation process may be consulted on the College's Web site (<http://www.oceo.ca>) and may be helpful to other organizations with similar intentions.

Elsewhere, the panel for the 2006 YoungCuts Film Festival evaluated over 50 French-language films. The festival,

held in August, screened the three films judged the best. For the first time in 2006, the annual event included a Francophone component, bringing young Anglophone and Francophone filmmakers together and providing encouragement to develop their talent.

With contributions totalling \$216,000, 45 volunteer organizations were able to provide conference interpretation services and document translations for the general public. For example, the Tree Canada Foundation was able to provide simultaneous translation services at the 7th Canadian Urban Forest Conference, held in Quebec City in October 2006. Over 260 participants from 20 countries,





"Raconte-moi Ottawa" Web site launch (<http://racontemoiottawa.com>), City of Ottawa, March 2007

including Canada, France, Germany and the United States, attended the conference.

In short, this type of funding gives Canadians greater access to services of non-governmental organizations in both official languages.

At the municipal level, Canadian Heritage has continued to support the City of Ottawa in the delivery of the Business Assistance Project, created to encourage businesses in the National Capital Region to offer services in both official languages. The project is headed by the City of Ottawa and coordinated by the *Regroupement des gens d'affaires de la capitale nationale*, whose partners include the Ottawa Tourism Association, the Ottawa-Gatineau Hotel Association and a number of other regional business associations. In October 2006, the *Regroupement des gens d'affaires de la capitale nationale* and its partners held a promotional event. Over 75 guests from the National Capital Region's business community and partner organizations attended the event, which received good media coverage on the importance of offering services in both official languages.

Making Your Organization Bilingual

This online guide describes the advantages of offering services in both official languages, and is intended as a source for practical tools to help organizations develop a bilingual environment. The Web site also gives access to best practices and lessons drawn from a number of Canadian associations and offers links to many useful resources.

<http://www.canadianheritage.gc.ca/guide>

EXAMPLES OF TOOLS THAT CAN BE DOWNLOADED FROM THE MAKING YOUR ORGANIZATION BILINGUAL WEB SITE

- Action plan
- Sharing of responsibilities
- Control and Evaluation
- Language policy
- Bilingual positions
- Bilingual writing
- Bilingual formatting
- Bilingual meetings and teleconferencing
- Translation and interpretation checklists
- Language training checklist
- Practising second language skills



Enhancement of Official Languages Program, Second-Language Learning Component

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

In 2006-07, the Department allocated nearly \$114 million to this program component.

Second-language learning is achieved primarily through core English and French courses, intensive French courses and French immersion programs.

Intergovernmental Cooperation

For over 35 years, the federal government has funded minority-language education and second-language instruction. The federal 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 signed with the provinces and territories. In 2006-07, the Department allocated over \$90 million to the federal-provincial/territorial agreements on second-language learning.

Improvement of Core Second-Language Programs

Activities in this area relate primarily to enriching core programs, improving teaching capability and modernizing teaching methods. In 2006-07, many interesting initiatives

SECOND-LANGUAGE LEARNING

TARGETED RESULTS:

Promote a working knowledge of the two official languages.

MEANS:

- Support and monitoring of education programs;
- Development of second-language education programs, including innovative approaches;
- Teacher training and development;
- Access to a range of cultural enrichment activities;
- Pursuit of post-secondary education.

ACHIEVEMENTS (EXAMPLES):

- Newfoundland and Labrador pioneered the intensive French Program with a total of 1,263 Grade 6 students in 2006-07, a 17% increase over 2005-06 numbers;
- Twelve Yukon primary schools applied the gesture approach in their immersion classes and intensive courses, incorporating gestures in their plays, dance and music;
- British Columbia's initiative "Community within a Community" instigates primary and secondary schools to pool their resources;
- With its English Day by Day project, the Society for the Promotion of the Teaching of English as a Second Language in Quebec (SPEAQ) helps English as a second-language teachers integrate new learning components in their courses;
- The Canadian Association of Second-Language Teachers (CASLT) dedicated its work to the possibility of adopting a uniform language proficiency evaluation method.

were begun to improve second-language core programs.

Newfoundland and Labrador pioneered the intensive French program, increasing the number of hours normally planned for second-language French instruction by a factor of three or four. The program, launched in the late 1990s, was studied in a three-year research project, which drew favourable conclusions. The program was so successful that it is now used in eight provinces and two territories. In 2006-07 a total of 1,263 students, or 23% of the total Newfoundland and Labrador Grade 6 student population, were enrolled in the program. This represents a 17% increase over the figures for 2005-06.

In 2006-07, its neighbour, Nova Scotia, added two new intensive French classes, for a total of six. An action plan was developed in cooperation with consultants from each provincial school board, to consider different ways to achieve the federal goal of doubling the percentage of high school graduates with a working knowledge of their second official language. Nova Scotia also introduced a certificate for students who successfully completed the integrated



French program. A total of 243 students who took a French language course and a humanities course in French for six years at the secondary level received a certificate.

The intensive French pilot project introduced in New Brunswick ended in June 2007. It was a resounding success. Overall, students achieved the goal of a level of spontaneous oral communication.

Furthermore, they raised their reading and writing skills to a level which is unattainable in the core program. The possibility of implementing the program on a larger scale is now being examined. For 2007-08, schools wishing to do so may introduce the program and as a result, a total of 86 intensive French classes will be offered in Grade 5. Since New Brunswick is officially bilingual, the provincial government would like 70% or more of the graduating class to be able to communicate orally in their second official language at the intermediate level, in other words, to carry on an everyday conversation in different situations.

