



Canadian  
Heritage

Patrimoine  
canadien



# OFFICIAL LANGUAGES

Annual Report 2003-2004

**Volume 1:**

*Results of the Official Languages Support Programs*

Canada 



## A Word from the Minister



*The Honourable  
Liza Frulla*

*The 2003-2004 fiscal year was the first year of the Government of Canada's Action Plan for Official Languages. It was a major transition period for my Department, as it would set the course for the future of official languages. The Official Languages Support Programs were not only renewed, but also received additional funding under the Action Plan.*

In 2003-2004, Canadian Heritage's objectives were to complete its program evaluations, develop approaches to renew its co-operation in support of official-language community development based on targeted results, and initiate discussions with the provinces and territories on the future orientation of minority-language services and education and second-language learning.

We met those objectives. Specifically, we completed the evaluation of the community support program and the federal-provincial/territorial agreements on minority-language services and introduced transitional measures. In the area of education, we signed a number of agreements on minority-language education and second-language instruction. We also supported the Council of Ministers of Education, Canada in its efforts to recast the image of the bursary and monitor programs. These are only a sampling of our achievements.

A number of departments and agencies designated for the implementation of section 41 of the *Official Languages Act* also received funds under the Action Plan for Official Languages. For them and for my own Department, 2003-2004 ushered in a period of greater support and, more importantly, support that will have greater strategic impact. The new format for presenting inter-departmental coordination progress, found in Volume 2 of this Annual Report, focuses on the results obtained in all departments and agencies designated for implementation of section 41.

The Action Plan enabled the federal government and my Department to consolidate their network of collaborators. The vitality of the official-language minority communities will surely be enhanced in the years ahead because of the many partners committed to making linguistic duality a reality that is a source of both strength and pride for all Canadians.

Liza Frulla, P.C., M.P.

A handwritten signature in black ink that reads "Liza Frulla". The signature is written in a cursive, flowing style.

Minister of Canadian Heritage and  
Minister responsible for Status of Women



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# Development of Official-Language Communities Program



*In 2003-2004, the Department invested \$193 million and worked with almost 300 community organizations, 13 provincial and territorial governments and 14 federal departments and agencies in support of the 1.9 million Canadians who live in the official-language minority communities (OLMC).*

## Community Life

The purpose of the *Community Life* component of the Development of Official-Language Communities Program is to create, deliver and improve a full spectrum of services and activities in order to provide the OLMC with dynamic places in which

they can live in their own language and participate more fully in Canadian society.

Many stakeholders contribute to community life. Community organizations, provincial and territorial governments, municipalities, and federal departments and agencies shared \$57.4 million in federal funding.

## COOPERATION WITH THE COMMUNITY SECTOR

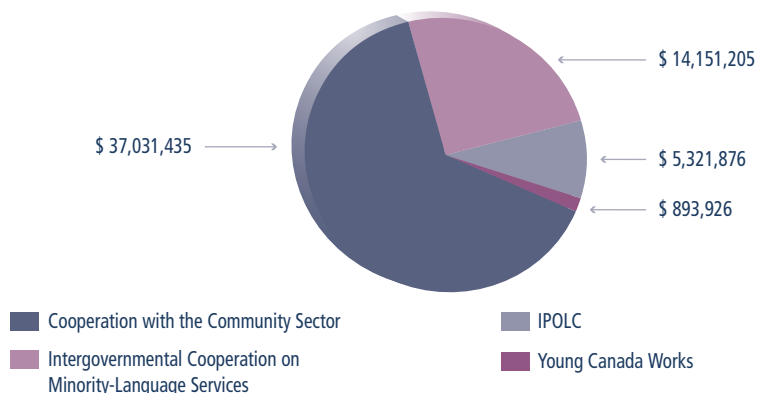
During the past year, the Department discussed the findings of the evaluation of this component that was carried out the previous fiscal year with communities. The main challenges identified by the evaluators pertained to the design and delivery of the program. They suggested that funding be linked to priorities, that more specific performance indicators be established and that the mechanisms associated with the Canada-community agreement formula be improved.

2003-2004 was the last fiscal year covered by the Canada-community and Canada-national organization agreements. The funding arrangements set out in those agreements have been extended one year to facilitate the transition to new cooperation parameters.

The Department considered which cooperation approach would be most

### COMMUNITY LIFE

Total Amount Contributed: \$ 57,398,442



appropriate for the future given the recommendations of the above-mentioned evaluation and the new context established by the Government of Canada's Action Plan for Official Languages. The Department will have to review the orientation of its initiatives in view of the roles and responsibilities delegated to other federal departments and agencies. Foremost among the initiatives taken during the 2004-2005 fiscal year will be a dialogue with community stakeholders to identify priorities and issues that will be focal points in the next cooperation cycle and to define new parameters that will provide a framework for that cooperation.

In addition to beginning that transition, the Department continued to cooperate with the community sector. A total of \$37 million was spent to cover the programming of 294 organizations and to carry out 296 projects (including 62 national projects). This funding brought about significant tangible progress in communities.

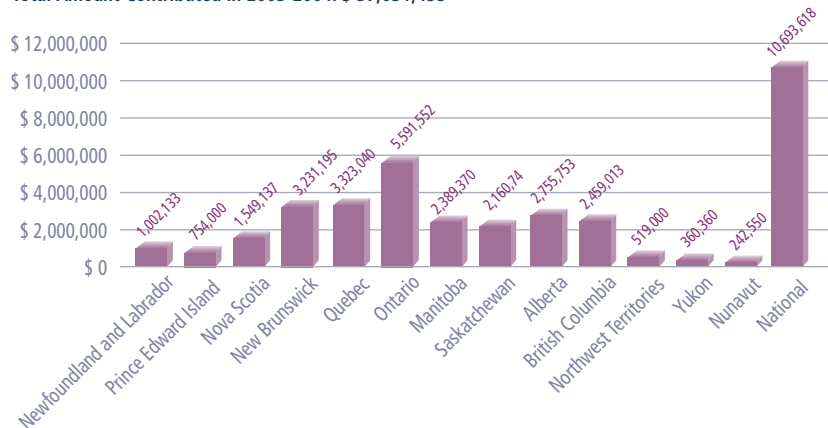
The following examples illustrate the progress made in different regions of the country.

### Community development and facilitation

In Manitoba, 20 projects were carried out across the province in 2003-2004 through the community network of the *Société franco-manitobaine*. The Department's support made it possible to increase the number of services and programs available to Francophone communities in rural Manitoba. Examples include the creation of a traveling multidisciplinary health team; creation of tourism promotion kits and participation in tourism shows; and networking of local newspapers in small communities which are now better able to safeguard their culture and language, engage in community

## COOPERATION WITH THE COMMUNITY SECTOR

Total Amount Contributed in 2003-2004: \$ 37,031,435



development and convince young people to stay in the area.

### Gathering places

In Prince Edward Island, the *Carrefour de l'Isle Saint-Jean* offers a variety of programs for Francophones and Francophiles in the Charlottetown area, while the *Centre Belle Alliance* provides the public in the Summerside area with a gymnasium, a multipurpose hall, a community library and classrooms in a French-speaking environment. During the 2003-2004 fiscal year, the Department's financial assistance supported concerts, social activities and activities for seniors and youth, communications, visual arts exhibits and conferences. In Charlottetown, the expanded range of activities diversified cultural expression, increased awareness of the French fact within the general public and local organizations and provided federal and

The funding brought about significant tangible progress in communities.



provincial public servants with a dynamic environment in which to use their second language. The new Summerside Centre has also brought together Francophone communities in the surrounding Summerside areas.

### Radio and television

In the official-language minority communities, community radio is an important focal point that fosters community consolidation, mobilization, coordination and organization. In 2003-2004, Anglophones in the Brome-Missisquoi county in Quebec and Francophones in Toronto, Ontario, were successful in obtaining licences from the Canadian Radio-television and Telecommunications Commission to set up radio stations that reflect their communities and meet the specific needs of life in a minority setting. Radio will open up a whole new sector of activities in those regions, as it offers training and development for both volunteers and employees.

Nationally, financial support from Canadian Heritage enabled the *Office de la télécommunication éducative de l'Ontario* (TFO) to expand its 2003-2004 programming. TFO, the only French-language educational television network outside Quebec, plays an important role in Canada's Francophone community. The funds helped the network to obtain the licences needed to broadcast nine independent productions produced in minority Francophone communities. The network thus improved access to French-language productions and offers a more complete profile of French-speaking Canada.

### Diversity and integration of immigrants

The *Vive la différence* forum organized by the *Fédération des communautés francophones et acadienne du Canada* (FCFA) was held in November 2003. The forum was the culmination of a

national review aimed at redefining the concept of "community" based on new paradigms that will shape the Francophone and Acadian communities in the decade ahead. The forum was attended by FCFA members as well as 70 community, business and cultural leaders.

The next initiative was the production of a new profile of Francophone and Acadian communities by updating demographic, socio-economic, geographical, historical and linguistic data on Francophone communities and organizations in each province and territory. A section on diversity made it possible to continue building bridges between minority Francophone communities, Francophiles, the Anglophone majority and ethnocultural communities.

Provincially, the *Alliance jeunesse famille de l'Alberta* Society (AJFAS) works with young Francophone immigrants and immigrant Francophone women to familiarize them with life in Canada. It offers workshops on Canadian history and geography, social services, and programs and services

provided in French by community organizations and governments. AJFAS also organizes cultural and recreational activities that foster friendship and fraternity and promote intercultural exchanges. The organization facilitates the integration of new Canadians, strengthens social cohesiveness and helps build Alberta's Francophone community.

In Ontario, many projects endeavour to provide a range of services to increasingly multicultural Francophone communities. Examples include the leadership workshops offered by the *Agence de promotion et de développement des francophones de l'Ontario* in Toronto and the awareness activities of the Ottawa-Carleton Economic and Social Council.

### Youth

In the Yukon, the *Comité Espoir Jeunesse* of the *Association franco-yukonnaise* brings young Francophones together in order to strengthen their attachment to French culture. Led by five young spokespersons, the committee organizes





various cultural, sports and social activities. The committee works with Association staff, volunteers and other community groups. In 2003-2004, the committee maintained its activities and made a number of improvements. As well, volunteers received training to improve their skills to better interact with youth.

In Quebec, the Montreal Association of Independent Libraries revitalized four English-language community libraries in order to increase the number of young users. The Association purchased 560 books and developed writing, lecture and festival programs for teenagers and young adults.

### Arts and culture

The arts and culture sector is an important vehicle for the official-language minority communities (OLMC). Analysis of trends in funding over the past four years under agreements supporting OLMC shows that some 20% of funds went to organizations whose primary mission relates to arts and culture in linguistic minority communities.

Canadian Heritage provided funding for a major national forum organized by the *Fédération culturelle canadienne-française* (FCCF) and the *Conseil provincial des sociétés culturelles du Nouveau-Brunswick*. The national forum on the cultural development of Canada's Francophonie was held in Moncton in September 2003 and was attended by

some 300 Francophone arts and culture stakeholders from all provinces and territories who together adopted a global vision: *L'écosystème des communautés francophones et acadienne du Canada, par ses créateurs, ses citoyens, ses organismes culturels et communautaires et ses institutions, nourrit et protège son identité. Le développement culturel est la pierre angulaire qui en assure la pérennité.* [The Francophone and Acadian communities of Canada, through their creators, citizens, cultural and community organizations and institutions, have formed an ecosystem that nurtures and protects their identity. Cultural development is the cornerstone of their vitality.] To follow up the forum, the

FCCF will have a mandate to implement a number of initiatives identified by the participants, such as a support program for community arts, in-school cultural activities and cultural development training programs.

