



Treasury Board of Canada
Secrétariat

Secrétariat du Conseil du Trésor
du Canada

Canada

Annual Report on Official Languages 2021–22



© His Majesty the King in Right of Canada,
as represented by the President of the Treasury Board, 2023

Catalogue Number: BT23-1E-PDF
ISSN: 1486-9683

This document is available on the Government of Canada website, [Canada.ca](https://www.canada.ca)

This document is available in alternative formats upon request.

Aussi offert en français sous le titre : Rapport annuel sur les langues officielles 2021-2022

Annual Report on Official Languages 2021–22

Table of contents

- [Message from the President of the Treasury Board](#)
- [Introduction](#)
- [Chapter 1. Communications with and services to the public](#)
- [Chapter 2. Language of work](#)
- [Chapter 3. Federal institutions and the participation of English-speaking and French-speaking Canadians](#)
- [Chapter 4. Institutions and management of the official languages file](#)
- [Chapter 5. Official languages and crisis situations](#)
- [Chapter 6. Official languages and TBS](#)
- [Conclusion of the report](#)
- [Appendix A: Methodology for reporting on the status of official languages programs](#)
- [Appendix B: Federal institutions required to submit a review for the 2021–22 fiscal year](#)
- [Appendix C: Definitions](#)
- [Appendix D: Statistical tables](#)
- [Appendix E: Statistics on events held by the Treasury Board of Canada Secretariat during the 2021–22 fiscal year](#)
- [Appendix F: Distribution of federal offices and service locations as of March 31, 2022](#)

Message from the President of the Treasury Board

I am pleased to present the 34th Annual Report on Official Languages for the 2021–22 fiscal year.

Over 50 years ago, the *Official Languages Act* established the fundamental right that any member of the public may communicate with, and receive services from, designated federal offices in the official language of their choice. It has also been 35 years since the act gave federal public servants the right to use either official language in their workplace. This report describes how federal institutions are meeting these and other important official languages obligations.

While we have made great progress over the years to foster bilingualism across the public service, some challenges remain. To address these challenges, the Treasury Board of Canada Secretariat (TBS) is driving change to achieve real impact across government. For example, TBS is setting clear objectives for institutions when they apply our new *Official Languages Regulations*, so that more bilingual services can be offered across the country. And to foster bilingualism among employees, we are developing a new second language training framework so that all federal public servants can find opportunities to learn, improve, and use both official languages in the workplace.

Of course, I am particularly pleased with the progress we have made on the legislative front with the passage of Bill C-13, *An Act to amend the Official Languages Act*. This new law will help protect and enhance the vitality of linguistic minority communities and promote our 2 official languages across the country. It also extends mandatory bilingual capacity to all deputy ministers and to all federal managers and supervisors in bilingual regions.

The act now gives the President of the Treasury Board a leading role in official languages governance and implementation. It strengthens and broadens my department's existing powers, giving it increased responsibilities in monitoring, auditing, and evaluating institutions' compliance. TBS will also have a new role in monitoring positive measures taken by federal institutions to enhance the vitality of official language minority communities, including agreements between the federal and other levels of government. By enhancing oversight, we will make sure that federal institutions fulfill their official languages commitments, thus improving service delivery to Canadians in the official language of their choice.

We have come a long way over the past 5 decades. The federal public service is more bilingual today than it has ever been, and our official languages are one of the key pillars of Canada's identity. I'm optimistic that, through updated legislation and the sustained dedication of federal institutions, we will continue to deliver on the promise and expectations of a vibrant bilingual country.

I invite you to read this report to learn more about how federal institutions are working to meet their official languages commitments.

The Honourable Anita Anand
President of the Treasury Board

Introduction

The Treasury Board is responsible for the general direction and coordination of the policies and programs relating to the implementation of Parts IV, V and VI of the Official Languages Act (the Act) in federal institutions. The Office of the Chief Human Resources Officer, within the Treasury Board of Canada Secretariat (TBS), is responsible for establishing and assessing the extent to which these policies and programs are applied and what impacts they have.

In concrete terms, TBS assists some 200 federal institutions that are subject to the Act in fully meeting their linguistic obligations. This includes departments and agencies, Crown corporations and entities that have been privatized, such as Air Canada.

These obligations fall into four main categories. Federal institutions must

1. serve and communicate with members of the public in both official languages
2. establish a bilingual workplace in regions designated bilingual
3. contribute to maintaining a public service whose workforce tends to reflect Canada's demographic composition in terms of official languages
4. ensure that official languages issues are suitably managed

This 34th Annual Report examines the extent to which federal institutions have been successful in meeting the above obligations. It also provides examples of practices whose widespread adoption would be beneficial.

TBS requires federal institutions to submit an official languages review at least once every three years.¹ This report provides a general overview of the results of the reviews submitted by federal institutions for the 2019–20, 2020–21 and 2021–22 fiscal years, comparing them, where possible, to those provided in the 2016–19 cycle. [Appendix A](#) presents the specific methodology used to analyze the results.

Chapter 1 of this report deals with the results for communications with and services to the public, Chapter 2 with language of work, Chapter 3 with Anglophone and Francophone representation in the federal public service, and Chapter 4 with official languages governance. Chapter 5 describes how institutions responded to the pandemic. Chapter 6 outlines some of the measures taken by TBS in 2021–22 to promote overall compliance with the Act. In particular, it discusses the efforts to strengthen official languages coordination and accountability.

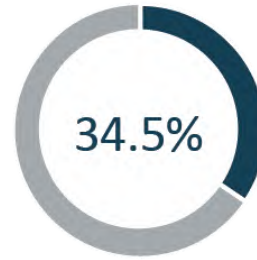
Chapter 1. Communications with and services to the public

▼ In this section

- [1.1 Summary](#)
- [1.2 Oral and written communications](#)
- [1.3 Active offer](#)
- [1.4 Outreach and advertising](#)
- [1.5 Contracts and agreements with third parties](#)
- [1.6 Upholding the principle of substantive equality](#)
- [1.7 Conclusion](#)



Proportion of designated bilingual offices and service points across all institutions



Within the core public administration



of all positions that serve the public are bilingual

Within other institutions subject to the Act



of all positions that serve the public are bilingual



of incumbents meet the language requirements of their position

▼ Infographic 1 - Text version

Proportion of designated bilingual offices and service points across all institutions: 34.5%

Within the core public administration, 41% of all positions that serve the public are bilingual

96% of incumbents meet the language requirements of their position

Within other institutions subject to the Act, 34% of all positions that serve the public are bilingual

1.1 Summary

The network of public offices and service locations operated by federal institutions (see [Appendix F](#) for a map of the network of offices and service locations) spans all provinces and territories and extends to Canadian offices internationally. This network provides service in person; over the telephone; aboard aircraft, ferries and trains; and through interactive kiosks. As of March 31, 2022, institutions had 11,134 offices and service locations,² of which 3,838 (34.5%) were required to provide services to and communicate with the public in both official languages.

TBS has a target of at least 90% of federal institutions and their offices and service locations will “nearly always” comply with their obligations under the Act and will “nearly always” apply certain best practices (such as including official languages in the agenda of senior management meetings).³

As shown in Table 1, a very high percentage of federal institutions surveyed between 2019 and 2022 “nearly always” met obligations relating to communications with and service to the public. This positive result is largely attributable to the fact that federal institutions have the ability to provide services in both languages. For example, as of March 31, 2022, 41.1% of the 114,469 incumbents of positions serving the public in the core public administration (47,057 employees) were required to offer services in both English and French. Of these employees, 96.6% met the language requirements of their position. In other words, they were able to provide service at the desired level to both English and French speakers.⁴

Nevertheless, there is room for improvement since, in the last cycle, the aforementioned 90% target was met for only 4 of the 11 statements presented in Table 1. That is insufficient, even though it is a slight improvement over 2016–19, when this target was met for only 3 of the 11 statements.

Table 1. Proportion of federal institutions whose designated bilingual offices communicate with and serve the public “nearly always” in the modes of communication set out below

Questions	2016–19	2019–22
Oral communications occur in the official language chosen by the public when the office is designated bilingual.	86%	89%
Written communications occur in the official language chosen by the public when the office is designated bilingual.	91% [*]	95% [*]
All communications material is produced in both official languages and is simultaneously issued in full in both official languages when the material comes from a designated bilingual office.	85%	87%
The English and French versions of websites are simultaneously posted in full and are of equal quality.	89%	93% [*]

Questions	2016–19	2019–22
Signs identifying the institution’s offices or facilities are in both official languages at all locations.	93% [*]	91% ⁵ _*
Appropriate measures are taken to greet the public in person in both official languages.	80%	84%
Appropriate measures are taken to greet the public by telephone, including recorded messages, in both official languages.	N/A ⁶	82% ⁷
Contracts and agreements with third parties contain clauses setting out the office’s or facility’s linguistic obligations that the third parties must meet.	76%	78%
The linguistic obligations in these clauses have been met.	80%	74%
The institution selects and uses advertising media that reach the targeted public in the most efficient way possible in the official language of their choice.	100% _*	94% [*]
The institution respects the principle of substantive equality in its communications and services to the public, as well as in the development and assessment of policies and programs.	81%	79%
* Target met.		

1.2 Oral and written communications

Between 2019 and 2022, 95% of institutions reported that when communicating with the public in writing (particularly through news releases and public notices), they “nearly always” did so in the official language chosen by the public, an increase of four percentage points from the 2016–19 cycle. This is the obligation that federal institutions are currently most compliant with.

Institutions are also doing slightly better on oral communications than in the last cycle. Specifically, 89%, up from 86% in 2016–19, “nearly always” use both English and French, particularly in news conferences, public addresses and videos.

Best practice

The Copyright Board Canada assists those appearing before it to do so in the official language of their choice by providing access to simultaneous interpretation services during oral hearings. And when the Board conducts public consultations on its practices and procedures or shares information at meetings, it generally holds

English-language sessions, French-language sessions and bilingual sessions. Stakeholders can choose which session they want to attend, which maximizes participation.

1.3 Active offer

For an institution, active offer means clearly indicating, both visually and orally, that English or French can be used to communicate with the institution or obtain services from one of its designated bilingual offices. It is mandatory – and critically important – for every institution to practise active offer, thereby encouraging members of the public to interact with it in the official language of their choice.

Active offer remains the Achilles heel of too many federal institutions. Only 84% of the institutions surveyed between 2019 and 2022 (four percentage points better than in 2016–19) said they “nearly always” took appropriate greeting measures (such as saying “Hello, bonjour!”) to signal to people who visit their offices that they can feel comfortable using English or French. The reviews for the last two years also show that only 82% of institutions “nearly always” practise active offer on the telephone. However, 91% of institutions have English and French signage (see Figure 1) in their designated bilingual offices almost all the time, as expected.

Figure 1. Sample of a sign or pin that sends the signal, in an office, that members of the public can use English or French with public servants



i Best practice

Canada Revenue Agency telephone services are always available in the official language chosen by the public. Taxpayers are always referred to one number for service in English and another number for service in French. However, sometimes people choose the wrong number (for example, the one for service in French instead of the one for service in English). To remedy this problem, an audio message was

added to give them the opportunity to request service in the other official language if they wish. Whichever number they use, taxpayers can change their language preference as needed.

1.4 Outreach and advertising

To meet the needs of the public, the websites of federal institutions must be accessible in both official languages. Overall, they are. In the 2019–22 cycle, 93% of institutions reported that, with rare exceptions, the English and French content on their website is posted simultaneously, is of equal quality, and is published in full. This is four percentage points higher than in the 2016–19 cycle.

While the Internet has become the tool used by a large segment of the public to access government information, many citizens still expect to be able to access government information by traditional means. Consequently, federal institutions must continue to use English and French in communication tools such as their reports and brochures. In their most recent reviews, 87% of institutions stated that communications materials issued by their designated bilingual offices are “nearly always” produced and disseminated simultaneously and in full in both English and French. In the previous cycle, the percentage was 85%, which was also below the target.

When it comes to advertising, more than 94% of federal institutions say they “nearly always” choose and use advertising vehicles (such as newspapers, television and radio stations or Facebook pages) that enable them to reach their target audience in the official language of their choice. This is a small decrease from the previous cycle, when federal institutions had a perfect score.

