



# SELF-ASSESSMENT TOOL

FOR FEDERAL INSTITUTIONS ON THE IMPLEMENTATION OF SECTION 41  
OF THE *OFFICIAL LANGUAGES ACT*

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# 1 Introduction

This self-assessment tool was designed to help federal institutions analyze their institutional practices themselves in order to develop a clear picture of their situation with regard to section 41 of the Official Languages Act and to make progress on its implementation. The tool presents several means to apply section 41 and enables federal institutions to assess their own performance in relation to each of those means, where they are consistent with the institution's mandate. Although there is a wide range of potential means, the tool focuses on the most common ones for illustrative purposes. The use of this tool is part of a continuous improvement process, making it possible for the institution completing the self-assessment to identify courses of action and assess its progress over time. This tool is not an accountability mechanism, but rather a method of supporting institutions in order to offer concrete solutions for them to improve their practices.

# 2 Objectives

- Identify the areas where the federal institution is most likely to support the development of official language minority communities and the advancement of English and French in Canadian society;
- Identify the means already used by the federal institution as well as those that could be considered or improved;
- Help federal institutions make progress in the implementation of section 41 by suggesting tools and best practices based on the self-assessment results and the institution's mandate;
- Provide tools to the coordinators responsible for the implementation of section 41 of the Official Languages Act so they can recognize opportunities for their organization to contribute, identify the means available to them and make recommendations to the branches and the individuals responsible for programs and services;
- Assist the coordinators responsible for the implementation of section 41 of the Official Languages Act in drafting their official languages review and in developing an action plan for part VII by identifying priority measures;
- Facilitate dialogue between the coordinator responsible for the implementation of section 41 of the Official Languages Act and the Canadian Heritage analyst.

## 3 Suggested approach

### Step 1 - Complete the self-assessment grid

You are encouraged to complete the self-assessment grid in order to get an idea of the situation. Six categories of activities have been identified to determine the status of implementation of section 41. Each category includes several potential means. You are then asked to rank the means as follows:

- 1-Non-existent
- 2-Partially implemented
- 3-Implemented
- 4-Not applicable/Does not apply to mandate

Your institution does not have to implement all the means listed in the grid. The self-assessment results should be interpreted in light of your institution's mandate. In other words, the fact that certain means are described as non-existent in several categories does not mean that your institution is not fulfilling its obligations; it may simply mean that there are fewer opportunities to contribute or that the activities related to your institution's mandate are very specific.

### Step 2 - Consult the tools and practices suggested in the appendix

Once the self-assessment grid has been completed, various tools and practices are suggested based on each of the means identified. It is not necessary to implement all the means presented; instead, you should identify those that are within your institution's reach. By doing so, your institution can develop an action plan that is suited to its capacities and resources. Suggested tools and practices can be found in Appendices A and B.

### Step 3 - Contact the assigned Canadian Heritage analyst

You are encouraged to contact the analyst at Canadian Heritage assigned to your institution for advice on implementing the means identified in the self-assessment. Based on the completed self-assessment grid, the analyst will be able to assist you in making progress on the implementation of section 41 according to the priorities identified by your institution. You may contact Canadian Heritage at any time through gateway 41: [pch.portail41-gateway41.pch@canada.ca](mailto:pch.portail41-gateway41.pch@canada.ca).

## ACRONYMS AND ABBREVIATIONS

**CADMOL:** Committee of Assistant Deputy Ministers on Official Languages

**FI:** Federal institution

**Key stakeholders in the advancement of English and French in Canadian society:** Organization or group specific to certain sectors (justice, health, immigration, etc.) that, through its mandate and actions, foster the full recognition and use of English and French in Canadian society. Examples include, but are not limited to, the Association for Canadian Studies, Canadian Parents for French, French for the Future, the Association francophone pour le savoir (ACFAS), the Centre de la francophonie des Amériques, TV5 Québec-Canada, the Association nationale des éditeurs de livres (ANEL).

**OLA:** *Official Languages Act*

**OLMC:** Official language minority community

**Organizations representing OLMCs:** Groups representing the interests of OLMCs. Examples include, but are not limited to, the Fédération des communautés francophones et acadienne (FCFA), the Quebec Community Groups Network (QCGN), the Association de la presse francophone (APF), the Fédération de la jeunesse canadienne-française (FCJF), the Community Economic Development and Employability Corporation (CEDEC), English-Language Arts Network (ELAN), the Fédération culturelle canadienne-française (FCCF), the Fédération des aînées et aînés francophones du Canada (FAAFC), the Fédération des associations de juristes d'expression française de common law inc. (FAJEF), the Réseau de développement économique et d'employabilité (RDEE), the Réseaux en immigration francophone (RIF) and Youth4Youth.