In Caraquet, New Brunswick, the Acadian community undertook to establish a regional professional centre for arts and culture creation, production, training and dissemination. The project entails the renovation of an existing building and the construction of a new building. The *Centre culturel de Caraquet* will house a flexible performance space capable of accommodating approximately 350 people, an art gallery, an arts and culture training



### Arts and culture

Other community organizations, such as the Conseil scolaire communautaire Évangéline in Prince Edward Island, the Fédération des francophones de Terre-Neuve-et-Labrador, the Empress Cultural Centre in Montreal, Fête fransaskoise and the Association franco-yukonnaise, which contribute to local cultural life through the activities they organize, also benefited from PCH programs.

centre, rehearsal and design rooms, administrative offices and work spaces that will be used for theatre, music and dance as well as film, television and audio productions. This major project involves the three levels of government and will certainly contribute to the advancement of Francophone arts and culture and economic development in the Caraquet region. This type of infrastructure does not currently exist in the region and will serve numerous organizations. It will help promote arts and culture as a driving force for regional economic development.

### Early childhood

In the Northwest Territories, the *Garderie Plein Soleil* plays a leading role in Yellowknife. It is the only organization that offers French-language child care and accommodates infants as well as children between the ages of 2 and 4. The centre offers programs that develop children's musical, physical, linguistic and spatial awareness, as well as programs that awaken

children to French-Canadian culture and the use of French in daily life. It also conducts quarterly assessments of progress in the use of spoken French. A waiting list and a low rate of absenteeism are signs that the organization is successful.

Many other organizations, from British Columbia to Prince Edward Island, are now looking to develop early childhood services in their respective communities.

### YOUNG CANADA WORKS

The Department is involved in the Youth Employment Strategy put forward by Human Resources and Skills Development Canada. Canadian Heritage oversees a Young Canada Works job creation initiative that meets the objectives of its Development of Official-Language Communities Program. In 2003-2004, approximately 240 jobs were created so that young people could contribute to community development and at the same time acquire school-related job experience.



### INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

This component covers the agreements under which the Department helps provincial and territorial governments to provide services to minority communities in their own language in areas other than education, specifically health, the economy, justice, and social and community services. It was created after the new *Official Languages Act* was passed in 1988 and was evaluated in 2003-2004. The evaluation covered the period from 1993 to 2003.

The final report unequivocally found that this component is relevant. However, it notes that the measures described in the action plans do not specify the expected results and do not include any performance indicators, which makes it hard to evaluate the results. The report also notes the uneven success of the component; some provinces have made great strides since it was implemented, while others have made more modest progress considering the funds invested. Finally, it notes that with the adoption of the Government of Canada's Action Plan for Official Languages, other federal departments have been allocated funds to support official languages initiatives.

*The final report unequivocally found that this component is relevant.*

### Official Languages Act, s. 43

*"The Minister of Canadian Heritage shall take such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society and, without restricting the generality of the foregoing, may take measures to [...] (d) encourage and assist provincial governments to support the development of English and French linguistic minority communities generally and, in particular, to offer provincial and municipal services in both English and French [...]"*

The following recommendations were made at the end of the evaluation and were accepted by the Department:

1. Review the Department's strategy in provinces and territories where the results are difficult to identify. The provincial and territorial action plan approach that was first used in 1999-2000 will be improved when the agreements with the provinces and territories are renewed in order to make it easier to gauge the effect of Canadian Heritage's financial contributions.
2. Gradually withdraw from areas related to the mandate of other federal departments and agencies. The Department, in cooperation with its federal partners, will continue to explore options for ensuring complementarity between federal initiatives and avoiding overlap and duplication.
3. Focus the Department's initiatives more clearly in order to produce long-term benefits. The Department will take advantage of the renewal of the agreements to introduce measures that will ensure that its action is more focused, takes each province's and territory's stage of development into

account, does not lead to repeated assistance and benefits the target clientele in a tangible way.

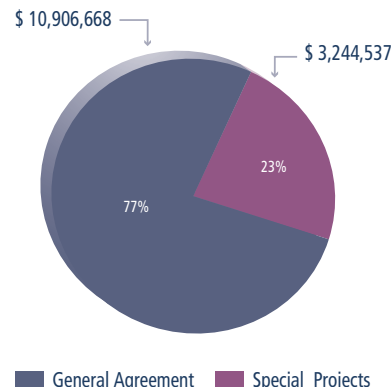
4. Strengthen accountability by stating the expected results and the performance indicators that will be used to measure those results. The Department will ensure that realistic, measurable results are set, that the activities included in the provincial and territorial action plans are clearly related to the expected results and that the performance indicators are pertinent. It will also implement a framework that will enable it to report to the public regularly on the results that have been attained.

In 2003-2004, the Department spent just over \$14 million on intergovernmental initiatives within 12 framework agreements with the provinces and territories and 25 special projects. It should be noted that interim measures were put in place to ensure continuity in activities in 2004-2005, when the Department will be discussing possible improvements for the next cooperation cycle with its partners.

The Department facilitated federal participation at the Ministerial Conference on Francophone Affairs held in Winnipeg in September 2003. With the multi-year agreements about to be

### INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

Total Amount Contributed in 2003-2004:  
\$ 14,151,205



renewed, the conference was especially important. For the first time, Quebec took part in both the provincial/territorial and the federal-provincial/territorial sessions. The delegates adopted an intergovernmental action plan on Francophone affairs containing a series of collective measures to advance priority issues. They agreed to develop strategies for interdepartmental and intergovernmental cooperation that will help strengthen partnerships, facilitate the pooling of expertise, and increase the effectiveness and use of resources.



### **More services**

*In the official-language minority communities, funding for intergovernmental cooperation helped sustain and expand some (provincial, territorial and municipal) government services, computerize others and make gathering places available. The following are examples.*

### **Technology**

*The governments of Newfoundland and Labrador and the Yukon increased the amount of French on their Web sites, ensuring greater access to their on-line services for the Francophone population. In Manitoba, three bilingual municipalities now have access to high-speed Internet connections that allows them to offer their services in the rural communities of Montcalm, Sainte-Anne and Saint-Georges.*



### **Provincial and territorial services**

*The Government of Nova Scotia developed and implemented a French-language services strategic development plan and a communications plan for the Office of Acadian Affairs. The increased emphasis on Acadian affairs made the government and elected officials more aware of the presence and importance of the French-speaking population in Nova Scotia. 2004 was declared "Acadia Year", and the Acadian flag will fly in front of the provincial legislature all year long. A bill was tabled officially declaring August 15 as a provincial holiday for Acadians.*

*Ontario's Office of Francophone Affairs gathered information on provincial, regional and local activities organized by ethnocultural and Francophone racial minority groups. This made it possible to disseminate up-to-date information and create mechanisms that will ensure ongoing contact between the OFA and representatives of those groups.*

### **Municipal services**

*In Prince Edward Island, the cities of Charlottetown and Summerside added French to municipal signs on public roads. The number of bilingual signs increased significantly, clearly illustrating the official place of French in the province.*

### **Gathering places**

*The Francophone and Acadian arts community in Greater Moncton is getting a new facility in a restored building. Théâtre L'Escaouette will offer a flexible performance space, a rehearsal hall, dressing rooms, etc. and two leased spaces capable of accommodating the tenants' needs. Some 76,000 Francophones in Greater Moncton will thus have access to the performing arts, visual arts and media arts in an ideal setting.*





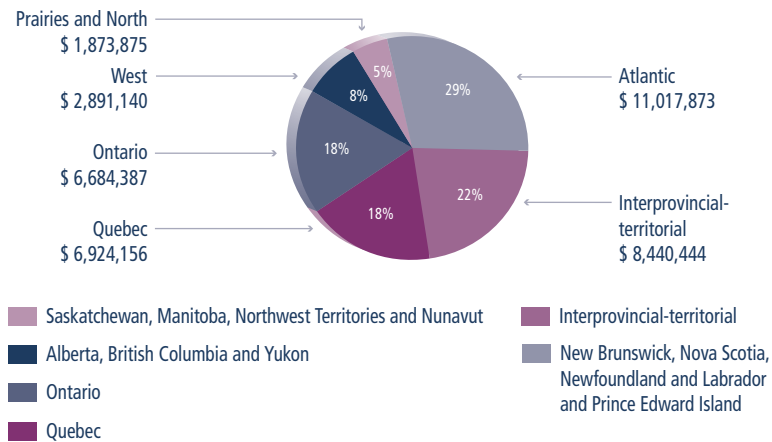
### INTERDEPARTMENTAL PARTNERSHIP WITH THE OFFICIAL-LANGUAGE COMMUNITIES (IPOLC)

The IPOLC underwent a formative evaluation in 2003-2004. A team of experts studied the design and implementation of the Partnership initiative and its short-term results. The goal was to determine progress made towards achieving the expected outcomes and to identify any corrective measures needed to optimize the potential for success.

The purpose of the IPOLC, launched by Canadian Heritage in 2000, is to provide a financial incentive to

### IPOLC TOTAL FUNDING PERCENTAGE\* PER ADMINISTRATIVE REGION

Update 2000-2001 to 2003-2004



\* Total funding percentage corresponds to funding from Canadian Heritage and from signatory federal institutions.

UPDATE 2000-2001 TO 2003-2004 Federal Institution	Institution's contribution	IPOLC's contribution	TOTAL as of March 31, 2004	IPOLC % in relation to total
Health Canada	5,034,041	3,818,130	8,852,171	23%
Canada Council for the Arts (Francophones)	3,070,000	2,850,000	5,920,000	15%
Atlantic Canada Opportunities Agency	2,727,606	2,433,156	5,160,762	13%
Canada Council for the Arts (Anglophones)	1,700,000	1,300,000	3,000,000	8%
Industry Canada	1,310,743	1,287,173	2,597,916	7%
Agriculture and Agri-Food Canada	1,287,645	1,242,645	2,530,290	7%
Human Resources and Skills Development Canada	1,371,049	1,106,401	2,477,450	6%
Foreign Affairs and International Trade	1,148,000	404,000	1,552,000	4%
Western Economic Diversification Canada	632,705	493,620	1,126,325	3%
Telefilm Canada <sup>1</sup>	242,500	837,500	1,080,000	3%
Fisheries and Oceans Canada	556,350	490,340	1,046,690	3%
Economic Development Canada (Quebec)	446,116	446,116	892,232	2%
Citizenship and Immigration Canada	406,161	400,761	806,922	2%
Canadian Broadcasting Corporation	395,000	395,000	790,000	2%
National Film Board	385,000	385,000	770,000	2%
<b>TOTAL</b>	<b>\$ 20,712,916</b>	<b>\$ 17,889,842</b>	<b>\$ 38,602,758</b>	<b>100%</b>

<sup>1</sup> IPOLC's contribution includes complementary funding to other federal institutions, partners with Telefilm, which explains the greater contribution.

encourage sustainable partnerships between federal departments and agencies and associations or organizations in the official-language minority communities (OLMC) and thus foster long-term change in the organizational culture of the federal and community partners. The initiative is designed to support activities that promote overall community development and facilitate the integration of the OLMC into the regular clientele of federal agencies.