1.5 Contracts and agreements with third parties

Under the Act, federal institutions must ensure that the information or services provided by a partner on their behalf are provided in the public’s official language of choice. Many federal institutions do not always do so.

First, only 78% of institutions ensure that contracts and agreements with third parties acting on behalf of bilingual offices “nearly always” include clauses that set out the language obligations that these third parties must meet. This is slightly better than in

2016–19, when it was 76%. Second, 74% of federal institutions that have language clauses in their contracts or agreements with third parties report that those clauses were “nearly always” adhered to. This is a six percentage-point drop from 2016–19.

i Best practice

The Canada Revenue Agency (CRA) ensures that any agreement with third parties contains clauses setting out the language obligations that the third party must meet. An example of a standard clause that the CRA includes in contracts with security agencies is provided below.

“6.0 Official languages – Active offer

The contractor must ensure that communications and services of their guards are actively offered in English and French.

- Prominently displaying the official languages symbol
- Greeting members of the public in both official languages, beginning with the official language of the majority of the population of the province or territory where the office is located (for example, ‘Hello/bonjour. Can I help you?/Puis-je vous aider?’ for all provinces outside Quebec and ‘Bonjour/hello. Puis-je vous aider?/Can I help you?’ in the province of Quebec)”

1.6 Upholding the principle of substantive equality

According to the reviews submitted between 2019 and 2022, 79% of federal institutions “nearly always” uphold the principle of substantive equality when communicating with or providing services to the public. This means that about four out of five institutions (the same as in 2016–19) work to provide official language minority communities with the same quality of information and services as those offered to the majority by offering services with distinct content or with an approach tailored to the specific needs of English-speakers or French-speakers.

i Best practice

Innovation, Science and Economic Development Canada (ISED) upholds the principle of substantive equality in providing services to the public. It does so by taking into account the characteristics of official language minority communities and the particular context in which they live. In practical terms, ISED ensures that the so-called official languages “filter” is applied systematically. It is used to consider and evaluate

the potential effects of the institution’s policies, services and programs on English-speaking or French-speaking communities. In 2021–22, the official languages filter was applied in the assessment of 32 ISED Treasury Board submissions and 30 memoranda to Cabinet.

i Best practice

Immigration, Refugees and Citizenship Canada implemented a suite of virtual services, which have been instrumental in providing equal access to citizenship services to minority language groups across the country, including in rural areas. The Department manages the Provincial Nominee Program, which encourages the economic development of official language minority communities across Canada. All bilateral agreements to operate the program’s streams contain provisions to support and favour French-speaking immigration. The Department also launched the Atlantic Immigration Program, which presents an opportunity for businesses, including Francophone employers in the region, to recruit French-speaking foreign nationals to fill local labour market needs that cannot be filled by Canadians or permanent residents. Part of the job endorsement process requires the employer to work with a settlement service provider organization in their province to support the candidate and their family. There are Francophone organizations and pre-arrival services available for candidates whose preferred language is French.

1.7 Conclusion

A large majority of federal institutions “nearly always” comply with their obligations under Part IV of the Act or embrace certain best practices in communicating with and serving the public.

However, the 90% compliance target is met in only 7 out of 11 cases. In addition, certain key practices, such as active offer, the inclusion of language clauses in agreements with third parties, and the application of the principle of substantive equality, are applied by fewer than four out of five institutions.

Federal institutions, with TBS support (as described in Chapter 6), will need to take action to correct existing deficiencies.

Chapter 2. Language of work

▼ In this section

- [2.1 Summary](#)
- [2.2 Language of writing](#)
- [2.3 Languages at meetings](#)
- [2.4 Language of employee supervision](#)
- [2.5 Personal and central services](#)
- [2.6 Training and professional development](#)
- [2.7 Communicating with staff](#)
- [2.8 Documentation and working tools](#)
- [2.9 Conclusion](#)

Within the core public administration



of incumbents in bilingual supervisory positions meet the language requirements of their position



of bilingual supervisory positions required Level C proficiency in oral interaction



of incumbents who offer personal and central services in both official languages meet the language requirements of their position



of bilingual positions that offer personal and central services require Level C proficiency in oral interaction

▼ Infographic 2 - Text version

Within the core public administration, 96% of incumbents in bilingual supervisory positions met the language requirements of their position

65% of bilingual supervisory positions required Level C proficiency in oral interaction

96% of incumbents who offer personal and central services in both official languages meet the language requirements of their position

37% of bilingual positions that offer personal and central services require Level C proficiency in oral interaction

2.1 Summary

Part V of the Act deals with language of work. It aims to foster the full recognition of both official languages in the federal public service.

An analysis of the reviews submitted by institutions between 2019 and 2022 shows that, all too often, federal employees are still unable to work in the official language of their choice. Table 2 shows that less than 90% of federal institutions comply with each of the obligations the Act creates with respect to language of work. Worse still, only less than two out of three federal institutions “nearly always” allow their employees to draft documents in the official language of their choice (60%) or ensure almost always that their management communicates regularly in English and French with its staff (61%). Less than one in two institutions “nearly always” conducts truly bilingual meetings (45%).

This does not appear to be due to a lack of language proficiency. Almost all employees who must provide personal and central services in both English and French (96%) and almost all incumbents of bilingual supervisory positions (96%) in the core public administration meet the language requirements of their position.

Table 2. Proportion of federal institutions that report “nearly always” complying with their diverse obligations in the matter

Questions	2016–19	2019–22
In regions designated bilingual for language of work		
It is possible for employees to write documents in their official language of choice.	59%	60%
Meetings are conducted in both official languages, and employees may use the official language of their choice.	50%	45%
Incumbents of bilingual or either/or positions are supervised in the official language of their choice.	76%	74%
Personal and central services are provided to employees in the official language of their choice.	86%	88%
The institution offers employees training in the official language of their choice.	73%	81%
Documentation and regularly and widely used work instruments and electronic systems are available to employees in the official language of their choice.	81%	82%
In regions designated unilingual for language of work		

Questions	2016–19	2019–22
Documentation and regularly and widely used work instruments and electronic systems are available in both official languages for employees who are responsible for providing bilingual services to the public or to employees in bilingual regions.	87%	84%
In all regions		
Senior management communicates with employees on a regular basis in both official languages.	80% [*]	61%
* Target met.		

2.2 Language of writing

Only 60% of federal institutions, compared with 59% in 2016–19, reported in their most recent review that their staff were “nearly always” able to draft documents in the official language of their choice. This very low proportion is partly due to the fact that many French-speaking employees continue to feel that they have to write in English, which is consistent with what Patrick Borbey and Matthew Mendelsohn noted in [their 2017 report on language of work](#) (a report submitted to the Clerk of the Privy Council).

Best practice

Transport Canada employees are encouraged to write in English or French at the outset of an operation. For example, Navigation Protection Program officers prepare fact sheets on new ministerial orders in the language of their choice. To ensure that they receive feedback from all of their colleagues, their drafts are translated into English or French, as applicable, before being circulated internally. Once proposed changes have been reviewed and incorporated, the final version of the fact sheet is edited, translated and published.

2.3 Languages at meetings

Significant improvement is also needed in the area of languages used in meetings. Only 45% of institutions reported that during the 2019–22 cycle, meetings in regions designated bilingual were “nearly always” conducted in both official languages. This is a five

percentage-point drop from 2016–19, which shows that leadership is still lacking in too many federal institutions.

i Best practice

Employment and Social Development Canada uses a variety of strategies to support effective and inclusive bilingual meetings. Managers remind employees at meetings that they can use either English or French. For virtual meetings, tools (backgrounds, for example) allow users to make it clear that they are prepared to use either official language. Checklists suggest rescheduling a meeting when the material to be reviewed is not bilingual. The Department uses automatic production of English or French subtitles when using videoconferencing platforms.

2.4 Language of employee supervision

Managers and supervisors are required to supervise employees working in a region designated bilingual in the official language of their choice when they occupy bilingual or either/or positions. This rule is too often ignored. In the 2019–22 cycle, only 74% of institutions “nearly always” followed this rule, down two percentage points from 2016–19.

Almost all incumbents of bilingual supervisory positions (96%) in the core public administration meet the language requirements of their position. They make up 31.6% of supervisory positions. In contrast, in institutions that are not part of the core public administration but have offices in regions designated bilingual for language of work, only 78% of managers who are required to be bilingual are actually able to perform their supervisory functions in both official languages.

2.5 Personal and central services

According to data collected between 2019 and 2022, 88% of federal institutions “nearly always” provide employees in regions designated bilingual with personal and central services (for example, assistance with their pay or computer network) in the official language of their choice. This is an increase of two percentage points.

Almost all employees who provide personal and central services in both official languages (96%) in the core public administration meet the language requirements of their position. They make up 72.5% of the staff assigned to personal and central services. In institutions

not part of the core public administration with offices in regions designated bilingual, 40% of internal service positions are bilingual.

2.6 Training and professional development

In bilingual regions, federal institutions must ensure that the training and professional development services they offer to their employees are provided in the official language preferred by the employee. According to the data for 2019–22, 81% of organizations required to answer this question say they “nearly always” meet this requirement, an eight percentage-point increase from 2016–19.

Best practice

All mandatory training courses offered to employees by Agriculture and Agri-Food Canada are available in both official languages, as stipulated in the Department’s Continuous Learning Policy. Employees are therefore able to take their training in the official language of their choice. In addition, a learning program for mandatory training is available on the departmental intranet in both official languages.

2.7 Communicating with staff

In the 2019–22 cycle, only 61% of federal institutions said that, in general, their senior management “nearly always” communicates with employees in both English and French. More leaders should use both official languages in their formal encounters with their staff and also in their day-to-day interactions with employees (for example, in the hallway or at the coffee machine).

However, in the 2022 Public Service Employees Survey, 76% of public servants said that the senior managers in their department or agency use both official languages in their interactions with employees. Perceptions are similar between English-speaking (76%) and French-speaking (75%) public servants. Only 10% of all the respondents provided negative answers.

Best practice

The performance agreements of Employment and Social Development Canada (ESDC) executives state that they must regularly use both official languages. Meetings chaired by senior management in regions designated bilingual for language of work purposes are held in both official languages, and a number of tools and guidelines

are available on the departmental intranet to help managers and executives ensure that meetings are chaired effectively in keeping with the equality of English and French. Managers are encouraged to lead by example and to use their second official language regularly. ESDC's Portfolio Management Board, a committee composed of the five deputy ministers and all assistant deputy ministers, has approved a number of measures, some specifically for senior management, to enhance language security and thereby promote bilingualism within the Department.

2.8 Documentation and working tools

Under the Act, employees in bilingual regions have the right to access documentation (such as instruction manuals, procedures, guides and forms) and regularly and widely used work instruments (keyboards, for example) and electronic systems (such as spreadsheets or word-processing software) in English or French. As in the previous cycle, just over four out of five federal institutions (82%) say they “nearly always” uphold this right. The Act gives the same right to federal employees in unilingual regions who are required to provide services to the public in English and French or to employees in bilingual regions. According to the reviews, 84% of institutions “nearly always” make it possible for their staff to exercise this right. In the previous cycle, the figure was 87%.

2.9 Conclusion

Significant shortcomings remain in the implementation of Part V of the Act in 2019–22. In particular, far too many institutions still do not give their employees the right to prepare documents in the official language of their choice or to participate in meetings using English or French. In last year's report, TBS stated that it would increase its interventions in the coming years to improve the language-of-work situation. In fact, TBS's Official Languages Centre of Excellence has repeatedly addressed the language insecurity of employees and executives — and how to overcome it in order to create a workplace that is truly conducive to the use of both official languages. Its training sessions for official languages champions and leaders have also dealt with the language rights of employees. In addition, institutions shared TBS's reminder about safeguarding linguistic duality in a remote work context.