Ontario is a newcomer to intensive French programs. As a result of a three-year contribution from Canadian Heritage in 2006-07, four school boards prepared to introduce programs in September 2007. Students enter the program in Grade 5 or 6.

In Nunavut, after two years of preparation and consultation with

- A **core program** means teaching the second language as a subject, for a specific time in minutes, per week or per cycle. This program can be “enriched” or “basic intensive” when it provides greater exposure to the second language than the core program would, by using the second language to teach another subject, but it is still less intensive than immersion.

- **Intensive French** is defined as intensive French language teaching for approximately 70% of the school day, for a concentrated period of five months, at the end of the elementary cycle (Grades 5 or 6), maintaining the non intensive French core program during the remaining five months of the year.
- An **immersion** program uses French to teach other subjects during the whole class day or for part of the day.

parents, the Aqsarviit Ilinniarnvik school in Iqaluit introduced an intensive French program, open to everyone, in September 2006. The first year was so successful that the school will offer two levels of intensive French instruction in Iqaluit, beginning in September 2007. At the same time, the school and the Department of Education of Nunavut are examining the feasibility of introducing an intensive Inuktitut program in the near future. A curriculum consultant has conducted workshops on the gesture approach for second-language French teachers and first-language English and Inuktitut teachers.

For the second year running, Holy Family Elementary School in Whitehorse is offering an intensive French program. A total of 27 students participated in 2006 (five more than in 2005); it is possible that the program will be extended to other schools. The gesture approach is also being introduced in French immersion and intensive French classes in 12 elementary schools in the Yukon. Students incorporate gestures into plays, dances and music numbers to interpret new words learned, thereby accelerating their acquisition of French.

In British Columbia, Grade 9 students from two Abbotsford District schools connected via an innovative videoconferencing project are being taught in French simultaneously. The project uses the gesture approach as a visual and kinaesthetic method to improve language aptitudes.

Renewal French Immersion Programs

The goal of initiatives in this area is to increase the number of students enrolled in immersion programs

and to provide real communication experiences in French.

Immersion programs have enjoyed growing popularity for several years now. In the Atlantic Provinces, roughly 25% of New Brunswick's Anglophone school population is enrolled in immersion programs. In Newfoundland and Labrador, the enrolment rate has increased by 5.9% over the last year and soared by 46% since 2000-01. Nova Scotia has just introduced a program for preventive intervention in reading and writing in all of the province's school boards where an early immersion program is offered. Enrolment in French immersion in Nova Scotia has increased by 3% over the last three years, despite a 6% drop in the total school population of the province during the same period.

As a result of a number of initiatives, British Columbia has seen a 4% increase in its immersion program participation rate during the fiscal year and a 24% increase over five years. One initiative is the "Community within a Community" pilot project, in which elementary and secondary schools in the Burnaby district pool their resources, hire speakers, organize special events and participate in interactive discussions with participants from Quebec and the Atlantic Provinces.

In the Yukon, the French immersion program at Whitehorse Elementary School offers guided reading. This pilot project, still in its first year, is for students in Grades 1 to 4. Approximately 190 students meet in small groups led by a teacher, to learn to read and speak together, thereby improving their understanding of French, expanding their vocabulary and, ultimately, increasing

Measurable progress: increase in enrollment in immersion:

- Newfoundland and Labrador: 5.9% over the last year, 46% since 2000-01;
- Nova Scotia: 3% over the last three years despite a drop in the total school population;
- British Columbia: 4% in 2006-07, 24% over the last five years.

the chance that they will remain in the French immersion program.

Recruitment and Teacher Training

The initiatives funded include assistance in recruiting second-language teachers and improving the language skills of current and future teachers.

One method favoured throughout Canada by provinces and territories in their bilateral agreements is to provide bursaries to second-language teachers for summer courses or placements in the community of the language being taught.

A total of 40 French teachers from New Brunswick, 31 from Newfoundland and Labrador and 43 from Nova Scotia used the bursaries to study French in a Francophone community during the summer. Nova Scotia also introduced a mentoring program for teachers of core French from Grades 7 to 9.

In order to fill a shortage of English second-language teachers in Quebec, approximately 200 people received bursaries to take courses in teaching English as a second language (ESL). The bursaries were intended for both ESL teachers and students in a teaching

program other than ESL. Twelve bursaries were awarded in summer 2006 to encourage teachers and education students to participate in English immersion sessions.

In British Columbia, a webcast for primary-level French teachers drew 62 participants from the Lower Fraser Valley Region. The professional development sessions from this activity are archived for consultation. Another activity that uses information technology to develop online courses, called *Éducation Gramligne*, is in preparation and should be available for piloting in September 2007. Developed in collaboration with the University of British Columbia and Simon Fraser University, the course is intended to improve the competency of French immersion and core French teachers.

Pursuit of Post-Secondary Learning

These activities provide incentives to encourage second official-language learning at the post-secondary level as well as the introduction of French post-secondary programs in Anglophone provinces.

In 2006-07, in Newfoundland and Labrador, 47 students attended the immersion program offered by Memorial University's Frecker Institute on Saint-Pierre-et-Miquelon, while another 29 students participated in the bursary program to attend a French-language institution during the school year. This year, Acadia University introduced the Oral Language Proficiency Certificate, which targets current or future French second-language teachers in Nova Scotia who want to perfect their French.