**PCH:** Canadian Heritage

**PROL:** Person responsible for official languages

**Section 41:** Section 41 of the *Official Languages Act*

**Section 41 coordinator:** Coordinator responsible for the implementation of section 41 of the *Official Languages Act*

**TBS:** Treasury Board of Canada Secretariat

# OVERVIEW OF THE *OFFICIAL LANGUAGES ACT*

Part I	Part II	Part III	Part IV	Part V	Part VI	Part VII	Part VIII	Part IX	Part X
Proceedings of Parliament	Legislative and other instruments	Administration of justice	Communications with and services to the public	Language of work	Participation of English-speaking and French-speaking Canadians	<b>Advancement of English and French</b>	Responsibilities and duties of Treasury Board in relation to the official languages of Canada	Commissioner of official languages	Court remedy



Section 41
<p><b>(1)</b> The Government of Canada is committed to</p> <ul style="list-style-type: none"> <li><b>(a)</b> enhancing the vitality of the English and French linguistic minority communities in Canada and supporting and assisting their development; and</li> <li><b>(b)</b> fostering the full recognition and use of both English and French in Canadian society.</li> </ul>
<p><b>(2)</b> Every federal institution has the duty to ensure that positive measures are taken for the implementation of the commitments under subsection (1). For greater certainty, this implementation shall be carried out while respecting the jurisdiction and powers of the provinces.</p>

# ASSESSMENT GRID

	Description	Scope	Expected results
<b>A - Awareness</b>	Internal activities to educate the FI's employees and management on their responsibilities regarding the advancement of English and French in Canadian society and support for the development of OLMCs.	Within the FI	Introduction of a lasting change in the FI's organizational culture; employees and management are aware of and understand their responsibilities regarding section 41 and OLMCs.
<b>B - Consultations</b>	Engagement between the FI and OLMCs or between the FI and key stakeholders in a dialogue process to better understand one another's mandates and priorities and to identify opportunities for the development of OLMCs and the advancement of English and French in Canadian society.	Between the FI and OLMCs and between the FI and key stakeholders in the advancement of English and French	Creation of lasting relationships between the FI and OLMCs and between the FI and key stakeholders in the advancement of English and French in Canadian society; the FI, OLMCs and key stakeholders understand their needs and their respective mandates.
<b>C - Communications</b>	Provision of information externally to promote the bilingual character of Canada and foster the full recognition and use of English and French in Canadian society; provision of information to OLMCs regarding the FI's activities, programs and policies that could be of interest to OLMCs.	From the FI to OLMCs and from the FI to Canadian society	OLMCs have a broad understanding of the FI's mandate; OLMCs receive relevant and up-to-date information regarding the FI's programs and services; Canadians receive relevant information from the FI regarding projects and initiatives that support the advancement of English and French in Canadian society.
<b>D - Coordination and liaison</b>	Networking, cooperation and relationships (research, joint meetings, etc.) within the FI or between the FI and other government institutions (federal, provincial, territorial or municipal); does not include funding.	Within the FI; between the FI and other government institutions	Cooperation with multiple partners to support the development and vitality of OLMCs, the advancement of English and French in Canadian society and the sharing of best practices.
<b>E - Funding and services</b>	Policy development, and design and delivery of programs and services (resources, in-kind contributions, funding, etc.) for OLMCs or that may have an impact on OLMCs or that present an opportunity to promote English and French in Canadian society, by the FI itself or with other FIs.	From the FI to OLMCs and other recipients	Integration of official languages throughout the program cycle and during policy development; adequate access of OLMCs to FI programs and services; consideration of the needs of OLMCs and the promotion of English and French in Canadian society; development of mechanisms to achieve this
<b>F - Planning and accountability</b>	Institutional planning, assessment and reporting tools (e.g., development of action plans and reports on results, internal assessments, policy reviews).	Within the FI; from the FI to other FIs	Full integration of section 41 and the perspective of OLMCs into the FI's policies, programs and services; the departmental results framework, performance information profiles and internal assessments identify how to better incorporate section 41.

## A – AWARENESS

Primary means Section 41 of the OLA		Non-existent	Partially implemented	Implemented	Not applicable/ Does not apply to mandate
<u>A1</u>	<b>Training or awareness activities</b> Training on Part VII is available and promoted to employees, managers and executives with respect to their responsibilities regarding section 41.				
<u>A2</u>	<b>Official languages champion</b> The official languages champion provides leadership in the implementation of section 41 and acts as an advocate for English and French and the development of OLMCs among employees and senior managers.				
<u>A3</u>	<b>Internal information tools</b> Internal information tools present information and activities related to section 41 and OLMCs (e.g., internal newsletters, emails to employees, intranet messages, messages from the Champion, references to the Rendez-vous de la Francophonie, references to Linguistic Duality Day, special activities, events, coffee chats, new policies, programs or services that may affect the implementation of section 41, etc.); these tools are used to increase employees' and managers' awareness.				
<u>A4</u>	<b>Work tools based on employees' scope of work</b> The FI has a variety of tools to help employees, managers and executives determine how they can contribute to the implementation of section 41 in their scope of work (e.g., communications, policy development, program and service delivery); these tools are tailored to each individual's field.				
<u>A5</u>	<b>Recognition program</b> There is a recognition program in place to recognize employees' and managers' efforts in implementing section 41, as well as a well-structured mechanism to highlight and promote these efforts.				