Chapter 3. Federal institutions and the participation of English-speaking and French-speaking Canadians

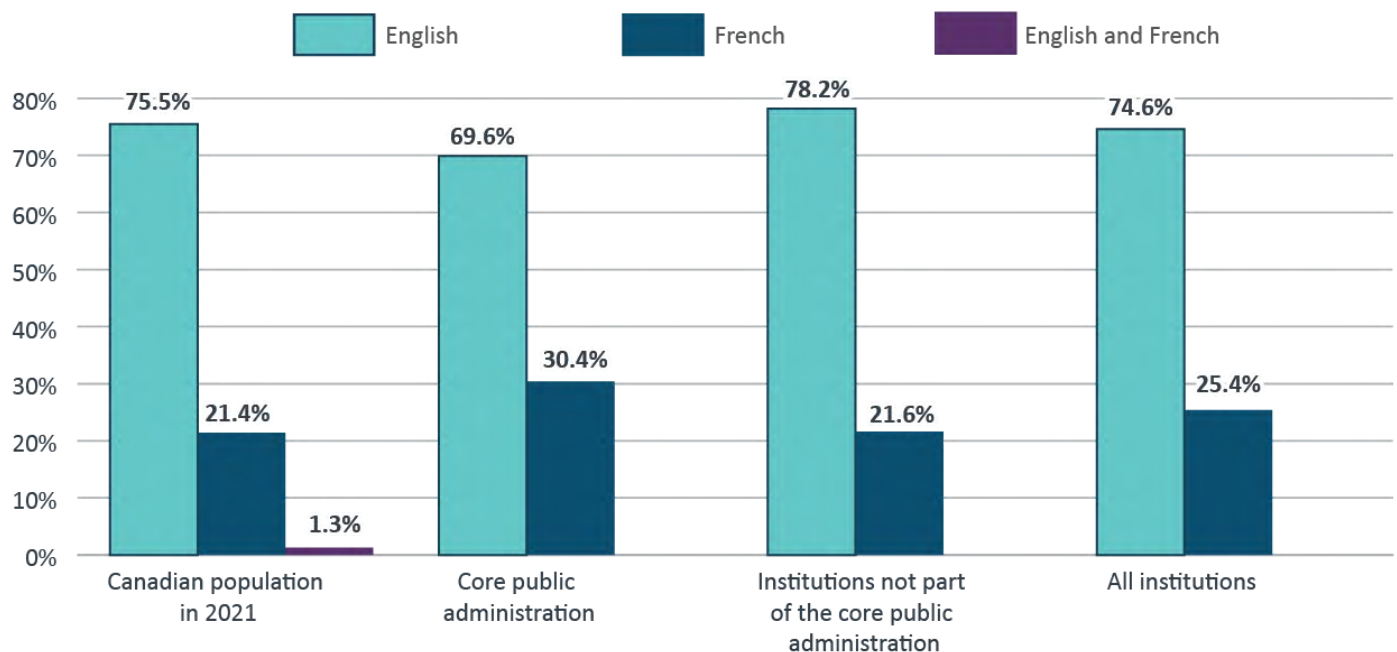
▼ In this section

- [3.1 General situation](#)
- [3.2 Situation of specific groups](#)
- [3.3 Conclusion](#)

3.1 General situation

Under Part VI of the Act, federal institutions are required to ensure that Anglophones and Francophones have equal opportunities for employment and advancement, while applying the merit principle in their human resources management approaches. Institutions must also ensure, taking into account factors such as their mandate and the location of their offices, that their workforce adequately reflects the official language communities in Canada. To achieve this, they could, for example, take part in job fairs held in Anglophone or Francophone communities or publish job advertisements in Anglophone or Francophone community media.

Graph 1. Representation of English speakers and French speakers in the federal public service as of March 31, 2022



▼ Graph 1 - Text version

Linguistic representation within the federal public service: Anglophones in the Canadian population in 2021: 75.5%, Francophones, 21.4%, and 1.3% that said that English and French are both their official languages; Anglophones in the core public administration: 69.6%, and Francophones, 30.4%; Anglophones in institutions that are not part of the core public administration: 78.2%, and Francophones, 21.6%; Anglophones in all the institutions, 74.6%, and Francophones, 25.4%. Sources: Census 2021; Positions and Classification Information System and Official Languages Information System as of March 31, 2022.

According to the reviews, 85% of federal institutions took steps in the 2019–22 cycle to ensure that the composition of their workforce tended to reflect that of the population.

As Chart 1 shows, as of March 31, 2022, the participation rate in the core public administration was 69.6% for Anglophones and 30.4% for Francophones. In federal institutions not part of the core public administration, the rates were 78.2% and 21.6% respectively. Across all institutions subject to the Act, Anglophones made up 74.6% of the workforce and Francophones 25.4%. These percentages are in line with those in the 2021 Census of Population, which showed that 75.5% of the population had English as their first official language and 21.4% had French (1.3% of respondents reported both French and English as their first official languages).

3.2 Situation of specific groups

Official language communities are well represented in federal institutions and their offices in the provinces and territories. That said, it is worth noting that English-speaking Quebecers outside the National Capital Region make up only 11.9% of the core public administration but account for 13.0% of the Quebec population (16.9% if those who answered “French and English” in the 2021 Census are counted).

Currently, 41.7% of all core public administration employees occupy a bilingual position. The percentage is somewhat lower for some employment equity groups: 32.7% of Indigenous people, 35.6% of visible minorities and 40% of persons with disabilities are in a bilingual position. Worth noting is the fact that 96.2% of Indigenous people, 95.3% of visible minorities and 95.6% of persons with disabilities meet the language requirements of their position, with the average for all employees being 95.9%.

3.3 Conclusion

At present, the composition of the federal public service is such that, on the whole, both Anglophones and Francophones can identify with it. The challenge over the next few years will be to take the necessary steps to ensure that this remains the case.

i Best practice

Recruiting English-speaking employees in Quebec is an issue for Public Services and Procurement Canada (PSPC). To remedy this situation, PSPC's Quebec office formed a partnership with an English-language CEGEP. The goal is to recruit students for co-op or summer jobs and then bring them on as permanent employees after graduation.

i Best practice

The National Research Council Canada (NRC) is working with the Association francophone pour le savoir (ACFAS) and French-language universities to promote careers in science and increase the size of the pool of French-speaking researchers. The NRC also adopted a Canada-wide recruitment approach to increase opportunities for members of underrepresented groups such as Francophone minority communities to pursue careers in the federal public service.

i Best practice

The Vancouver Airport Authority and its business partners are looking to serve the public in English and French. To achieve this, the Authority is making targeted efforts to recruit French-speaking volunteers, offering French language training to customer experience managers and volunteers, and assigning key customer relations management roles to French-speaking employees.

Chapter 4. Institutions and management of the official languages file

▼ In this section

- [4.1 Summary.](#)

- [4.2 Human resources management](#)
- [4.3 Governance of official languages](#)
- [4.4 Monitoring](#)
- [4.5 Conclusion](#)

4.1 Summary

Compliance with the Act depends on establishing rigorous official languages management processes. This section discusses the human resource management, governance and monitoring measures that institutions have taken to create and implement these processes.

Analysis of the reviews submitted between 2019 and 2022 shows that few of the management processes that institutions are expected to use are being implemented at the expected level. For example, only 5 of the 19 processes shown in Tables 3, 4 and 5 below are “nearly always” applied by 90% or more of institutions. While institutions’ performance on the other 14 processes is not what it should be, it is particularly poor on four of them. Less than 60% of federal institutions are sufficiently concerned with providing language training to their employees, building a good environment for post-language training, taking official languages into account in performance agreements, and including official languages on the agenda of senior management meetings.

The situation has not really improved since the last cycle. As a result, 13 of the 19 indicators measured remained unchanged or declined slightly between 2016–19 and 2019–22.

4.2 Human resources management

Federal institutions must ensure that they implement various human resources management practices to strengthen their capacity to provide quality bilingual services to the public and their employees. Table 3 shows some shortcomings in this area.

In its examination of the reviews, TBS found that only 71% of federal institutions “nearly always” had the necessary human resources to fulfill all of their language obligations. This is a three percentage-point decrease from the 2016–19 cycle.

Federal institutions take various measures to ensure that they have staff who are able to respect the language rights of federal employees and members of the public.

Table 3. Proportion of federal institutions that “nearly always” comply with their obligations related to human resources management or apply some best practices in that matter

Questions	2016–19	2019–22
Overall, the institution has the necessary resources to fulfill its linguistic obligations relating to services to the public and language of work.	74%	71%
The language requirements of bilingual positions are established objectively. Linguistic profiles reflect the duties of employees or their work units and take into account the obligations with respect to service to the public and language of work.	83%	81%
The institution objectively reviews the linguistic identification of positions during human resources activities such as staffing, reorganizations or reclassifications.	N/A ²	96% [*]
Bilingual positions are staffed by candidates who are bilingual upon appointment.	81%	74%
If a person is not bilingual, administrative measures are taken to ensure that the public and employees are offered services in the official language of their choice.	94% [*]	94% [*]
Language training is provided for career advancement.	48%	50%
The institution provides working conditions conducive to the use and development of the second-language skills of employees returning from language training and, to that end, gives employees all reasonable assistance to do so, particularly by ensuring that they have access to the tools necessary for learning retention.	62%	57%
* Target met.		

As shown in Table 3, 81% of institutions, slightly less than in the previous cycle (83%), “nearly always” work to objectively define the language requirements associated with bilingual positions. Ultimately, this ensures that a person is comfortable enough in both official languages to work in a job where a particular level of proficiency in English and French is required (reading comprehension, writing, oral interaction) to perform certain tasks. Similarly, 96% of institutions “nearly always” review how a position was designated when it is staffed, reclassified or affected by a reorganization.

i Best practice

The Public Prosecution Service of Canada encourages the members of hiring panels to take training on unconscious bias to minimize the risk that such bias will negatively affect the recruitment of members of minority language communities. Kick-off₂₂

meetings for any staffing process are specifically intended to answer questions such as “What are the current language requirements for this position?”, “Do these requirements accurately reflect the duties of the position?”, “If similar positions exist, would it be advantageous to create a pool to fill them with candidates with various language profiles?” and, for bilingual positions, “Is the pool of potential candidates adequate?”.

Hiring candidates who are sufficiently fluent in both English and French to staff designated bilingual positions is another important human resource management practice. An examination of the reviews submitted between 2019 and 2022 shows that 74% of institutions (seven percentage points less than in 2016–19) almost always recruit individuals who are already bilingual at the expected level when appointed to a position. In addition, 94% of institutions surveyed in the 2019–22 cycle and the previous cycle reported taking specific administrative measures to ensure that services to the public and to employees remained of high quality in both English and French when the person assigned to a position was not as bilingual as they needed to be for the position.

i Best practice

In 2021–22, Shared Services Canada conducted an extensive review to determine the level of English or French proficiency required to perform the key tasks identified in its job descriptions. This helped the Department improve its automated grid for determining the language requirements of a position. In addition, the Department maintains dashboards to measure its language capabilities, track its language training efforts and manage complaints.

Offering staff the opportunity to grow by improving their official bilingualism and applying their language skills on the job is another best practice, one that far too few institutions have implemented to date. Between 2019 and 2022, only one in two federal institutions “nearly always” ensured that English or French language training was offered to employees. In addition, fewer than two in three (57%, down five percentage points from 2016–19) said they “nearly always” provided employees with working conditions and tools (software for second-language writing, for example) that support language skills retention.

TBS is paying special attention to these issues, as shown in Chapter 6, which describes efforts to develop a new language training framework.

i Best practice

The Royal Canadian Mounted Police (RCMP) has begun a pilot project to hire its own full-time second-language teachers. Phase 1 of the project will focus on French as a second language. The selected teachers – two from Federal Policing and one from National Division – will deliver a virtual course and provide one-on-one support to participants. If Phase 1 is successful, the RCMP will add English as a second language.

i Best practice

The Canadian Food Inspection Agency helps its employees maintain their second-language skills through activities in which employees can test and develop their knowledge, such as lunch-and-learns. Thirty-five employees are trying out this program on a voluntary basis under the supervision of second-language teachers. Some 130 employees are participating.

4.3 Governance of official languages

Governance of official languages refers to mechanisms of various kinds, such as those shown in Table 4, that are put in place by an institution to ensure compliance with the Act, the achievement of language targets and the prevention of risks. Overall, as Table 4 shows, governance is a weak point that needs to be addressed in the coming years.