In order to improve the quality of English education at the post-secondary level, Quebec has undertaken a broad program to produce teaching materials in English. Complementary services for authors contribute to the design and development of resources adapted to the needs of Quebec's Anglophone colleges. Most of the authors are Anglophone college teachers. The material produced will be useful to their colleagues, ESL teachers in Francophone colleges and students in those programs.

Cooperation with the Non-Governmental Sector

The Cooperation with the Non-Governmental Sector aims to increase production and dissemination of knowledge, methods and tools to support second language teaching. Canadian Heritage funding supports the federal government's objective to increase the number of high school graduates

with a working knowledge of their second language.

Evaluation of Language Skills

Dedicated to the advancement of second-language teaching throughout Canada, the Canadian Association of Second Language Teachers (CASLT) focused this year on adopting a uniform language proficiency evaluation method. The Association coordinated and facilitated workshops to stimulate dialogue between provincial and territorial stakeholders, as well as teachers. Specifically, meetings focused on informing participants about the Common European Framework of Reference for Languages and on the European Language Portfolio, sparking interest in the use of these tools in Canada. The project raised awareness of these particular innovative second-language teaching methods among a large number of stakeholders and decision-makers in the education community.

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR)

The CEFR determines language proficiency according to three main language performance levels: Waystage, Threshold and Vantage. These levels are then graded on a six-level scale of language proficiency against which progress in language learning can be measured. Each level can again be broken down in groups of six, to take local needs into account while adhering to the common system.

THE EUROPEAN LANGUAGE PORTFOLIO

The ELP is a language learning tool used by learners in order to determine their competence in all learned languages. This tool allows them to reflect on their language learning and their cultural experiences to guide them in planning and assessing progress. ELP is linked to the levels of the CEFR which constitute the basis of the self-evaluation.

COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

Expenditures 2006-07

Categories	Minority Language		Second Language		Total	
	#	\$	#	\$	#	\$
Studies and Research	2	303,279	1	142,800	3	446,079
Networking and Language Acquisition Development	6	661,000			6	661,000
Language Learning Tools	2	310,000	3	406,000	5	716,000
Provision of Information	3	191,500	4	86,750	7	278,250
Total	13	1,465,779	8	635,550	21	2,101,329



Support for Second-Language Teachers

The Society for the Promotion of the Teaching of English as a Second Language in Quebec (SPEAQ) has developed the English Day by Day project for ESL teachers. The project consists of two separate calendars for primary and secondary-level teachers. The material allows teachers to incorporate a new element into their course every day for example, an expression to be practised during the day, a reference to a cultural aspect or a game to be played in the classroom or at home. SPEAQ is dedicated to helping new teachers who do not always have the necessary time, resources or experience to develop their own work tools.

Because teaching resources are scarce and difficult to access, the Canadian

Association of Second-Language Teachers (CASLT) maintains the LangCanada.ca portal, a one-step Internet service that offers teachers, learners and researchers more than 3,000 resources on teaching and learning an official second language and gives quick access to more than 500 teaching institutions. Technology is an efficient way to provide information on innovative practices and language support programs.

Complementary Support for Language Learning

The following are preliminary data in support of second-language learning objectives:

- **Explore** – 4,567 young Anglophones had the opportunity to learn French and 3,129 young Francophones had the opportunity to learn English, as a second language (total: 7,696).

Explore is essentially a second-language summer bursary program. It enables young Canadians to learn their second language in a region of the country other than the one where they live, for a period of five weeks.

- **Accent*** – In 2006, 414 young people worked part-time as French second-language monitors and 80 as English second-language monitors (total: 494).
- **Odyssée*** – 214 young people worked full-time as French second-language monitors, and 90 as English second-language monitors (total: 304).

TESTIMONIAL

I worked at the Old Port of Québec Interpretation Centre [...] I was able to live in another language, which gave me the opportunity to improve my French [...], to become comfortable in that language. I'm constantly talking

about my experience because it was a big part of my life [...]. It was a milestone because it was the first time I stood on my own two feet.

Alexis Ewanovich, Manotick (Ontario)

Young Canada Works – In a nutshell

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 to gain practical experience in their fields of study and take part in an exchange with another community. During the fiscal year, the program subsidized 580 summer jobs to enable young Canadians to use their second official language in a work setting and to test their basic proficiency in that language.

*See Minority-Language Education section (p. 6) for a description of these programs.



Coordination of the Federal Commitment

In addition to its grants and contributions activities, the Department commits considerable resources to research, certain aspects of linguistic duality promotion and coordination of the federal commitment, that is, interdepartmental coordination.

Section 42 of the *OLA* mandates Canadian Heritage to coordinate the implementation, by federal institutions, of the federal government's commitment to promote the full recognition and use of English and French in Canadian society and to enhance the vitality of English and French linguistic minority communities.

Strengthening the *Official Languages Act*

Passed in November 2005, the *Act to Amend the Official Languages Act (Part VII – Advancement of French and English)* requires federal institutions to take positive measures to carry out the commitment under section 41 of the *OLA*. Section 41 also covers the government's commitment to promote linguistic

duality within Canadian society and to support and enhance the development of minority language communities. The amendments now offer the possibility of court action in cases of breach of federal obligations. Canadian Heritage introduced a number of measures during the fiscal year to foster awareness of the implications of the amended Act. In cooperation with Justice Canada, the Department raised awareness of the amendments by touring federal regional councils and their official languages subcommittee, the Official Languages Champions Network, advisory committees on official languages within departments and Crown corporations, as well as other representatives of a number of federal departments and agencies.

