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# Official Languages Annual Report 2009-10

## Volume 1 Official Languages Support Programs





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# Message from the Minister

Canada's linguistic duality is an economic, social and cultural advantage for all Canadians. English and French are the languages of our national dialogue and the face we present to the world. They allow all citizens to take part in society, and they connect us to the world at large. Our official languages are a core component of our reality and identity.

That is why the Government of Canada is working to enhance the vitality of official-language minority communities and enable all Canadians to reap the full benefits of our two official languages. As Minister of Canadian Heritage and Official Languages, I have continued working throughout 2009-10 to ensure that all our government's departments and agencies demonstrate leadership in this area.

The 2010 Olympic and Paralympic Games were undoubtedly the focal event of this period. In February and March 2010, more than three billion people focused their attention on Canada, and millions of Canadians were swept up in the collective enthusiasm for the Games. Our government made unparalleled investments to ensure these Games were the most bilingual in history.

The year 2009-10 also saw numerous achievements in the area of official languages with the implementation of the *Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future*. Among other efforts, our government concluded a Protocol for

Agreement on minority-language education and second-language instruction with the Council of Ministers of Education, Canada.

Our government also implemented the Language Rights Support Program, which seeks to advance and clarify constitutional language rights.

The 40<sup>th</sup> anniversary of the *Official Languages Act* provided many opportunities to highlight the Act's importance in Canada's linguistic landscape. In outlining the achievements of Official Languages Support Programs and designated federal institutions for 2009-10, this annual report illustrates our government's commitment to display leadership in promoting English and French throughout Canada.

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







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# Introduction

## OFFICIAL LANGUAGES SUPPORT PROGRAMS

Pursuant to Part VII of the *Official Languages Act*, the Honourable James Moore, Minister of Canadian Heritage and Official Languages, submits an annual report to Parliament on matters relating to official languages for which the Minister is responsible.

The 2009-10 Annual Report on Official Languages consists of two volumes. Volume 1 describes the achievements of the Department of Canadian Heritage Official Languages Support Programs (OLSPs), and Volume 2 presents the achievements of designated federal institutions for the period of April 1, 2009 to March 31, 2010.

### Volume 1: Official Languages Support Programs

As the federal government's most important official languages activity, OLSPs have an annual budget of some \$350 million. Their scope includes not only the dollar amounts invested but also their direct links with the constitutional and quasi-constitutional obligations set out in the *Canadian Charter of Rights and Freedoms* and the *Official Languages Act* (OLA). The very structure of OLSPs reflects the OLA's dual commitment, namely to ensure the development and vitality of Canada's Francophone and Anglophone minorities and to promote the full recognition and use of English and French in Canadian society. The Official Languages Support Programs Branch manages the various components and subcomponents of OLSPs in conjunction with the Department's regional offices as well as all provinces and territories, 32 designated federal institutions and 552 community organizations.

The Development of Official-Language Communities program has three components. The first, Community Life, seeks to promote the vitality of Canada's Anglophone and Francophone minority communities and to support their efforts to live in their own language and participate fully in Canadian society. Cooperation between

governments and with the community sector supports the development of these communities. The second component, Minority-Language Education, seeks to ensure members of official-language communities have greater access to quality education in their language and within their community. To this end, this component seeks to develop and support minority-language education programs and to enrich the cultural life of students. The third component, Language Rights Support, underpins the Alternate Dispute Resolution (ADR) and Legal Remedies (LR) subcomponents. ADR seeks to resolve disputes out of court, while LR seeks to advance and clarify constitutional language rights in landmark decisions when the dispute resolution process has failed.

The Enhancement of Official Languages program has three components. The Promotion of Linguistic Duality component seeks to increase the number of Canadians who fully understand and appreciate the benefits of linguistic duality, while promoting full recognition of English and French in Canadian society. The Second-Language Learning component seeks to ensure growing numbers of Canadians have a working knowledge of both official languages. To this end, the Department helps support, oversee and develop second-language learning programs, as well as training and professional development to teachers in this field in every province and territory. Lastly, the Language Rights Support component seeks to promote awareness of language rights through public education.

In addition to grant and contribution activities, Canadian Heritage invests resources in the area of research. Statistical surveys and selective research help the Department gather useful data and consolidate its various databases.

Section 42 of the *Official Languages Act* mandates the Department to coordinate the implementation, by federal institutions, of the Government of Canada's commitment.

## Volume 2: Achievements of Designated Federal Institutions – Implementation of Section 41 of the *Official Languages Act*

Volume 2 of the Official Languages Annual Report lists the achievements of designated federal institutions under the 1994 Accountability Framework for the Implementation of sections 41 and 42 (Part VII) of the *Official Languages Act*. Section 41 reflects the commitment of all federal departments and agencies to promote the development of official-language minority communities and the use of English and French in Canadian society. Section 42 mandates the Department of Canadian Heritage to promote a coordinated approach to meeting the federal commitment within designated departments and agencies.

On the whole, Canadian Heritage's Official Languages Annual Report provides a clear account of departmental activities and initiatives to meet the federal government's constitutional and legal official languages obligations.

### IN BRIEF – OFFICIAL LANGUAGE IN CANADA

Provinces and Territories	English and French population	Total population per Provinces
<b>Newfoundland &amp; Labrador</b>		500 610
French	1 935 (0.4%)	
English	497 913 (99.5%)	
<b>Prince Edward Island</b>		134 205
French	5 130 (3.8%)	
English	129 033 (96.1%)	
<b>Nova Scotia</b>		903 090
French	32 225 (3.6%)	
English	869 563 (96.1%)	
<b>New Brunswick</b>		719 650
French	235 130 (32.7%)	
English	483 843 (67.2%)	
<b>Quebec</b>		7 435 900
French	6 373 226 (85.7%)	
English	994 725 (13.4%)	

Provinces and Territories	English and French population	Total population per Provinces
<b>Ontario</b>		12 028 895
French	537 595 (4.5%)	
English	11 230 380 (93.4%)	
<b>Nunavut</b>		29 325
French	425 (1.4%)	
English	26 610 (90.7%)	
<b>Manitoba</b>		1 133 515
French	43 120 (3.8%)	
English	1 080 228 (95.3%)	
<b>Saskatchewan</b>		953 850
French	14 850 (1.6%)	
English	935 868 (98.1%)	
<b>Alberta</b>		3 256 355
French	62 790 (1.9%)	
English	3 154 380 (96.9%)	
<b>British Columbia</b>		4 074 385
French	61 735 (1.5%)	
English	3 891 890 (95.5%)	
<b>Yukon</b>		30 195
French	1 185 (3.9%)	
English	28 890 (95.7%)	
<b>Northwest Territories</b>		41 055
French	1 005 (2.4%)	
English	39 725 (96.8%)	
<b>Total of French language speaking population</b>		7 370 350 (23.6%)
<b>Total of English language speaking population</b>		23 363 053 (74.8%)

Note: The data are from Statistics Canada's 2006 Census of population. The data shown are on the first official language spoken by Canadians.

## 40<sup>th</sup> anniversary of the *Official Languages Act*

The year 2009 marked the 40<sup>th</sup> anniversary of the *Official Languages Act* (OLA) – a time not only to commemorate the Act that is central to Canadian identity, but also to report on its achievements and assess its impact on the presence of English and French in Canadian society.

### Brief History of a Great Law

Canada's political system has always reflected the coexistence of the country's two main language communities. However, in essence, the *Constitution Act* of 1867 limited this recognition to the use of English or French in the federal Parliament and the Quebec legislature as well as in federal and Quebec courts.

In 1963, Prime Minister Lester B. Pearson was concerned about the status of the French language and Francophones in Canada, as well as the government's inability to offer French-language services (government services were generally offered in English—often even in Quebec—and second-language French courses were not widely available in schools). He therefore established the Royal Commission on Bilingualism and Biculturalism. After seven years of work, the

Commission determined that Canada was experiencing a major crisis. It stated that to resolve the crisis, new ways had to be found for the two main language communities to coexist.

It was in this context that the *Official Languages Act* was passed in July 1969, granting English and French the status of Canada's two official languages. The Act also created the position of Official Languages Commissioner, mandated to take all necessary action to achieve the Act's key objectives.

The adoption of the *Canadian Charter of Rights and Freedoms* in 1982 provided a broader scope to the notion of bilingualism. The *Canadian Constitution* now enshrined not only the rights of Canadians but also the right to minority-language education.

The Honourable James Moore, Minister of Canadian Heritage and Official Languages, celebrates the 40<sup>th</sup> anniversary of the *Official Languages Act* with Shelly Glover, Parliamentary Secretary for Official Languages and Member of Parliament (Saint-Boniface), September 8, 2009.



The second *Official Languages Act* took effect in September 1988, reinforcing the equality of status of English and French in federal institutions as well as the rights and privileges deriving from such equality. Aside from providing a legal basis for policies that had been implemented in federal institutions for years, Part VII of the new Act outlined the government's commitment to help develop official-language minority communities and promote the full recognition of English and French in Canadian society. The *Act to amend the Official Languages Act (promotion of English and French)* was adopted in 2005 and reinforced the federal government's 1988 commitment as set out in Part VII. This commitment was now coupled with a requirement that all federal institutions take positive steps to implement Part VII, as well as a right to redress through the courts in the case of an alleged breach of this part of the Act.

Over the last 40 years, a number of official language-related court decisions have also helped clarify and even reinforce the status of English and French throughout Canada.

The legal framework governing official bilingualism illustrates the will of English-speaking and French-speaking Canadians to live together, and has undoubtedly helped further their mutual understanding and enrichment, thereby strengthening the basis of Canadian identity.

Since the adoption of the *Official Languages Act*, Francophone communities outside Quebec and the Anglophone community within Quebec have mobilized to give their members a concerted voice. They have formed groups that have become their official representatives when dealing with federal, provincial and territorial institutions.

These communities have fought for the right to manage their schools and to educate their children in their own language. They now have these rights, and the federal government continues to help the provinces and territories in this regard. New schools are being built, and the quality and teaching of the minority and second languages are constantly improving.

Today this federal-provincial collaboration allows nearly 107,000 young minority-language Anglophones and 142,000 young minority-language Francophones to study in the official language of their choice. It also enables 2.4 million young Canadians to learn English or French as a second language at school – more than 300,000 of them in French immersion. This collaboration is an essential tool in ensuring the vitality of official-language minority communities.

Access to health care in the official language of choice is also a priority for minority-language communities. The federal government has invested considerably in the *Consortium national de formation en santé* and the Contributions Program to Improve Access to Health Services for Official-Language Minority Communities.

## A Visible Impact

Today, Canada is largely defined by its two official languages. English and French are integral to how federal institutions operate and to the image of Canada abroad. The perception of Canadians toward bilingualism has also notably shifted. In 1969, 56% of English Canadians (and up to 70% in Western Canada) were against linguistic duality. A 2006 CROP survey commissioned by Radio-Canada showed that 8 in 10 Canadians now favour bilingualism. This highlights the federal government's serious commitment to meet the needs of communities throughout Canada and to translate the Act's values into concrete action.



To ensure their cultural vitality, minority communities must also have access to artistic works and performances in their own language. Through community radio stations, performance venues, promotion of local artists and support to cultural events, the government supports the cultural development of official-language minority communities throughout Canada to ensure they can develop and thrive, share culture and ideas, and raise their national profiles.