Specifically, 61% of all institutions (three percentage points more than in 2016–19) currently have a separate official languages action plan or have included in another planning instrument (such as their strategic plan) specific and comprehensive objectives for the parts of the Act relating to communications with and services to the public (Part IV), language of work (Part V), participation of English-speaking and French-speaking Canadians (Part VI), and/or advancement of English and French (Part VII). However, preparation is the key to success, and you can only improve what you decide to measure.

i Best practice

Fisheries and Oceans Canada has three-year action plans for official languages. The 2020–23 plan describes in detail the expected results for each part of the Act. As Fisheries and Oceans Canada is a decentralized institution, its action plan is not wall-to-wall, so that the specific situations of its various units can be accommodated. For example, the Maritimes Regional Office has its own three-year official languages work plan. The Department has also prepared a report measuring its progress on official languages. The report describes the initiatives implemented after the Department applied the Official Languages Maturity Model developed by the Office of the Commissioner of Official Languages.

Another good governance measure is the inclusion of performance targets for management. Where warranted (based on the institution’s mandate, for example), the inclusion of targets in performance agreements sends a strong message to executives and managers that full compliance with the Act is a fundamental value. It also assists in the proper evaluation of management personnel. Yet only 59% of federal institutions (just three percentage points better than in 2016–19) “regularly” ensure that such targets relating to the implementation of Parts IV through VII of the Act are included.

i Best practice

At Infrastructure Canada, executive performance agreements include objectives pertaining to Parts IV, V, VI and VII of the Act. All senior managers in the Department are rated on their ability to ensure that managers and supervisors in bilingual positions are actively involved in creating a work environment conducive to the use of both official languages and that the language requirements of positions are determined objectively. Senior managers must also individually commit to “creating a work environment conducive to the use of both official languages by interacting with employees in the language of their choice and ensuring that meetings are conducted in both official languages.”

To ensure that language issues are taken into account effectively at all levels of an institution, it is also important to include them “regularly” in the agenda of management meetings. According to the 2019–22 cycle reviews, this is the case in 59% of large institutions. This percentage is unchanged from 2016–19.

Best practice

i During the 2021–22 fiscal year, the Canadian Food Inspection Agency’s Official Languages Centre was invited to attend seven branch management committee and executive meetings and present information about the Act, the Official Languages Maturity Model, complaints received under the Act, compliance with active offer rules, language training and second-language evaluations.

Other official languages coordinating bodies also play a role. In this regard, the reviews show that in 76% of institutions (eight percentage points less than in 2016–19), ¹⁰ the Champion (or Co-Champion) and those responsible for Parts IV, V, VI and VII of the Act meet “regularly” to discuss official languages issues. Reviews submitted between 2019 and 2022 show that 69% of institutions (down from 73% in the previous cycle) have an internal committee or network that meets frequently to help them fulfill their language obligations and responsibilities effectively.

i Best practice

Canada Post established a body called the Official Languages Board, which is composed of the directors general responsible for the obligations under Parts IV, V, VI and VII of the Act. This executive forum meets quarterly. Strategic, proactive discussions are held on current and emerging official languages risks, plans to mitigate those risks, and approaches to improve compliance with the Act.

Table 4. Proportion of federal institutions that “regularly” apply some best practices related to governance

Questions	2016–19	2019–22
The institution has a distinct official languages action plan or has integrated precise and complete objectives in another planning instrument in order to ensure that its obligations with regard to Parts IV, V, VI and/or VII of the <i>Official Languages Act</i> are met.	58%	61%
Taking into consideration the institution’s size and mandate, performance agreements include performance objectives related to Parts IV, V, VI and VII (section 41) of the Act, as appropriate.	56%	59%
Obligations arising from Parts IV, V, VI and VII (section 41) of the Act are on the Senior Management Committee’s agenda.	59%	59%

Questions	2016–19	2019–22
The Champion (and/or Co-Champion) and the person or persons responsible for Parts IV, V, VI and VII (section 41) of the Act meet to discuss official languages files.	84%	76%
An official languages committee, network or working group made up of representatives from different sectors or regions of your institution holds meetings to deal horizontally with questions related to Parts IV, V, VI and VII (section 41) of the Act.	73%	69%
* Target met.		

4.4 Monitoring

Establishing monitoring mechanisms enables federal institutions to track their official languages actions, identify shortcomings to be remedied or areas for improvement, and ensure rigorous accountability. While some monitoring practices are well established in institutions, others are not sufficiently ingrained.

Table 5. Proportion of federal institutions that apply some best practices related to monitoring

Questions	2016–19	2019–22
Measures are regularly taken to ensure that employees are well aware of the federal government’s obligations under Parts IV, V, VI, and VII (section 41) of the Act.	90% *	90% *
Activities are conducted throughout the year to measure the availability and quality of services offered in both official languages (Part IV).	71%	66%
Activities are conducted to periodically measure whether employees can use their official language of choice in the workplace (in regions designated bilingual for language of work) (Part V).	78%	76%
The deputy head is informed of the results of monitoring activities.	89%	92% *
Mechanisms are in place to determine and document the impact of the institution’s decisions on the implementation of Parts IV, V, VI, and VII (section 41) of the Act (such as adopting or reviewing a policy, creating or abolishing a program, or establishing or closing a service location).	72%	69%
Audit or evaluation activities are undertaken, by either the internal audit unit or other units, to evaluate to what extent official languages requirements are being implemented.	66%	54%

Questions	2016–19	2019–22
When the institution’s monitoring activities or mechanisms reveal shortcomings or deficiencies, steps are taken and documented to quickly improve or rectify the situation.	94% [*]	96% [*]
[*] Target met.		

The reviews for the last two cycles (Table 5) show that 90% of federal institutions regularly take steps to ensure that their employees are aware of their linguistic obligations (cited as a best practice in the Borbey-Mendelsohn report on bilingualism in the workplace). In 2016–19 and 2019–22, more than 9 out of 10 institutions also kept the deputy head informed of official languages monitoring activities and took prompt action when shortcomings were uncovered.

However, the 2019–22 reviews show that many institutions are still slow to adopt some highly desirable monitoring practices. Specifically, only 66% of federal institutions conduct activities (such as informal evaluations, spot checks and surveys) to measure the availability and quality of the services they offer to the public in English and French, and 76% do so to measure whether employees can use the official language of their choice at work. Both of these figures are a few percentage points lower than in the 2016–19 cycle.

i Best practice

Canada Mortgage and Housing Corporation includes questions on official languages in its quarterly employee engagement survey. It also monitors, on an annual basis, the actions taken by service providers acting on its behalf to promote English and French. In addition, it established a robust official languages review process in conjunction with the partners that support its technological and organizational transformation to ensure that its employees have access to its systems in their preferred language.

Similarly, only 69% of institutions have mechanisms (such as completing the checklist created by the Treasury Board) to define the nature and extent of the impact of their decisions on official languages (for example, to review a policy or close an office). Again, the results are down slightly from the previous cycle.

i Best practice

The members of the Correctional Service Canada Executive Committee developed a guide entitled “Official Languages Lens in the Decision-Making Process.” The guide takes into account the official languages requirements for the preparation of Treasury Board submissions. Any initiative submitted to the Committee for approval must now include a systematic analysis of its linguistic effects.

Lastly, only one in two institutions (54%) in 2019–22, compared with two out of three (66%) in 2016–19, used audits or evaluations to measure the level of compliance with official languages obligations.

i Best practice

Each quarter, the Canadian Air Transport Security Authority (CATSA) randomly selects passengers for a survey. The survey has questions about the availability of services in English and French. CATSA also monitors on a daily basis whether bilingual personnel are available to provide services at designated Class 1 airports, such as Pearson, Stanfield or Pierre Elliott Trudeau (including ensuring that at least one bilingual screening officer is present at each pre-board screening checkpoint). CATSA also makes periodic visits to other designated bilingual airports. The results of these monitoring activities are entered into a system and used in the preparation of official languages reports.

4.5 Conclusion

Institutions are using some of the mechanisms or processes required to ensure compliance with the various parts of the Act. More than 90% of them apply some of the human resources management, governance and monitoring best practices that support the advancement of English and French. For example, almost all institutions report conducting the language designation exercise for positions objectively and ensuring that the deputy head is informed of the results of monitoring activities. However, some official languages management practices are not sufficiently widespread, which contributes to the shortcomings noted in the various sections of this report.

Chapter 5. Official languages and crisis situations

▼ In this section

- [5.1 Institutional measures](#)
- [5.2 Leadership](#)
- [5.3 Conclusion](#)

5.1 Institutional measures

Federal institutions have an obligation to comply fully with the provisions of the Act both during crises and in normal circumstances. Marked by the pandemic, 2021–22, like the previous year, presented significant challenges for many institutions, either because there was higher demand for their digital or telephone services or because remote work and virtual meetings became the norm.

As shown in Table 6, most institutions surveyed that year reported that they had taken steps to address the pandemic while meeting their linguistic obligations.

Table 6. Measures taken by federal institutions to ensure full compliance with the Act in times of crisis

Questions	2020–21	2021–22
Official languages are included in the institution’s emergency preparedness and crisis management planning.	73%	92% *
Steps were taken to ensure that external communications were in the public’s preferred official language during the COVID-19 pandemic.	100% *	100% *
Steps were taken to ensure that internal communications were in the employees’ preferred official language of during the COVID-19 pandemic.	100% *	100% *
* Target met.		

Ninety-two percent say they have incorporated official languages into their emergency preparedness and their crisis management plan, a 19 percentage-point improvement over 2020–21, when the issue was first addressed.

In addition, 100% of the federal institutions that submitted a review in 2021–22 say they have taken various measures to ensure compliance with the part of the Act regarding communications with and services to the public or the part on language of work. Those institutions made sure that notices and alerts were in both official languages, that their news conferences were held in English and French, and that more staff were assigned to bilingual front-line services, to name just a few measures. They also communicated in both languages with equal care, held their meetings concerning the pandemic in both English and French, and posted bilingual signage in their workplaces.

In 2021–22, the Public Service Commission (PSC) continued to deal with the pandemic by working to facilitate institutions' second-language evaluation efforts. In particular, it extended the validity period of existing evaluation results. It administered Level B and C tests remotely. Where the use of videoconferencing was an accessibility barrier for the test taker, the PSC provided an alternative evaluation mechanism. It also created unsupervised online tests to measure the reading and writing proficiency of many applicants.

5.2 Leadership

These positive results, it should be noted, are largely due to the efforts of the interdepartmental working group on bilingual communications in emergency or crisis situations that was established in 2020–21.

Piloted by TBS with the support of representatives from the Privy Council Office, Canadian Heritage, Public Safety Canada and the Translation Bureau, the group developed a multi-pronged strategy that includes strengthening instruments for official languages governance in emergencies, enhancing the bilingualism of positions responsible for crisis communications, and sharing knowledge on linguistic best practices in difficult times.

Best practice

During the year, Shared Services Canada (SSC) tested and communicated the protocol for rapid translation of urgently required texts, sometimes outside regular hours. SSC also reviewed the processes used to provide thorough revision of translated texts (the contribution of bilingual employees ensures that documents are of equal quality in both official languages).

5.3 Conclusion

Because of the pandemic, the last few years have been difficult ones for Canadians and for federal employees. There were definite shortcomings in the area of official languages at the beginning of the crisis. However, the leadership shown by TBS and the strong collaboration it developed with its partners ensured that, on the whole, those shortcomings were remedied.

Chapter 6. Official languages and TBS

▼ In this section

- [6.1 Ensuring public access to bilingual services](#)
- [6.2 Enhancing bilingualism and diversity and inclusion in the public service](#)
- [6.3 Contributing to communities' development](#)
- [6.4 Strengthening coordination and accountability](#)
- [6.5 Conclusion](#)

TBS worked to lead or support the development of policies, programs and tools that facilitate the implementation of Parts IV, V and VI of the Act in federal institutions. It also fulfilled its role as official languages coordinator and monitor.

6.1 Ensuring public access to bilingual services

TBS's work on implementing the *Directive on the Implementation of the Official Languages (Communications with and Services to the Public) Regulations* is representative of the significant efforts the institution has made to ensure that the public has access to quality services in English and French.

In the fall and winter of 2021–22, experts from TBS's Official Languages Centre of Excellence met with various key players in the federal public administration, including the persons responsible for official languages in institutions (PROLs) and members of the Committee of Assistant Deputy Ministers on Official Languages (CADMOL), TBS's Policy Committee, the Council of the Network of Official Languages Champions, and the Human Resources Council to discuss the new Directive, its effects and its application. The team of specialists from the Centre of Excellence also held discussions on the issue with external stakeholders, including representatives of the Office of the Commissioner of Official

Languages, the Quebec Community Groups Network (QCGN), the Fédération des communautés francophones et acadienne du Canada (FCFA) and the Ministers' Council on the Canadian Francophonie.