COORDINATION OF THE FEDERAL COMMITMENT

1 TARGETED RESULTS:

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

2 MEANS:

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

3 ACHIEVEMENTS (EXAMPLES):

- In cooperation with Justice Canada, Canadian Heritage conducted a tour to several federal institutions to inform them of the impact of the *Act to Amend the Official Languages Act*;
- With its new look created during this fiscal year, 4000 copies of *Bulletin 41-42* were distributed to official-language minority communities and federal public servants;
- Over 165 participants from the four Atlantic provinces attended the Atlantic Symposium on Part VII of the *Official Languages Act*, to examine the effects of the amended Act;
- The Northwest Territories developed new communications tools to publicize the French fact in the region.

Results that continue to speak for themselves...

- *the Guide for Federal Institutions – Official Languages Act – Part VII, Promotion of English and French was downloaded 7,120 times between May and December 2007.*



The Department of Canadian Heritage also offered departments and agencies personalized training on the implementation of section 41 and the various implementation tools available. A number of public service employees from all over Canada participated in an informal discussion organized jointly with the Canada School of Public Service to raise awareness of the amendments made to the OLA and their impact on the work of federal institutions. The Department also worked with the Canada Public Service Agency on revisions to the three-day introductory course on official languages obligations offered by the Canada School of Public Service.

Thanks to the support of the Clerk of the Privy Council and Secretary to the Cabinet, the *Guide for Federal Institutions – Official Languages Act –*

Part VII, Promotion of English and French was distributed to all senior public servants. The Guide provides information on the impact of amendments to the OLA, an embodiment approach to implementing the government's commitment, a discussion of accountability and a description of key tools for implementation of section 41. Canadian Heritage also published the Guide on its Web site along with a quick reference tool and bookmark (http://www.canadianheritage.gc.ca/progs/lo-ol/outils-tools/guide_e.cfm).

Through these different measures, awareness of the Government of Canada's obligations with respect to official languages has been raised among hundreds of public servants, including many senior executives.

Awareness, Coordination, Accountability

Meetings of Federal Government Representatives and National Coordinators

Under the direction of the Interdepartmental Coordination Directorate, the Network of National Coordinators responsible for implementing section 41 within the designated departments meets quarterly to examine various issues, including the realities of official-language communities in the regions. During the fiscal year, members met with representatives of Manitoba's Francophone community and Francophone communities in the North. These meetings strengthened ties between the federal institutions and the communities. The coordinators also received two days of training in results-based management and subsequently attended a plan and report writing laboratory, resulting in standardization of the report, planning and production process within an accountability

framework. Finally, Health Canada welcomed the Network of National Coordinators and made a presentation on its best practices relating to health and official-language minority communities.

Interdepartmental Working Groups on Culture

Under the *Agreement for the Development of Francophone Arts and Culture in Canada*, a number of interdepartmental working groups bring members of official-language minority communities and representatives of federal cultural agencies together to examine the issues and challenges common to the fields of publishing, theatre, music and songwriting, and media arts. The lively discussions cover topical themes, such as new media. Fast-changing technology dictates change in terms of both artistic creation and cultural industry. The Interdepartmental Coordination Directorate and the Cultural Affairs Sector of Canadian Heritage bring stakeholders to the discussion table to exchange views and identify potential solutions to sensitive issues.

Cooperation with Other Departments and Organizations

Canadian Heritage is an active participant in advisory committees and interdepartmental working groups. Its partners include Health Canada, Justice Canada, Public Works and Government Services Canada, the Canadian Radio-Television and Telecommunications Commission, Human Resources and Social Development Canada, the Canada Public Service Agency and Citizenship and Immigration Canada. These committees intervene on a wide range of subjects, including government advertising with the official-language minority community media, economic development and employability of members of those

communities, and Francophone immigration.

The Department liaises with the Office of the Commissioner of Official Languages concerning complaints under Part VII of the OLA. Coordination makes it possible to more accurately identify trends and expectations about complaints and to evaluate needs for mechanisms and tools to facilitate implementation of the provisions of the OLA.

The Department also works closely with other federal agencies via the Interdepartmental Partnership with the Official-Language Communities (IPOLC), described in the section entitled "Development of Official-Language Communities" (p. 8).

Communications

Canadian Heritage produced three issues of its *Bulletin 41-42* during this fiscal year. This bilingual bulletin is distributed to official-language minority communities and federal public servants responsible for implementing sections 41 and 42 of the *Official Languages Act*. With its new look, the Bulletin serves as a tool for promoting and reflecting on best practices. Approximately 4,000 copies are circulated and an electronic version is available on the Department's Web site.

Canadian Heritage worked with the Canada Public Service Agency to develop an official-languages awareness campaign targeting the entire Public Service.

Regional Interdepartmental Coordination

Canadian Heritage's Interdepartmental Coordination Network

Canadian Heritage created its own Interdepartmental Coordination Network in June 2005 to help strengthen its

VOLUME 2: ACHIEVEMENTS OF DESIGNATED FEDERAL INSTITUTIONS

Volume 2 of the Annual Report presents progress achieved in the cultural, economic and social sectors. It summarizes achievements by federal departments and presents results under major categories of intervention: internal awareness; consultations with official-language

minority communities; communications with official-language minority communities; coordination and liaison (creation of partnerships for official-language minority community projects); program funding and delivery; and accountability.

interdepartmental-coordination role and highlight its support for regional federal coordinators responsible for implementing section 41 of the OLA. The Network consists of staff from the central Interdepartmental Coordination Directorate and a representative from each of the Department's provincial or territorial offices. Its mission is to promote the exchange of information and best practices and increase its support to other federal departments concerning their obligations under section 41, primarily in the regions.