The impact of the *Official Languages Act* on these communities is clear: they can rely on a legal framework and significant commitments from the Government of Canada to not only support their development but also to ensure they occupy their rightful place in Canadian society.

### **40<sup>th</sup> Anniversary Celebrations of the *Official Languages Act***

On September 8, 2009, to kick off the celebrations marking 40 years of existence of the *Official Languages Act*, the Honourable James Moore, Minister of Canadian Heritage and Official Languages (on behalf of the Government of Canada) met on Parliament Hill with representatives of official-language communities

and community associations, parliamentarians concerned with promoting official languages, and public figures who helped to commemorate the last 40 years. The event offered an opportunity to highlight the Act's longevity as well as progress made in promoting and supporting our two official languages.

In the wake of the celebrations, a symposium entitled "40 Years of Official Languages in Canada: Our History and the Path Ahead" was held in Ottawa on September 9 and 10, 2009. The event was organized by the Office of the Commissioner of Official Languages, the Association for Canadian Studies, Canadian Heritage, and the Council of the Network of Official Languages Champions. In addition to highlighting 40 years of the *Official Languages Act*, the goal of the symposium was to review successes and challenges and to explore future prospects.

Lastly, in Ottawa from September 2009 to March 2010, Library and Archives Canada presented *Déjà Vu: 40 Years of Language and Laughter in Political Cartoons*, a humorous exhibit portraying the key events and passionate political debates that have shaped Canada's relationship with official languages since 1969. A smaller version of the exhibit travelled the country until October 2010.





## Development of Official-Language Communities Program

Nearly two million Canadians live in official-language minority communities. The Department of Canadian Heritage contributes to the growth and development of these communities through Official Languages Support Programs. In 2009-10, the Department invested more than \$232 million in the Development of Official-Language Communities program.

### Community life component



The Community Life component has five subcomponents: Cooperation with the Community Sector, Intergovernmental Cooperation on Minority-Language Services, Cultural Development Fund, Strategic Funds, and Young Canada Works (this subcomponent is addressed in the Other Funding Activities section of this report). In 2009-10, Canadian Heritage invested more than \$61 million in the Community Life component.

These investments made it possible to support the creation and improvement of activities and services that contribute to the long-term development of official-language minority communities. Funded initiatives include a range of community and cultural activities offered by community organizations, as well as provincial and territorial government services in key sectors: justice, health, culture, economic development and municipal services. Canadian Heritage also assists federal institutions in their efforts to form lasting partnerships with minority communities.

#### COOPERATION WITH THE COMMUNITY SECTOR

For more than 30 years, the Government of Canada has worked closely with official-language minority communities, including Francophones outside Quebec, and Anglophones in Quebec. Through grants and contributions to the community sector, Canadian Heritage supports nearly 400 organizations across Canada in their

efforts to create and develop environments in their own language. In 2009-10, the Department invested more than \$39 million in initiatives of non-profit organizations that work to promote the development and vitality of official-language minority communities.

Arts and culture, community life, education, youth, sport and recreation, economy, tourism are all areas in which Canadian Heritage supports communities to acquire infrastructure to ensure their vitality. This support and that of federal and provincial partners reaffirms the commitment to promote community development.

#### Community Life and Animation

Canadian Heritage offered support to the *Association franco-yukonnaise* (AFY) to strengthen the AFY's organizational abilities to better meet the needs of the community. The AFY, which has represented the Yukon Francophone community for more than 25 years, was able to compile and consolidate results and key findings of community consultations organized in the Yukon since 2002. The AFY also reviewed its organizational and administrative structure to ensure consistent and effective management. Lastly, training sessions allowed AFY staff and volunteers to acquire skills and knowledge in certain key areas: roles and responsibilities of volunteer administrators, results-based management, project management, as well as budget and financial management.

# COMMUNITY LIFE

## 1 Targeted Results:

- Allow Canada's official-language minority communities to develop and thrive, and improve community members' ability to live in their own language and participate fully in Canadian society.

## 2 Means:

- Collaborate with the community sector to support community development initiatives and infrastructure;
- Work together with governments to improve minority-language services;
- Form partnerships with various federal institutions and official-language communities, to support their development;
- Support the implementation of youth employment projects.

## 3 Achievements (some examples):

- In Ontario, the *Assemblée de la francophonie de l'Ontario* (AFO) developed the tools, processes and mechanisms necessary to assess and renew the 2011-14 Strategic Community Plan.
- In Prince Edward Island, *Jeunesse Acadienne* proposed a training project, in collaboration with *Collège Acadie Île-du-Prince-Édouard*, to deliver the *Leadership entrepreneurial communautaire* program.
- In British Columbia, for the 2010 Winter Olympic and Paralympic Games, the creation of *La Place de la Francophonie*, the *Salon Agrotouristique*, and the *Salon des communautés francophones* helped increase community and commercial activities offered to French speakers by the province's Francophone community.
- In Quebec, the 2010 Gaspesian Cultural Heritage Summit held on March 6, 2010 led to the development of a strategic plan to promote and preserve the history and heritage of the region's Anglophone community.

Ontario's diverse Francophone community has validated the output of the Strategic Community Plan renewal process. At the *Forum communautaire de l'Ontario français*, the community adopted a six-priority action plan to guide the development of Ontario's Francophone community in the years ahead. The evaluation and renewal of the 2011-14 Strategic Community Plan will help the *Assemblée de la francophonie de l'Ontario* (AFO) and all community players to ensure the long-term survival and development on

minority-language communities. The Strategic Plan will also serve as a reference tool for the federal government and its partners, to ensure improved targeted interventions and more concrete support for the development of official-language minority communities.

In 2009-10, \$12.5 million was invested in youth initiatives. These initiatives encouraged the use of (or exposure to) a second official language by young Canadians outside of school, and gave



young people from minority communities a chance to use the minority language on a regular basis for various extracurricular activities. The *Fonds Initiatives jeunesse* (Youth Initiatives Fund) helped to fund unifying and educational projects of interest to young people (films, newspapers, Web, etc.) as well as sport and cultural activities, initiatives promoting exchange and dialogue between Francophones, Francophiles and Anglophones, and projects that encourage civic engagement and citizenship participation. These initiatives also helped young people develop leadership, communication and entrepreneurial skills and acquire a knowledge of politics, the realities of official-language communities, and the history of French Canada.

Strategic Funds also supported the *Association de la presse francophone* (APF) Youth Symposium, held in Ottawa from March 26 to 28, 2010. The goal of this unifying and stimulating event was to offer participants a unique chance to discuss the relationship between local newspapers and the community's young people. This first edition of the *Congrès jeunesse* allowed the APF to bring together some 50 participants from across Canada: students, researchers, youth organizations and La Francophonie representatives, APF members, and young people interested in journalism and the media. The APF initiated discussions on two main themes: cultivating a young readership, and deploying a new generation of professionals within the network. As a result of the event, the *Congrès* helped to develop the Francophone minority media network by promoting greater cooperation between local media, student media and post-secondary institutions thus contributing to the development of a network of francophone media in minority communities.

In Quebec, the Committee for Anglophone Social Action (CASA), in conjunction with the Quebec Anglophone Heritage Network (QAHN) and the *Centre local de développement (CLD) de la MRC de Bonaventure*, organized a conference for key stakeholders from Gaspésie. The 2010 Gaspesian

Cultural Heritage Summit, held on March 6, 2010, led to the development of a strategic plan to promote and preserve the history and heritage of the region's Anglophone community. Some 100 people took part in the conference, including cultural delegates, federal and provincial government representatives, agency directors, artists, and museum and interpretation centre directors. One resolution adopted at the conference involved the formation of a Gaspesian Cultural Heritage Committee composed of representatives from the Gaspé region's Anglophone, Francophone and Mi'kmaq communities, the CLD, the MRC, the *Ministère de la Culture, des Communications et du Statut de la femme du Québec*, and the Department of Canadian Heritage.

The *Fédération franco-ténoise* received support to organize and hold its *Grand Forum multimédia*. The largest youth rally in the North, the Forum brought together 36 participants from the three territories to attend workshops and round tables on the theme of new technologies. The youths took part in workshops held by professionals on stop motion, graphic design, film, video games, podcasts and special effects. The Forum provided an important networking and learning opportunity while fostering a sense of belonging among Northern Francophone youth.

Peripheral to the programming meeting for the *Réseau des grands espaces* (RGE) and the *Contact Ouest* event, the *Forum jeunesse sur la diffusion* brought together youths between the ages of 14 and 25, and 14 professional presenters. Participants discussed issues, best practices, possible avenues for improvement, and the role of young people in the performing arts. Participants represented the four Western



provinces and the three Northern territories. The Forum's report presents various suggestions and recommendations for better integrating young people into the programming of arts presenters. These recommendations will prove useful not only to these presenters but also to other organizations that work with the same clientele.

In Quebec, a 2008 conference organized by the Quebec Community Groups Network (QCGN) Youth Project established a series of strategic directions to promote the retention of young English-speaking Quebecers by reinforcing their identity and sense of pride. In the wake of these recommendations, a two-day workshop on leadership brought together young volunteers from more than eight of the province's administrative regions. The workshop proposed ways to encourage participation and engagement, develop communication networks, and provide workshop planning and facilitation skills. Participants were then invited to offer training sessions in their respective regions, which led to the development of a training manual on best practices for promoting engagement and leadership among young people from official-language minority communities.

Community radio is an excellent tool for showcasing the culture, language and region that it serves. It serves as a way to discover emerging artists, and disseminate information of cultural and public interest that directly concerns the community. Furthermore, program exchanges between minority radio stations help to build ties between communities. In the 2009-10 fiscal year, the Strategic Funds were used to purchase radio equipment for Beauséjour community radio in New Brunswick (on air since 1994) and Labrador community radio (on air since 1992). The program also funded the relocation of the *Radio-Huronie* antenna in southern Ontario to provide listeners static-free stereo sound and expand the potential audience throughout Simcoe County. Lastly, the program assisted *Radio MirAcadie* in New Brunswick by funding a project to relaunch the station and ensure its viability.

## Youth

The future, vitality and dynamism of minority Francophone communities depends invariably on the communities' youth. While young people are active in these communities, the predominance of English in North America's cultural, social, political and economic spheres makes these youth more

vulnerable and limits the retention and integration of French-speaking youth. The development and vitality of these communities is necessarily dependent on the implementation of initiatives geared specifically to young people.

For the August 2009 Canada Games in Prince Edward Island, the *Fédération culturelle de l'Île-du-Prince-Édouard* (FCÎPÉ) organized the Acadian community's participation by developing an event program that extended the influence and strengthened the identity of young Acadians through music, dance and other forms of expression. This initiative helped raise the profile of Prince Edward Island's Acadian and Francophone community among Games participants, their families and accompanying personnel from every province and territory. The inclusion of young Acadians and Francophones in the Canada Games events helped strengthen participants' pride and sense of belonging and fuelled their sense of community engagement and involvement. Lastly, the *Fédération* strengthened its ties with a number of partners by working closely with the Canada Games Cultural Arts Festival organizing committee and host municipalities. Together, these organizations offered a wide-ranging event program that promoted the richness of both official-language communities.