## B – CONSULTATIONS

Primary means Section 41 of the OLA		Non-existent	Partially implemented	Implemented	Not applicable/ Does not apply to mandate
<b><u>B1</u></b>	<p><b>Consultation mechanisms</b></p> <p>The FI has consultation mechanisms (advisory committees, round tables, public hearings, juries, etc.) enabling it to:</p> <ul style="list-style-type: none"> <li>learn about the concerns and needs of OLMCs and/or key stakeholders in the advancement of English and French in Canadian society;</li> <li>take into account the needs of OLMCs and/or the requirements for the advancement of English and French in its decision-making processes.</li> </ul>				
<b><u>B2</u></b>	<p><b>Ongoing dialogue</b></p> <p>The FI maintains an ongoing dialogue with OLMCs and/or key stakeholders in the advancement of English and French in Canadian society (through working groups, meetings, presentations or ad hoc calls) to stay up to date on what is happening and to identify opportunities for collaboration and action.</p>				
<b><u>B3</u></b>	<p><b>Regional offices and points of service</b></p> <p>In order to consider local factors, the FI's regional offices and points of service consult OLMCs and/or key stakeholders in the advancement of English and French in Canadian society to identify their concerns and needs; the results are shared with the FI's section 41 coordinator and regional executives.</p>				
<b><u>B4</u></b>	<p><b>Participation in community activities and events</b></p> <p>The FI participates in activities and events organized by or for OLMCs and/or key stakeholders in the advancement of English and French in Canadian society in order to stay up to date on what is happening and to identify opportunities for collaboration and action.</p>				
<b><u>B5</u></b>	<p><b>The FI's policies, programs and services</b></p> <p>The FI consults with OLMCs and/or key stakeholders in the advancement of English and French in Canadian society:</p> <ul style="list-style-type: none"> <li>at the start of and throughout the process of developing or revising policies, programs and services;</li> <li>when adopting new service delivery channels or transferring responsibilities (e.g., to another level of government or to a non-governmental organization) in order to determine the impact of these changes on OLMCs and the advancement of English and French.</li> </ul>				
<b><u>B6</u></b>	<p><b>The FI's action plans</b></p> <p>The FI considers the needs of OLMCs and key stakeholders in the advancement of English and French in Canadian society when developing its action plan for the implementation of section 41.</p>				

## C – COMMUNICATIONS

Primary means Section 41 of the OLA		Non-existent	Partially implemented	Implemented	Not applicable/ Does not apply to mandate
<u>C1</u>	<p><b>General information provided to OLMCs and the Canadian public</b> The FI uses the communication tools at its disposal (Internet, social and traditional media, press releases, etc.) to inform OLMCs and the Canadian public of important events, announcements, activities, exhibitions or the publication of reports that are relevant to OLMCs or that promote English and French in Canadian society.</p>				
<u>C2</u>	<p><b>Revision or adoption of policies, programs and services</b> The FI takes the initiative to inform OLMCs when it modifies or adopts policies, programs or services that are relevant to the OLMCs' needs and concerns.</p>				
<u>C3</u>	<p><b>Communication strategies</b> The FI includes and targets OLMCs in its communication strategies by adapting tools and content as required.</p>				
<u>C4</u>	<p><b>Promotion of official languages initiatives</b> The FI uses the communication tools at its disposal (Internet, social and traditional media, press releases, etc.) to promote the official languages initiatives and projects it supports; these tools are used to increase the visibility of OLMCs or of English and French in Canadian society.</p>				
<u>C5</u>	<p><b>Communication of the official languages review</b> The FI provides its review to the Office of the Commissioner of Official Languages, parliamentary standing committees on official languages, and interested community organizations such as the <a href="#">Fédération des communautés francophones et acadienne du Canada</a> (French only) and the <a href="#">Quebec Community Groups Network</a>.</p>				

## D – COORDINATION AND LIAISON

Primary means Section 41 of the OLA		Non-existent	Partially implemented	Implemented	Not applicable/ Does not apply to mandate
<u>D1</u>	<b>Official languages champion</b> The official languages champion ensures the full implementation of section 41 within the FI and ensures that section 41 issues are taken into account in the FI's decision-making processes at FI executive committee meetings.				
<u>D2</u>	<b>National coordinator</b> The FI has appointed a national coordinator responsible for the implementation of section 41 who has the support, knowledge and resources to do the job.				
<u>D3</u>	<b>Regional or sectoral coordinators</b> The FI has regional or sectoral coordinators who have the support, knowledge and resources necessary to implement section 41; the national, regional and sectoral coordinators have strong working relationships and support one another through a formal or informal structure that allows them to work together in order to mobilize the FI to implement section 41 (official languages committee, internal network, etc.).				
<u>D4</u>	<b>Regional councils of federal executives</b> The FI participates in meetings of regional councils of federal executives and their activities related to section 41.				
<u>D5</u>	<b>Collaboration between the FI and other federal institutions, nationally and regionally</b> The FI works with other FIs in the interest of OLMCs or the advancement of English and French in Canadian society.				
<u>D6</u>	<b>Collaboration between the FI and other levels of government</b> The FI works with other levels of government (provinces, territories, municipalities) or international organizations (if applicable) for the benefit of OLMCs or the advancement of English and French in Canadian society.				
<u>D7</u>	<b>Collaboration with PCH</b> The FI consults and collaborates with PCH to maximize its contribution to the implementation of section 41.				