Meetings and Other Activities

Each year, regional community and federal representatives meet to talk, raise awareness and form partnerships. Activities conducted in 2006-07 included the following:

- Over 165 participants from all over Atlantic Canada attended the Atlantic Symposium on Part VII of the *Official Languages Act*, held in May 2006. The Symposium was organized by an interdepartmental committee in order to make federal public servants in the regions aware of the role that they can play in the growth and development of official-language minority communities. Participants used the occasion to examine the effects of the *Act to*

Amend the Official Languages Act (Promotion of English and French).

- In order to raise the profile of the Francophone community in the NWT, Canadian Heritage commissioned a firm to conduct a planning exercise and develop communication tools to publicize the French presence in the NWT by describing its sociodemographic makeup, environmental issues and cultural, political and economic context. Regional federal departments wishing to recruit Francophones are among the users. The initiative is one part of efforts to further develop the Francophone community in the NWT.
- In 2004, the Saskatchewan Federal Council initiated implementation of an action plan that included support for official-language minority communities, among others. Accordingly, the official-language community development support subcommittee, formed by federal, provincial and community representatives, organized the first government and community fair held at the University of Regina's *Institut français* in April 2007. The event helped to bring the Francophone community in Saskatchewan and the institutions attending the fair together. The federal

and provincial departments and government agencies also gained a better understanding of the issues and needs of the Francophone community in Saskatchewan, while raising awareness of their programs and initiatives with the potential to contribute to the community's development. It is expected that the experiment will be repeated in the near future and, to the extent possible, include municipal representation.

- A two-day interdepartmental coordination meeting with the theme "It's You, It's Me, It's S-3" was held in Red Deer, Alberta, in October 2006. On the first day, approximately thirty federal public servants from Edmonton, Calgary, Jasper, Vancouver and the National Capital Region attended workshops on best practices, performance measurement tools and challenges posed by the *Act to Amend the Official Languages Act (Promotion of English and French)*, the result of Bill S-3, hence the name chosen for the meeting. On the following day, 80 participants from federal departments and the Francophone community focused on sharing information, again on the subject of the *Act to Amend the Official Languages Act (Promotion of English and French)*. This meeting resulted in a better understanding of the realities experienced by Franco-Albertans as a basis for dialogue leading to possible solutions on shared issues.
- The Branch facilitated a network of sectoral and regional coordinators responsible for implementing section 41 within the Department, in order to enhance its planning and accountability capacity. In addition to raising awareness of section 41 in the Department, the network is also responsible for gathering data for use in developing Canadian Heritage's own plan for implementing section 41 of the OLA and in preparing its own annual status report.
- The Branch participated on the Task Force on Official Languages, headed by the Official Languages Champion, for the purpose of incorporating official languages into decision-making processes and raising awareness throughout the Department concerning implementation of section 41.
- The Branch developed an official-language awareness campaign within the Department, resulting in heightened visibility of the OLA as a whole and a better understanding of rights, obligations and opportunities involved.

Role within the Department

The Official Languages Support Programs Branch also ensures that section 41 is implemented within Canadian Heritage. In this role, it focused on a number of activities during the year, including the following:

Research



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 2006-07, the Department focused on communicating information on official-language communities and on the status of official languages in Canadian society. It also continued to gather relevant data, particularly through ad hoc research and statistical surveys.

In order to be effective, the Government of Canada's policies and initiatives must address the real needs of official-language minority communities and be based on current data on community development issues. These data are collected through *ad hoc* research, in-depth studies, statistical surveys and needs analyses. The results are disseminated via the Internet, the official languages annual report or meetings with partners at symposiums, conferences, etc. This is also the case with research conducted by the Department to track changes in Canada's linguistic duality, challenges to be faced in order to achieve full compliance with the *Official Languages Act* and impacts in terms of community enrichment. The research also supports the continuous performance measurement strategy of the Official Languages Support Programs Branch. Indeed, the information needed to measure program performance and accountability is periodically gathered for use in various Performance Accountability and Reporting Frameworks.

Joint Official Languages Research and Dissemination Program

For the third year in a row, Canadian Heritage and the Social Sciences and Humanities Research Council are supporting a joint program, to promote and disseminate the findings of research on official-language policies and practices. The program's annual budget is \$1 million, plus a maximum of \$50,000 in university research grants.

Thirteen projects were selected from the proposals in response to this year's call for proposals.

Here are two examples of projects on the vitality of Francophone minorities:

The project by Anne Gilbert of the University of Ottawa, entitled "Ressources pour l'étude de la vitalité des minorités francophones" [Resources for an examination of the vitality

DISSEMINATION OF RESEARCH

TARGETED RESULTS:

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

MEANS:

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

ACHIEVEMENTS (EXAMPLES):

- The Official Languages Research and Dissemination Program emphasized knowledge transfer during this fiscal year;
- The Program financed, among others, a forum on health research, a library collection project, and the development of databases on French-language institutions;
- Researchers in the Branch continued work on the 2006 survey on attitudes and perceptions of the Canadian population toward official languages.

of Francophone minorities], will seek to produce documents substantiating the vitality of Francophone communities. There will be four types of documents: research instruments for the study of community vitality, community descriptions, a documentary and a number of studies examining the issue. The tools include traditional media and multimedia resources. They are intended for a broad public and can be used as reference tools, as well as to raise awareness of issues affecting the sustainable development of the Canadian Francophonie.