The evaluation confirmed the relevance of the IPOLC. Two issues clearly emerged and pertain to the centralization of IPOLC management: the approval process is sometimes long and the collection of data on activities carried out and reports on project results creates challenges. The report recommends maintaining centralized management but increasing the involvement of regional

*An IPOLC steering committee will increase cooperation with regional staff and optimize the sectoral and regional impact of the initiative.*

staff. In the spring of 2004, Canadian Heritage set up an IPOLC steering committee to increase cooperation with regional staff and optimize the sectoral and regional impact of the initiative.

The report also recommends maintaining a strategic approach in choosing institutions to sign memoranda of

understanding in order to encourage the participation of departments that are not as involved with the OLMC. Finally, it recommends that accountability be strengthened through regular communication with federal institutions to discuss programs and initiatives and reports on results for example.

#### **Facts**

- ❑ *The IPOLC was most effective in provinces where OLMC are in greater proportion, that is, New Brunswick, Ontario and Quebec.*
- ❑ *Between 2000 and 2004, almost a quarter (22%) of the funds allocated by Canadian Heritage and federal institutions went to interprovincial-territorial initiatives and more than half were invested in the key areas of health, culture and economic development.*
- ❑ *In 2003-2004, 14 federal departments and agencies received \$5.3 million in funding from Canadian Heritage. With that incentive, those departments and agencies in turn invested \$6.4 million, for a total of almost \$12 million.*
- ❑ *The evaluation period is too short to discuss long-term results, but the main achievement seems to be the change in the attitude of federal institutions toward the communities. Some section 41 implementation coordinators said that their institution's commitment to the communities drew positive comments from the public. Some federal institutions that signed an IPOLC agreement – namely Human Resources and Skills Development Canada and Health Canada – will continue to support the communities on their own, without funding from Canadian Heritage. Other federal organizations have expressed interest in renewing the partnership: Western Economic Diversification, Industry Canada, Agriculture and Agri-Food Canada, Atlantic Canada Opportunities Agency (ACOA) and Citizenship and Immigration.*

#### **A tangible example**

*A partnership worth almost \$2 million between Canadian Heritage and Agriculture and Agri-Food Canada made it possible to help official-language minority communities in rural areas throughout the country devise community development plans. Vision projects boosted the communities' commitment and led to strategic economic development planning and diversification in the OLMC in rural farming areas.*

*In 2003-2004, more than 40 OLMC across the country adopted this tool, which will help them fulfil their vision of a stronger economic base. The projects could lead to local job creation, which would stem the outflow of people from remote areas and ensure the survival of the OLMC.*

## Minority-Language Education

The *Minority-Language Education* component of the Development of Official-Language Communities Program aims to achieve the following results:

- ❑ maintenance and improvement of provincial and territorial programs and activities to provide education in the language of the OLMC, at all levels of education;
- ❑ increase in the proportion of Canadians in minority situations who study in their first official language;
- ❑ increase and dissemination of knowledge and improved access to innovative methods and tools related to minority-language education.

In 2003-2004, the Department contributed more than \$135 million in support for provincial and territorial programs. The 250,000 students in minority communities were thus able to attend school in their own language and some non-governmental organizations were able to conduct studies or create teaching tools to support minority-language education.

### INTERGOVERNMENTAL COOPERATION

Since 1983, intergovernmental cooperation on minority-language education has been regulated by a framework agreement between the Government of Canada and the Council of Ministers of Education, Canada (CMEC). The agreement, known as the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* normally covers five years. It sets out the basic principles and common funding rules applicable to the negotiation of specific bilateral agreements with each province and territory.

The last protocol covered the period 1998-1999 to 2002-2003. It expired on March 31, 2003.

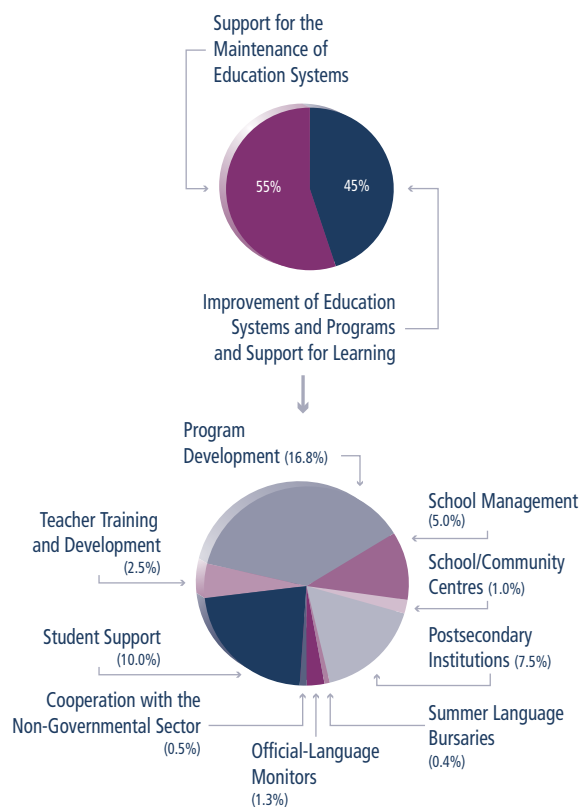
For 2003-2004, because there was no protocol, Canadian Heritage and the provinces and territories agreed on interim measures to enable Canadian Heritage to continue its payments to the provinces and territories and thus limit the impact of the negotiations on program delivery.

Most of 2003-2004 was therefore spent renegotiating the protocol and bilateral agreements in light of the findings of the recent evaluation of the Official Languages in Education Program and the commitments to education in the Government of Canada's Action Plan for Official Languages.

Overall, the evaluation confirmed the relevance of the program and recognized its success. However, it committed Canadian Heritage to improving its accountability practices

## MINORITY LANGUAGE

Total Amount Contributed: \$ 135,580,116



and making the agreements and action plans negotiated with the provinces and territories more accessible to Canadians. Regarding federal support for minority-language education more specifically, the evaluation called on Canadian Heritage to ensure that federal spending in the area of minority-language education is more clearly focused.

The Action Plan for Official Languages, which was announced on March 12, 2003, creates new challenges for minority-language education and calls for \$209 million to be spent on minority-language education over five years. The purpose of the additional funding is to increase the proportion of eligible students enrolled in French schools in minority communities by 12% between now and 2013. The funds are also to be used to improve the quality of minority-language education in order to make it comparable with majority-language education. The following priority sectors have been identified for the next cooperation cycle with the CMEC and the provinces and territories to ensure that the objectives of the Action Plan are met:



❑ *Promotion of access and integration*

French schools in minority communities currently draw only about two thirds of their eligible students.

❑ *Quality of programs and cultural enrichment in the school setting*

Provincial and international tests tend to show that additional effort is needed to improve the performance of French schools in minority

communities. In Quebec, distance teaching and French as a second language programs are among the priorities.

❑ *Teaching staff and support services*

French schools in minority communities are faced with a shortage of qualified teachers well prepared for teaching in that setting. They also suffer from a lack of specialized support.

**A few results...**

- ❑ *The amalgamation of Université Sainte-Anne and Collège de l'Acadie in Nova Scotia ensures the future of French post-secondary education in the province. 2003-2004 was the second year of the two institutions' amalgamation plan (the newly created institution is called Université Sainte-Anne). Two faculties were created to combine the departments that offered both college- and university-level services. This structure makes it easier to integrate programs and establish equivalences between the two post-secondary levels. The university's Bachelor of Arts program will now be available in seven Acadian regions of Nova Scotia through the new institution's virtual infrastructures.*
- ❑ *Small Anglophone communities in remote areas of Quebec now have access to a dozen distance-teaching courses through the Distance Education and Community Network. Three school boards, which together cover 90% of the province, created the network to provide their 15,500 students (children and adults) with quality distance training.*
- ❑ *In British Columbia, a subsidiary agreement with the provincial government has increased the availability of French-language post-secondary education at Simon Fraser University. The agreement established a Francophone and Francophile Affairs Office that will develop and promote French-language programs. The agreement also made it possible to launch research projects and cultural activities in French. The initiative will run for the next five years.*
- ❑ *A Canada-Saskatchewan subsidiary agreement led to the creation of the Institut français of the University of Regina. A post-secondary teaching centre will offer linguistic, cultural and social programs to Francophones and Francophiles. In addition, a research centre will increase expertise on issues related to Francophone minorities. This initiative will also run for the next five years.*
- ❑ *An interim agreement with the Government of Ontario on targeted measures includes initiatives to promote access to education in French and to improve student performance.*



*A groundbreaking ceremony was held on November 22, 2003, for the Grands-Vents school/community centre in St. John's, Newfoundland, which should be officially inaugurated in March 2005. The centre will provide Francophone students with a modern, well-equipped school and will strengthen ties between Francophone community organizations, seven of which will have offices in the new building. Funding for a similar facility in St. Vital, Manitoba, was announced in January 2004.*



❑ *Improved access to post-secondary studies*

Post-secondary education is the keystone of minority-language education. In Quebec, there is already a solid network of colleges and universities serving the Anglophone community. In provinces with an Anglophone majority, the network of Francophone post-secondary institutions still needs to be consolidated. Access to an array of quality academic programs is a determining factor in community development and young people's desire to pursue their education in French.

❑ *Promotion of research on teaching in a minority setting and dissemination of knowledge*

The decisions that will enable the various stakeholders to meet the objectives of Canada's Action Plan related to education must be based on up-to-date data and more comprehensive knowledge of the issues related to minority-language education. It is therefore important that every effort be made to ensure the positive development and dissemination of expertise in that area.

**BURSARIES AND MONITORS:  
COMPLEMENTARY SUPPORT  
FOR LANGUAGE LEARNING**

*Complementary Support for Language Learning* aims to support activities or interventions that contribute to the learning and development of language skills through the Council of Ministers of Education, Canada's bursary and monitor programs.

Summer language bursaries for Francophones outside Quebec enable students to improve their French-language skills through a five-week summer course at a post-secondary institution.

In 2003-2004, 183 summer bursaries were awarded to students, most of them from New Brunswick and Ontario.

Official-language monitor positions enable post-secondary students to work full- or part-time with teachers in a classroom to enrich French first language courses. In 2003-2004, 201 monitor positions were created in the minority-language school system, most of them in Ontario.

**COOPERATION WITH THE  
NON-GOVERNMENTAL SECTOR**

In 2003-2004, this form of cooperation enabled a dozen organizations that specialize in education to carry out a variety of activities. These activities, which included studies and the production of educational tools, meet a pressing need in Canada's French-language education system. For example:

❑ Students in minority French schools need to acquire language and socio-cultural skills that will enable them to use French as a learning, communication and self-assertion tool. The *Commission nationale des parents francophones* produced 1,000 *Paul et Suzanne* francization kits and distributed them to French-language daycares and pre-school classes in every province and territory. The Council of Ministers of Education, Canada published a francization training kit for teachers of children from kindergarten to grade 2. The kit was developed with active input from a consortium of provinces and territories led by the Manitoba Department of Education. These tools are useful in creating a dynamic academic, social and cultural environment that will help students reach their full potential.