## E – FUNDING AND SERVICES

Primary means Section 41 of the OLA		Non-existent	Partially implemented	Implemented	Not applicable/ Does not apply to mandate
<u>E1</u>	<b>Program design (memoranda to Cabinet and Treasury Board submissions)</b> The FI's program designers conduct a detailed analysis of the impact on OLMCs and on the advancement of English and French in Canadian society.				
<u>E2</u>	<b>Evaluation of funding applications</b> The FI's program officers evaluate the project proposals received from applicants and determine the opportunities they present to enhance the vitality of OLMCs or support their development, as well as opportunities to promote English and French in Canadian society.				
<u>E3</u>	<b>Inclusion of language clauses</b> Where applicable, contribution agreements contain language clauses that the recipient must comply with when the project could have an impact on OLMCs or presents an opportunity to promote English and French in Canadian society; language clauses are discussed with the recipient to ensure that it fully understands its obligations and is able to fulfil them.				
<u>E4</u>	<b>Monitoring of compliance with language clauses</b> The FI has developed monitoring mechanisms to ensure that the recipient complies with the language clauses; compliance is monitored on an ongoing basis throughout the project or initiative.				
<u>E5</u>	<b>Contribution to community activities and events</b> The FI contributes (resources, funding, in-kind contributions, etc.) to activities and events organized by or for OLMCs or organizations that promote English and French in Canadian society.				

## F – PLANNING AND ACCOUNTABILITY

Primary means Section 41 of the OLA		Non-existent	Partially implemented	Implemented	Not applicable/ Does not apply to mandate
<b><u>F1</u></b>	<p><b>Development of an action plan on official languages</b> The FI develops an annual or multi-year action plan that:</p> <ul style="list-style-type: none"> <li>clearly and precisely describes the proposed implementation of section 41 in its activities, policies, programs and services;</li> <li>describes the targeted results, performance indicators, responsible person or unit, and a timeline;</li> <li>is approved by senior management.</li> </ul>				
<b><u>F2</u></b>	<p><b>Integration of section 41 in corporate planning</b> Section 41 is part of the FI's planning and program elements; official languages obligations are adapted and incorporated into the strategic planning process, such as the budget, operational planning, performance information profiles, the departmental plan, the departmental results report, resource allocation and performance measurement.</p>				
<b><u>F3</u></b>	<p><b>Monitoring and data collection process</b> The FI has developed a mechanism to monitor the progress made in relation to the action plan and the satisfaction of OLMCs; senior management, including the FI's champion and the FI's CADMOL member (if applicable), is informed of the progress made in relation to the action plan.</p>				
<b><u>F4</u></b>	<p><b>Production of an official languages review</b> The FI drafts a review on Part VII, when required, that clearly and precisely describes the implementation of section 41 through its activities or projects;</p> <ul style="list-style-type: none"> <li>the review is approved by the deputy head or his or her delegates;</li> <li>the review is submitted to PCH in a timely manner;</li> <li>the FI considers the feedback provided by PCH analysts.</li> </ul>				
<b><u>F5</u></b>	<p><b>Internal audits and evaluations</b> Internal audits and evaluations of the FI's programs and services are conducted regularly and include elements and criteria to determine how the FI's policies, programs and services have contributed to the development and vitality of OLMCs and the advancement of English and French in Canadian society.</p>				
<b><u>F6</u></b>	<p><b>The FI's executive committees</b> Section 41 is one of the topics discussed by executive committees when a decision must be taken or direction must be issued (for approval of the action plan, for the development of official languages tools or training, etc.).</p>				

# Appendix A

## Related official languages resources (in alphabetical order)

- [Guide for Drafting Memoranda to Cabinet — Official Languages Impact Analysis](#) (Canadian Heritage)
- [Guide on Part VII of the \*Official Languages Act\*: Support to communities and promotion of English and French](#) (Canadian Heritage)
- [Guiding principles for the consultation process with official language minority communities \(OLMCs\)](#) (Canadian Heritage)
- [Infographics on Canada’s official languages](#) (Office of the Commissioner of Official Languages)
- [Interactive map of Canada’s Francophone communities](#) (Fédération des communautés francophones et acadienne du Canada) (available in French only)
- [Key questions to facilitate decision-making that may impact on the implementation of section 41 of the \*Official Languages Act\*](#) (Canadian Heritage)
- [Official Languages Hub](#) - Search engine to find official languages resources offered by the Government of Canada (Translation Bureau)
- [Official language minority communities with at least one school in the minority language](#) (Canadian Heritage)
- [Official Languages Research Dissemination Platform](#) (Canadian Heritage)
- [Part VII: Advancement of English and French - \*Official Languages Act\*](#) (Justice Canada)
- [Reflection tool for the Implementation of section 41 of the \*Official Languages Act\*](#) (Canadian Heritage)
- [Some facts on the Canadian Francophonie](#) (Canadian Heritage)
- [Statistics on official languages in Canada](#) (Canadian Heritage)