6.2 Enhancing bilingualism and diversity and inclusion in the public service

In 2021–22, TBS took determined action to strengthen bilingualism in the workplace.

In collaboration with Canadian Heritage and the Council of the Network of Official Languages Champions, TBS co-led the work of organizing the Best Practices Forum on Official Languages, which considered language training in the federal public service. It also organized an awareness and training event for PROs on non-imperative staffing. In addition, it held an official languages bootcamp to help participants better understand the central agencies' role in bilingualism matters.

The *OL Connection* newsletter also documents TBS's work to support the creation of bilingual workplaces. In 2021–22, it included the following topics:

- Amendment of the *Directive on Official Languages for People Management*
- Extension of the temporary second-language evaluation measures
- Publication of the Guide for Drafting Memoranda to Cabinet – Official Languages Impact Analysis
- Launch of the new System for Official Languages Obligations (SOLO)
- Language rights of employees in the context of telework
- Results of the 2020 Public Service Employee Survey
- Decision tree for staffing executive positions

In 2021–22, TBS's actions were focused on promoting linguistic duality in federal workplaces and working to make the public service more diverse and more inclusive.

TBS supported the organization of Linguistic Duality Day, an event piloted by the Council of the Network of Official Languages Champions and the Canada School of Public Service that demonstrated that the promotion of English and French can go hand-in-hand with the promotion of diversity and inclusion.

In particular, TBS revised Appendix 2 of the *Directive on Official Languages for People Management*. The changes will allow for the appointment of executives to bilingual positions even if, because of a long-term or recurring disability (for example, a physical or

mental disability), they do not meet the second-language requirements. A presentation was held in April 2021 to provide Champions and PROs with the necessary information about the amendment and assist them in implementing the Directive.

TBS is also developing a new second-language training framework that will ensure quality instruction for learners. The framework will take into account the specific needs of Indigenous people and persons with disabilities. It will also allow for remote learning.

6.3 Contributing to communities' development

To help federal institutions meet their obligations under the Act to promote official language communities, TBS participated in various activities, such as the virtual meetings of the Official Languages Community of Practice, where it gave a presentation on the Gascon decision (a 2022 decision in which the Federal Court of Appeal found that the government failed to consider “the importance of the role that Francophone organizations played in the provision of employment assistance services for B.C.’s fragile French-speaking minority community” when it transferred certain employment assistance responsibilities to the British Columbia government) and its likely impact.

Most importantly, TBS issued a new Directive on the Management of Real Property in May 2021. An institution’s real property specialists are now responsible for notifying the Canada Lands Company Limited and official language minority communities of the institution’s intent to dispose of real property. This measure will give Anglophone or Francophone communities the opportunity to quickly inform the government of a province, territory or city of their interest in purchasing a property whose acquisition could further their development.

6.4 Strengthening coordination and accountability

In April 2022, the Government of Canada introduced Bill C-13, which contains important amendments to the Act, notably to better protect and promote the French language by recognizing its status as a minority language in Canada and North America. With the passage of the bill, a series of administrative measures aimed at strengthening official languages coordination and accountability will be taken.

Those measures include the following:

- Create an accountability and reporting framework to guide the federal government’s official languages actions and the implementation of the Act

- Examine official language qualification standards for potential bias and barriers to diversity and inclusion
- Review the minimum second-language requirements for bilingual supervisory positions in regions designated bilingual
- Include official languages requirements for emergency situations in Treasury Board policy instruments
- Strengthen the role of translation and interpretation functions in the federal government, including the role of the Translation Bureau

6.5 Conclusion

TBS plays a central role in the implementation of the various parts of the Act. This includes in 2021–22 the review of over 400 Treasury Board submissions under the lens of “Parts IV, V and VI of the Act.”

TBS is expected to play a greater role in official languages in the coming years. It is already planning all the internal and external measures it will have to take to ensure that it fulfills its role and supports federal institutions effectively so that they can collectively contribute to strengthening linguistic duality in Canada.

Conclusion of the report

A cursory glance at the past shows that the federal public service is more bilingual than ever, and that more and more federal institutions are meeting their obligations under the Act.

However, an analysis of the reviews submitted during the last three-year cycle and previous cycles reveals that progress on official languages is stalled in various areas, that there are still major shortcomings, and that a large percentage of institutions are still slow to systematically undertake all the actions that will make it possible to enhance the place of English and French in Canadian society and in the public service.

More than 50 years after the adoption of the first version of the Act, and nearly 35 years since the last major revision of the Act, TBS intends to rectify this situation by intensifying its monitoring of the way institutions apply official languages policies and programs.

To move things in the right direction, TBS has recently taken a number of steps that are already paying off, including the following.

- It actively supports institutions that will be required to implement the Official Languages (Communications with and Services to the Public) Regulations and that, in many cases, will have to effectively manage a growing number of bilingual offices and service locations. After the reapplication exercise of the Regulations is completed, the proportion of designated bilingual offices is expected to rise from 34.5% to 40%. This means that approximately 700 more offices than in the past will soon be required to provide Canadians with services in both English and French, rather than just unilingual services.
- It will lead an exercise to amend the *Directive on the Management of Real Property*, in particular to take the situation and needs of official language communities into account when the federal government disposes of real property.
- Its leadership in times of crisis ensured that as the pandemic progressed, institutions increasingly used both official languages effectively to communicate with the public and their employees.

TBS will continue to build on this momentum in the coming years. It is already strengthening its capacity to analyze institutions' official languages reviews and the various data that they provide. It has begun taking further steps to ensure that institutions have the governance structures, mechanisms and resources required to ensure coherent management of the language file. For example, the language training framework being developed will help federal employees (particularly members of equity-seeking groups) access English or French language training to acquire new skills or consolidate existing ones. At the same time, TBS will continue to provide high-quality advice and guidance to institutions on the implementation and application of Treasury Board policy instruments.

At the end of the day, the public service exists for one reason: to effectively serve all Canadians, both in English and in French. It is important to take steps to make linguistic duality a reality of daily life.

Appendix A: Methodology for reporting on the status of official languages programs

Federal institutions must submit a review on official languages to TBS at least once every three years.¹¹ This fiscal year marks the third year of the three-year cycle (2019–22). Eighty-eight organizations¹² had to complete a questionnaire on elements pertaining to the application of Parts IV, V and VI of the Act in 2021–22.

Institutions were required to report on the following elements:

- communications with and services to the public in both official languages
- language of work
- human resources management
- governance
- monitoring of official languages programs

These five elements were evaluated mainly by using multiple-choice questions. To reduce the administrative burden on small institutions, ¹³ they were asked fewer questions than large institutions. Deputy heads were responsible for ensuring that their institution’s responses were supported by facts and evidence. Table 1 describes the response scales used in the review on official languages for 2021–22.

Table 1

Response scales used in the review on official languages

Nearly always	In 90% or more of cases
Very often	Between 70% to 89% of cases
Often	Between 50% to 69% of cases
Sometimes	Between 25% to 49% of cases
Almost never	In fewer than 25% of cases
Yes	Completely agree with the statement
No	Completely disagree with the statement
Regularly	With some regularity
Sometimes	From time to time, but not regularly
Almost never	Rarely
N/A	Does not apply to the institution

The previous sections outline the status of official languages programs in the 88 institutions that submitted a review this year or, as the case may be, the most recent results from the 168 institutions that submitted a review over the 2019–22 cycle. The statistical tables in [Appendix D](#) of this report outline the results ¹⁴ for all federal institutions.

Appendix B: Federal institutions required to submit a review for the 2021–22 fiscal year

Eighty-eight federal institutions submitted a review for the 2021–22 fiscal year. The distinction between small institutions and large institutions is based on size. Large institutions were required to respond to a longer questionnaire. Small institutions have fewer than 500 employees. For this fiscal year, airport authorities were also asked to submit an official languages review. The lists of federal institutions that submitted a review for the two previous years of the three-year cycle are available in the Appendix B of the *Annual Report on Official Languages 2019–20* and the *Annual Report on Official Languages 2020–21*.

Large institutions

- Agriculture and Agri-Food Canada
- Air Canada
- Atlantic Canada Opportunities Agency
- Canada Border Services Agency
- Canada Mortgage and Housing Corporation
- Canada Post
- Canada Revenue Agency
- Canada School of Public Service
- Canadian Air Transport Security Authority
- Canadian Food Inspection Agency
- Canadian Heritage
- Correctional Service Canada
- Canadian Space Agency
- Crown-Indigenous Relations and Northern Affairs Canada
- Department of Finance Canada
- Department of Justice Canada
- Employment and Social Development Canada
- Environment and Climate Change Canada
- Fisheries and Oceans Canada
- Global Affairs Canada
- Health Canada
- Immigration, Refugees and Citizenship Canada

- Indigenous Services Canada
- Infrastructure Canada
- Innovation, Science and Economic Development Canada
- Library and Archives Canada
- National Defence
- National Research Council Canada
- Natural Resources Canada
- NAV CANADA
- Privy Council Office
- Public Prosecution Service of Canada
- Public Service Commission of Canada
- Public Services and Procurement Canada
- Royal Canadian Mounted Police
- Shared Services Canada
- Transport Canada
- Treasury Board of Canada Secretariat
- Veterans Affairs Canada
- VIA Rail Canada Inc.

Small institutions

- Canada Council for the Arts
- Canada Economic Development for Quebec Regions
- Canada Infrastructure Bank
- Canadian Museum for Human Rights
- Canadian Museum of Immigration at Pier 21
- Canadian Race Relations Foundation
- Canadian Security Intelligence Service
- Canadian Transportation Agency
- Civilian Review and Complaints Commission for the RCMP
- Copyright Board Canada
- Destination Canada
- Great Lakes Pilotage Authority Canada
- Impact Assessment Agency of Canada
- Military Grievances External Review Committee
- Montréal Port Authority

- National Capital Commission
- National Film Board of Canada
- Natural Sciences and Engineering Research Council of Canada
- Office of the Commissioner for Federal Judicial Affairs Canada
- Office of the Commissioner of Official Languages
- Office of the Public Sector Integrity Commissioner of Canada
- PortsToronto
- Social Sciences and Humanities Research Council of Canada
- Supreme Court of Canada
- Telefilm Canada
- The Correctional Investigator Canada
- The St. Lawrence Seaway Management Corporation
- Trois-Rivières Port Authority
- Western Economic Diversification Canada ¹⁵
- Windsor-Detroit Bridge Authority
- Women and Gender Equality Canada

Airport authorities ¹⁶

- Aéroport de Québec Inc.
- Aéroports de Montréal
- Calgary Airport Authority
- Charlottetown Airport Authority Inc.
- Edmonton Regional Airports Authority
- Fredericton International Airport Authority
- Greater Moncton International Airport Authority Inc.
- Greater Toronto Airports Authority
- Halifax International Airport Authority
- Ottawa MacDonald-Cartier International Airport Authority
- Regina Airport Authority
- Saint John Airport Inc.
- Saskatoon Airport Authority
- St. John's International Airport Authority
- Vancouver International Airport Authority
- Victoria Airport Authority
- Winnipeg Airport Authority Inc.

Appendix C: Definitions

“Anglophone”

refers to employees whose first official language is English.

“bilingual position”

is a position in which all or part of the duties must be performed in both English and French.

“first official language”

is the language declared by the employee as the one that they primarily identify with.

“Francophone”

refers to employees whose first official language is French.

“incomplete record”

means a position for which data on language requirements is incorrect or missing.

“position”

means a position filled for an indeterminate period or a determinate period of three months or more, according to the information in the Position and Classification Information System (PCIS).

“resources”

refers to the resources required to meet obligations on a regular basis, according to the information available in the Official Languages Information System II (OLIS II). Resources can consist of a combination of full-time and part-time employees, as well as contract resources. Some cases involve automated functions, hence the need to use the term “resources” in this report.

“reversible” or “either/or position”

is a position in which all the duties can be performed in English or French, depending on the employee’s preference.