The project by Ed Aunger, entitled "Favoriser l'épanouissement des minorités francophones : le rôle des institutions de langue française," [Enhancing the vitality of Francophone minority communities: the role of French-language institutions] earned him the position of Virtual Scholar in Residence with Canadian Heritage. During the coming university year, he will work closely with the Department's research team to develop databases on institutions serving official language minorities in particular, educational and financial institutions. The project will give Canadian Heritage a better understanding of institutional contributions to the development and advancement of official-language minority communities.

Survey on Attitudes and Perceptions Toward Canada's Official Languages

The Annual Report on Official Languages 2005-06 offered a glimpse of the preliminary results of the Survey on Attitudes and Perceptions Toward Canada's Official Languages (PCH/Decima Research, 2006). The analyses continued in 2006-07 and focused on three elements: familiarity, support in principle and changing opinions over time. More detailed results follow:



- **Familiarity:** The vast majority of respondents surveyed (87%) are familiar with the legal obligation of federal institutions to support the development of the minority community in their province. This is a 16% increase over 2002.
- **Support:** 63.2% of the Canadians surveyed are of the opinion that federal institutions should support the development of the minority community in their province. This is a 17% increase over 2002.
- **Change over time:** 86% of respondents believe that involvement by federal government departments in the development of the minority community in their province is equal to or greater than its involvement five years ago. These numbers did not change between 2002 and 2006. Overall, 84.1% of respondents who were members of a minority community expect access to Canadian government programs and services in the minority language to remain stable or improve in the next five years.

Knowledge Sharing and Dissemination

As in previous years, members of the research team attended a number of meetings to share the findings of current research. They presented their results to a number of clients, including the *Réseau de développement économique et d'employabilité*, the Canadian Institute for Research on Linguistic Minorities, the Association for Canadian Studies, the Quebec Community Groups Network and various departments, including Health Canada. They also spoke with their counterparts at Canadian Heritage and with public servants attending the annual meeting of the Network of Coordinators responsible for implementation of the *Official Languages Act*. Members of the research team also participated in research activities, presenting a paper at the national conference organized by the Association for Canadian Studies on Governance and Political Participation: Minority Official Languages in Canada, held in Moncton in March 2007.

APPENDIX 1:

Official Languages Support Programs

Breakdown of Expenditures by Program Components, 2006-07

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	30,476,818	4,040,953	34,517,771	Appreciation and Rapprochement			
				• Collaboration in Promotion	3,185,200	0	3,185,200
Intergovernmental Cooperation on Minority-Language Services	13,435,903	4,029,582	17,465,485	• Support for Innovation	626,950	0	626,950
IPOLC*	3,998,166	0	3,998,166	Sub-Total	3,812,150	0	3,812,150
Young Canada Works	1,000,367	0	1,000,367	Bilingual Capability			
				• Support for Interpretation and Translation	165,205	0	165,205
				• Support for Innovation	50,795	0	50,795
				Sub-Total	216,000	0	216,000
Total - Community Life	\$48,911,254	\$8,070,535	\$56,981,789	Total - Promotion of Linguistic Duality	\$4,028,150	\$0	4,028,150
MINORITY-LANGUAGE EDUCATION				SECOND-LANGUAGE LEARNING			
Intergovernmental Cooperation				Intergovernmental Cooperation			
• Support for the Maintenance and Improvement of Minority-Language	101,732,430	0	101,732,430	• Support for the Maintenance and Improvement of English or French Second-Language Programs	60,987,390	0	60,987,390
• Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	63,623,258	63,623,258	• Support for the Implementation of the Government of Canada's Action Plan for Official-Languages	0	29,103,408	29,103,408
• Complementary Support for Language Learning	1,532,876	934,200	2,517,076	• Complementary Support for Language Learning	13,550,306	7,165,800	20,716,106
Cooperation with the Non-Governmental Sector	1,465,779	0	1,465,779	Cooperation with the Non-Governmental Sector	635,550	0	635,550
				Young Canada Works	2,402,197	0	2,402,197
Total - Minority-Language Education	\$104,781,085	\$64,557,458	\$169,338,543	Total - Second-Language Learning	\$77,575,443	\$36,269,208	113,844,651
TOTAL - Development of Official-Language Communities	\$153,692,339	\$72,627,993	\$226,320,332	TOTAL - Enhancement of Official Languages	\$81,603,593	\$36,269,208	117,872,801

*Federal institutions are offered financial incentives through IPOLC by way of a budget transfer from the Department of Canadian Heritage. Therefore, IPOLC expenditures are not accounted for in the Public Accounts under the Department of Canadian Heritage but under general expenditures of federal institutions.