In collaboration with *Collège Acadie Île-du-Prince-Édouard, Jeunesse Acadienne* proposed a training project to deliver the *Leadership entrepreneurial communautaire* program. Through training sessions with experts, a mentoring program, a community of practice, strategic monitoring and field work, young Francophones and Acadians were encouraged to be active in their communities. Some 28 youths from the four Atlantic provinces took part in the first workshop, and 39 took part in later workshops. Participants were given the opportunity to acquire community-building skills and use state-of-the-art tools. Given the success of this initiative, the Atlantic Canada Opportunities Agency invested \$150,000 to expand the project and continue it for another year.

In Quebec's Bas-Saint-Laurent region, the Heritage Lower Saint Lawrence initiated the Visual Voice Project, a media education program for young people from the region's Anglophone communities. The program proposed workshops to create short films on issues affecting young Anglophones from Bas-Saint-Laurent. Approximately 30 students helped produce seven

short films on current social issues such as divorce or bullying. The program helped participants develop confidence and a sense of belonging as well as teamwork skills while learning to create, direct and produce short feature films. The project raised the profile of the entire community, since the films were presented at both a local public screening and the Arts Smarts program held in Montreal in October 2010.

## Olympic Games

The Vancouver 2010 Winter Olympic and Paralympic Games allowed Canada's two language communities to play an active part in a large-scale event, and to reflect and promote the country's linguistic duality.

The Games included a number of initiatives that benefitted from Strategic Funds investment. *Franco Médias 2010* offered a direct, on-site French-language means of communication. The project sought to bring together young journalists or presenters, from 18 to 25 years of age, for a unique experience in providing media coverage of the Games and their related events. *Franco Médias 2010* offered a rare work experience, rallying and exchange opportunity for 23 young Francophone radio and print journalists from across Canada. No fewer than 250 media partners — Francophone community radio stations and weekly publications — had access to 210 articles and 145 radio features between November 2009 and March 2010. The Web site had 9,100 visits between February 12 and 28, 2010, and the Vancouver/Whistler Francophone community benefitted from 130 hours of FM radio air time.


The *Fédération des francophones de la Colombie-Britannique* (FFCB) extended its influence and ensured the participation of British Columbia's Francophone community in activities surrounding the Games. A three-year agreement to coordinate Olympic activities gave FFCB members the opportunity to liaise and form partnerships with the province's greater Francophone community, the Canadian Foundation for Cross-Cultural Dialogue (*Fondation Dialogue*), the Vancouver Organizing Committee for the 2010 Olympic and Paralympic Winter Games (VANOC), and the 2010 Olympic and Paralympic Winter Games Federal Secretariat. The project's final phase (2009-10) allowed the FFCB to play a role in creating *La Place de la Francophonie* on Granville Island, the *Salon Agrotouristique*, and the *Salon des communautés francophones de la Colombie-Britannique* (exhibition of Francophone communities in British Columbia). This

collaboration increased community and commercial activities offered by the province's Francophone associations while promoting and raising the profile of Canada's French-speaking community.

Lastly, two major projects were put forward in the context of the 2010 Winter Olympic and Paralympic Games. First, funds were allocated to the Canadian Foundation for Cross-Cultural Dialogue to achieve the following objectives: promote interest in the Games among Francophone communities across Canada; mobilize key players in French Canada; and combine efforts to expand the influence of French-speaking Canada. Second, the Foundation acted as liaison, ensuring dialogue and cooperation between the community and the VANOC. This cooperation led to the June 2006 signing of a collaboration Protocol for Agreement between the Canadian Foundation for Cross-Cultural Dialogue, the FFCB, and VANOC. The Protocol stated that the Foundation would act as a catalyst and liaison for VANOC in reporting the observations and advice of Canada's Francophone and Acadian communities. The Foundation thus developed a national action plan consisting of a series of initiatives to ensure participation in the Games by official-language minority communities. This action plan in turn led to the creation of projects such as the resoundingly successful *Franco Médias* and *La Place de la Francophonie*. The Foundation also coordinated the participation of 3,000 Francophone volunteers, many of whom had been recruited from community colleges. Lastly, the Foundation played a key role in ensuring the participation of communities in celebrations marking the passage of the Olympic torch, by encouraging municipalities to include Francophone communities in their activities (some 90 municipalities thus provided fully or partly bilingual services). A virtual project — *La Flamme de la francophonie* — was also organized for Francophone schools across Canada. The site received 7,519 visits, and 31,736 pages were viewed.

*La Place de la Francophonie* on Granville Island offered a collection of activities to ensure a tangible, visible and diverse French Canadian presence throughout the Games. This space offered visitors a Francophone cultural experience (through performances, products, events, theme-based celebrations, etc.), as well as exchanges with international *Francophonie* countries and delegations of volunteers from across Canada. One million people visited Granville Island during the Games, and each evening several thousand





In the presence of the Honourable James Moore, Minister of Canadian Heritage and Official Languages, Pascal Couchepin, *Grand Témoin de la Francophonie* for the 2010 Winter Games, welcomes guests to the official opening of *La Place de la Francophonie*. February 11, 2010.

spectators attended the 200 grandstand attractions. An agreement with Radio-Canada granted the national broadcaster a permanent presence on the site, and a number of performances at *La Place de la Francophonie* were broadcast on Radio-Canada and TV5 Québec-Canada.

## CULTURAL DEVELOPMENT FUND

Launched March 2009 and implemented in 2009-10, the Cultural Development Fund aims to support and build on the cultural and artistic activities of official-language minority communities. Conceived as part of the *Roadmap for Canada's Linguistic Duality 2008-2013*, the Fund has a four-year envelope of \$14 million (\$3.5 million per year). The Cultural Development Fund aids in the development of minority Francophone and Anglophone communities by helping community organizations and provincial and territorial governments to implement structuring initiatives of a cultural, artistic or heritage nature. Its implementation was the subject of consultation and consensus-building exercises with affected cultural and artistic stakeholders, other Canadian Heritage cultural support program personnel, and provincial and territorial government representatives. This approach has aided in community development by setting out the Fund's broad directions.

The Cultural Development Fund is used to better meet the needs of minority Francophone and Anglophone communities, for which culture is a vital tool in identity building and development. It

is also used to promote the contribution of these communities to Canada's cultural and artistic enrichment.

Two calls for proposals were issued in 2009-10. Nearly 160 applications from every region of the country were submitted for initiatives involving the outreach, promotion and presentation of several artistic disciplines (theatre, song, music, visual arts, media arts, literature, dance, etc.). This number of funding applications reflects the growing interest of community organizations and provincial and territorial governments in this new Official Languages Support Programs subcomponent.

In Quebec, the Youth Employment Services (YES) agency that offers job search and support services to self-employed workers from the province's Anglophone communities launched an initiative to support emerging young artists and cultural sector workers. The event, held in Montreal, gave 42 young Anglophones the opportunity to present their works to nearly 1,000 arts and business sector stakeholders. The project, implemented in conjunction with the Quebec Drama Federation (QDF) and the English Language Art Network (ELAN), aimed to provide participants and the community a clearer understanding of available job opportunities and services.

The *Fédération des francophones de Terre-Neuve et du Labrador* (FFTNL) launched a training and outreach project for Newfoundland and Labrador's Francophone artists and craftspeople. The FFTNL's cultural network identified a series of local, provincial, regional and national outreach activities in which it ensured the presence and full participation of the province's Francophone and Acadian artists and craftspeople. For example, FFTNL organized the 2009 *Coup de cœur francophone*, the *Atelier en chanson française*, and the Francophone component of activities associated with the 2010 Juno Awards held in St. John's. Francophone communities (and Francophile members of the public) took advantage of these occasions to see, hear and learn what these artists and craftspeople have to offer the Canadian public. These activities have supported the development of local skills for Francophone artists, art technicians and managers, and helped create partnerships between Canada's two official-language communities.

## INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

Canadian Heritage is working together with provincial and territorial governments to help them offer provincial, territorial and municipal services in the minority official language. This cooperation takes the form of funding agreements for the health, economy, social services, culture and justice sectors, among others. In 2009-10, the Department invested more than \$16 million in the Development of official-language community component.

### Services

A funding agreement with Saskatchewan enabled the implementation of a central mechanism to promote and deliver French-language services in the province. A Web portal for French-language online services, accompanied by telephone, e-mail and webcam services and assistance, will be available in community service centres throughout the province and in certain

Health Canada offices. An active offer campaign presenting the virtual centre as the gateway to the Saskatchewan government will help to raise public awareness of programs and services. The initiative, entitled the *Centre de services virtuel francophone*, will serve as a single portal that offers community members French-language access to provincial government services and programs. In addition to expanding the service offering, the portal will build and maintain an inventory of programs and services and a list of provincial employees who can address the public's queries in French. It will also be an important source of data on the origin and nature of service requests, which will help to identify areas where increased services in both official languages are warranted.

In the wake of the *Congrès mondial acadien* in 2004, Nova Scotia adopted a *French-Language Services Act*. In 2008, the Office of Acadian Affairs (OAA), which oversees the Act's implementation, commissioned a study to shed light on issues relating to the use of French-language services. The study, involving nearly 600 Acadians and Francophones from the Argyle, Clare, Chéticamp, Isle Madame and Halifax regions, found that many citizens preferred to receive government services in French, and were more likely to use them if they were offered in an explicit and proactive manner. In recent years, Nova Scotia's government has made considerable efforts to improve the services offered to its Acadians and Francophones. The study confirms that the Office of Acadian Affairs is on the right track. The OAA will provide tools to interested provincial institutions to improve the delivery of French-language services.

In Manitoba, the Canada-Manitoba Agreement on French-Language Services (2009-10 to 2012-13) supported the creation of the last two bilingual service centres (at Sainte-Anne and Saint-Laurent). These centres are community access points to government programs and services, and offer a range of bilingual federal, provincial, municipal and community services under one roof while promoting a French-language active service offer in Francophone communities. The centres are the result of the second phase of a project that has led to the opening of four bilingual service centres across the province. In addition to offering Manitoba's Francophone minority a greater number of government services in their

language, the centres have helped change public perceptions (French-language services are now the norm rather than the exception, etc.). Through the agreement between Canadian Heritage and the Manitoba government, the Department also supports the coordination of all bilingual service centres.

### Justice

An agreement concluded with the Ontario government has made it possible to improve Legal Aid Ontario's capacity to offer French-language services by implementing a pilot project to establish an infrastructure model that pairs Legal Aid Ontario

clinics with other French-language legal service providers. The project has helped to: identify the appropriate pairing of expertise with areas and clinics where needs have been identified; determine the appropriate computer and telephony technology necessary; and develop the French-language service delivery model as well as support mechanisms and tools that can be adopted on a larger scale. In 2010, Legal Aid Ontario announced the launch of a free legal advice and referral phone line for Northern Ontario (1-877-687-2847), Eastern Ontario (1-877-500-4508) and the Greater Toronto Area (1-877-966-7345). This telephone service is one of the project's networking elements. Ontario's French Language Services Commissioner's 2009-10 annual report cited the project as one of Ontario's best French-language initiatives of the year.