❑ 2003-2004 marked the end of a two-year study by the *Fédération*

*nationale des conseils scolaires francophones*. The Federation produced a quantitative and qualitative assessment of school board operations, identified needs and, in cooperation with the stakeholders concerned, developed a national action plan. The final report, released in the fall of 2004, will contain data that will shed light on the problems inherent to French-language education in a minority setting.

❑ The *Réseau des cégeps et collèges francophones du Canada* also completed a two-year Canada-wide study of college-level French teaching material. The project took stock of existing educational resources, identified the need to translate, adapt or create teaching materials, checked the availability of materials likely to meet the needs and devised solutions with various models.

❑ The *Réseau d'enseignement francophone à distance du Canada* created a number of services for high-school and post-secondary teachers in French-speaking Canada. A series of distance workshops was given to enrich teaching methods and develop teachers skills in using new learning technologies. A database was also created to provide access to more than 1,800 distance courses offered by some 50 institutions. Finally, the first edition of the "Webography" of distance education provides access to many Francophone resources and references in the area of distance training ([webo.refad.ca](http://webo.refad.ca)).



# Enhancement of Official Languages Program



*In 2003-2004, the Department invested almost \$72 million in the Enhancement of Official Languages Program. The funds encouraged Canadians to appreciate the benefits of linguistic duality and enabled 2.5 million young people to learn and develop second official-language skills in order to acquire a practical knowledge of the language.*

## Promotion of Linguistic Duality

Total spending of \$5.3 million enabled 158 organizations in the non-governmental sector to promote linguistic duality.

This component aims to help organizations from various sectors undertake or continue activities

that promote a better understanding or appreciation of linguistic duality and build stronger linguistic and cultural links among members of Canada's two official-language communities. It also aims to increase the bilingual capability of non-governmental organizations in order to improve the services they offer in both languages.

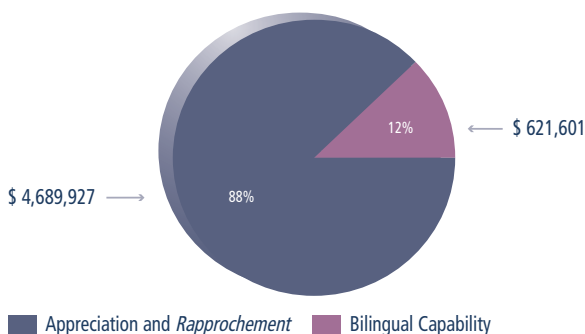
### APPRECIATION AND RAPPROCHEMENT

The Department supported 31 organizations in various sectors. More than a dozen organizations are ongoing partners; foremost among them is Canadian Parents for French, which has actively promoted second-language learning for more than 25 years.

At this year's annual conference of *Le français pour l'avenir/French for the Future*, more than 3,000 Francophone and Francophile students gathered to discuss the importance of learning French for the future of Canada. The event was larger this year because it was held simultaneously in 15 Canadian cities. For the first time, at the

### PROMOTION OF LINGUISTIC DUALITY

Total Amount Contributed: \$ 5,311,528



parallel Ambassador activity in Calgary, young people representing each participating city took part in a Web-cast debate on the involvement of young people in democracy. The facilitator for the debate was His Excellency John Ralston Saul.

Innovative activities should be highlighted; here are two examples:

- ❑ The Northrop Frye International Literary Festival, in its 2003 youth scholastic program, included 37 readings of literary works, workshops, exchanges and discussions involving one thousand elementary and secondary students from both linguistic groups in Greater Moncton.
- ❑ In Quebec, the *Fédération de la relève agricole du Québec*, the *Réseau des jeunes entrepreneurs en agroalimentaire* and *Jeunes agriculteurs du Québec* (JAQ) brought together the two linguistic communities by organizing visits to livestock farms. The JAQ conference on leadership was also held in both official languages, and groups of young Francophone farmers from outside Quebec were invited.

## BILINGUAL CAPABILITY

The Department's financial support enabled 127 organizations in areas such as health and social services, education, tourism, and arts and culture to translate their literature and provide interpretation services at special events, thus facilitating the participation of Canadians in activities in both official languages.

Some organizations go a step further in offering bilingual documents and services. Over the past four years, Kiwanis International has incorporated

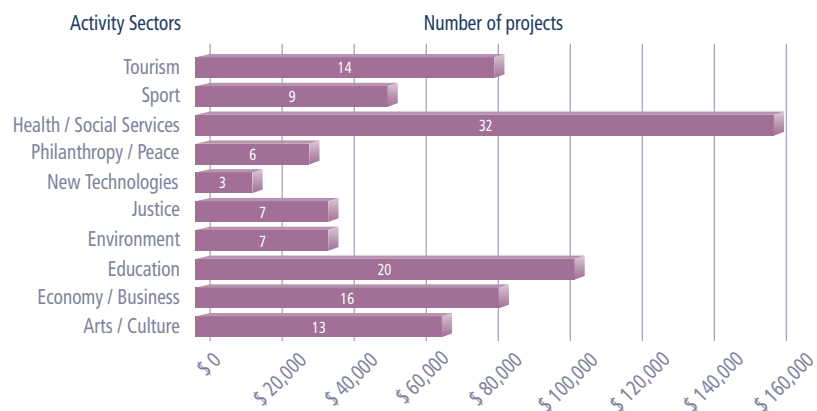
linguistic duality into its activities. It has not only founded several Francophone clubs, but has also adopted an official policy enabling its members and clients to obtain services in both official languages.

In New Brunswick, as part of the *Avantage Saint John Advantage* project, the Greater Saint John Community Economic Development Agency conducted a survey of 600 local employers in order to identify their bilingualism needs. The results showed that there is a need to increase the number of bilingual workers and provide second-language training. The organization subsequently carried out a number of activities to promote bilingualism, including a forum on best practices, a workshop on the protocol of the French-language business community, and the "Connections" program, which encourages young people in immersion programs to pursue their education in French and take part in maintenance activities outside school.

**Total spending of \$5.3 million enabled 158 organizations in the non-governmental sector to promote linguistic duality**

## BILINGUAL CAPABILITY 2003-2004

Total Amount Contributed: \$ 621,601 (127 projects)



## Second-Language Learning

The *Second-Language Learning* component of the Enhancement of Official Languages Program aims to achieve the following results:

- ❑ maintenance and improvement in the provision of provincial and territorial programs and activities related to learning English and French as second official languages;
- ❑ greater proportion of Canadians who learn English or French as a second official language and become acquainted with the culture it conveys;
- ❑ increase and dissemination of knowledge and improved access to innovative methods and tools for

the teaching of English and French as second official languages.

In 2003-2004, the Department maintained its support for provincial and territorial programs, enabling 2.5 million young Canadians to continue learning their second language. A number of non-governmental organizations were able to develop methods and tools aimed at supporting this specific learning process.

### INTERGOVERNMENTAL COOPERATION

Cooperation with the provincial and territorial governments on second-language learning is regulated by the

same framework agreement as minority-language education.

The last *Protocol for Agreements for Minority-Language Education and Second-Language Instruction* between the Government of Canada and the Council of Ministers of Education, Canada (CMEC) covered the period 1998-1999 to 2002-2003. The protocol expired on March 31, 2003.

For 2003-2004, because there was no protocol, Canadian Heritage and the provinces and territories agreed on interim measures to enable Canadian Heritage to continue its payments to the provinces and territories and thus limit the impact of the negotiations on program delivery.

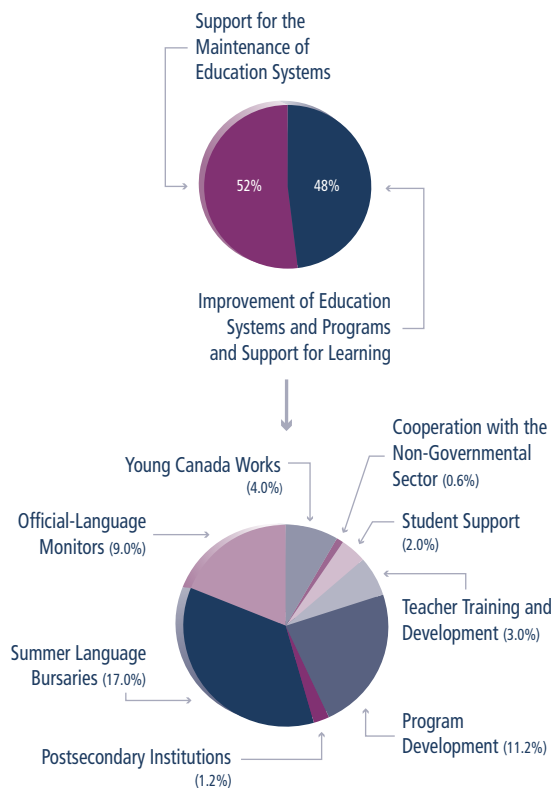
Most of 2003-2004 was therefore spent renegotiating the protocol and bilateral agreements in light of the findings of the recent evaluation of the Official Languages in Education Program and the government's commitments to education in the Action Plan for Official Languages.

Regarding federal support for second-language learning more specifically, the evaluation called on Canadian Heritage to revitalize basic second-language programs.

The Action Plan for Official Languages, which was announced on March 12, 2003, creates new challenges for second-language learning. The Action Plan takes the innovative step of creating an envelope of \$137 million over five years specifically to encourage young people to learn their second official language. It includes a clear goal: to increase from 24% to 50% by 2013 the proportion of young Canadians aged 15 to 19 with a working knowledge of their second official language. The priority sectors identified in order to meet that goal are:

### SECOND LANGUAGE

Total Amount Contributed: \$ 66,245,086



❑ *Improvement of basic English and French programs*

These programs affect almost all students studying English or French as a second language in Canada. Last year's evaluation recommended that the programs be enriched.

❑ *Relaunching immersion programs*

For more than 30 years, immersion programs have been the flagship of French as a second language programs in Canada. Despite a stellar track record, the number of students in immersion programs have levelled off during the past decade.

❑ *Teacher recruitment and training*

According to a study by Canadian Parents for French published in *The State of French Second Language Education in Canada 2002*, more than half of the departments of education in Canada are faced with a shortage of core and immersion French teachers. All indications are that the situation will worsen over the next five years.

❑ *Pursuit of post-secondary learning*

Young people lose interest in learning their second official language as they approach the end of high school. The same is true at the post-secondary level. Investment in this sector would help preserve the proficiency acquired in early grades.

❑ *Promotion of research on teaching English and French as second languages*

The decisions that will enable the various stakeholders to meet the education objectives of the Government of Canada's Action Plan

must be based on up-to-date data and more comprehensive knowledge of the issues related to second-language instruction. It is therefore important that every effort be made to ensure the positive development and dissemination of expertise in that area.

**BURSARIES AND MONITORS:  
COMPLEMENTARY SUPPORT  
FOR LANGUAGE LEARNING**

The Government of Canada's Action Plan for Official Languages provides new funds for complementary support for second-language and minority-language learning through the bursary and monitor programs. The \$35.5 million allocated over five years will enhance these programs, which are administered by the Council of Ministers of Education, Canada under the Protocol. The objective of the Action Plan is to increase the number

of bursary recipients from 7,000 to almost 10,000 a year by 2007-2008 and the number of language monitors from 889 to 1,000 a year.