# Appendix B

## Suggested practices based on the means identified

*Note: Practices can take various forms; this appendix gives some examples.*

### A – AWARENESS

	Primary means Section 41 of the OLA	Suggested practices
<u>A1</u>	<b>Training or awareness activities</b>	<ul style="list-style-type: none"> <li>• Develop training on Part VII and make it mandatory for all employees where possible.</li> <li>• Integrate official languages training delivered by the Canada School of Public Service in employees' learning plans.</li> <li>• Invite PCH analysts to make a presentation on Part VII.</li> <li>• Develop special activities that promote English and French, such as coffee chats and thematic discussions on Part VII or on issues specific to OLMCs.</li> <li>• Survey employees and managers on their training needs.</li> <li>• Focus on the benefits, rather than the costs, of incorporating section 41 into the FI's activities.</li> </ul>
<u>A2</u>	<b>Official languages champion</b>	<ul style="list-style-type: none"> <li>• Launch awareness activities on section 41.</li> <li>• Visit the Council of the Network of Official Languages Champions page: <a href="https://osez-dare.aadnc-aandc.gc.ca/eng/1380732103233/1380732134447">https://osez-dare.aadnc-aandc.gc.ca/eng/1380732103233/1380732134447</a>.</li> <li>• Foster collaboration between the FI's champion and section 41 coordinator to plan concrete actions to raise awareness of section 41 across the FI.</li> </ul>
<u>A3</u>	<b>Internal information tools</b>	<ul style="list-style-type: none"> <li>• Mention events and achievements related to OLMCs and the advancement of English and French in Canadian society in information messages to employees.</li> <li>• Monitor the media with respect to Part VII and share with staff.</li> </ul>
<u>A4</u>	<b>Work tools based on employees' scope of work</b>	<ul style="list-style-type: none"> <li>• Develop guidelines for policy analysts to help them draft official languages analyses in memoranda to Cabinet and Treasury Board submissions.</li> <li>• Prepare a guide on language clauses for program officers responsible for transfer payment agreements (grants and contributions).</li> <li>• Develop a "Part VII lens" to facilitate program design.</li> <li>• Contact the PCH analyst to obtain tool templates.</li> <li>• Survey employees and managers on their needs; create tools internally if there is interest and make them available on an accessible platform.</li> <li>• Complete an inventory of work tools to get a global overview of what the FI's employees have at their disposal.</li> <li>• Create and maintain an intranet page for employees in order to provide tools in a central location.</li> </ul>
<u>A5</u>	<b>Recognition program</b>	<ul style="list-style-type: none"> <li>• Regularly recognize employee initiatives or efforts that support the development of OLMCs, such as the creation of work tools that consider the needs of OLMCs or that promote English and French in Canadian society.</li> <li>• Establish an annual award of excellence for employees who promote the use of their second language in Canadian society.</li> </ul>

## B – CONSULTATIONS

	Primary means Section 41 of the OLA	Suggested practices
<b><u>B1</u></b>	<b>Consultation mechanisms</b>	<ul style="list-style-type: none"> <li>• Refer to the guiding principles for consultation processes with OLMCs (PCH tool).</li> <li>• Together with other FIs, consult OLMCs on joint projects.</li> <li>• Draw from the best practices of other FIs with similar mandates.</li> <li>• Participate in Network 41 meetings coordinated by PCH to which community organizations are invited.</li> <li>• Contact the PCH analyst assigned to the FI for advice on consultation processes.</li> </ul>
<b><u>B2</u></b>	<b>Ongoing dialogue</b>	<ul style="list-style-type: none"> <li>• Keep an up-to-date list of contacts for organizations representing OLMCs and key stakeholders in the advancement of English and French in Canadian society.</li> <li>• Invite, where appropriate, OLMCs and key stakeholders in the advancement of English and French to internal activities, thematic discussions, events of interest, national meetings, training sessions, symposiums, etc.</li> <li>• Take every opportunity to continue discussions with OLMCs and key stakeholders in the advancement of English and French (e.g., when they are present or during Network 41 meetings coordinated by PCH, conferences, etc.).</li> </ul>
<b><u>B3</u></b>	<b>Regional offices and points of service</b>	<ul style="list-style-type: none"> <li>• Target key individuals in the regions who have a horizontal view of the FI's programs and services in the regions.</li> <li>• Target key individuals in the regions who have official languages responsibilities or who have some experience, knowledge or interest in official languages.</li> </ul>
<b><u>B4</u></b>	<b>Participation in community activities and events</b>	<ul style="list-style-type: none"> <li>• Subscribe to the news feed of organizations representing OLMCs and key stakeholders in the advancement of English and French in Canadian society.</li> <li>• Monitor the media on OLMCs, organizations representing OLMCs and key stakeholders in the advancement of English and French in Canadian society in relation to the FI's activities and mandate.</li> <li>• Ensure ongoing dialogue with OLMCs, particularly through organizations representing OLMCs, to stay up to date on upcoming activities and events.</li> <li>• Create opportunities to promote federal public service jobs to OLMCs (job fair, university recruitment campaign, etc.).</li> </ul>
<b><u>B5</u></b>	<b>The FI's policies, programs and services</b>	<ul style="list-style-type: none"> <li>• Refer to the guiding principles for consultation processes with OLMCs (PCH tool).</li> <li>• Consult a map of OLMCs to determine whether the program or service will take place in or near an OLMC, and confirm this information with the OLMCs identified.</li> <li>• Consider the perspectives and expectations of OLMCs and key stakeholders in the advancement of English and French in Canadian society in developing the FI's projects and activities, and document the steps taken to do so.</li> <li>• Fully document consultations, as well as decision-making.</li> </ul>
<b><u>B6</u></b>	<b>FI Action Plans</b>	<ul style="list-style-type: none"> <li>• Maintain an up-to-date list of contacts for organizations representing OLMCs and key stakeholders in the advancement of English and French.</li> <li>• Document the consultations carried out to date with OLMCs, organizations representing OLMCs and key stakeholders in the advancement of English and French.</li> <li>• Contact the PCH analyst assigned for guidance on developing a part VII action plan.</li> </ul>