## Minority-Language Education Component

The goal of the Development of Official-Language Communities program's Minority-Language Education component is to ensure members of official-language minority communities have greater access to a quality education system in their language and in their community.

In 2009-10, Canadian Heritage invested more than \$170 million in this component's initiatives that address Francophones outside Quebec and Anglophones in Quebec.

### INTERGOVERNMENTAL COOPERATION

The goal of the Intergovernmental Cooperation subcomponent is to help provincial and territorial governments (either directly or through the Council of Ministers of Education, Canada) in their efforts to allow French- or English-language minority Canadians to obtain an education in their language, from kindergarten to the post-secondary level. For each cycle of collaboration, a Protocol for Agreement sets out the terms of federal-provincial/territorial cooperation on

minority-language education and second-language instruction. This Protocol is followed by bilateral agreements concluded with each province and territory. In 2009-10, Canadian Heritage invested nearly \$165 million to implement agreements to maintain and improve regular education programs and develop further strategies. This investment has helped young people in minority communities to increase their chances of preserving their language and culture, and to achieve their full potential at school and in society.

### Infrastructure

Infrastructure improvement is a key element in increasing the number of students from minority communities who wish to begin or continue their studies in their language and in their community. The Canada-Northwest Territories Agreement laid the foundation for the June 24, 2009 launch of Phase 1 of the *École Allain St-Cyr* expansion project in Yellowknife. Construction and renovation of the facilities will help meet the needs of young Francophones in the region from kindergarten to Grade 12. The project will give

# MINORITY-LANGUAGE EDUCATION

## 1 Targeted Results:

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

## 2 Means:

- Develop and support minority-language education programs;
- Promote French first-language education to eligible students;
- Recruit, train and offer professional development to teachers in minority communities;
- Enrich students' cultural life through artistic activities;
- Offer educational services to improve students' first-language skills;
- Offer access to post-secondary education through new technologies.

## 3 Achievements (some examples)

- The Canada-Northwest Territories Agreement paved the way for the June 24, 2009 launch of Phase 1 of the *École Allain St-Cyr* expansion project in Yellowknife;
- Under the Canada-Ontario Agreement, the province received funding to initiate a province-wide campaign to promote French-language education from kindergarten to the post-secondary level.

Northern Francophones better access to education in their first language, and allow the delivery of further activities and services proposed by Northern Francophone community organizations.

Under the Canada-Ontario Agreement, *Collège Boréal*, northern and southwestern Ontario's only Francophone community college (since 2002), received funding for the construction of a new building on its main campus in Sudbury. The goal of the *Institut des métiers et de la technologie appliquée* (Institute of Applied Trades and Technologies, also called "*Pavillon de la prospérité* [Prosperity Hall]"), which opened its doors in September 2011, is to reduce the rate of cultural disengagement among Francophone students, who must often pursue post-secondary studies in English due to a lack of available

programs. This initiative will provide greater access to innovative minority-language educational tools and methods, and allow the development of joint initiatives to increase the number of internship spaces under the Ontario Youth Apprenticeship Program (OYAP).

Since 2009, the Department has been co-funding (over a four-year period) the construction, replacement or expansion of 40 early childhood services sites in Ontario's Francophone elementary schools. The short-term goal of the Early Childhood Development initiative is to add 1,000 daycare and preschool spaces in Francophone schools, thus increasing the number of young Francophone students from minority communities who begin and continue their education in their own language. The



project's long-term goal is to expand early childhood services infrastructure to ensure a viable education system for Ontario's Francophone community.

Lastly, a funding agreement with Manitoba seeks to equip *Collège universitaire de Saint-Boniface* (CUSB) with a new state-of-the-art information management and campus online information system that offers online access to the campus for students, faculty, student services and administration personnel. Students will be able to navigate the system easily, from the time of their initial query to admission, graduation and beyond. The system will allow effective strategic and operational management, and facilitate access to information. CUSB, Manitoba's only Francophone post-secondary institution, will then have services that are improved, more efficient, current and, most importantly, comparable to those of rival Anglophone universities.

### Visibility and Access

Under the Canada-Ontario Agreement, a provincial campaign was launched in April 2009 to promote French-language education from kindergarten to the post-secondary level. Twelve school boards, the *Centre franco-ontarien de ressources pédagogiques* (CFORP), and Francophone and bilingual post-secondary institutions joined forces to promote the added value of a French-language education. Accompanied by the catchphrase, "A World of Possibilities" (*Un monde de possibilités*), the new identity of French-Language Education (FLE) in Ontario highlights the opportunities available to young people who choose to study in French. To optimize impact, the projects and products relating to this promotional campaign will be deployed over a four-year period (2009 to 2013). Bringing all stakeholders together under a single brand will create an emotional connection, ensure information on French-language education is less disparate and random, and increase traffic on the FLE Web site. Ontario hopes to increase enrolment in French-language schools from 91,071 to 95,000 students by 2013, and reduce the rate of departures to English-language schools from 2.9 to 2.4%.

### Training and Education

In 2008, New Brunswick's Department of Education established the Commission on Francophone Schools. The Commission's mandate was to initiate consultations with the Acadian and Francophone communities to find solutions to the Francophone school challenge and build the best school for children in the community. The Commission's report, published in June 2009, recommended that the government develop a language planning and cultural development policy, which would become the chief tool for Acadian and Francophone schools to achieve the twofold mission of ensuring every student can attain academic success and develop his or her identity. The policy will serve as a strategic plan for the school system and its partners and will be developed in conjunction with community and education stakeholders. Once completed, the project will favour the mobilization of school and community resources—both local and province-wide—to improve student performance in literacy, math and science.

Ontario's Ministry of Education began development of the *Aménagement linguistique* Policy to address the post-secondary education and training sectors. The current policy, implemented with the help of Canadian Heritage between 2004 and 2009, is concerned mainly with the elementary and high-school levels. By extending the policy to include other education sectors, Ontario will encourage the institutions in question to create teaching and training conditions conducive to promoting, showcasing and communicating French language and Francophone culture, as well as the learning of English and foreign languages. In 2009-10, Ontario undertook a literacy review and consultations and began developing the *Aménagement linguistique* Policy in partnership with key French-language education stakeholders. The policy was officially announced in the fall of 2010.

Under the Canada-Quebec Agreement, 23 community learning centres (CLCs) have been created since 2005-06. These centres serve as a "crossroads" for English-language education and the development of communities where they are located. They allow for greater use of school premises, and offer a range of services relating to training, health, culture and community spirit. The new 2009-2013 Canada-Quebec Agreement on Education has helped consolidate the CLC



network and establish new, efficient and challenging partnerships that help maintain and enhance the offer of educational and community services to Quebec's Anglophone communities.

In Alberta, a four-year funding agreement (2009-13) between Canadian Heritage and Alberta's Ministry of Education established a *Collège* for the delivery of French-language programs at the University of Alberta's *Campus St-Jean*. The goals of the project were to meet the needs of growing numbers of Francophones who wish to pursue their studies in French, and to address the demands of the labour market in Alberta and Western Canada. By offering greater access to college-level courses, the *Collège* will fill a significant gap in French-language post-secondary education in this region of Canada. The long-term goal is to offer courses based on eight program categories, including information and communication technologies, environmental technologies, health services, business administration and tourism. Programs and courses will be delivered jointly with Francophone institutional partners from the *Réseau des cégeps et des collèges francophones du Canada*, and with English-language colleges in Alberta. The *Collège* will thus have a collaboration-based inter-regional and interprovincial component.

## COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

The goal of the Cooperation with the Non-Governmental Sector subcomponent is to increase the production and dissemination of knowledge, methods and tools for minority-language education. Investments are thus made through contribution agreements concluded directly with organizations that work in the

education field. Projects submitted must comply with the organization's mandate and objectives, be of national scope or interest, be innovative, and be consistent with the goals of the Minority-Language Education component.

Following the 2005 *Sommet des intervenants et des intervenantes en éducation dans la mise en oeuvre de l'article 23 de la Charte en milieu francophone minoritaire*, the *Fédération nationale des conseils scolaires francophones* (FNCSF) was mandated to implement a follow-up mechanism. The FNCSF proposed establishing a tripartite committee where senior officials from provincial and territorial departments of education, federal representatives, and representatives of school boards and community agencies involved in education can work together to coordinate projects.

The actual tripartite committee, composed of community as well as provincial and federal representatives, has been in operation for three years and is now well established. It has the capability to implement the Summit action plan recommendations through its six working groups: early childhood, cultural and identity-building activities, education, promotion/immigration, human resources and infrastructure.

The *Réseau des cégeps et collèges francophones du Canada* (RCCFC) used Department funding to develop an IT tool that enables its establishments to communicate their expertise, thus promoting links and information exchange between institutions. The tool will have a direct impact on the development and implementation of innovative collaboration projects while encouraging the transfer of useful services and programs to establishments and their students. The project's long-term goal is to encourage Canada-wide student mobility by facilitating inter-college recognition of accredited programs.



The Protocol for Agreement for Minority-Language Education and Second-Language Instruction is signed by the Hon. James Moore, Minister of Canadian Heritage and Official Languages and Hon. Diane McGifford, Minister of Advanced Education and Literacy for Manitoba and Chair of the Council of Ministers of Education, Canada (CMEC) in Winnipeg on September 4, 2009. Shelly Glover, Parliamentary Secretary for Official Languages and Member of Parliament (Saint-Boniface), and a group of French-immersion students look on.



## Enhancement of Official Languages Program

In 2009-10 Canadian Heritage invested more than \$119 million in initiatives to help the Canadian public better understand and appreciate the benefits of linguistic duality, and encourage young Canadians to learn and improve their second official language.

# Promotion of Linguistic Duality Component

The goal of the Enhancement of Official Languages program's Promotion of Linguistic Duality component is to help organizations in various sectors undertake or continue activities to help Canadians better understand and appreciate the benefits of linguistic duality, and to bring together members of the two official-language communities. Another aim is to encourage the offer of services in both official languages in order to build bilingual capacity in non-governmental sector organizations.

In 2009-10, Canadian Heritage invested more than \$5.5 million to help the Canadian public better understand and appreciate linguistic duality. Nearly half a million dollars of this was used to improve the bilingual capacity of not-for-profit agencies.

### APPRECIATION AND RAPPROCHEMENT

Within the Appreciation and Rapprochement subcomponent, the Department funded projects to promote appreciation of the value of linguistic duality. These projects also encourage bridge-building between Francophones and Anglophones, while highlighting Canada's Francophone cultural context. Some 153 projects were funded in 2009-10, for a total of more than \$5 million.

### Support for Innovation

The *Association canadienne-française de l'Alberta* (ACFA), Red Deer region presented the project "*Anglo-Franco*" *c'est in...* to interest youth from immersion schools, Francophones and their parents, in French literature. The project provided a glimpse into Francophone authors' imaginations through a story hour (for younger readers) and a poetry hour (for older readers). Both immersion and Francophone schools (JK to Grade 12) in Red Deer, Sylvan Lake, Lacombe and Innisfail took part in the tour. The project also developed a reading kit, which was translated and made available to Anglophone parents. No fewer than 1,945 people participated in the project that exposed students and their parents to Francophone literature and culture. The project also helped renew parent interest in French-language activities in the community.