OVERALL TOTAL
Program Administration Cost

\$344,193,133
\$11,646,549

APPENDIX 2:

Official Languages Support Programs

Breakdown of Expenditures by Province and Territory, 2006-07

	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	1,525,337	1,394,083	2,919,420	130,000	2,530,999	2,660,999
Prince Edward Island	2,602,266	2,231,699	4,833,965	110,000	1,060,660	1,170,660
Nova Scotia	3,220,678	6,058,206	9,278,884	141,000	3,730,955	3,871,955
New Brunswick	5,141,859	23,032,865	28,174,724	141,000	5,567,256	5,708,256
Quebec	4,293,021	46,102,951	50,395,972	132,700	20,681,628	20,814,328
Ontario	7,565,085	55,145,671	62,710,756	280,000	26,465,028	26,745,028
Manitoba	4,371,570	10,460,953	14,832,523	142,000	4,852,440	4,994,440
Saskatchewan	3,290,149	4,772,615	8,062,764	142,000	4,423,365	4,565,365
Alberta	4,286,732	5,972,534	10,259,266	180,000	8,870,933	9,050,933
British Columbia	3,667,411	6,451,871	10,119,282	287,105	10,603,769	10,890,874
Northwest Territories	2,390,843	1,716,221	4,107,064	52,000	1,114,521	1,166,521
Yukon	2,132,560	1,115,400	3,247,960	0	1,018,400	1,018,400
Nunavut	1,819,280	774,869	2,594,149	0	532,415	532,415
National (including pan-canadian and interregional projects)	10,674,998	4,108,605	14,783,603	2,290,345	22,392,282	24,682,627
TOTAL	\$56,981,789	\$169,338,543	\$226,320,332	\$4,028,150	\$113,844,651	\$117,872,801
						\$344,193,133

APPENDIX 3:

Official Languages Support Programs

Education Expenditures, 2006-07

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	26,678,945	15.8%	16,226,760	14.3%	42,905,705	15.2%
Teaching Support	59,145,262	34.9%	40,882,259	35.9%	100,027,521	35.3%
Teacher Training and Development	4,279,148	2.5%	1,813,027	1.6%	6,092,175	2.2%
Student Support	5,986,481	3.5%	1,649,839	1.4%	7,636,320	2.7%
Other Program Expenditures Categories	5,642,594	3.3%	415,505	0.4%	6,058,099	2.1%
Sub-total	101,732,430	60.1%	60,987,390	53.6%	162,719,820	57.5%
ADDITIONAL STRATEGIES - MINORITY LANGUAGE						
Promotion of Access and Integration	11,985,277	7.1%			11,985,277	4.2%
Quality of Programs and Cultural Enrichment in the School Setting	34,189,332	20.2%			34,189,332	12.1%
Teaching Staff and Support Services	4,981,762	2.9%			4,981,762	1.8%
Improved Access to Post-Secondary Studies	11,353,951	6.7%			11,353,951	4.0%
Promotion of Research on Minority-Language Education and Dissemination of Knowledge	1,112,936	0.7%			1,112,936	0.4%
Sub-total	63,623,258	37.6%			63,623,258	22.5%
ADDITIONAL STRATEGIES - SECOND LANGUAGE						
Improvement of Basic English and French Programs			13,304,808	11.7%	13,304,808	4.7%
Relaunching Immersion Programs			7,012,733	6.2%	7,012,733	2.5%
Teacher Recruitment and Training			1,383,235	1.2%	1,383,235	0.5%
Pursuit of Post-Secondary Learning			6,288,925	5.5%	6,288,925	2.2%
Promotion of Research on the Teaching of French as a Second Language			1,113,707	1.0%	1,113,707	0.4%
Sub-total			29,103,408	25.6%	29,103,408	10.3%
Sub-total - Intergovernmental Cooperation	165,355,688	97.6%	372,379,233	79.1%	255,446,486	90.2%
NATIONAL PROGRAMS						
Explore and Destination Clic (Bursary)	671,911	0.4%			15,952,175	5.6%
Accent and Odyssey (Monitors)	1,845,165	1.1%			7,281,007	2.6%
COOPERATION WITH THE NON-GOVERNMENTAL SECTOR						
YOUNG CANADA WORKS	1,465,779	0.9%			2,101,329	0.7%
					2,402,197	0.8%
OVERALL TOTAL	169,338,543	100%	372,379,233	100%	283,183,194	100%

APPENDIX 4:

School Enrolment

	Enrolment	Classes
Newfoundland and Labrador		
1970-71	185	K to 12
2003-04	210	K to 12
2004-05	193	K to 12
2005-06	203	K to 12
Prince Edward Island		
1970-71	796	K to 12
2003-04	724	1 to 12
2004-05	673	1 to 12
2005-06	697	1 to 12
Nova Scotia		
1970-71	7,388	K to 12
2003-04	4,153	K to 12
2004-05	4,118	K to 12
2005-06	4,151	P to 12
New Brunswick		
1970-71	60,679	K to 12
2003-04	35,070	K to 12
2004-05	34,326	K to 12
2005-06	33,409	K to 12
Quebec		
1970-71	248,855	K to 11
2003-04	108,160	K to 11
2004-05	107,742	K to 11
2005-06	106,394	K to 11
Ontario		
1970-71	111,455	K to 13
2003-04	90,138	K to 12
2004-05	89,159	K to 12
2005-06	89,406	K to 12
Manitoba		
1970-71	10,405	K to 12
2003-04	5,242	K to 12
2004-05	5,130	K to 12
2005-06	5,152	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

	Enrolment	Classes
Alberta		
1983-84	1,076	K to 12
2003-04	3,619	K to 12
2004-05	3,871	K to 12
2005-06	4,138	K to 12
British Columbia		
1979-80	213	K to 12
2003-04	3,147	K to 12
2004-05	3,455	K to 12
2005-06	3,632	K to 12
Yukon		
1984-85	30	K to 8
2003-04	119	K to 12
2004-05	116	K to 12
2005-06	110	K to 12
Northwest Territories		
1990-91	63	K to 11
2003-04	128	K to 11
2004-05	137	K to 11
2005-06	143	K to 11
Nunavut		
1990-91	-	-
2003-04	32	K to 9
2004-05	38	K to 10
2005-06	36	K to 9