## C – COMMUNICATIONS

	Primary means Section 41 of the OLA	Suggested practices
<u>C1</u>	<b>General information provided to OLMCs and the Canadian public</b>	<ul style="list-style-type: none"> <li>• Maintain an up-to-date list of contacts for organizations representing OLMCs and key stakeholders in the advancement of English and French.</li> <li>• Communicate initiatives affecting OLMCs or promoting English and French in Canadian society to the FI's communications branch so that it can disseminate information to the Canadian public through email, press releases, the FI's website, social media, etc.</li> <li>• Use minority community media (radio, local newspapers, digital platforms, etc.).</li> </ul>
<u>C2</u>	<b>Revision or adoption of policies, programs and services</b>	<ul style="list-style-type: none"> <li>• Notify OLMCs or organizations representing OLMCs of the revision or adoption of policies, programs or services, of opportunities and means to share their comments and suggestions with the FI, and of the decisions made following the consultations.</li> </ul>
<u>C3</u>	<b>Communication strategies</b>	<ul style="list-style-type: none"> <li>• Communicate initiatives affecting OLMCs or fostering the advancement of English and French in Canadian society to the FI's communications branch so that it can disseminate information to the Canadian public through email, press releases, the FI's website, social media, etc.</li> <li>• Use minority community media (radio, local newspapers, digital platforms, etc.).</li> </ul>
<u>C4</u>	<b>Promotion of official languages initiatives</b>	<ul style="list-style-type: none"> <li>• Use social media to recognize OLMC initiatives and increase their visibility.</li> <li>• Use social media to promote an activity, festival, tourist attraction or any other event organized by the FI that contributes to the advancement of English and French in Canadian society.</li> </ul>
<u>C5</u>	<b>Communication of the official languages review</b>	<ul style="list-style-type: none"> <li>• Include the communication of the official languages review in organizational processes.</li> <li>• Maintain an up-to-date list of contacts for interested community organizations.</li> </ul>

## D – COORDINATION AND LIAISON

	Primary means Section 41 of the OLA	Suggested practices
<u>D1</u>	<b>Official languages champion</b>	<ul style="list-style-type: none"> <li>• Actively participate in the Network of Official Languages Champions.</li> <li>• Visit the Council of the Network of Official Languages Champions page <a href="https://osez-dare.aadnc-aandc.gc.ca/eng/1380732103233/1380732134447">https://osez-dare.aadnc-aandc.gc.ca/eng/1380732103233/1380732134447</a></li> <li>• Strengthen the relationship between the champion and the FI's CADMOL member (if applicable) to share information about section 41 and make sure issues are brought to CADMOL.</li> <li>• Strengthen the relationship between the champion and the FI's section 41 coordinator through bilateral meetings.</li> <li>• Appoint an official languages co-champion or regional co-champions to distribute the workload and ensure the replacement of the champion at official languages activities, as required.</li> </ul>