Created in 2009, Canadian Youth for French (CYF) is an association of young Canadians whose goal is to more effectively promote the advantages of bilingualism. This year CYF held conferences in Quebec City and Moncton, with 73 participants (24 Francophone and 49 Anglophone). More than 10 project ideas emerged from the two conferences, which CYF can use and promote. The conferences gave participants the opportunity to appreciate the advantages of linguistic duality, and enabled CYF to strengthen its network with major stakeholders.

# PROMOTION OF LINGUISTIC DUALITY

## 1 Targeted Results:

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

## 2 Means:

- Work with organizations dedicated to promoting linguistic duality;
- Support interpretation and translation for non-governmental organizations wishing to offer their services in both official languages;
- Support innovation with a view to sharing best practices.

## 3 Achievements (some examples):

- The *Association canadienne-française de l'Alberta* (ACFA), Red Deer region presented the project "*Anglo-Franco*" *c'est in...* to interest youth from immersion schools, Francophones and their parents in French literature.
- The *Assemblée communautaire fransaskoise* received financial support to hold a *Foire gouvernementale et communautaire* (Government and Community Fair).

To encourage dialogue and increase appreciation of the French language and culture, Canadian Parents for French Manitoba launched the *Concours Jeune Artiste du Manitoba*. Young people from Grades 9 to 12 (French first-language students and French second-language students) were given a chance to take part in a singing contest featuring French-language songs. Of the 68 young participants, 24 reached the semi-finals and 10 became finalists who then performed on stage accompanied by an orchestra. The event was such a success that organizers plan to repeat it in 2010-11.

### BILINGUAL CAPABILITY

Funding granted under the Bilingual Capability subcomponent helps recipients improve their ability to conduct activities in English and French and share best practices.

### Support for Interpretation and Translation

In 2009-10, a total of \$388,000 from Support for Interpretation and Translation assisted 100 Canadian not-for-profit organizations from the volunteer and community sectors. The goals of this support are to encourage citizen participation in both official languages at public events, and to increase the number of documents available in both languages. For example, the Canadian Nursing Students' Association was able to provide simultaneous interpretation services and bilingual programs at its national conference, attended by more than 500 participants. The event was held for the first time in the province of Quebec.

# Second-Language Learning Component

The goal of the Enhancement of Official Languages program's Second-Language Learning component is to ensure more and more Canadians have a working knowledge of both official languages. Second-language learning relies on core English and French courses, intensive courses, and French immersion programs. In 2009-10, the Department invested nearly \$114 million in this component's initiatives.

## INTERGOVERNMENTAL COOPERATION

For more than 40 years, the federal government has funded minority-language education and second official-language learning. The federal government and the Council of Ministers of Education, Canada signed a Protocol for Agreement that set out the terms of federal-provincial/territorial cooperation and led to bilateral agreements with the provinces and territories. In 2009-10, the Department invested nearly \$90 million in these agreements on second-language learning. In the 2009-10 school year, nearly four million Anglophone students were enrolled in majority schools. Two million of these were enrolled in French as a second language, while more than 311,000 were in French immersion. In the same school year, nearly one million Francophone students learned English as a second language in majority schools.

Federal-provincial/territorial agreements have made it possible to implement various initiatives in support of second-language learning. Quebec's *Ministère de l'Éducation, du Loisir et du Sport* received funding to implement the *Programme d'échanges linguistiques intra-Québec* (PÉLIQ-AN), which promotes language exchanges between groups of students from Anglophone and Francophone areas of the province. The chief aim of these exchanges is to create real situations where young people are encouraged to use their second language and are motivated to continue learning. The program also offers grants and tools to help teachers implement successful language exchange projects based on new approaches. Development of tools is supported by research that promotes contact between groups, with an emphasis on interdependence and cooperation to offset differences in language levels and fear of using the second language. Tools to assist teachers in their work include promotional bookmarks and posters, a DVD, and a bilingual

Web site ([www.peliq-an.ca](http://www.peliq-an.ca)). The program began in September 2009, and 16 classes (Grades 1 through 13) took part in inter-school exchanges within the same neighbourhood or between regions. The exchanges, which took the form of two- to five-day camps or weekly meetings at school, helped participants boost their confidence in using their second official language.

Manitoba's Collabunord project was born in the wake of meetings between representatives of Northern Manitoba school districts (Mystery Lake, Flin Flon, Kelsey, Mountain View, Swan Valley) and the concerns they raised about the French immersion program and core French courses. To offset declining numbers and decreased student retention in these programs, to help recruit and retain teachers, and to meet learning needs, the *Bureau de l'éducation française* (through Collabunord) supports teachers from these regions in their work with students. The project also helps develop closer collaboration with school districts and schools by developing professional learning communities for teachers, offering professional learning support, and promoting cooperation between partners to develop a regional capability. The Collabunord project has breathed new life into the French immersion program and core French courses in remote regions, while offering professional development opportunities.

## Resources

The Bachelor of Education in French Immersion report has revealed that Prince Edward Island faces serious challenges in the recruitment of teachers. School boards must hire nearly 20 teachers to fill new positions stemming from the integration of kindergarten into the school system and the increasing number of immersion and French first-language programs. The report recommended that UPEI offer a French-language Bachelor of Education program to train new teachers. The program is open to students who wish to teach immersion, core French, intensive French, and French in minority communities. The four-year funding arrangement under the Canada-Prince Edward Island Agreement (2009-2013) served to develop new courses, offer new programs, and implement a new promotional plan.



## SECOND-LANGUAGE LEARNING

### 1 Targeted Results:

- Promote a working knowledge of both official languages.

### 2 Means:

- Support and oversee learning programs;
- Develop second-language learning programs, including innovative approaches;
- Support teacher training and professional development;
- Facilitate access to a range of cultural enrichment activities;
- Encourage the pursuit of post-secondary learning.

### 3 Achievements (some examples):

- Quebec's *Ministère de l'Éducation, du Loisir et du Sport* received funding to implement the *Programme d'échanges linguistiques intra-Québec* (PÉLIQ-AN).
- The Canada-Prince Edward Island Agreement allowed UPEI to create a new French-language Bachelor of Education program to train the teachers the province requires;
- The Canadian Association of Immersion Teachers (CAIT) developed a teaching strategy guide to promote verbal communication in French-immersion learning.

## COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

The *Société pour la promotion de l'anglais (langue seconde) au Québec* proposed the "Culturally Speaking" project to provide English second-language teachers with cultural and Canadian content resources. The proposed tool consists of a teacher's guide and a toolbox offering a range of discussion themes grouped by topic (i.e. literature, sports, politics, etc.). A number of teachers have shown interest in the project and have taken part in the research, checking and recording of audio tapes. All tools will be available on the *Société's* Web site to ensure other teachers and students can use these resources. The project was presented to *Société* members in fall 2010, and its impact should start to be felt in the 2010-11 school year.

The University of Ottawa's Official Languages and Bilingualism Institute (OLBI) held its second annual conference entitled "Language Immersion as Formal and Informal Learning: New Perspectives for Research and Public Policy." Attended by more than 100 participants, the conference helped to increase and disseminate knowledge and improve

access to innovative tools and methods for teaching French as a second language. The project allowed researchers to share their findings on second-language learning and instruction, while providing generalized information for parents, teachers, and others with an interest in the subject.

The Canadian Association of Immersion Teachers (CAIT) developed a teaching strategy guide to promote verbal communication in French-immersion learning. This tool accompanies the skills inventory and video clips compiled in 2008. The guide consists of a general introduction outlining the challenges of teaching and learning verbal skills in a classroom setting, as well as primary- and secondary-school teaching strategies. The guide aims to help teachers advance their students through the skills inventory levels. With this guide, CAIT helps French immersion teachers access techniques and tools to help them in their careers, which is consistent with program results. The project can also improve the offer of English and French second-language learning activities for the provinces and territories.

## Other Funding Activities

The Official Languages Support Programs Branch also manages other programs and initiatives to achieve the goals of both the Development of Official-Language Communities program and the Enhancement of Official Languages program. These additional programs and initiatives are outlined in this section.

# Language Rights Support Program

The Language Rights Support Program (LRSP) is a new Government of Canada program that seeks to advance and clarify constitutional language rights. The LRSP was announced in June 2008, at the same time the Government of Canada introduced the *Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future*.

With an annual budget of \$1.5 million, the Program's goals are to: promote awareness of language rights through public education; ensure access to an out-of-court alternate dispute resolution process; and support legal remedies that help advance and clarify language rights.

On September 9, 2009, the Minister of Canadian Heritage and Official Languages announced the selection of the Official Languages and Bilingualism Institute (OLBI) as program administrator, in partnership with the University of Ottawa Faculty of Law.

On October 28, 2009, the Minister appointed members to the LRSP Panel of Experts. The Panel, which plays a vital role in implementing the LRSP and in its ongoing activities, is tasked with guiding program operations and selecting cases to support financially. Panel members were chosen following consultations with the *Fédération des communautés francophones et acadienne du Canada* (FCFA), the Quebec Community Groups Network (QCGN) and the Canadian Bar Association.

Lastly, the Department concluded a three-year contribution agreement with the University of Ottawa, committing the University to conduct and report annually on program activities. Information on 2009-10 program results is presented in the 2009-10 report, available at <http://www.olbi.uottawa.ca/en/padl.php>.



Allan Rock, President and Vice-Chancellor, University of Ottawa; Pierre Foucher, Professor of Law, University of Ottawa; Richard Clément, Chair and Associate Dean, Official Languages and Bilingualism Institute; and Honourable James Moore, Minister of Canadian Heritage and Official Languages, at the announcement of the agreement to manage the LRSP on September 9<sup>th</sup>, 2009.

# Young Canada Works

Young Canada Works (YCW), a joint initiative of Canadian Heritage and the Department of Human Resources and Skills Development Canada, is part of the Government of Canada's Youth Employment Strategy. Two YCW programs are administered by the Official Languages Support Programs Branch: YCW in Both Official Languages (YCW BOL), and YCW at Building Careers in English and French (YCW BCEF).

YCW BOL subsidizes summer and short-term jobs that allow young Canadians to acquire practical work experience in their fields of study and to explore career opportunities in fields where proficiency in both official languages is required. These jobs also allow young people to discover a new region of Canada while developing a network in an official-language minority community.

In 2009-10, YCW created 738 jobs:

- 315 jobs where the first official language is used to develop an official-language minority community (some 166 of these jobs were created to test basic skills of the participant in the second official language); and
- 423 jobs where students had a chance to practice their second official language in a routine work context (some 160 of these jobs were created to offset the exodus from these communities, while 45 were created to integrate young Francophone new arrivals into the host minority community).

YCW BCEF offers unemployed or under-employed college or university graduates a chance to hone their English- or French-language proficiency while acquiring skills and international work experience. During these internships, young Canadians work on projects that help to promote language industries and develop international youth networks.

In 2009-10, the YCW BCEF program's 18 international internships enabled participating interns to develop the necessary skills to help them enter the labour market, while raising the international profile of Canada's language industries and official-language minority communities.

The YCW BOL and YCW BCEF programs give young Canadians a chance to practice their second language through enriching work experiences or internships, while contributing to the development of linguistic duality and minority communities in priority areas.