The Summer Language Bursary Program provides bursaries to students from all parts of Canada for five-week summer immersion courses at post-secondary institutions. In 2003-2004, a total of 3,534 bursaries were awarded, mostly to students from Ontario, British Columbia and Alberta to learn French as a second language in Quebec. On the English second language side, 2,637 bursaries were awarded to students from Quebec, most of whom took their immersion courses in Ontario, British Columbia or New Brunswick. With the new funds provided by the Action Plan, the amount of each bursary was increased by \$40 and two new institutions *Collège Boréal* and *Cité Collégiale*, both in Ontario, were added, bringing the number of participating institutions to 38.



*According to Canadian Parents for French, many provinces ... urge all interested students to participate in second-language programs.*

### **A few results...**

#### **Participation**

*According to the Canadian Parents for French report entitled *The State of French Second Language Education in Canada 2003*, many provinces are adopting policies and encouraging practices that urge all interested students to participate in second-language programs.*

*In British Columbia, for example, many districts have abolished enrolment limits and added new immersion programs. In Nova Scotia, a performance assessment kit has been developed to evaluate the language skills of grade 9 students in all English-language school boards. Special training for teachers was provided to test this new measurement tool, which will ultimately be used to adapt second-language programs to the needs of students.*

*Several provinces are also helping students with learning difficulties by providing them with adequate resources and services. In Newfoundland and Labrador, the education system is trying more and more to meet the needs of French second-language students who are gifted or have special needs by devising individual learning plans.*

#### **Continuation of studies in the second language**

*Simon Fraser University in British Columbia is working to establish a new bilingual faculty. The university's new Francophone and Francophile Affairs Bureau will develop and promote French post-secondary programs. Various cultural and immersion activities will enable students to better understand not only the French language, but also its culture. In Saskatchewan, the Institut français was created at the University of Regina. Again, French post-secondary programs will enable young Francophiles to pursue their education in French. A centre has been set up to foster strong ties between the university and Saskatchewan's Francophone community.*

#### **Immersion teacher training**

*Recognizing the need to recruit qualified immersion teachers, Prince Edward Island University, in cooperation with the University of Moncton, created a Bachelor of Education program with specialization in French immersion. The program, offered on the Island, gives access to this specialization in a province where the percentage of students in French immersion is the second highest in Canada. Twenty-five schools in Prince Edward Island offer immersion programs to more than 3,800 students, most of them in early immersion programs.*

The Official-Language Monitor Program gives post-secondary students the opportunity to work as full- or part-time official-language monitors. Monitors work with a teacher in a classroom to enrich ESL/FSL or French mother tongue courses. In 2003-2004, a total of 523 French second-language monitor positions and 101 English second-language positions were created (30% of them full time). The new funds allocated by the Action Plan also made it possible to increase the salary paid to full-time monitors by \$1,000 a year and to develop a communications plan to promote and reposition the program.

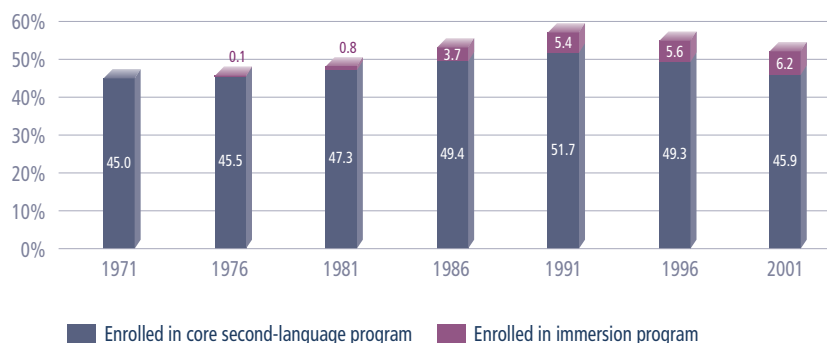
### COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

In 2003-2004, this form of cooperation enabled 11 organizations that specialize in education to carry out a variety of activities in support of second-language teaching. Several of the projects focused on the development of methods and the distribution of information. For example:

- Canadian Parents for French designed a peer teaching pilot project in order to address the shortage of immersion teachers. The program provides training to parent/teacher teams and equips schools with a tutorial. Carried out in New Brunswick and Saskatchewan, the program was very well received. There were more interested parent/teacher teams than the program could accommodate. The results of pre- and post-program learning tests indicated enhanced learner reading proficiency, enhanced learner confidence and a positive attitude toward reading in French. The results also indicated that the

### ENROLMENTS FOR SECOND-LANGUAGE PROGRAMS BETWEEN 1971 AND 2001

As a Percentage of Total Enrolments in the Majority-Language System, Canada



Source: Official language Support Programs Branch, Canadian Heritage, 2004. Based on data from the Center for Education Statistics, Statistics Canada

program has the potential to reduce attrition in the early years of immersion. Canadian Parents for French is undertaking Phase II of the project, which will aim to produce an on-line training manual and accompanying instructional material for all schools interested in implementing a similar program.

- The Society for the Promotion of the Teaching of English as a Second Language in Quebec developed

new learning tools and teaching methods.

- The University of New Brunswick's Second Language Education Centre and *Université Sainte-Anne* in Nova Scotia teamed up and turned to the theatre to address the shortage of French teachers. The two institutions wanted to rekindle students' interest and nourish their sense of identity. Teaching materials, techniques and methods were

#### Will monitors make up for the shortage of teachers?

Interestingly, a survey of participants in the Official-Language Monitor Program (as part of the program evaluation carried out last fiscal year) shows that the experience made 50% of participants more interested in becoming a teacher and made another 15% discover a new interest in the teaching profession. The increased support for the program could therefore help in recruiting new teachers.

Meanwhile, a survey of participants in the Summer Language Bursary Program conducted at the same time showed that, after the course, 93% said they were prepared to work in their second language and 84% said they were more interested in the culture conveyed by the second language.

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created and tested with Acadian students attending high school in French in Nova Scotia. The program will be expanded in the years ahead to Nova Scotia junior high schools offering French as a second language and French as a mother tongue, as well as to Acadian preschoolers in the province.

- The Canadian Association of Second Language Teachers organized discussion groups for 250 to 500 core French teachers in order to evaluate the status of teaching, share best practices and identify teachers' needs.

#### **YOUNG CANADA WORKS**

Canadian Heritage is involved in the Young Canada Works job creation component of the Youth Employment Strategy put forward by Human Resources and Skills Development Canada. The activities are also designed to meet the objectives of the Enhancement of Official Languages Program. In 2003-2004, approximately 730 jobs were created so that young people could apply their second-language skills in a work setting. The program also enabled businesses and associations throughout the country to offer their services in both official languages.





## Internal Activities to Support Program Objectives



*Coordination entails a large and steadily growing number of initiatives. [...] This is an indication that the federal government is increasingly open to linguistic duality and the development of the OLMC.*

### Coordination of the Federal Commitment

Section 42 of the *Official Languages Act* (OLA) gives the Minister of Canadian Heritage a mandate to co-ordinate the implementation of the federal government's commitment contained in section 41 of the Act. To that end, the Department's target results are:

- knowledge and inclusion of official-language minority communities' (OLMC) concerns in the development of government policies and initiatives;
- increased OLMC knowledge of the policies and programs of federal departments and agencies;
- increased awareness in federal departments and agencies of their responsibilities related to linguistic duality.

Coordination entails a large and steadily growing number of initiatives.

The number of committees and working groups involving multiple federal institutions and representatives of the OLMC is rising. This is an indication that the federal government is increasingly open to linguistic duality and the development of the OLMC. It is also a sign that the OLMC are becoming more and more familiar with the federal government and its programs and services.

### COORDINATION OF FEDERAL REPORTS

The Department manages the network of national coordinators responsible for the implementation of section 41 of the *Official Languages Act*. In that role, it ensures ongoing liaison with federal departments and agencies to support and advise them with respect to the development of programs and policies and the relevance of specific initiatives or projects. It provides them with special assistance in preparing their action plans and achievement reports by conducting

*The Department began developing a tool for evaluating progress in the implementation of section 41 of the Official Languages Act.*

analyses and making recommendations. It also distributes tools to help departments and agencies focus their action plans and records of achievements on results.

The requirement to prepare an action plan and achievement report makes federal institutions generally accountable for their obligations to the OLMC and linguistic duality. The process leads them to come up with an overall plan for their official languages activities.

During the 2003-2004 fiscal year, the Department began developing a tool for evaluating progress in the implementation of section 41 of the *Official Languages Act* within federal departments and agencies. The tool will enable each organization to establish a comparative report and identify areas of strength and weakness so that it can better focus its initiatives.

**COMMUNICATION AND SHARING OF BEST PRACTICES: INCREASING COOPERATION WITHIN THE FEDERAL GOVERNMENT**

In 2003-2004, the Department carried out a number of activities that made it possible not only to circulate information and disseminate best practices, but also to facilitate partnerships and ensure complementary action: two training sessions on interdepartmental work and the Interdepartmental

Partnership with Official-Language Communities; publication of two issues of *Bulletin 41-42*; update of the interdepartmental coordination Web site; update of the guide for coordinators responsible for implementation of section 41 of the *Official Languages Act* and four meetings of the network of coordinators responsible for section 41.

One of these meetings was held in Regina, Saskatchewan, so that coordinators could make direct contact with the Francophone community in that province and gain a better understanding of the community's situation and priorities. Another meeting focused on the status of Francophone women in minority communities and provided an opportunity to draw up a list of federal initiatives that might be useful for them. The list, which was distributed to the women who attended the meeting and also to the Status of Women Canada and other key departments and agencies, will optimize partnership opportunities.

**COORDINATION COMMITTEES: LEARNING MORE ABOUT ONE ANOTHER**

In 2003-2004, the Department worked with the *Fédération des communautés francophones et acadienne du Canada* to coordinate the Canadian Heritage/Francophone and Acadian Communities Coordination Committee, which was created last year with the general objective of strengthening community capacity. This year, the committee met twice and set up a working group to identify priorities.

The Department also created the Canadian Heritage/Anglophone Community of Quebec Coordination Committee. Like its Francophone counterpart, the committee is made up of representatives of both the Department and the community and includes high-ranking public servants and community

*In August 2003, a new federal institution was added to the list of key departments and agencies designated for the implementation of section 41 of the Official Languages Act: the Canadian Radio-television and Telecommunications Commission. Because the government was restructured in December 2003, the list of key departments and agencies will have to be updated.*

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spokespersons. The community members come from various sectors and regions of Quebec. The committee met for the first time in November 2003 to identify its priorities. A working group on culture was subsequently established in conjunction with the Quebec Regional Office of Canadian Heritage.

The interdepartmental coordination team helps other sectors of the Department; for example, it works with the Sport Canada Advisory Committee on Official Languages. It also supports various committees led by other departments. For example, Canadian Heritage

worked closely with the Citizenship and Immigration Canada-Minority Francophone Communities Steering Committee to develop its action plan.

#### **CULTURAL WORKING GROUPS: WORKING TOGETHER FOR COMPLEMENTARY ACTION**

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The Department manages the Agreement for the Development of Francophone Arts and Culture in Canada. It is therefore in constant communication with representatives of arts and culture in the OLMC, particularly the *Fédération*

*culturelle canadienne-française*, an organization the Department also works with through the working group on cultural development.