Canada total		
1970-71	440,528	-
1979-80	213	-
1983-84	1,076	-
1984-85	30	-
1990-91	63	-
2003-04	251,770	-
2004-05	249,974	-
2005-06	248,559	-
Total – French Language Minority Classes		
1970-71	191,673	-
2003-04	143,648	-
2004-05	142,279	-
2005-06	142,209	-

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

	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	0.0
2003-04	81,545	49,420	60.6	6,068	7.4
2004-05	79,503	48,394	60.9	6,477	8.1
2005-06	76,827	47,274	61.5	6,823	8.9
Prince Edward Island					
1976-77	27,903	16,507	59.2	304	1.1
2003-04	22,239	14,243	64.0	4,223	19.0
2004-05	22,393	13,866	61.9	3,923	17.5
2005-06	21,948	13,624	62.1	4,164	19.0
Nova Scotia					
1976-77	201,279	87,450	43.4	46	0.0
2003-04	148,207	81,022	54.7	13,753	9.3
2004-05	145,044	78,178	53.9	14,181	9.8
2005-06	138,295	75,340	54.5	14,341	10.4

	Total school population	Second language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
New Brunswick					
Students in English-language system taking French second language courses					
1976-77	163,385	73,430	44.9	3,179	1.9
2003-04	118,869	68,817	57.9	22,145	18.6
2004-05	117,145	66,889	57.1	21,868	18.7
2005-06	114,820	66,212	57.7	21,526	18.7
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					
Students in French-language system taking English second language courses					
1970-71	1,588,788	855,330	53.8		
2003-04	983,766	650,170	66.1		
2004-05	972,021	647,778	66.6		
2005-06	957,697	641,950	67.0		
Students taking French immersion					
1988-89	1,035,152	26,228	2.5	28,717	2.8
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

	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
2003-04	2,129,742	1,009,763	47.4	148,512	7.0
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
Manitoba					
1976-77	225,698	86,311	38.2	1,290	0.6
2003-04	188,498	88,101	46.7	17,249	9.2
2004-05	184,352	87,021	47.2	17,429	9.5
2005-06	182,371	87,243	47.8	17,604	9.7
Saskatchewan					
1976-77	219,191	57,023	26.0	338	0.2
2003-04	177,375	74,833	42.2	8,288	4.7
2004-05	174,423	68,464	39.3	8,650	5.0
2005-06	172,705	74,988	43.4	8,472	4.9
Alberta					
1976-77	441,070	131,274	29.8	5,329	1.2
2003-04	549,533	138,656	25.2	28,197	5.1
2004-05	550,983	140,910	25.6	29,414	5.3
2005-06	551,740	149,098	27.0	30,452	5.5
British Columbia					
1976-77	536,237	153,851	28.7	862	0.2
2003-04	587,990	258,186	43.9	33,406	5.7
2004-05	581,324	258,380	44.4	35,519	6.1
2005-06	575,089	253,724	44.1	38,002	6.6
Yukon					
1983-84	4,548	2,130	46.8	171	3.8
2003-04	5,520	3,159	57.2	385	7.0
2004-05	5,459	410	7.5	410	7.5
2005-06	5,335	444	8.3	444	8.3
Northwest Territories					
1983-84	12,901	3,500	27.1	151	1.2
2003-04	9,718	3,032	31.2	612	6.3
2004-05	9,607	3,025	31.5	622	6.5
2005-06	9,571	2,614	27.3	646	6.7
Nunavut					
1983-84	n.a.	n.a.	n.a.	n.a.	n.a.
2003-04	9,362	n.a.	n.a.	n.a.	n.a.
2004-05	9,354	n.a.	n.a.	n.a.	n.a.
2005-06	9,062	n.a.	n.a.	n.a.	n.a.

Total — Canada					
Students in Majority-Language school systems taking FSL combined with students taking ESL					
1977-78	5,150,916	2,216,052	43.0	27,330	0.5
2003-04	5,012,364	2,439,402	48.7	282,838	5.6
2004-05	4,975,512	2,416,495	48.6	288,970	5.8
2005-06	4,934,004	2,406,233	48.8	295,197	6.0
English-language students in majority school system taking French second-language courses					
1977-78	3,918,238	1,548,580	39.5	27,330	0.7
2003-04	4,028,598	1,789,232	44.4	282,838	7.0
2004-05	4,003,491	1,768,717	44.2	288,970	7.2
2005-06	3,976,307	1,764,283	44.4	295,197	7.4
Students in French-language system taking English second-language courses (Quebec)					
1977-78	1,232,678	667,472	54.1		
2003-04	983,766	650,170	66.1		
2004-05	972,021	647,778	66.6		
2005-06	957,697	641,950	67.0		

K = kindergarten
P = primary
r = revised

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. The enrolment figures for French majority schools in New-Brunswick were not available.
3. Second-language totals for 1977-78 do not include Yukon or Northwest Territories, for which no data was available.
4. School enrolments for the Northwest Territories for 1983-84 include enrolments in Nunavut.

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"> The sustainability of official-language minority communities in Canada is guaranteed. Social cohesion in Canada is increased. 	<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 recognized at home and abroad as an officially bilingual country. All Canadians recognize and support linguistic duality. Social cohesion in Canada is increased.
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 Interdepartmental Partnership with Official-Language Communities 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 	