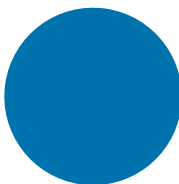
# Complementary Support for Language Learning

Canadian Heritage funds three national language learning and development programs for young Canadians. These programs, administered by the Council of Ministers of Education, Canada, all help to achieve OLSP objectives.

**Odyssey** is a nine-month language assistant program that allows young people to discover a region of Canada and gain classroom experience. In providing support to teachers, language assistants help promote learning French as a first language, French as a second language or English as a second language, while sharing their own cultures and perspectives. In 2009-10, some 274 young Francophones and Anglophones from across Canada were able to take part in the program.

**Destination Clic**, a French enrichment program specifically for Francophones outside Quebec, allows young people to take part in exchanges and discover the realities of different Francophone communities throughout Canada. Thematic courses are offered in two educational institutions: *Université de Moncton*, and *Université du Québec à Trois-Rivières*. In 2009-10, Destination Clic gave 252 young Francophones from minority communities an opportunity to improve and enrich their French.

The third program, **Explore**, offers bursaries for second-language learning. In 2009-10, this program enabled 7,767 young Canadians to hone their second-language skills for five weeks in a region of Canada other than their own. Of these, some 4,483 young Anglophones learned French, while 3,284 young Francophones learned English.





# Coordination of the Federal Commitment

In addition to grant and contribution activities, Canadian Heritage invests considerable resources in promoting linguistic duality and coordinating the federal commitment (i.e. interdepartmental coordination).

Under section 42 of the *Official Languages Act*, Canadian Heritage is responsible for coordinating the implementation, by federal institutions, of the government's commitment to foster the full recognition and use of both English and French in Canadian society, and to enhance the vitality of official-language minority communities.

To this end, with the support of Canadian Heritage, a number of federal institutions held large-scale consultations in 2009-10 in the context of the advisory committees they coordinate. To encourage the creation of partnerships and lasting connections, they also held consultations when developing action plans or implementing strategic agendas and programs. They continued to raise their profiles in communities throughout Canada, to support their projects (financially or otherwise), and to seek to facilitate access to programs and services.

## Awareness and Information

To help federal institutions fulfill their obligations regarding section 41 of the *Official Languages Act*, the Interdepartmental Coordination Directorate (ICD) of Canadian Heritage produced a number of training and information tools. Three editions of *Bulletin 41-42* were issued, including a special edition that emphasized concrete results of federal institutions for official-language minority communities and the structuring effects of 40 years of implementing the *Official Languages Act*.

Gateway 41 has been improved and upgraded, and remains an important information source and major virtual exchange hub for national coordinators of federal institutions. The portal facilitates their work and has become an essential reference point, where visitor traffic has increased since 2008. A Glance at Section 41 is a leaflet that explains requirements and outlines best practices implemented by various federal institutions. The Guide for Implementation and Performance Measurement Tool outlines the types of intervention that federal institutions may conduct, and continues to be a useful reference. Lastly, the Good Practices Compendium was updated in February 2010, and lists a number of initiatives conducted in different priority areas for official-language minority communities in various regions. The Compendium is now available to the general public on the Canadian Heritage Web site: <http://www.pch.gc.ca/pgm/lo-ol/ci-ic/llo-ola-eng.pdf>.



# COORDINATION OF THE FEDERAL COMMITMENT

## 1 Targeted Results:

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

## 2 Means:

- Raise awareness, within federal institutions, of issues facing official-language minority communities;
- Network between federal institutions, and encourage sharing best practices;
- Promote interdepartmental coordination at the national and regional levels;
- Ensure accountability for the implementation of sections 41 and 42 of the *Official Languages Act*.

## 3 Achievements (some examples):

- Renewal of the Agreement for the Development of Francophone Arts and Culture in Canada, and addition of a new signatory, demonstrated federal institutions' commitment to culture.
- A number of tools, including a best practices compendium and a special edition of *Bulletin 41-42*, have highlighted initiatives implemented by federal institutions in various priority areas for official-language minority communities, and in several regions of the country.
- The Study on the Implementation of section 41 in the Federal Administration has reminded all institutions of their obligations and laid the groundwork for a new approach to interdepartmental coordination.
- With the support of Canadian Heritage, a number of federal institutions have held large-scale consultations in the context of the various advisory committees they coordinate. To encourage the creation of partnerships and lasting connections, these federal institutions have also held consultations when developing action plans or implementing strategic agendas and programs.

### Networking and Coordination

Interviews and a survey of non-designated institutions (roughly 170) for the Study on the Implementation of section 41 in the Federal Administration helped further awareness and understanding within these institutions of their obligations. Furthermore, training on Part VII for various groups within the federal administration (i.e. Treasury Board Secretariat analysts, participants in the CSPC "Introduction to Official Languages" course, etc.) also provided advice on the implementation of section 41.

National coordinators' meetings have allowed federal institutions to network not only among themselves but also with representatives of official-language minority communities, to share best practices and to explore and find ways to address common issues such as the impact of Part VII rulings. In 2009-10, three meetings organized by the Interdepartmental Coordination Directorate provided an opportunity to review the priorities of the *Assemblée de la francophonie de l'Ontario* (AFO), the *Fédération des communautés francophones et acadienne du Canada* (FCFA) and the Quebec Community Groups Network (QCGN), and to discuss possible avenues of cooperation.

The Good Practices Forum—the product of cooperation between the Department, the Treasury Board Secretariat and the Council of the Network of Official Languages Champions—offered a unique opportunity for champions, those responsible for official languages, and national coordinators to discuss common issues with a view to adopting a shared and consistent vision throughout the federal government.

Interdepartmental coordination in the regions has also increased considerably. Meetings organized by Canadian Heritage's regional offices have seen a rise in interdepartmental participation by federal institutions. These meetings serve as a chance to build and strengthen ties between federal institutions and official-language minority communities in the regions, while encouraging ongoing dialogue and creating follow-up opportunities to advance community development priorities. For example, after the *InterAction* meeting in Alberta, the *Association canadienne-française de l'Alberta* (ACFA) and Canadian Heritage followed up with federal institutions to move forward various projects proposed by community organizations. In New Brunswick, the *Table d'échange et de concertation fédérale et communautaire* (TEC-NB) (Federal/Community Dialogue and Coordination Roundtable) worked to ensure measures taken by federal institutions are consistent with the overall plan to develop New Brunswick's Acadian community.

Official-language minority communities can now establish relations with federal institutions due to increased awareness of their responsibilities. These communities have direct access to individuals in federal institutions and can present their development concerns and priorities, submit program queries and receive services. For

example, the visit of Saskatchewan community representatives, accompanied by provincial government representatives, to institutions involved in the *Roadmap for Canada's Linguistic Duality 2008-2013: Acting for the Future* was made possible by the interdepartmental coordination efforts of Canadian Heritage's national and Winnipeg regional offices.

The renewal of the *Entente pour le développement des arts et de la culture de la francophonie canadienne* (Agreement for the Development of Francophone Arts and Culture in Canada), and the addition of a new signatory (Telefilm Canada), clearly highlights the importance of the partnership between federal cultural institutions and the *Fédération culturelle canadienne-française* (FCCF).

Lastly, the Network of Stakeholders Working in the Field of Justice and Security (a network of federal institutions managed by Justice Canada with the support of Canadian Heritage) organized the Forum on Vulnerable Young Francophones in Minority Communities. In this forum, institutions held discussions with community organizations that work with this clientele and identified other institutions that could join the Network (i.e. CIC, Health Canada and Correctional Service Canada).

### Accountability Support

Using the tools available and analyses of results reports and action plans, designated federal institutions benefitted from the advice and expertise of the ICD to more effectively account for their interventions and explore possible new courses of action. For example, an assessment of all reports helped to highlight successes and identify areas for improvement.



Sylvain Lafrance (*Société Radio-Canada*), Nicole Doucet (Canada Council for the Arts), Peter A. Herrndorf (National Arts Centre), Shelly Glover (Parliamentary Secretary for Official Languages), Claude Joli-Coeur (National Film Board of Canada), Michel Padier (Telefilm Canada), Éric Dubeau (*Fédération culturelle canadienne-française*), September 14<sup>th</sup>, 2009.

The Study on the Implementation of section 41 of the *Official Languages Act* in the Federal Administration reminded non-designated institutions of their obligations, and laid the groundwork for a new approach to interdepartmental coordination.

The results of federal institutions' community interventions have been identified and communicated to the public through the publications of the Official Languages Support Programs Branch (OLSPB) (i.e. Volume 2 of the Official Languages Annual Report, *Bulletin 41-42*, the new Good Practices Compendium, etc.).

### **Integrating Section 41 into the Organizational Culture**

In conjunction with federal institutions, the ICD analyzes Memoranda to Cabinet to ensure they consider the impact of proposed initiatives on the development of official-language minority communities and on linguistic duality. This ensures the institutions in question are better informed of their section 41 requirements and consider those requirements when developing policies or programs.

Canadian Heritage also worked with the Treasury Board Secretariat to ensure the new Policy on Transfer Payments and Directive on Transfer Payments take into account support for official-language minority communities and the promotion of English and French. These considerations are therefore integral to the implementation of federal institution policies and programs.

The Department collaborated with Human Resources and Skills Development Canada (HRSDC) to include section 41 considerations in the Government of Canada's Response to the

Special Senate Committee's Report on Aging. It also worked with Citizenship and Immigration Canada to position official languages and communities in the new Canadian citizenship study guide.

Lastly, a working group consisting of Canadian Heritage and the Canada School of Public Service was established for the language maintenance internship initiative. The working group positioned official-language minority communities as partners in language maintenance, and promoted the initiative to several networks (i.e. the Council of the Network of Official Languages Champions, the Good Practices Forum, the Managers' Forum, the Network of National Coordinators and the Interdepartmental Coordination Network at Canadian Heritage).

### **Coordinating the Implementation of Section 41 at Canadian Heritage**

Those responsible for programs and policy at Canadian Heritage are aware of the Department's obligations regarding section 41 of the *Official Languages Act*. They take the priorities of official-language minority communities into account, and seize all possible opportunities to promote English and French. The regions, sectors and branches are supported by a network of coordinators, and the Official Languages Champion is supported in her influential role within the Department.

Following the inclusion of official-language concerns in the implementation of its policies and programs, Canadian Heritage worked to ensure, among other things, that funding agreements contain linguistic clauses adapted to suit each case. All branches have been informed and receive regular advice in this regard.

## RESEARCH

### 1 Targeted Results:

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

### 2 Means:

- Conduct data collection and analysis activities;
- Disseminate data;
- Help direct policies and programs.

### 3 Achievements (some examples):

- Development of case studies on the vitality of Francophone communities in the Yukon, Northwest Territories and Nunavut.
- The study *The Evolution of Official Languages in Canada* draws up a specific profile of changes that affect Canada and are likely to have an impact on linguistic duality.

## Research

Canadian Heritage's Official Languages Support Programs Branch invests resources in research to help achieve the aims of its Development of Official-Language Communities and Enhancement of Official Languages programs. In the 2009-10 fiscal year, the Department set out to acquire relevant data through selective research and statistical surveys. It also continued to consolidate its different databases and to refine and improve its analytical methods.