The Department also manages working groups that include multiple federal institutions and community representatives in the following areas: theatre, visual arts, publishing, media arts, song and music. Their meetings optimize partnership opportunities and also form lasting ties among stakeholders in the arts and culture sector.

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## Research

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The Research Unit of the Official Languages Support Programs Branch carried out many initiatives in 2003-2004 that increased our knowledge and understanding of the demographic, social and academic characteristics of the official-language minority communities (OLMC).

#### **COMMUNITY VITALITY, COMMUNITY CONFIDENCE**

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The *Community Vitality, Community Confidence* forum, held in March 2004, was organized jointly with the *Réseau de recherche sur la francophonie canadienne* (RRFC). The purpose of the event was to follow up last year's survey on attitudes and perceptions towards Canada's official languages.

Community, government and university researchers presented their analyses of the survey results. Some 40 delegates attended the forum, the proceedings of which will be published and distributed within research networks. A number of issues were addressed, among them the access of minority communities

to public services, the link between socio-economic characteristics and bilingualism, and the language issue from a public policy perspective.

#### **THE ARTS IN CANADA: ACCESS AND AVAILABILITY 2004**

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This study was carried out in cooperation with the Arts Policy Branch. The objective of the Arts Policy Branch was to follow up on a similar study conducted in 2001, while the objective of the Official Languages Support Programs Branch was to consolidate its knowledge of access and arts participation among OLMC and explore links between arts and culture and community vitality and development. The following are some of the main observations that emerged from analysis of the survey data.

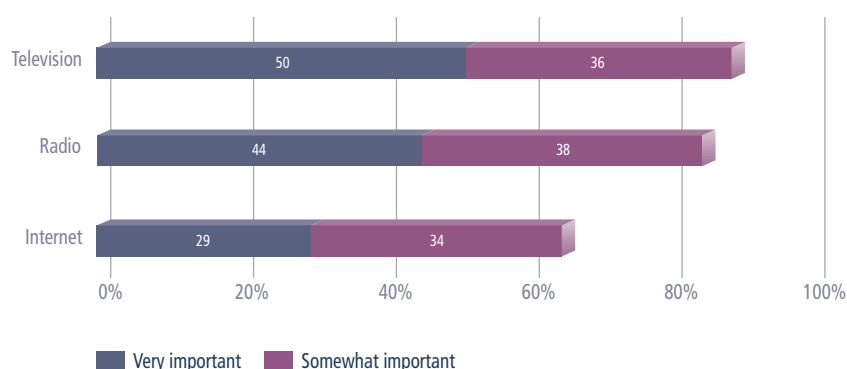
The OLMC are divided on the issue of whether the number of concerts and art exhibits presented in the minority official language is sufficient. However, most community members

are willing to travel to attend such events. Almost half of the respondents (46%) would be willing to travel between half an hour and an hour, 20% one to two hours and 10% two hours or more. Francophones in Alberta are most willing to travel at least two hours (25%), followed by Francophones in New Brunswick (16%).

The media play an important role in providing access to concerts and art exhibits that are not presented locally. Television (86%) and radio (82%) are rated higher than the Internet (63%). It should be noted, however, that conventional media are still more common than the Internet in Canadian homes. Canadians expect local media, schools, private companies and governments to get involved in improving arts access and availability in the OLMC.

All of the OLMC were asked about community radio stations. Francophones outside Quebec were also asked about community centres. Two thirds (67%) of the respondents in the OLMC believe that community radio

## IMPORTANCE OF MEDIA FOR ARTS ACCESS TO NON-LOCAL EVENTS IN THE MINORITY LANGUAGE



### The Arts in Canada: Access and Availability 2004

The study was carried out by Decima Research Inc. using a quantitative (telephone interviews) and qualitative (focus groups) approach. A total of 2,662 telephone interviews were conducted across Canada between January 7 and February 25, 2004.

stations contribute “somewhat” or “greatly” to their quality of life, and eight out of ten Francophone respondents outside Quebec (79%) believe that community centres contribute “somewhat” or “greatly” to their quality of life.

The Research Unit of the Official Languages Support Programs Branch is currently working with community organizations on a more comprehensive analysis of these data. The information drawn from the analysis will enable us to establish links between arts and culture and their impact on the vitality and development of the official-language minority communities throughout Canada.

### YOUTH

Two studies of youth were carried out in 2003-2004. For the first time, the *Institut national de recherche scientifique* specifically included Anglophones in its observation of migration patterns

among Quebec youth. This means that there will be new data and a reference point for future comparison.

The sixth “Reconnecting Government with Youth” survey was carried out by Ipsos-Reid. The survey targets Canadians between the ages of 12 and 30 and seeks their opinion on government and society as a whole. This edition included a sample of youth from the OLMC, as did the 2002 survey. Comparison of the data will provide us with valuable information.

### HISTORICAL DATA ON THE EVOLUTION OF OFFICIAL LANGUAGES: EDUCATIONAL ATTAINMENT AND SOCIO-ECONOMIC PROGRESS

The Research Unit began a study of progress by the OLMC by comparing Statistics Canada data for the period from 1971 to 2001. The resulting database

will make it possible to identify trends over at least one generation corresponding to the period during which Canadian Heritage and the Government of Canada as a whole have offered programs that recognized the official languages and the OLMC.

The first of these comparative studies looks at educational results and socio-economic progress. Analysis of data from the 2001 Census provides compelling evidence of substantial progress by generations of minority Francophones. Most of the communities have attained parity with the neighbouring Anglophone majority in terms of education, employment and income. The following is a summary of the analyses on which this finding is based.

### Post-secondary qualifications

As the following table shows, 13.7% of minority Francophones aged 65 or older have a post-secondary degree, diploma or certificate, fewer than their neighbours in the Anglophone minority (19.4%). There is a similar gap between Anglophones and Francophones in the 45-64 age group; the level of education is still higher among majority Anglophones. In the 25-44 age group, there is no noticeable difference between the two language groups. This shows not only an increase in the level of schooling among minority Francophones, but also a narrowing of the gap between Anglophones and Francophones. The greatest progress has been made in the 15-24 age group: a considerably higher proportion of minority Francophone youth have graduated or are about to graduate from a post-secondary program (18.4%, compared with 13.7% of majority Anglophone youth).

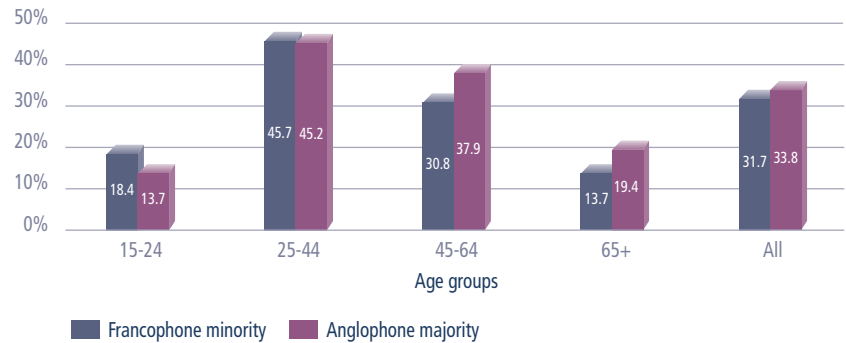
The trends in socio-economic status are more or less the same as the trends in schooling. If young minority Francophones are more educated than

their elders, they also enjoy a higher socio-economic status.

There has therefore been considerable progress among minority Francophones, but that progress has not been across the board. It should also be noted that minority Francophone communities continue to face major demographic challenges because of growing linguistic transfer to English and increased population aging. Despite these ongoing challenges, minority Francophones have made up a great deal of ground in the past generation and a half in terms of education and socio-economic status.

### LEVEL OF EDUCATION OF FRANCOPHONES LIVING IN A MINORITY SITUATION

Population (15+) with a Post-Secondary Diploma, Certificate or Degree by Age Cohort for Canada, Less Quebec, 2001



Analysis by Official Language Support Programs, Canadian Heritage.  
Based on data from the 2001 Census of Canada, Statistics Canada, 20% sample.  
The language definition used is First Official Language Spoken with dual responses distributed equally.

## Promotion

The Official Languages Support Programs Branch continues to promote linguistic duality. The Branch informs and makes the Canadian public aware of the uniqueness of Canada's linguistic duality and encourages Canadians to learn their second language. It also promotes Canada's expertise in language management (organization and regulation of language in a given area in order to meet the various linguistic needs of the public and derive maximum benefit from language as a resource) and official-language education, both at home and abroad.

In 2003-2004, a new element was added: the second-language Internet portal LangCanada.ca, a single window that gives second official-language teachers and students easier access to some 3,000 educational resources already available on line and to

500 teaching establishments. The portal was designed by a team of teachers and consultants hired by the Department at the request of educational organizations that were having difficulty accessing Canadian resources. The portal is structured like a database. The search results give a summary of each resource, such as corrected French exercises, exercises on the use of prepositions, reading comprehension, and sentence and word or image association.



# Program Management



## Improving Management Practices

The 2003-2004 fiscal year was a good one in terms of improving management practices in the Official Languages Support Programs Branch.

### PROGRAM EVALUATION

Two evaluations were completed: the evaluation of the *Intergovernmental Cooperation* component of the Promotion of Official Languages Program, and the evaluation of the Interdepartmental Partnership with the Official-Language Communities (IPOLC).

In both cases, it was clear that the Department has a significant contribution to make. The evaluation showed that federal assistance to the provinces and territories is still needed, to varying degrees. The federal government's

support has a leverage effect. Without it, the provinces and territories might scale back or eliminate their services to the official-language minority communities (OLMC). The IPOLC, meanwhile, met its short-term objective of making federal departments and agencies more aware of the needs of the OLMC. However, the centralized nature of the initiative creates special challenges, like the strategic quality of the memoranda of understanding that have been signed. These two program evaluations were discussed in greater detail in the *Community Life* section of this report.

The Department also developed the terms of reference for the next evaluation – an evaluation of the implementation of section 42 of the *Official Languages Act*, which refers to coordination of the federal government's commitment to enhancing the vitality and supporting and assisting the development of the OLMC. This

evaluation will be different because it will not deal with a financial assistance program. The terms of reference call for a determination of whether, over 10 years (1994-1995 to 2004-2005), the Department has fostered a) effective and more focused cooperation between the multiple federal partners; and b) increased access to federal programs and services for the OLMC in their own language. The evaluation will look at four major components of Canadian Heritage activities:

- coordination and liaison;
- communications, awareness, promotion and training;
- consultation; and
- planning, development and research.

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## **AUDITS OF RECIPIENTS**

In 2000, Treasury Board adopted a Policy on Transfer Payments that requires federal departments to determine whether parties that receive contributions under their programs meet the conditions applicable to those contributions. In keeping with the policy and in the wake of the measures that have been taken in recent years to improve management practices, the Branch began to conduct recipient audits even before the Department established a formal process in 2003-2004, making the practice systematic.

The Branch plans to audit between five and ten recipients a year selected on the basis of a risk analysis carried out by program officers. The risk analysis considers such parameters as the amount of funding, the ratio between the Department's contribution and the total project cost, and the recipient's management expertise, past performance

and reporting capability. These recipient audits will not only give assurance regarding compliance with the conditions, but will also provide information that will be useful in improving the Branch's operating practices.