<b><u>D2</u></b>	<b>National coordinator</b>	<ul style="list-style-type: none"> <li>• Situate the national coordinator in a unit with a relatively broad mandate (planning, strategic policy, etc.) so that he or she can get an overview of the organization and gain access to decision-makers within the FI.</li> <li>• Strengthen the relationship between the FI's section 41 coordinator and the champion through bilateral meetings.</li> <li>• Maintain working relationships with coordinators in other federal institutions.</li> <li>• Make presentations on Part VII to staff in the FI's key programs and services or invite the PCH analyst assigned to the FI to do so.</li> <li>• Provide support to the FI's programs and service units for their operations that could have an impact on OLMCs or on the advancement of English and French in Canadian society.</li> <li>• Contact the PCH analyst assigned to the FI to get information about the role of the section 41 coordinator.</li> </ul>
<b><u>D3</u></b>	<b>Regional or sectoral coordinators</b>	<ul style="list-style-type: none"> <li>• Target individuals within the FI who have an interest in official languages in order to support the section 41 coordinator.</li> <li>• Target individuals within the FI who have official language skills or experience in order to leverage their expertise.</li> <li>• Target people in the regions in order to form a committee or a network of coordinators within the FI.</li> <li>• Participate in Network 41 coordinated by PCH.</li> </ul>
<b><u>D4</u></b>	<b>Regional Federal Councils</b>	<ul style="list-style-type: none"> <li>• Consult the federal councils' regional connections in order to stay up to date on official languages activities, or activities carried out in the regions that could have an impact on OLMCs: <a href="http://rfc-cfr.gc.ca/en-ca/Liensregionaux-RegionalConnections.aspx">http://rfc-cfr.gc.ca/en-ca/Liensregionaux-RegionalConnections.aspx</a>.</li> </ul>
<b><u>D5</u></b>	<b>Collaboration between the FI and other federal institutions, nationally and regionally</b>	<ul style="list-style-type: none"> <li>• Participate in Network 41 and actively communicate the FI's section 41 initiatives.</li> <li>• Participate in the Official Languages Good Practices Forum.</li> <li>• Actively participate in sectoral working groups, where appropriate.</li> <li>• During the joint development of projects, programs or initiatives, make sure the person or team within the FI responsible for interdepartmental cooperation assesses the impact on OLMCs or on the advancement of English and French in Canadian society.</li> <li>• Consult a map of OLMCs to determine whether the project, program or initiative resulting from the collaboration of FIs will take place in or near an OLMC, and confirm this information with the OLMCs identified.</li> </ul>
<b><u>D6</u></b>	<b>Collaboration between the FI and other levels of government</b>	<ul style="list-style-type: none"> <li>• During the joint development of projects, programs or initiatives, make sure the person or team within the FI responsible for interdepartmental cooperation assesses the impact on OLMCs or on the advancement of English and French in Canadian society.</li> <li>• Consult a map of OLMCs to determine whether the project, program or initiative resulting from the collaboration of FIs and other levels of government will take place in or near an OLMC, and confirm this information with the OLMCs identified.</li> <li>• Identify within the FI whether a federal–provincial–territorial relations group exists, and meet with its members to understand their role.</li> <li>• Determine whether the FI has entered into federal, provincial or territorial agreements that could have an impact on OLMCs.</li> <li>• Identify opportunities for provincial and territorial collaboration on special projects.</li> <li>• If necessary, invite provincial and territorial representatives to attend meetings where OLMCs are present.</li> </ul>
<b><u>D7</u></b>	<b>Collaboration with PCH</b>	<ul style="list-style-type: none"> <li>• Participate in Network 41 coordinated by PCH.</li> <li>• Contact the PCH analyst assigned to the FI.</li> <li>• Contact PCH through gateway 41 <a href="mailto:pch.portail41-gateway41.pch@canada.ca">pch.portail41-gateway41.pch@canada.ca</a>.</li> <li>• Obtain and maintain access to GCollab in order to stay up to date on new tools, updates and meeting minutes related to the various meetings organized by PCH.</li> </ul>

## E – FUNDING AND SERVICES

	Primary means Section 41 of the OLA	Suggested practices
<u>E1</u>	<b>Program design (memorandum to Cabinet and Treasury Board submission)</b>	<ul style="list-style-type: none"> <li>For the FI's section 41 coordinator: participate in kick-off meetings for memoranda to Cabinet and briefings on Treasury Board submissions in order to raise issues in relation to section 41.</li> <li>For program designers and drafters: invite the FI's section 41 coordinator to kick-off meetings for memoranda to Cabinet and briefings on Treasury Board submissions.</li> <li>For program designers and drafters, consult the FI's section 41 coordinator and the FI's official languages experts to get advice on the messages to be included in their analysis.</li> <li>Include program eligibility criteria adapted for OLMCs if applicable.</li> <li>Consult a map of OLMCs to determine whether the program or initiative will take place in or near an OLMC, and validate this information with the OLMCs identified.</li> <li>Consider measures to address any drawbacks identified in the analysis.</li> </ul>
<u>E2</u>	<b>Evaluation of funding applications</b>	<ul style="list-style-type: none"> <li>Identify OLMC applicants in order to recognize their participation (if appropriate) and collect information on OLMCs that have attempted to access the FI's programs and services.</li> <li>Determine whether the projects have the potential to impact OLMCs or to promote English and French in Canadian society.</li> <li>Document the project's reflections and the analyses of the opportunities to have an impact on OLMCs and the promotion of official languages. Even if the FI does not present any, it can demonstrate that it has thought about the issue and can justify the evaluation.</li> <li>Favour an applicant support approach to clearly explain section 41 considerations, if applicable.</li> </ul>
<u>E3</u>	<b>Language clauses</b>	<ul style="list-style-type: none"> <li>Contact the PCH analyst assigned to the FI to get a sample guide for the development of language clauses in transfer payment agreements.</li> <li>Prepare a guide on official languages clauses adapted for the FI and distribute it to the appropriate teams.</li> <li>Tailor the proposed generic clauses to the specific circumstances of the project/initiative and clearly articulate the program expectations.</li> <li>Communicate with the FI's legal services to develop appropriate language clauses.</li> </ul> <p>Refer to the TBS Directive on Transfer Payments <a href="https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=14208">https://www.tbs-sct.gc.ca/pol/doc-eng.aspx?id=14208</a>.</p>
<u>E4</u>	<b>Monitoring of compliance with language clauses</b>	<ul style="list-style-type: none"> <li>Request reporting: activities undertaken over a given period of time and project results against established indicators or parameters, as per the terms and conditions of the transfer payment agreement.</li> <li>Ensure ongoing communication with the recipient through formal means (organizing committee, follow-up meeting, etc.) or informal means (updates by phone, email, etc.).</li> <li>Document all follow-ups concerning language clauses and the measures taken by the recipient to ensure compliance.</li> <li>Request confirmation from the recipient regarding the implementation of the language clauses.</li> </ul>
<u>E5</u>	<b>Contribution to community activities and events</b>	<ul style="list-style-type: none"> <li>Support or promote events organized by OLMCs.</li> <li>Develop partnerships with OLMCs.</li> </ul> <p>Make a contribution to ensure the success of an event that impacts on OLMCs.</p>