Through its research unit, the Official Languages Support Programs Branch (OLSPB) participates in a number of research networks within the government and with outside agencies. OLSPB is a member of the Coordinating Committee on Official Languages Research, the Canadian Heritage Departmental Research Committee, the Citizenship and Heritage Research Network, the Canadian Institute for Research on Linguistic Minorities Program Committee, and the *Réseau de la recherche sur la francophonie canadienne*, among other committees.

In the 2009-10 fiscal year, the OLSPB continued to acquire and analyze data from multiple sources, including its own department, other departments, Statistics Canada, and the private and community sectors. Research team members act in a sense as "information brokers", signing third-party licence agreements that facilitate client and partner access to Statistics Canada data. The team's activities further the knowledge of Branch program officers, and of federal departments and agencies that lack the same official-language research capabilities.

Among the initiatives proposed in 2009-10, the OLSPB required the services of the Canadian Institute for Research on Linguistic Minorities (CIRLM) to produce survey, analysis and bibliography data to help improve the Department's research capacity and data holdings in the area of official-language community vitality.



Three of the research project's five components were completed in 2009-10:

- Development of case studies on the vitality of Francophone communities in the Yukon, Northwest Territories and Nunavut;
- Creation of an annotated electronic bibliography of resources on themes concerning the vitality of official-language minority communities, such as minority-language education and ethnolinguistic vitality;
- Development and implementation of a networking initiative to encourage research on Quebec's Anglophone communities, and to establish a research capacity among various stakeholders concerned by the status of these communities.

Lastly, in addition to these various special projects work has also been conducted to help develop the official languages geographic information system. The "Communities in Context" initiative has allowed sector researchers to analyze the socio-economic and demolinguistic evolution of official-language populations, thus gaining a better understanding of regional realities as they relate to factors such as education levels, labour force participation, etc. This has provided useful data to program officers who analyze client proposals.

The growing ability to integrate data from various sources (census, public opinion research, administrative data, etc.) has improved the relevance of research findings. The collection of recurring data implies a greater trend-tracking ability among Department policy analysts and researchers.

## Program Management

In 2000, the Government of Canada adopted a new modern management framework to offer the public the highest possible quality of services. The Official Languages Support Programs Branch thus adopted a modern management plan that consists of a range of measures allowing it to make changes to adapt to the government management framework. The OLSPB adopted an official languages support program management accountability framework and a results-based management framework.

Of the measures taken in 2009-10, the most significant initiatives were the shortening of OLSP request processing times and OLSP guideline revision.

### Shortening of Request Processing Times

Official-Languages Support Programs are run in conjunction with the community sector of official-language minority communities, the provinces and territories, the Council of Ministers of Education, Canada, other federal departments and agencies, and not-for-profit organizations.

The full summative evaluation of the OLSP, completed in 2009, highlighted (among other things) upcoming challenges such as streamlining administrative and reporting processes.

Shortening processing times was the subject of public hearings and a report by the House of Commons Standing Committee on Official Languages, tabled on December 2, 2009. The Committee made 10 recommendations.

The report noted that the Department had undertaken certain positive measures to offset the negative impact on client organizations, but proposed that corrective action be taken to maintain the Department's commitment to community development and vitality. In 2009-10, the Department made changes to lighten and streamline the work of applicant organizations, speed up processing by departmental representatives, and lower the volume of applications to process each year, while ensuring compliance with the terms of the Treasury Board Policy on Transfer Payments that apply to reporting and accountability. These changes are in effect and have already had a positive impact on client groups that submitted funding applications for 2010-11.

## OLSP Guidelines

On March 25, 2009, following the evaluation and audit of OLSPs completed in 2008, Cabinet approved the renewal of OLSP terms and conditions. Following this renewal, the guidelines (the last version of which was dated March 2004) were reviewed and approved by the Minister in March 2010. The new version contained a number of changes, most notably to reflect the creation of the new Cultural Development Fund and the phasing out of the Interdepartmental Partnership with the Official-Language Communities (IPOLC). Other administrative changes were made to meet the requirements of the new Policy on Transfer Payments and Directive on Transfer Payments. To ensure applicants are aware of the new guidelines and can use them when they file their 2011-12 applications, the revised guidelines have been made public and posted on the Department Web site at: <http://www.pch.gc.ca/pgm/lo-ol/pgm/index-eng.cfm>.

## Operational Practices Unit (OPU)

The mandate of the Operational Practices Unit (OPU) is fourfold: liaison; development of guidelines, procedures and work tools; training; and recipient audits. The OPU plays a vital role of liaison and collaboration with the Centre of

Expertise (CoE), Grants and Contributions, to ensure programs are managed while taking CoE due diligence guidelines into account. The OPU also develops guidelines, procedures and work tools to ensure OLSPs are managed effectively.

In 2009-10, the Operational Practices Unit (OPU) made a number of improvements to funding allocation procedures to reduce application processing times. These improvements include promoting of multi-year funding, raising grant thresholds, reviewing program officer work tools (project evaluation and risk management tool, and new Recommendation Approval Form template), and posting service standards on the departmental Web site. These improvements have already had a positive impact on client groups that submitted funding applications for 2010-11.

The OPU also administers an e-library containing work tools and guidelines for all official languages agents and managers. The library allows greater access to programs, since requests are processed more equitably by program officers from region to region.



# Appendix 1 Breakdown of Expenditures by Province and Territory 2009-2010

	Development of Official-Language Communities				Enhancement of Official Languages				Total
	Community Life	Minority-Language Education	Language Rights Support	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Language Rights Support	Total	
Newfoundland and Labrador	1,705,735	1,301,551	-	3,007,286	130,000	2,639,295	-	2,769,295	5,776,581
Prince Edward Island	2,618,800	1,970,732	-	4,589,532	234,395	1,676,602	-	1,910,997	6,500,529
Nova Scotia	3,438,362	5,822,725	-	9,261,087	233,000	3,761,355	-	3,994,355	13,255,442
New Brunswick	6,153,286	16,776,012	-	22,929,298	366,000	5,670,979	-	6,036,979	28,966,277
Quebec	5,308,618	46,715,473	-	52,024,091	244,450	18,652,778	-	18,897,228	70,921,319
Ontario	7,969,304	62,109,285	-	70,078,589	420,000	24,365,722	-	24,785,722	94,864,311
Manitoba	4,590,645	8,506,249	-	13,096,894	154,500	6,015,451	-	6,169,951	19,266,845
Saskatchewan	3,638,578	3,673,018	-	7,311,596	148,500	4,863,619	-	5,012,119	12,323,715
Alberta	4,039,520	8,362,966	-	12,402,486	180,000	9,674,859	-	9,854,859	22,257,345
British Columbia	4,032,607	7,156,572	-	11,189,179	303,105	10,914,458	-	11,217,563	22,406,742
Northwest Territories	2,689,180	1,382,850	-	4,072,030	52,000	1,204,705	-	1,256,705	5,328,735
Yukon	2,343,160	1,235,800	-	3,578,960	-	977,100	-	977,100	4,556,060
Nunavut	1,919,280	772,885	-	2,692,165	50,000	649,746	-	699,746	3,391,911
National (including panCanadian and interregional projects)	10,632,331	4,307,521	837,930	15,777,782	3,040,952	22,616,197	228,600	25,885,749	41,663,531
<b>Total</b>	<b>61,079,406</b>	<b>170,093,639</b>	<b>837,930</b>	<b>232,010,975</b>	<b>5,556,902</b>	<b>113,682,866</b>	<b>228,600</b>	<b>119,468,368</b>	<b>351,479,343</b>



# Appendix 2 Breakdown of Expenditures by Program Component 2009-2010

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
				Appreciation and Rapprochement			
Cooperation with the Community Sector	31,233,781	7,976,072	39,209,853	Collaboration in Promotion	3,162,805	0	3,162,805
Intergovernmental Cooperation on Minority-Language Services	12,783,918	4,019,582	16,803,500	Support for Innovation	85,750	1,830,325	1,916,075
				Sub-total	3,248,555	1,830,325	5,078,880
				Bilingual Capacity			
Cultural Development Fund	0	3,434,100	3,434,100	Support for Interpretation and Translation	388,022	0	388,022
Young Canada Works	1,631,953	-	1,631,953	Support for Innovation	90,000	0	90,000
				Sub-total	478,022	0	478,022
<b>Total - Community Life</b>	<b>45,649,652</b>	<b>15,429,754</b>	<b>61,079,406</b>	<b>Total - Promotion of Linguistic Duality</b>	<b>3,726,577</b>	<b>1,830,325</b>	<b>5,556,902</b>
<b>Minority-Language Education</b>				<b>Second-Language Learning</b>			
Intergovernmental Cooperation				Intergovernmental Cooperation			
Support for the Maintenance and improvement of and Minority-Language Education	106,886,429	58,899,689	165,786,118	Support for the Maintenance and Improvement of English or French Second-Language Programs	55,513,029	34,200,000	89,713,029
Complementary Support for Language Learning	1,391,921	1,245,600	2,637,521	Complementary Support for Language Learning	11,787,606	9,554,400	21,342,006
Cooperation with the				Cooperation with the			
Non-Governmental Sector	1,670,000	-	1,670,000	Non-Governmental Sector	786,620	-	786,620
				Young Canada Works	1,841,211	-	1,841,211
<b>Total - Minority-Language Education</b>	<b>109,948,350</b>	<b>60,145,289</b>	<b>170,093,639</b>	<b>Total - Second-Language Learning</b>	<b>69,928,466</b>	<b>43,754,400</b>	<b>113,682,866</b>
<b>Language Rights Support Program</b>				<b>Language Rights Support Program</b>			
Alternative Dispute Resolution	467,241	-	467,241	Information and Promotion	228,600	-	228,600
Legal Remedies	370,689	-	370,689				
<b>Total - Language Rights Support Program</b>	<b>837,930</b>	<b>-</b>	<b>837,930</b>	<b>Total- Language Rights Support Program</b>	<b>228,600</b>	<b>-</b>	<b>228,600</b>
<b>TOTAL - Development of Official-Language Communities</b>	<b>156,435,932</b>	<b>75,575,043</b>	<b>232,010,975</b>	<b>TOTAL - Enhancement of Official Languages</b>	<b>73,883,643</b>	<b>45,584,725</b>	<b>119,468,368</b>