## **NEW PROGRAM STRUCTURE, NEW GUIDELINES**

The restructuring that resulted from the renewal of the Official Languages Support Programs led to a number of adjustments in communication tools. In 2003-2004, after new program terms and conditions were adopted, the Branch developed new guidelines that will assist official languages program officers and managers in reviewing applications for funding and applying the terms and conditions. The guidelines, available on the Department's Internet site, will also make it easier for clients and the general public to identify the types of support available under each program component.



# Official Languages Support Programs Financial Data, 2003-2004

## Expenditures by Program Component

### Development of Official-Language Communities Program

COMMUNITY LIFE	\$
Cooperation with the Community Sector	37,031,435
Intergovernmental Cooperation on Minority-Language Services	14,151,205
Interdepartmental Partnership with Official-Language Communities	5,321,876
Young Canada Works	893,926

**TOTAL – COMMUNITY LIFE \$ 57,398,442**

MINORITY-LANGUAGE EDUCATION	\$
Intergovernmental Cooperation	
♦ Support for the Maintenance and Improvement of Minority-Language Education Systems	122,763,505
♦ Support for the Implementation of the Government of Canada's Action Plan for Official Languages	9,775,000
♦ Complementary Support for Language Learning	2,278,568
Cooperation with the Non-Governmental Sector	763,043

**TOTAL – MINORITY-LANGUAGE EDUCATION \$ 135,580,116**

**TOTAL – DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES \$ 192,978,558**

### Enhancement of Official Languages

PROMOTION OF LINGUISTIC DUALITY	\$
Appreciation and <i>Rapprochement</i>	
♦ Collaboration in Promotion	3,579,493
♦ Support for Innovation	1,110,434
<b>SUB-TOTAL</b>	<b>4,689,927</b>
Bilingual Capability	
♦ Support for Interpretation and Translation	498,726
♦ Support for Innovation	122,875
<b>SUB-TOTAL</b>	<b>621,601</b>

**TOTAL – PROMOTION OF LINGUISTIC DUALITY \$ 5,311,528**

SECOND-LANGUAGE LEARNING	\$
Intergovernmental Cooperation	
♦ Support for the Maintenance and Improvement of English or French Second-Language Programs	45,043,258
♦ Support for the Implementation of the Government of Canada's Action Plan for Official Languages	775,000
♦ Complementary Support for Language Learning	17,333,208
Cooperation with the Non-Governmental Sector	411,840
Young Canada Works	2,681,780

**TOTAL – SECOND-LANGUAGE LEARNING \$ 66,245,086**

**TOTAL – ENHANCEMENT OF OFFICIAL LANGUAGES \$ 71,556,614**

**OVERALL TOTAL**  
Program Administration Cost

**\$ 264,535,172**  
\$ 9,994,316



# Official Languages Support Programs Financial Data, 2003-2004

Expenditures by Province and Territory

	DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES			ENHANCEMENT OF OFFICIAL LANGUAGES			GRAND TOTAL
	Community Life	Minority-Language Education	Sub-Total	Promotion of Linguistic Duality	Second-Language Learning	Sub-Total	
Newfoundland and Labrador	1,424,133	2,105,139	3,529,272	123,082	1,825,250	1,948,332	5,477,604
Prince Edward Island	2,365,250	1,251,676	3,616,926	119,508	606,044	725,552	4,342,478
Nova Scotia	2,239,137	5,674,344	7,913,481	137,101	2,632,605	2,769,706	10,683,187
New Brunswick	5,645,620	14,350,150	19,995,770	136,939	4,228,895	4,365,834	24,361,604
Quebec	3,434,297	47,895,534	51,329,831	28,800	2,995,240	3,024,040	54,353,871
Ontario	7,509,459	39,367,968	46,877,427	319,056	16,157,477	16,476,533	63,353,960
Manitoba	3,858,870	6,210,400	10,069,270	134,357	3,586,000	3,720,357	13,789,627
Saskatchewan	2,605,032	3,887,882	6,492,914	136,737	2,883,116	3,019,853	9,512,767
Alberta	3,251,743	3,871,580	7,123,323	210,172	5,484,392	5,694,564	12,817,887
British Columbia	2,959,013	5,880,800	8,839,813	274,375	6,153,150	6,427,525	15,267,338
Northwest Territories	2,197,645	721,000	2,918,645	—	545,000	545,000	3,463,645
Yukon	1,908,760	769,532	2,678,292	—	334,553	334,553	3,012,845
Nunavut	1,692,550	552,500	2,245,050	—	194,000	194,000	2,439,050
National	16,306,933	3,041,611	19,348,544	3,691,401	18,619,364	22,310,765	41,659,309
<b>TOTAL</b>	<b>\$ 57,398,442</b>	<b>\$ 135,580,116</b>	<b>\$ 192,978,558</b>	<b>\$ 5,311,528</b>	<b>\$ 66,245,086</b>	<b>\$ 71,556,614</b>	<b>\$ 264,535,172</b>

# School Enrolments – Canada, 1970-1971 to 2002-2003

School Year	Total School Population				Total Enrolments				Enrolments in Majority-Language System				Enrolments in Minority-Language System					
	Elementary		Secondary		Elementary		Secondary		Regular Second-Language Courses		Immersion Program		Not Enrolled in Second-Language Courses		Elementary		Secondary	
	Total	Enrolments	Total	Enrolments	Total	Enrolments	Total	Enrolments	Total	Enrolments	Total	Enrolments	Total	Enrolments	Total	Enrolments	Total	Enrolments
1970-71	5,655,431	3,617,953	2,037,478	5,214,903	3,330,149	1,884,754	2,344,867	818,353	1,526,514	n.a.	n.a.	2,870,036	2,506,240	363,796	440,528	287,804	152,724	
1971-72	5,612,203	n.a.	n.a.	5,180,185	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,865,005	n.a.	n.a.	432,018	n.a.	n.a.	
1972-73	5,554,133	n.a.	n.a.	5,125,150	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,847,315	n.a.	n.a.	428,983	n.a.	n.a.	
1973-74	5,474,281	n.a.	n.a.	5,046,305	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,817,545	n.a.	n.a.	427,976	n.a.	n.a.	
1974-75	5,398,959	n.a.	n.a.	4,971,970	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,786,871	n.a.	n.a.	426,989	n.a.	n.a.	
1975-76	5,354,281	3,208,596	2,145,685	4,942,538	2,958,971	1,983,567	2,247,703	1,122,366	1,125,337	5,292	3,759	2,689,543	1,832,846	856,697	411,743	249,625	162,118	
1976-77	5,281,711	3,124,787	2,139,152	4,895,870	2,896,987	1,981,111	2,211,527	1,120,443	1,091,084	23,092	20,558	2,661,251	1,755,986	887,493	385,841	227,800	158,041	
1977-78	5,150,916	3,033,612	2,099,193	4,782,006	2,816,552	1,947,343	2,186,437	1,137,635	1,048,802	27,330	24,006	2,568,239	1,654,911	895,217	368,910	217,060	151,850	
1978-79	5,052,869	2,957,443	2,077,286	4,692,243	2,747,746	1,926,357	2,212,205	1,154,516	1,057,689	34,532	31,144	2,445,506	1,562,086	865,280	360,626	209,697	150,929	
1979-80	4,935,409	2,899,653	2,017,806	4,598,991	2,712,546	1,868,495	2,168,180	1,156,133	1,012,047	38,907	35,067	2,391,904	1,521,346	852,608	336,418	187,107	149,311	
1980-81	4,856,425	2,887,800	1,951,128	4,538,013	2,710,385	1,810,131	2,144,922	1,185,538	953,823	35,242	31,492	2,357,849	1,493,355	852,630	318,412	177,415	140,997	
1981-82	4,770,295	2,859,330	1,899,263	4,464,447	2,687,720	1,759,025	2,151,152	1,221,121	924,349	42,507	37,377	2,270,788	1,429,222	829,691	305,848	171,610	134,238	
1982-83	4,726,810	2,842,444	1,867,082	4,432,827	2,677,276	1,738,267	2,076,772	1,198,601	872,641	89,445	77,957	2,266,610	1,400,718	854,370	293,983	165,168	128,815	
1983-84	4,700,448	2,832,290	1,868,158	4,419,446	2,670,461	1,748,985	2,087,107	1,194,718	892,389	117,776	100,607	2,214,563	1,375,136	839,427	281,002	161,829	119,173	
1984-85	4,661,846	2,824,871	1,836,975	4,387,549	2,663,807	1,723,742	2,134,395	1,194,716	939,679	140,111	117,900	2,213,043	1,351,191	761,852	274,297	161,064	113,233	
1985-86	4,646,474	2,828,624	1,817,850	4,377,575	2,668,037	1,709,538	2,162,507	1,216,885	945,622	162,339	134,659	2,052,729	1,316,493	736,236	268,899	160,587	108,312	
1986-87	4,661,332	2,844,274	1,817,058	4,398,407	2,684,078	1,714,329	2,214,561	1,268,976	945,585	184,345	151,324	1,999,501	1,263,778	735,723	262,925	160,196	102,729	
1987-88	4,695,801	2,869,662	1,826,139	4,433,777	2,708,566	1,725,211	2,260,560	1,307,828	952,732	203,692	165,005	1,969,525	1,235,733	733,792	262,024	161,096	100,928	
1988-89	4,742,790	2,912,407	1,830,383	4,482,235	2,750,221	1,732,014	2,300,624	1,356,191	944,431	227,975	180,286	1,953,636	1,213,742	739,894	260,555	162,186	98,369	
1989-90	4,789,040	2,950,198	1,838,842	4,530,854	2,789,704	1,741,150	2,350,680	1,397,989	952,691	241,877	190,843	1,938,297	1,200,872	737,425	258,186	160,494	97,692	
1990-91	4,845,308	2,982,730	1,862,578	4,588,336	2,821,206	1,767,130	2,374,118	1,427,438	946,680	249,523	204,972	1,964,695	1,198,796	765,899	256,972	161,524	95,448	
1991-92	4,901,090	2,993,349	1,907,741	4,642,041	2,830,242	1,811,799	2,402,743	1,455,242	947,501	267,486	203,352	1,971,812	1,171,648	800,164	259,049	163,107	95,942	
1992-93	4,967,848	3,018,972	1,948,876	4,710,850	2,857,512	1,853,338	2,430,731	1,468,850	961,881	264,079	202,245	2,016,040	1,186,417	829,623	256,998	161,460	95,538	
1993-94	5,002,834	3,031,619	1,971,215	4,746,478	2,870,314	1,876,164	2,416,729	1,474,686	942,043	269,374	199,695	2,060,375	1,195,933	864,442	256,356	161,305	95,051	
1994-95	5,029,114	3,052,175	1,976,939	4,772,499	2,890,518	1,881,981	2,408,793	1,479,741	929,052	269,374	198,960	2,094,332	1,211,817	882,515	256,615	161,657	94,958	
1995-96	5,085,386	2,776,394	2,308,992	4,827,218	2,626,354	2,200,864	2,381,395	1,227,960	1,153,435	272,660	167,699	2,173,163	1,230,695	942,468	258,168	150,040	108,128	
1996-97	5,065,914	2,761,927	2,303,987	4,811,882	2,612,322	2,199,560	2,358,295	1,208,826	1,149,469	275,328	166,191	2,178,259	1,237,305	940,954	254,032	149,605	104,427	
1997-98	5,027,396	2,765,713	2,261,683	4,773,679	2,616,145	2,157,534	2,322,779	1,198,965	1,123,814	284,105	159,376	2,166,795	1,257,804	908,991	253,717	149,568	104,149	
1998-99	4,999,348	2,746,345	2,253,003	4,745,841	2,597,232	2,148,609	2,262,693	1,176,547	1,086,146	286,176	162,501	2,196,972	1,258,184	938,788	253,507	149,113	104,394	
1999-00	5,054,945	2,801,612	2,253,333	4,801,971	2,652,144	2,149,827	2,234,550	1,168,973	1,065,577	289,170	161,844	2,278,251	1,321,327	956,924	252,974	149,468	103,506	
2000-01	5,071,385	2,805,565	2,265,820	4,819,356	2,656,150	2,163,206	2,209,843	1,161,373	1,048,470	297,009	163,401	2,312,504	1,331,376	981,128	252,029	149,415	102,614	
2001-02	5,076,608	2,813,146	2,263,463	4,825,554	2,663,731	2,161,822	2,178,664	1,149,064	1,029,600	304,443	162,897	2,342,447	1,351,770	990,677	251,054	149,414	101,640	
2002-03	5,087,969	2,825,399	2,262,569	4,837,247	2,675,885	2,161,362	2,145,592	1,137,956	1,007,636	313,293	162,561	2,378,362	1,375,368	1,002,994	250,722	149,514	101,207	