Appendix D: Statistical tables

There are four main sources of statistical data:

- Burolis is the official inventory that indicates whether offices have an obligation to communicate with the public in both official languages
- The Position and Classification Information System (PCIS) covers the names and positions of employees working in institutions that are part of the core public administration

The Official Languages Information System II (OLIS II) provides information on the resources of institutions that are not part of the core public administration (in other words, Crown corporations and separate agencies)

The Employment Equity Data Bank (EEDB) provides data based on voluntary declarations by employment equity groups and, for women, the Pay System

March 31 is the reference date of the data in the statistical tables and in the data systems (the Pay System, Burolis, the PCIS, OLIS II and the EEDB).

Notes

Percentage totals may not add up to 100% due to rounding.

The data in this report relating to positions in the core public administration are compiled from the PCIS, except for Tables 15 to 18, which also use the EEDB. Because the data related to official languages are based on the PCIS, they do not match those included in the annual report on *Employment Equity in the Federal Public Service*. The sum of the designated employment groups does not equal the total of all employees because employees may have chosen to self-identify in more than one group and because employees who identified as male were added to the total.

Pursuant to the *Public Service Official Languages Exclusion Approval Order*, incumbents may not meet the language requirements of their position for the following reasons:

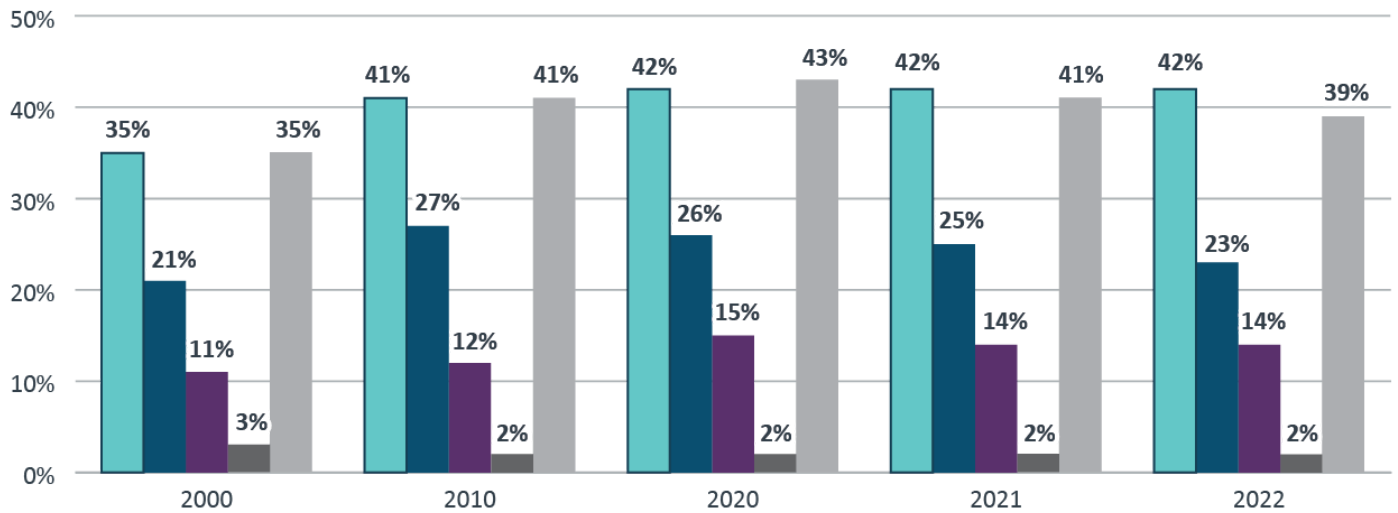
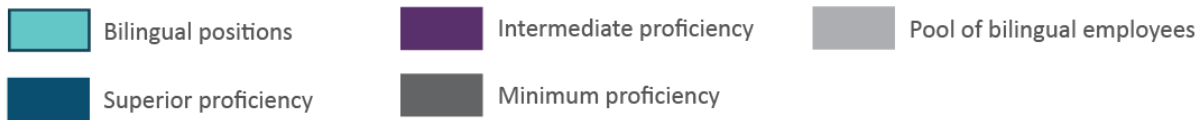
- They are exempted
- They have two years to meet the language requirements

The linguistic profile of a bilingual position is based on three levels of second-language proficiency:

- Level A: minimum proficiency
- Level B: intermediate proficiency
- Level C: superior proficiency

Table 1

Bilingual positions and pool of bilingual employees in the core public administration as of March 31



Year	Bilingual positions	Superior proficiency	Intermediate proficiency	Minimum proficiency	Pool of bilingual employees
2000	35%	21%	11%	3%	35%
2010	41%	27%	12%	2%	41%
2020	42%	26%	15%	2%	43%
2021	42%	25%	14%	2%	41%
2022	42%	23%	14%	2%	39%

Table 2

Language requirements of positions in the core public administration as of March 31

Year	Bilingual positions		English essential positions		French essential positions		English or French essential positions		Incomplete records		Total positions
2000	50,535	35.3%	75,552	52.8%	8,355	5.8%	7,132	5.0%	1,478	1.0%	143,052
2010	82,985	41.0%	102,484	50.6%	7,827	3.9%	8,791	4.3%	450	0.2%	202,537
2020	89,632	42.4%	105,062	49.7%	7,191	3.4%	9,334	4.4%	50	0.0%	211,269
2021	94,210	41.9%	112,513	50.0%	8,258	3.7%	9,989	4.4%	34	0.0%	225,004
2022	98,550	41.7%	118,181	50.0%	8,498	3.6%	10,980	4.6%	19	0.0%	236,228

Table 3

Language requirements of positions in the core public administration, by province, territory or region as of March 31, 2022

Province, territory or region	Bilingual positions		Unilingual positions						Incomplete records		Total positions
			English essential		French essential		English or French essential				
British Columbia	629	3.3%	18,558	96.1%	1	0.0%	122	0.6%	0	0.0%	19,310
Alberta	523	4.4%	11,262	95.1%	0	0.0%	60	0.5%	1	0.0%	11,846
Saskatchewan	131	2.6%	4,915	97.0%	0	0.0%	21	0.4%	1	0.0%	5,068
Manitoba	572	7.6%	6,926	91.6%	2	0.0%	64	0.8%	1	0.0%	7,565
Ontario (excluding the NCR)	2,666	9.5%	25,073	89.5%	14	0.0%	270	1.0%	2	0.0%	28,025
National Capital Region (NCR)	70,414	62.6%	31,901	28.4%	403	0.4%	9,772	8.7%	8	0.0%	112,498
Quebec (excluding the NCR)	16,369	66.0%	261	1.1%	7,858	31.7%	322	1.3%	0	0.0%	24,810
New Brunswick	4,896	51.9%	4,123	43.7%	204	2.2%	212	2.2%	1	0.0%	9,436
Prince Edward Island	576	24.8%	1,726	74.4%	2	0.1%	15	0.6%	0	0.0%	2,319
Nova Scotia	1,040	10.8%	8,460	88.2%	12	0.1%	82	0.9%	3	0.0%	9,597
Newfoundland and Labrador	119	2.9%	3,939	96.1%	2	0.0%	38	0.9%	1	0.0%	4,099
Yukon	15	4.4%	323	95.0%	0	0.0%	1	0.3%	1	0.3%	340
Northwest Territories	15	3.4%	428	96.4%	0	0.0%	1	0.2%	0	0.0%	444
Nunavut	10	3.4%	282	96.6%	0	0.0%	0	0.0%	0	0.0%	292
Outside Canada	575	99.3%	4	0.7%	0	0.0%	0	0.0%	0	0.0%	579
Total	98,550	41.7%	118,181	50.0%	8,498	3.6%	10,980	4.6%	19	0.0%	236,228

Table 4**Bilingual positions in the core public administration and linguistic status of incumbents as of March 31**

Year	Incumbents meet requirements		Incumbents do not meet requirements				Incomplete records		Total employees
			Exempted		Must meet				
2000	41,832	82.8%	5,030	10.0%	968	1.9%	2,705	5.4%	50,535
2010	77,331	93.2%	3,625	4.4%	831	1.0%	1,198	1.4%	82,985
2020	85,676	95.6%	3,297	3.7%	35	0.0%	624	0.7%	89,632
2021	90,893	96.5%	2,297	2.4%	50	0.1%	970	1.0%	94,210
2022	94,476	95.9%	2,740	2.8%	109	0.1%	1,225	1.2%	98,550

Table 5**Bilingual positions in the core public administration and level of second-language proficiency required (oral interaction) as of March 31 ¹⁷**

Year	Level C		Level B		Level A		Other		Total positions
2000	12,836	25.4%	34,677	68.6%	1,085	2.1%	1,937	3.8%	50,535
2010	26,738	32.2%	53,659	64.7%	724	0.9%	1,864	2.2%	82,985
2020	32,435	36.2%	55,471	61.9%	335	0.4%	1,391	1.6%	89,632
2021	34,964	37.1%	57,648	61.2%	333	0.4%	1,265	1.3%	94,210
2022	37,152	37.7%	59,800	60.7%	317	0.3%	1,281	1.3%	98,550

Table 6**Service to the public: bilingual positions in the core public administration and linguistic status of incumbents as of March 31**

Year	Incumbents meet requirements		Incumbents do not meet requirements				Incomplete records		Total employees
			Exempted		Must meet				
2000	26,766	82.3%	3,429	10.5%	690	2.1%	1,631	5.0%	32,516
2010	46,413	93.0%	2,217	4.4%	555	1.1%	746	1.5%	49,931

2020	42,839	95.8%	1,468	3.3%	14	0.0%	378	0.8%	44,699
2021	44,405	96.9%	870	1.9%	20	0.0%	535	1.2%	45,830
2022	45,454	96.6%	1,108	2.4%	37	0.1%	458	1.0%	47,057

Table 7

Service to the public: bilingual positions in the core public administration and level of second-language proficiency required (oral interaction) as of March 31 ¹⁸

Year	Level C		Level B		Level A		Other		Total positions
2000	9,088	27.9%	22,421	69.0%	587	1.8%	420	1.3%	32,516
2010	17,645	35.3%	31,780	63.6%	340	0.7%	166	0.3%	49,931
2020	18,599	41.6%	25,872	57.9%	99	0.2%	129	0.3%	44,699
2021	19,261	42.0%	26,402	57.6%	101	0.2%	66	0.1%	45,830
2022	19,838	42.2%	27,038	57.5%	82	0.2%	99	0.2%	47,057

Table 8

Service to the public: positions in the core public administration and linguistic status of incumbents, by province, territory or region as of March 31, 2022

Province, territory or region	Bilingual positions				Unilingual positions			Total employees
	Incumbents meet requirements	Incumbents do not meet requirements		Incomplete records	English essential	French essential	English or French essential	
		Exempted	Must meet					
Western and Northern Canada	1,075	46	0	41	26,565	2	66	27,795
Ontario (excluding the NCR)	1,378	42	0	24	14,582	4	63	16,093
National Capital Region (NCR)	28,958	744	36	228	10,218	135	2,046	42,365

Quebec (excluding the NCR)	9,416	146	0	135	99	3,890	97	13,783
New Brunswick	3,119	85	0	14	2,578	165	42	6,003
Other Atlantic provinces	980	35	1	12	6,816	9	35	7,888
Outside Canada	528	10	0	4	0	0	0	542
All regions	45,454	1,108	37	458	60,858	4,205	2,349	114,469

Table 9

Personal and central services: bilingual positions in the core public administration and linguistic status of incumbents as of March 31

Year	Incumbents meet requirements		Incumbents do not meet requirements				Incomplete records		Total employees
			Exempted		Must meet				
2020	61,915	95.5%	2,385	3.7%	18	0.0%	545	0.8%	64,863
2021	66,106	96.4%	1,664	2.4%	16	0.0%	795	1.2%	68,581
2022	68,548	96.0%	1,917	2.7%	31	0.0%	919	1.3%	71,415

Table 10

Personal and central services: bilingual positions in the core public administration and level of second-language proficiency required (oral interaction) as of March 31 ¹⁹

Year	Level C		Level B		Level A		Other		Total positions
2020	23,697	36.5%	39,879	61.5%	177	0.3%	1,110	1.7%	64,863
2021	25,467	37.1%	41,930	61.1%	169	0.2%	1,015	1.5%	68,581
2022	26,472	37.1%	43,714	61.2%	167	0.2%	1,062	1.5%	71,415

Table 11

Supervision: bilingual positions in the core public administration and linguistic status of incumbents as of March 31

Year	Incumbents meet requirements		Incumbents do not meet requirements				Incomplete records		Total employees
			Exempted		Must meet				
2020	26,089	95.9%	1,005	3.7%	22	0.1%	86	0.3%	27,202
2021	27,691	96.1%	879	3.1%	37	0.1%	204	0.7%	28,811
2022	29,785	95.6%	1,005	3.2%	82	0.3%	277	0.9%	31,149

Note: This table excludes employees working outside Canada.