**OVERALL TOTAL (grants and contributions): 351,479,343**

**Program Administration Cost: 10,050,056**

# Appendix 3 Education Expenditures 2009-2010

	Minority Language			Second Language			Total		
Intergovernmental Cooperation	Federal		Provincial	Federal		Provincial	Federal		Provincial
	\$	%	\$	\$	%	\$	\$	%	\$
<b>Regular Funds</b>									
Student participation	30,383,564	17.9%	35,090,920	9,987,365	8.9%	11,451,422	40,370,929	14.3%	46,542,342
Provisions of Programs	54,319,712	31.9%	65,244,603	45,273,184	40.5%	97,716,134	99,592,896	35.3%	162,960,737
Student Performance	7,821,058	4.6%	13,365,697	4,061,730	3.6%	6,116,443	11,882,788	4.2%	19,482,140
Enriched School Environment	14,773,240	8.7%	39,171,686	7,163,681	6.4%	7,605,242	21,936,921	7.8%	46,776,928
Access to Postsecondary Education	23,639,057	13.9%	25,341,563	5,989,460	5.4%	6,059,124	29,628,517	10.5%	31,400,687
Support for Educational Staff and Research	17,561,110	10.3%	19,578,226	13,586,034	12.1%	13,595,003	31,147,144	11.0%	33,173,229
<b>Sub-total</b>	<b>148,497,741</b>	<b>87.3%</b>	<b>197,792,695</b>	<b>86,061,454</b>	<b>76.9%</b>	<b>142,543,368</b>	<b>234,559,195</b>	<b>83.2%</b>	<b>340,336,063</b>
<b>Additional Strategies</b>									
Student participation	2,784,702	1.6%	7,347,519	-	-	-	2,784,702	1.0%	7,347,519
Provisions of Programs	2,471,500	1.5%	4,223,040	-	-	-	2,471,500	0.9%	4,223,040
Student Performance	0	0.0%	0	-	-	-	0	0.0%	0
Enriched School Environment	4,168,000	2.5%	27,117,477	-	-	-	4,168,000	1.5%	27,117,477
Access to Postsecondary Education	7,092,185	4.2%	4,027,020	-	-	-	-	-	4,027,020
Support for Educational Staff and Research	771,990	0.5%	817,980	-	-	-	771,990	0.3%	817,980
<b>Sub-total</b>	<b>17,288,377</b>	<b>10.2%</b>	<b>43,533,036</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>10,196,192</b>	<b>3.6%</b>	<b>43,533,036</b>
<b>Additional Strategies</b>									
Student participation	-	-	-	70,000	0.1%	0	70,000	0.0%	0
Provisions of Programs	-	-	-	626,575	0.6%	0	626,575	0.2%	0
Student Performance	-	-	-	0	0.0%	0	0	0.0%	0
Enriched School Environment	-	-	-	0	0.0%	0	-	-	-
Access to Postsecondary Education	-	-	-	1,925,576	1.7%	1,745,886	1,925,576	0.7%	1,745,886
Support for Educational Staff and Research	-	-	-	1,029,424	0.9%	639,134	1,029,424	0.4%	639,134
<b>Sub-total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>3,651,575</b>	<b>3.3%</b>	<b>2,385,020</b>	<b>3,651,575</b>	<b>1.3%</b>	<b>2,385,020</b>
<b>Sub-total -Intergovernmental Cooperation</b>	<b>165,786,118</b>	<b>97.5%</b>	<b>241,325,731</b>	<b>89,713,029</b>	<b>80.2%</b>	<b>144,928,388</b>	<b>255,499,147</b>	<b>90.6%</b>	<b>386,254,119</b>
<b>National Programs</b>									
Explore and destination Clic (Bursary)	852,778	0.5%	0	16,202,788	14.5%	0	17,055,566	6.0%	0
Odyssey (Monitors)	1,784,743	1.0%	0	5,139,218	4.6%	0	6,923,961	2.5%	0
Cooperation with the Non-Governmental Sector	\$	%							
Teaching Support	1,670,000	1.0%	0	786,620	0.7%	0	2,456,620	0.9%	0
<b>TOTAL GLOBAL</b>	<b>170,093,639</b>		<b>241,325,731</b>	<b>111,841,655</b>		<b>144,928,388</b>	<b>281,935,294</b>	<b>91%</b>	<b>386,254,119</b>

# Appendix 4

## Enrolment Data

### Enrolments in second-language instruction Programs in the majority-language school systems

#### Newfoundland and Labrador

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	157,686	67,252	42.6%	56	< 0.1%
2006-2007	74,345	44,639	60.0%	7,222	9.7%
2007-2008	72,109	43,868	60.8%	7,501	10.4%
2008-2009	70,641	42,601	60.3%	8,008	11.3%

#### Prince Edward Island

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	27,903	16,507	59.2%	304	1.1%
2006-2007	21,365	12,975	60.7%	4,108	19.2%
2007-2008	20,813	12,691	61.0%	4,246	20.4%
2008-2009	20,324	12,217	60.1%	4,237	20.8%

#### Nova Scotia

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	201,279	87,450	43.4%	46	< 0.1%
2006-2007	138,295	72,876	52.7%	14,625	10.6%
2007-2008	134,965	70,546	52.3%	14,683	10.9%
2008-2009	132,827	68,596	51.6%	15,055	11.3%

#### New Brunswick

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	163,385	73,430	44.9%	2,504	1.5%
2006-2007	112,013	64,722	57.8%	21,285	19.0%
2007-2008	110,288	60,371	54.7%	20,719	18.8%
2008-2009	108,407	42,843	39.5%	18,658	17.2%

#### Students in French-language system taking English second language courses

1995-1996	135,054	30,300	22.4%
2001-2002	122,792	23,280	19.0%
2002-2003	120,600	23,217	19.3%
2003-2004	118,869	21,995	18.5%

## Quebec

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1970-1971	1,588,788	855,330	53.8%		
2006-2007	940,396	759,119	80.7%		
2007-2008	918,270	739,227	80.5%		
2008-2009	897,172	720,263	80.3%		

## Students taking French immersion

1988-1989	1,035,152	26,228	2.5%	26,228	2.5%
2001-2002	1,002,973	43,941	4.4%	43,941	4.4%
2002-2003	995,051	44,431	4.5%	44,431	4.5%
2003-2004	983,766	44,684	4.5%	44,684	4.5%

## Ontario

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	1,973,140	852,184	43.2%	12,363	0.6%
2006-2007	2,103,456	981,322	46.7%	158,405	7.5%
2007-2008	2,087,588	980,211	47.0%	162,321	7.8%
2008-2009	2,070,736	970,686	46.9%	167,215	8.1%

## Manitoba

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	225,698	86,311	38.2%	1,290	0.6%
2006-2007	180,043	85,462	47.5%	17,871	9.9%
2007-2008	179,320	83,748	46.7%	18,214	10.2%
2008-2009	177,962	84,156	47.3%	18,563	10.4%

## Saskatchewan

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	219,191	57,023	26.0%	338	0.2%
2006-2007	169,045	65,016	38.5%	8,858	5.2%
2007-2008	165,691	64,859	39.1%	9,114	5.5%
2008-2009	164,453	60,673	36.9%	9,346	5.7%



## Total – Canada

Students in majority-language school systems taking French as a second-language combined with students taking English as a second-language					
Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1975-1976	5,354,281	2,252,995	42.1%	5,292	0.1%
2006-2007	4,887,980	2,504,404	51.2%	304,292	6.2%
2007-2008	4,830,356	2,478,932	51.3%	311,051	6.4%
2008-2009	4,783,357	2,423,828	50.7%	317,590	6.6%
Students in English-language system taking French second language courses (Canada, less Quebec)					
1975-1976	3,979,372	1,501,756	37.7%	5,292	0.1%
2006-2007	3,947,584	1,745,285	44.2%	304,292	7.7%
2007-2008	3,912,086	1,739,705	44.5%	311,051	8.0%
2008-2009	3,886,185	1,703,565	43.8%	317,590	8.2%
Students in French-language system taking English second language courses (Quebec)					
1975-1976	1,374,909	751,239	54.6%	n.a.	
2006-2007	940,396	759,119	80.7%	n.a.	
2007-2008	918,270	739,227	80.5%	n.a.	
2008-2009	897,172	720,263	80.3%	n.a.	

## Enrolments in Minority-Language Education Programs

### Newfoundland and Labrador

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	160,915	185	K to 12	0.1%
2006-2007	74,345	222	K to 12	0.3%
2007-2008	72,109	251	K to 12	0.3%
2008-2009	70,641	269	K to 12	0.4%

### Prince Edward Island

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	30,622	796	K to 12	2.6%
2006-2007	21,365	705	1 to 12	3.3%
2007-2008	20,813	694	1 to 12	3.3%
2008-2009	20,324	712	1 to 12	3.5%

## Nova Scotia

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	214,897	7,388	K to 12	3.4%
2006-2007	138,295	4,124	P to 12	3.0%
2007-2008	134,965	4,256	P to 12	3.2%
2008-2009	132,827	4,358	P to 12	3.3%

## New Brunswick

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	175,912	60,679	K to 12	34.5%
2006-2007	112,013	32,353	K to 12	28.9%
2007-2008	110,288	31,725	K to 12	28.8%
2008-2009	108,407	31,119	K to 12	28.7%

## Quebec

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	1,588,788	248,855	K to 11	15.7%
2006-2007	940,396	104,129	K to 11	11.1%
2007-2008	918,270	101,285	K to 11	11.0%
2008-2009	897,172	98,842	K to 11	11.0%

## Ontario

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	2,022,401	111,455	K to 12	5.5%
2006-2007	2,103,456	90,217	K to 13	4.3%
2007-2008	2,087,588	91,071	K to 13	4.4%
2008-2009	2,070,736	91,830	K to 13	4.4%

## Manitoba

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	246,946	10,405	K to 12	4.2%
2006-2007	180,043	5,338	K to 12	3.0%
2007-2008	179,320	5,378	K to 12	3.0%
2008-2009	177,962	5,323	K to 12	3.0%

## Saskatchewan

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	247,332	765	K to 12	0.3%
2006-2007	169,045	1,132	K to 12	0.7%
2007-2008	165,691	1,118	K to 12	0.7%
2008-2009	164,453	1,162	K to 12	0.7%

## Alberta

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1983-1984	448,835	1,076	K to 12	0.2%
2006-2007	560,563	4,737	K to 12	0.8%
2007-2008	559,118	5,161	K to 12	0.9%
2008-2009	564,051	5,254	K to 12	0.9%

## British Columbia

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1979-1980	511,671	213	K to 12	< 0.1%
2006-2007	564,835	3,816	K to 12	0.7%
2007-2008	558,896	3,964	K to 12	0.7%
2008-2009	553,737	4,221	K to 12	0.8%

## Yukon

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1984-1985	4,697	30	K to 8	0.6%
2006-2007	5,227	147	K to 12	2.8%
2007-2008	5,227	143	K to 12	2.7%
2008-2009	5,005	158	K to 12	3.2%

## Northwest Territories

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1990-1991	14,079	63	K to 11	0.4%
2006-2007	9,332	163	K to 11	1.7%
2007-2008	9,048	181	K to 11	2.0%
2008-2009	8,762	193	K to 11	2.2%

### Key to symbols:

K = kindergarten

P = primary

ESL = English as a second language

FSL = French as a second language

n.a. data not available

### Notes:

1. Minority language figures for 1970-71 exclude Alberta, for which no figures were available, and British Columbia, Yukon and Northwest Territories, for which there were no minority-language schools in 1970-71. For each of these jurisdictions, the earliest year for which data is available is provided in the tables to establish a reference year.

2. Second language figures include enrolments for the majority language system, (French in Quebec and English elsewhere). For second language enrolment totals outside Quebec, the French immersion enrolments are included and are given separately as well. Students in French immersion in Quebec's English-language schools are not included in the second-language totals.

3. Second language totals for 1977-78 do not include Yukon or Northwest Territories, for which no data was available.

**Source:** Centre for Education Statistics, Statistics Canada



# Appendix 5

## Appendix 5: Official Languages Support Programs – Expected Outcomes and Program Components

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