## F – PLANNING AND ACCOUNTABILITY

	Primary means Section 41 of the OLA	Suggested practices
<b><u>F1</u></b>	<b>Development of an action plan on official languages</b>	<ul style="list-style-type: none"> <li>• Contact an FI with a similar mandate to draw from its experience in developing an action plan on official languages.</li> <li>• Contact the PCH analyst assigned to the FI to get action plan templates (Part VII).</li> <li>• Work with the FI's PROL to cover all parts of the OLA if the action plan targets all of them.</li> <li>• Consult the FI's official languages champion to determine the direction of the action plan.</li> <li>• Review the FI's previous action plans to identify past areas of intervention and further refine future ones.</li> <li>• If necessary, consult previous official languages reviews to learn about the results of past interventions.</li> </ul>
<b><u>F2</u></b>	<b>Inclusion of section 41 in corporate planning</b>	<ul style="list-style-type: none"> <li>• Where appropriate, meet with the FI's strategic planning stakeholders and identify existing accountability mechanisms.</li> <li>• Check whether the FI has a tool for planning section 41 interventions. If not, collaborate to create one.</li> <li>• Work with the individuals in charge of strategic planning to ensure that each of the FI's branches or programs identifies positive actions that it can take based on its mandate.</li> <li>• Document the steps taken to integrate section 41 in the FI's planning activities.</li> <li>• Where applicable, ensure that section 41, as included in the FI's action plan on official languages, is implemented systematically.</li> </ul>
<b><u>F3</u></b>	<b>Monitoring and data collection process</b>	<ul style="list-style-type: none"> <li>• Develop a systematic data collection mechanism throughout the year and link it to the official languages review process.</li> <li>• Document the interventions carried out by the FI that may have an impact on OLMCs and on the advancement of English and French in Canadian society.</li> <li>• Identify key individuals within the FI who have a horizontal view of the FI's programs and contact them regularly to gather information.</li> <li>• Notify the individuals responsible for the FI's programs and service units ahead of the data collection process to be used in preparing the review.</li> </ul>
<b><u>F4</u></b>	<b>Production of an official languages review</b>	<ul style="list-style-type: none"> <li>• Contact the PCH analyst assigned to the FI to get advice on drafting a review on Part VII of the OLA.</li> <li>• Attend the information session on official languages reviews given at the start of the year by TBS and PCH.</li> <li>• Showcase new activities to provide a variety of information.</li> <li>• Highlight the progress made in recent years on the activities mentioned in previous reviews.</li> </ul>
<b><u>F5</u></b>	<b>Internal audits and evaluations</b>	<ul style="list-style-type: none"> <li>• Ensure that a relationship is built between the section 41 coordinator and the individuals responsible for internal evaluations in order to incorporate a "Part VII lens" into the evaluation processes.</li> <li>• Develop an internal audit and evaluation mechanism with suggested tools and practices for identified gaps and needs.</li> <li>• Review the objectives of programs and services on a regular basis.</li> <li>• Conduct interviews with key stakeholders, including OLMCs.</li> <li>• Produce evaluation reports covering repercussions in detail and making recommendations for improvement.</li> </ul>

<u>F6</u>	<b>The FI's executive committees</b>	<ul style="list-style-type: none"><li>• Include section 41 issues on the agenda of executive committee meetings.</li><li>• Make sure the champion disseminates information on section 41 to the executive committees.</li><li>• Strengthen the relationship between the champion and the FI's CADMOL member (if applicable) to share information on section 41 and to ensure that issues are brought to CADMOL.</li><li>• Appoint an official languages co-champion or regional co-champions from the members of the FI's executive committees to provide increased leadership and enhance understanding of section 41 by senior management.</li></ul>
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