Table 12

Supervision: bilingual positions in the core public administration and level of second-language proficiency required (oral interaction) as of March 31 ²⁰

Year	Level C		Level B		Level A		Other		Total positions
2020	16,502	60.7%	10,604	39.0%	36	0.1%	60	0.2%	27,202
2021	17,852	62.0%	10,890	37.8%	39	0.1%	30	0.1%	28,811
2022	20,141	64.7%	10,936	35.1%	27	0.1%	45	0.1%	31,149

Note: This table excludes employees working outside Canada.

Table 13

Participation of Anglophones and Francophones in the core public administration, by province, territory or region as of March 31, 2022

Province, territory or region	Anglophones		Francophones		Unknown		Total employees
British Columbia	18,891	97.8%	419	2.2%	0	0.0%	19,310
Alberta	11,471	96.8%	375	3.2%	0	0.0%	11,846
Saskatchewan	4,992	98.5%	76	1.5%	0	0.0%	5,068
Manitoba	7,263	96.0%	302	4.0%	0	0.0%	7,565
Ontario (excluding the NCR)	26,621	95.0%	1,404	5.0%	0	0.0%	28,025
National Capital Region (NCR)	70,445	62.6%	42,036	37.4%	17	0.0%	112,498

Quebec (excluding the NCR)	2,958	11.9%	21,846	88.1%	6	0.0%	24,810
New Brunswick	5,112	54.2%	4,324	45.8%	0	0.0%	9,436
Prince Edward Island	2,085	89.9%	234	10.1%	0	0.0%	2,319
Nova Scotia	9,063	94.4%	534	5.6%	0	0.0%	9,597
Newfoundland and Labrador	4,050	98.8%	49	1.2%	0	0.0%	4,099
Yukon	322	94.7%	18	5.3%	0	0.0%	340
Northwest Territories	418	94.1%	26	5.9%	0	0.0%	444
Nunavut	269	92.1%	23	7.9%	0	0.0%	292
Outside Canada	364	62.9%	215	37.1%	0	0.0%	579
All regions	164,324	69.6%	71,881	30.4%	23	0.0%	236,228

Table 14

Participation of Anglophones and Francophones in the core public administration, by occupational category as of March 31, 2022

Categories	Anglophones		Francophones		Unknown		Total employees
Management (EX)	4,328	65.9%	2,237	34.1%	0	0.0%	6,565
Scientific and professional	36,497	77.0%	10,896	23.0%	7	0.0%	47,400
Administration and foreign service	76,415	63.4%	44,076	36.6%	12	0.0%	120,503
Technical	10,752	77.5%	3,124	22.5%	3	0.0%	13,879
Administrative support	13,252	71.3%	5,330	28.7%	0	0.0%	18,582
Operations	23,078	78.8%	6,218	21.2%	1	0.0%	29,297
Unknown	2	100.0%	0	0.0%	0	0.0%	2
All categories	164,324	69.6%	71,881	30.4%	23	0.0%	236,228

Table 15

Language requirements of positions in the core public administration, by employment equity group as of March 31, 2022 ²¹

Target groups	Bilingual positions		English essential positions		French essential positions		English or French essential positions		Incomplete records		Total
Women	58,589	44.8%	62,008	47.5%	4,714	3.6%	5,350	4.1%	12	0.0%	130,673

Indigenous People	4,000	32.7%	7,636	62.4%	226	1.8%	366	3.0%	0	0.0%	12,228
Persons with disabilities	5,774	40.0%	7,475	51.8%	346	2.4%	830	5.8%	1	0.0%	14,426
Members of visible minorities	16,784	35.6%	25,711	54.5%	1,101	2.3%	3,598	7.6%	2	0.0%	47,196
All employees	98,550	41.7%	118,181	50.0%	8,498	3.6%	10,980	4.6%	19	0.0%	236,228

Table 16

Bilingual positions in the core public administration and linguistic status of incumbents, by employment equity group as of March 31, 2022

Target groups	Incumbents meet requirements		Incumbents do not meet requirements				Incomplete records		Total
			Exempted	Must meet					
Women	56,490	96.4%	1,413	2.4%	47	0.0%	639	1.1%	58,589
Indigenous People	3,848	96.2%	103	2.6%	*	*	*	*	4,000
Persons with disabilities	5,529	95.8%	174	3.0%	*	*	*	*	5,774
Members of visible minorities	15,991	95.3%	528	3.1%	34	0.0%	231	1.4%	16,784
All employees	94,476	95.9%	2,740	2.8%	109	0.0%	1,225	1.2%	98,550

* Small numbers have been removed (1 to 5). To avoid residual disclosure, other data may have been deleted.

Table 17

Bilingual positions in the core public administration and level of second-language proficiency required (oral interaction), by employment equity group as of March 31, 2022

22

Target groups	Level C		Level B		Level A		Other		Total
Women	22,408	38.2%	35,346	60.3%	66	0.1%	769	1.3%	58,589
Indigenous People	1,534	38.4%	2,435	60.9%	12	0.3%	19	0.5%	4,000

Persons with disabilities	2,276	39.4%	3,456	59.9%	8	0.1%	34	0.6%	5,774
Members of visible minorities	5,672	33.8%	10,982	65.4%	26	0.2%	104	0.6%	16,784
All employees	37,152	37.7%	59,800	60.7%	317	0.3%	1,281	1.3%	98,550

Table 18

Participation of Anglophones and Francophones in the core public administration, by employment equity group as of March 31, 2022

Target groups	Anglophones		Francophones		Unknown		Total
Women	89,452	68.5%	41,212	31.5%	9	0.0%	130,673
Indigenous People	9,222	75.4%	3,006	24.6%	0	0.0%	12,228
Persons with disabilities	10,897	75.5%	3,528	24.5%	1	0.0%	14,426
Members of visible minorities	36,736	77.8%	10,457	22.2%	3	0.0%	47,196
All employees	164,324	69.6%	71,881	30.4%	23	0.0%	236,228

Table 19

Supervision: bilingual positions in institutions not part of the core public administration and capacity as of March 31, 2022

Regions designated bilingual	Number of supervisors who have to be bilingual	Number of those supervisors who can discharge their supervisory functions in both official languages	Percentage
Northern and Eastern Ontario (excluding the NCR)	290	182	63%
National Capital Region (NCR)	8,571	6,658	78%
Region of Montréal	4,765	4,074	85%
Bilingual regions in other parts of Quebec (excluding the NCR)	146	133	91%
New Brunswick	1,379	794	58%
Total	15,151	11,841	78%

Table 20

Internal services: bilingual positions in institutions not part of the core public administration and capacity as of March 31, 2022

Regions designated bilingual	Resources - English only	Resources - French only	Bilingual resources	Total
Northern and Eastern Ontario (excluding the NCR)	1,966	542	1,985	4,494
National Capital Region (NCR)	29,787	15,508	30,922	76,217
Region of Montréal	5,488	5,656	6,002	17,146
Bilingual regions in other parts of Quebec (excluding the NCR)	252	283	298	833
New Brunswick	3,361	2,062	3,687	9,110
From other regions	1,273	236	1,335	2,844
Total	42,127	24,289	44,229	110,645

Table 21

Service to the public: number of resources serving the public in bilingual offices in institutions not part of the core public administration, by province, territory, region or method of delivery as of March 31, 2022 ²³

Province, territory, region or method of delivery	Resources in English only	Resources in French only	Bilingual resources	Total resources
Western and Northern Canada	21,634	62	1,861	23,557
Ontario (excluding the NCR)	14,559	47	2,069	16,675
National Capital Region (NCR)	6,039	270	8,283	14,592
Quebec (excluding the NCR)	286	1,505	10,055	11,846
New Brunswick	546	27	1,343	1,916
Other Atlantic provinces	4,917	7	851	5,775
Outside Canada	322	0	85	407
Routes	304	0	19	323
Telephone	3,690	1	3,419	7,110
Total	52,297	1,919	27,985	82,201

Table 22

Participation of Anglophones and Francophones in institutions not part of the core public administration, by province, territory or region as of March 31, 2022

Province, territory or region	Anglophones		Francophones		Unknown		Total resources
British Columbia	37,960	96.4%	1,363	3.5%	42	0.1%	39,365
Alberta	30,137	95.2%	1,431	4.5%	78	0.2%	31,646
Saskatchewan	7,947	96.5%	284	3.4%	6	0.1%	8,237
Manitoba	15,176	95.1%	783	4.9%	0	0.0%	15,959
Ontario (excluding the NCR)	76,382	93.6%	5,114	6.3%	124	0.2%	81,620
National Capital Region (NCR)	36,047	71.3%	14,464	28.6%	72	0.1%	50,583
Quebec (excluding the NCR)	12,610	23.5%	41,141	76.5%	21	0.0%	53,772
New Brunswick	7,890	74.0%	2,769	26.0%	0	0.0%	10,659
Prince Edward Island	2,316	93.5%	161	6.5%	0	0.0%	2,477
Nova Scotia	13,496	92.7%	1,063	7.3%	0	0.0%	14,559
Newfoundland and Labrador	6,810	98.5%	106	1.5%	0	0.0%	6,916
Yukon	389	91.3%	37	8.7%	0	0.0%	426
Northwest Territories	653	88.0%	89	12.0%	0	0.0%	742
Nunavut	318	86.2%	51	13.8%	0	0.0%	369
Outside Canada	2,062	84.9%	364	15.0%	4	0.2%	2,430
All regions	250,193	78.2%	69,220	21.6%	347	0.1%	319,760

Table 23

Participation of Anglophones and Francophones in institutions not part of the core public administration, by occupational category or equivalent category as of March 31, 2022

Categories	Anglophones		Francophones		Unknown		Total resources
Management	14,185	76.0%	4,436	23.8%	54	0.3%	18,675
Professionals	33,278	75.4%	10,776	24.4%	110	0.2%	44,164
Specialists and technicians	19,079	76.3%	5,874	23.5%	46	0.2%	24,999
Administrative support	40,385	77.0%	12,049	23.0%	41	0.1%	52,475
Operations	96,090	82.8%	19,844	17.1%	96	0.1%	116,030

Canadian Armed Forces and regular members of the Royal Canadian Mounted Police	47,176	74.4%	16,241	25.6%	0	0.0%	63,417
All categories	250,193	78.2%	69,220	21.6%	347	0.1%	319,760

Table 24

Participation of Anglophones and Francophones in all federal institutions subject to the *Official Languages Act*, by province, territory or region as of March 31, 2022

Province, territory or region	Anglophones		Francophones		Unknown		Total
British Columbia	56,851	96.9%	1,782	3.0%	42	0.1%	58,675
Alberta	41,608	95.7%	1,806	4.2%	78	0.2%	43,492
Saskatchewan	12,939	97.2%	360	2.7%	6	0.0%	13,305
Manitoba	22,439	95.4%	1,085	4.6%	0	0.0%	23,524
Ontario (excluding the NCR)	103,003	93.9%	6,518	5.9%	124	0.1%	109,645
National Capital Region (NCR)	106,492	65.3%	56,500	34.6%	89	0.1%	163,081
Quebec (excluding the NCR)	15,568	19.8%	62,987	80.2%	27	0.0%	78,582
New Brunswick	13,002	64.7%	7,093	35.3%	0	0.0%	20,095
Prince Edward Island	4,401	91.8%	395	8.2%	0	0.0%	4,796
Nova Scotia	22,559	93.4%	1,597	6.6%	0	0.0%	24,156
Newfoundland and Labrador	10,860	98.6%	155	1.4%	0	0.0%	11,015
Yukon	711	92.8%	55	7.2%	0	0.0%	766
Northwest Territories	1,071	90.3%	115	9.7%	0	0.0%	1,186
Nunavut	587	88.8%	74	11.2%	0	0.0%	661
Outside Canada	2,426	80.6%	579	19.2%	4	0.1%	3,009
All regions	414,517	74.6%	141,101	25.4%	370	0.1%	555,988

Appendix E: Statistics on events held by the Treasury Board of Canada Secretariat during the 2021-22

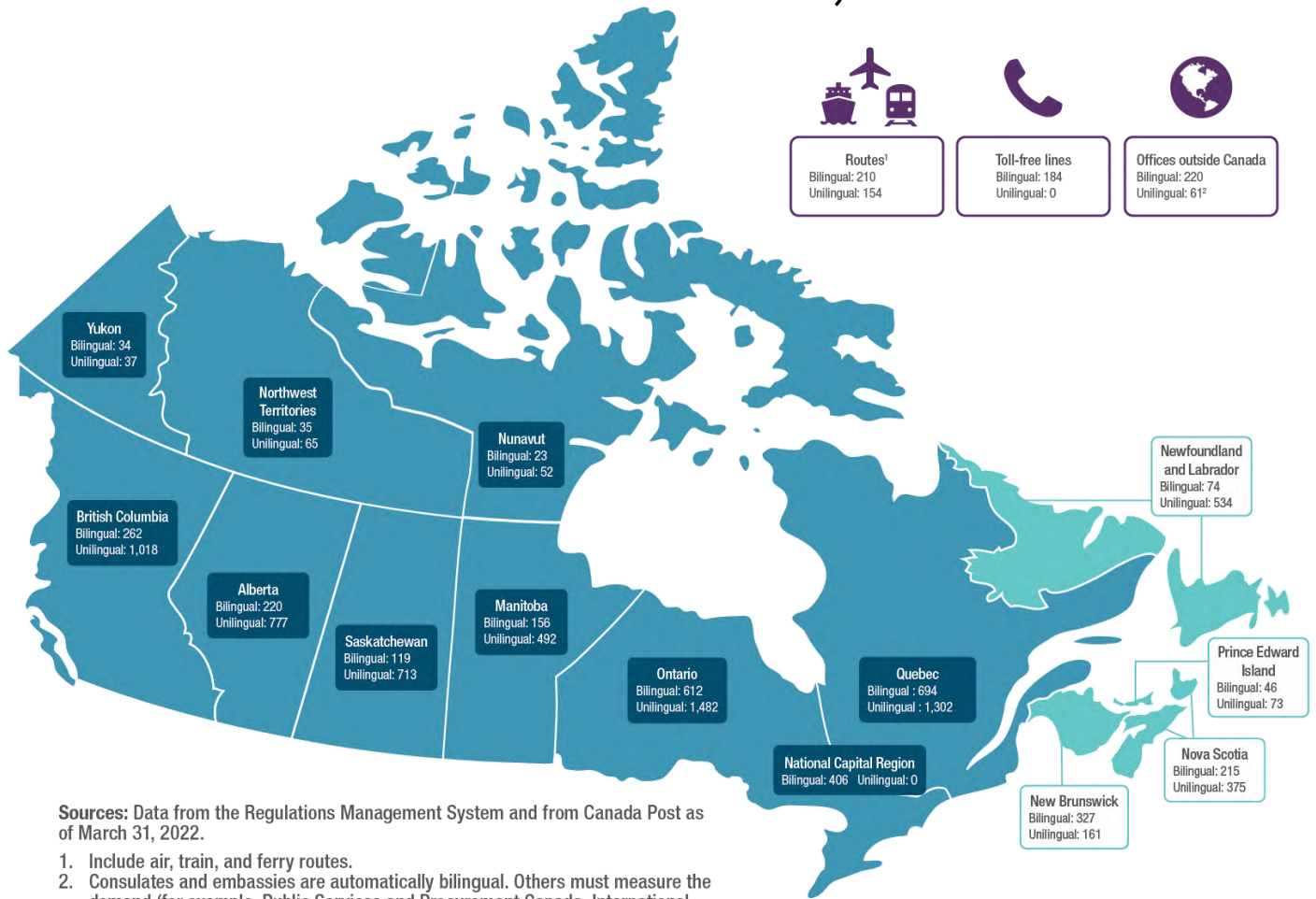
fiscal year

Event	Date	Key topics/issues
Virtual meeting of the Official Languages Community of Practice – Departmental Advisory Committee on Official Languages (DACOL) and Crown Corporations Advisory Committee on Official Languages (CCACOL)	April 28, 2021	<ul style="list-style-type: none"> • Update on major files of the Treasury Board of Canada Secretariat’s (TBS) Official Languages Centre of Excellence (OLCE) • Amendment to the <i>Directive on Official Languages for People Management</i> • Accessibility within the public service
Linguistic Duality Day	September 9, 2021	<ul style="list-style-type: none"> • A virtual event open to all public service employees, in partnership with the Canada School of Public Service. This event is organized jointly by the Council of the Network of Official Languages Champions, Canadian Heritage, TBS, the Translation Bureau, and regional federal councils across the country. The theme was “<u>Linguistic Duality: A Symbol of Inclusion at the Heart of Canadian Values.</u>”
Virtual meeting of the Official Languages Community of Practice – DACOL and CCACOL	October 6, 2021	<ul style="list-style-type: none"> • Update on major OLCE files • Discussion and sharing of best practices regarding administrative measures • The Dionne decision and its impact on the <i>Policy on Official Languages</i>
Virtual meeting of the Official Languages Community of Practice – DACOL and CCACOL	January 26, 2022	<ul style="list-style-type: none"> • Update on major OLCE files • Useful features in MS Teams • Non-imperative staffing • Discussion and sharing of best practices regarding Elections Canada’s official languages initiatives

Event	Date	Key topics/issues
Virtual Best Practice Forum on Official Languages	February 7 to 11, 2022	<ul style="list-style-type: none"> • The 2022 Forum took place over five days. • A panel discussion on “Official Languages in Evolution” attracted 1,006 participants on February 8. Nine workshop sessions attracted 772 participants on February 9. And 1,420 participants joined the discussion on language training in the federal public service. • A GCwiki best practices page was created (8,875 people visited the page). • Virtual information booths on various topics or best practices were held on February 7 and 11 (2,375 people visited these booths) and generated 137 online discussions with representatives from various departments.
Special session on non-imperative staffing	February 16, 2022	<ul style="list-style-type: none"> • Follow-up on the discussion on the issue of non-imperative staffing from the meeting on January 26, 2022. The OLCE policy team provided answers.
Virtual meeting of the Official Languages Community of Practice – DACOL and CCACOL and section 41 coordinators	March 30, 2022	<ul style="list-style-type: none"> • Update on major OLCE files • Bill C-13 • Discussion and sharing of best practice regarding the Canada Revenue Agency’s project called “Stepping Stone to C”
Bootcamp on official languages and information session for Official Languages Champions	December 1, 2021 March 29, 2022	<ul style="list-style-type: none"> • OLCE and support to federal institutions • Role and responsibilities of Canadian Heritage • Role of the Official Languages Champions Network Council • Bootcamp on official languages

Event	Date	Key topics/issues
Intensive Official Languages Training Camp	September 22, 2021 October 20, 2021 November 17, 2021 December 8, 2021 January 19, 2022 February 2, 2022 February 23, 2022 March 16, 2022 March 23, 2022	<ul style="list-style-type: none"> • The intensive training camp was established to equip those responsible for official languages with the knowledge needed to effectively implement the official languages program within federal institutions. The course provides an opportunity to learn more about the fundamental principles of the <i>Official Languages Act</i> (the Act) and the policy instruments and tools necessary for the implementation of the Act. It also promotes discussing real-world cases between colleagues who perform the same duties and provides an opportunity to put questions directly to an expert. • The camp was open to people responsible for official languages in departments and Crown corporations.

Appendix F: Distribution of federal offices and service locations as of March 31, 2022



▼ Infographic - Text version

- **British Columbia:** 262 bilingual offices, 1,018 unilingual;
- **Alberta:** 220 bilingual offices, 777 unilingual;
- **Saskatchewan:** 119 bilingual offices, 713 unilingual;
- **Manitoba:** 156 bilingual offices, 492 unilingual;
- **Ontario:** 612 bilingual offices, 1,482 unilingual;
- **National Capital Region:** 406 bilingual offices, none unilingual;
- **Quebec:** 694 bilingual offices, 1,302 unilingual;
- **New Brunswick:** 327 bilingual offices, 161 unilingual;
- **Prince Edward Island:** 46 bilingual offices, 73 unilingual;
- **Nova Scotia:** 216 bilingual offices, 375 unilingual;
- **Newfoundland and Labrador:** 74 bilingual offices, 534 unilingual;
- **Yukon:** 34 bilingual offices, 37 unilingual;
- **Northwest Territories:** 35 bilingual offices, 65 unilingual;

- **Nunavut:** 23 bilingual offices, 52 unilingual;
- **Offices outside Canada:** 220 bilingual, 61 unilingual (Consulates and embassies are automatically bilingual. Other offices must measure the demand (for example, Public Services and Procurement Canada, International Development Research Centre));
- **Toll-free lines:** 184 bilingual, none are unilingual;
- **Routes:** 210 bilingual, 154 unilingual (include air, train and ferry routes).

Sources: Data from the Regulations Management System and from Canada Post as of March 31, 2022.

1. Includes air, rail and ferry routes.
2. Consulates and embassies are automatically bilingual. Others must measure the demand (for example, Public Services and Procurement Canada, International Development Research Centre).

Footnotes

- ¹ This schedule was established to ensure compliance with the Act while reducing the reporting burden on federal institutions. However, 22 large institutions submit a review every year.
- ² See the definition of “office” in the *Directive on the Implementation of the Official Languages (Communications with and Services to the Public) Regulations*.
- ³ The response scale used in the reviews is presented in [Appendix A](#).
- ⁴ The situation was similar for institutions subject to the Act that are not part of the core public administration. Of their 66,076 employees, the 21,763 employees (32.9%) that provided service to the public were able to do so in both official languages in the offices of those institutions.
- ⁵ Partial sample of institutions: This statement was not included in the questionnaire used for the 2020–21 review.
- ⁶ This statement was not included in the questionnaire used for the review during this cycle.
- ⁷ Partial sample of institutions: This statement was not included in the questionnaire used for the 2019–20 review.

- 8 As the question was first asked in 2018–19, the sample was only 73 institutions out of 167 in the 2016–19 cycle.
- 9 The statement was not included in the review questionnaire used during this cycle.
- 10 Airport authorities subject to the *Airport Transfer (Miscellaneous Matters) Act* were not required to answer the governance questions in the review questionnaire.
- 11 Twenty-two institutions submit a review every year.
- 12 See Appendix B for the list of institutions required to submit a review for the 2021–22 fiscal year.
- 13 The distinction between small and large institutions is based on their size, in accordance with the recommendations made by the Auditor General of Canada in the spring 2015 report, *Report 2 – Required Reporting by Federal Organizations*. In general, small institutions have fewer than 500 employees.
- 14 The statistical data from the core public administration institutions came from the Position and Classification Information System, and data from institutions that are not part of the core public administration came from the Official Languages Information System II.
- 15 PacifiCan and PrairiesCan jointly submitted an official languages review under the name of their former department.
- 16 The names of the airport authorities listed are taken from the List of airports owned by Transport Canada.
- 17 The levels required in second-language proficiency refer only to oral interaction (understanding and speaking). The “Other” category refers to positions that require Code P (specialized proficiency) or that do not require any oral interaction skills in the second language.
- 18 The levels required in second-language proficiency refer only to oral interaction (understanding and speaking). The “Other” category refers to positions that require Code P (specialized proficiency) or that do not require any oral interaction skills in the second language.
- 19 The levels required in second-language proficiency refer only to oral interaction (understanding and speaking). The “Other” category refers to positions that require Code P (specialized proficiency) or that do not require any oral interaction skills in the second language.

- 20 The levels required in second-language proficiency refer only to oral interaction (understanding and speaking). The “Other” category refers to positions that require Code P (specialized proficiency) or that do not require any oral interaction skills in the second language.
- 21 In this table and the following tables, the columns do not add up because people in the target groups may be in more than one target group, and in the “All employees” row, employees who are not in any of these groups are also counted.
- 22 The levels required in second-language proficiency refer only to oral interaction (understanding and speaking). The “Other” category refers to positions that require Code P (specialized proficiency) or that do not require any oral interaction skills in the second language.
- 23 In this table, Canadian Forces Morale and Welfare Services grouped all its resources serving the public as being in the National Capital Region. The Canadian Broadcasting Corporation was unable to provide complete data for this table.
-