1. The total school population includes students enrolled in the majority-language and minority-language school systems.  
 2. Majority-language enrolments are grouped according to three streams of students: regular second-language courses, immersion programs and "not enrolled" in second-language courses.  
 3. Second-language education programs offer instruction in the minority language (English in Quebec, French outside of Quebec) for students of the majority-language school system. Second-language programs are of two types: immersion and regular second-language programs.  
 4. Immersion programs offer instruction in the minority language (French outside of Quebec) to students of the majority-language school system for a minimum of 25% of the school day. For example, a student outside Quebec enrolled in the English-language school system would be taught some or all subjects of the curriculum in French.  
 5. In regular second-language programs, students of the majority-language school system (Francophones in Quebec, Anglophones outside Quebec) are taught the second language (English in Quebec, French outside Quebec) as a "subject". Instruction in the second language is less than 25% of the school day.  
 6. A minority-language education program offers the minority group (Anglophones in Quebec, Francophones outside Quebec) education in their mother tongue. The minority language is used as the language of instruction for a minimum of 25% of the school day.  
 7. Data on enrolments in immersion programs is not available prior to 1975-76. Students enrolled in French immersion in the English-language school system in Quebec are included in the figures for the minority-language enrolments.

Source: Official Languages Support Programs Branch, Canadian Heritage, August 2004, based on annual survey conducted by the Centre for Education Statistics, Statistics Canada.

# School Enrolments – Canada less Quebec, 1970-1971 to 2002-2003

School year	Total School Population			Total Enrolments			Enrolments in Majority-Language System			Enrolments in Minority-Language System							
	Total	Elementary	Secondary	Regular Second-Language Courses			Immersion Program			Not Enrolled in Second-Language Courses							
				Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary		
1970-71	4,066,643	2,638,449	1,428,194	3,874,970	2,506,123	1,368,847	1,489,537	478,869	1,010,668	n.a.	n.a.	2,385,433	2,021,698	363,735	191,673	132,326	59,347
1971-72	4,055,829	n.a.	n.a.	3,865,005	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,865,005	n.a.	n.a.	190,824	n.a.	n.a.
1972-73	4,039,621	n.a.	n.a.	3,847,315	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,847,315	n.a.	n.a.	192,306	n.a.	n.a.
1973-74	4,010,783	n.a.	n.a.	3,817,545	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,817,545	n.a.	n.a.	193,238	n.a.	n.a.
1974-75	3,978,962	n.a.	n.a.	3,786,871	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	3,786,871	n.a.	n.a.	192,091	n.a.	n.a.
1975-76	3,979,372	2,448,147	1,531,225	3,787,194	2,320,771	1,466,423	1,496,464	888,271	608,193	5,292	3,759	2,285,438	1,428,741	856,697	192,178	127,376	64,802
1976-77	3,963,361	2,395,887	1,549,702	3,787,255	2,284,793	1,484,690	1,502,190	896,109	606,081	23,092	20,558	2,261,973	1,368,126	876,075	176,106	111,094	65,012
1977-78	3,918,238	2,353,768	1,546,359	3,745,451	2,245,483	1,481,857	1,518,965	926,339	592,626	27,330	24,006	2,191,156	1,295,138	885,907	172,787	108,285	64,502
1978-79	3,843,875	2,298,351	1,527,384	3,675,589	2,194,109	1,463,340	1,533,602	949,670	603,932	34,532	31,144	2,087,455	1,213,295	856,020	168,286	104,242	64,044
1979-80	3,770,159	2,260,336	1,491,873	3,607,304	2,159,493	1,429,861	1,533,689	951,503	582,186	38,907	35,067	2,034,708	1,172,923	843,835	162,855	100,843	62,012
1980-81	3,723,777	2,248,122	1,458,158	3,563,906	2,147,992	1,398,417	1,534,073	977,453	551,059	35,242	31,492	1,994,591	1,139,047	843,680	159,871	100,130	59,741
1981-82	3,670,993	2,229,715	1,423,576	3,513,259	2,129,760	1,365,797	1,530,158	985,490	538,986	42,507	37,377	1,940,594	1,106,893	821,826	157,734	99,955	57,779
1982-83	3,652,373	2,216,424	1,418,665	3,496,068	2,116,692	1,362,092	1,479,371	969,851	503,990	89,445	77,957	1,927,252	1,068,884	846,846	156,305	99,732	56,573
1983-84	3,634,315	2,206,080	1,428,235	3,481,721	2,105,438	1,376,283	1,495,189	968,048	527,141	117,776	100,607	1,868,756	1,036,783	831,973	152,594	100,642	51,952
1984-85	3,605,401	2,189,164	1,416,237	3,453,677	2,088,086	1,365,591	1,551,156	962,464	588,692	140,111	117,900	1,762,410	1,007,722	754,688	151,724	101,078	50,646
1985-86	3,605,035	2,183,180	1,421,855	3,452,810	2,081,793	1,371,017	1,592,187	978,316	613,871	162,339	134,659	1,698,284	968,818	729,466	152,225	101,387	50,838
1986-87	3,624,158	2,190,242	1,433,916	3,473,095	2,088,759	1,384,336	1,642,108	1,019,916	622,192	184,345	151,324	1,646,642	917,519	729,123	151,063	101,483	49,580
1987-88	3,659,621	2,214,082	1,445,539	3,506,010	2,111,587	1,394,423	1,683,531	1,061,464	622,067	203,692	165,005	1,618,747	885,118	733,669	153,611	102,495	51,116
1988-89	3,707,638	2,256,668	1,450,970	3,553,354	2,153,730	1,399,624	1,714,957	1,102,916	612,041	227,975	180,286	1,610,422	870,528	739,894	154,284	102,938	51,166
1989-90	3,750,105	2,296,542	1,453,563	3,595,408	2,194,596	1,400,812	1,753,073	1,140,720	612,353	241,877	190,843	1,600,458	863,033	737,425	154,697	101,946	52,751
1990-91	3,802,414	2,333,494	1,468,920	3,646,680	2,230,378	1,416,302	1,770,009	1,168,710	608,299	249,523	194,972	1,620,148	866,696	753,452	155,734	103,116	52,618
1991-92	3,862,521	2,352,810	1,509,711	3,703,023	2,248,063	1,454,960	1,790,216	1,199,554	590,662	267,486	203,352	1,645,321	845,157	800,164	159,498	104,747	54,751
1992-93	3,928,659	2,391,708	1,536,951	3,769,549	2,287,499	1,482,050	1,811,247	1,220,616	590,631	264,079	202,245	1,694,223	864,638	829,585	159,110	104,209	54,901
1993-94	3,972,041	2,415,275	1,556,766	3,814,106	2,312,122	1,501,984	1,800,888	1,232,170	588,718	269,374	199,695	1,743,844	880,257	863,587	157,935	103,153	54,782
1994-95	4,002,660	2,439,059	1,563,601	3,844,809	2,336,277	1,508,532	1,766,768	1,241,165	555,603	269,374	198,960	1,778,667	896,152	882,515	157,851	102,782	55,069
1995-96	4,057,468	2,157,973	1,899,495	3,899,657	2,088,382	1,831,275	1,777,411	993,564	783,847	272,660	167,699	1,849,586	907,119	942,467	157,811	89,591	68,220
1996-97	4,039,276	2,138,271	1,901,005	3,885,443	2,049,530	1,835,913	1,765,487	979,665	785,822	275,328	166,191	1,844,628	903,674	940,954	153,833	88,741	65,092
1997-98	4,007,150	2,140,419	1,866,731	3,853,984	2,052,438	1,801,546	1,740,400	972,574	767,826	284,105	159,376	1,829,479	920,488	908,991	153,166	87,981	65,185
1998-99	3,984,377	2,118,584	1,865,793	3,832,567	2,032,193	1,800,374	1,686,786	948,875	737,911	286,176	162,501	1,859,605	920,817	938,788	151,810	86,391	65,419
1999-00	4,034,727	2,156,933	1,877,794	3,884,155	2,071,145	1,813,010	1,672,908	944,148	728,760	289,170	161,844	1,922,077	965,153	956,924	150,572	85,788	64,784
2000-01	4,052,435	2,154,119	1,898,316	3,903,587	2,092,392	1,834,195	1,658,651	939,192	719,459	297,009	163,401	1,947,927	965,799	981,128	148,848	84,727	64,121
2001-02	4,038,651	2,154,857	1,903,795	3,911,385	2,071,014	1,840,371	1,637,387	929,239	708,148	304,443	162,897	1,969,554	978,877	990,677	147,266	83,843	63,424
2002-03	4,070,876	2,159,926	1,910,950	3,924,707	2,076,967	1,847,740	1,613,960	919,947	694,014	313,293	162,561	1,997,453	994,459	1,002,994	146,169	82,959	63,210

1. The total school population includes students enrolled in the majority-language and minority-language school systems.  
 2. Majority-language enrolments are grouped according to three streams of students: regular second-language courses, immersion programs and "not enrolled" in second-language courses.  
 3. Second-language education programs offer instruction in the minority language (French outside of Quebec) for students of the majority-language school system. Second-language programs are of two types: immersion and regular second-language programs.  
 4. Immersion programs offer instruction in the minority language (French outside of Quebec) to students of the majority-language school system for a minimum of 25% of the school day. For example, a student outside Quebec enrolled in the English-language school system would be taught some or all subjects of the curriculum in French.  
 5. In regular second-language programs, students of the majority-language school system (Anglophones outside Quebec) are taught the second language (French outside Quebec) as a "subject". Instruction in the second language is less than 25% of the school day.  
 6. A minority-language education program offers the minority group (Francophones outside Quebec) education in their mother tongue. The minority language is used as the language of instruction for a minimum of 25% of the school day.  
 7. Data on enrolments in immersion programs is not available prior to 1975-76.

Source: Official Languages Support Programs Branch, Canadian Heritage, August 2004, based on annual survey conducted by the Centre for Education Statistics, Statistics Canada.

# School Enrolments – Quebec, 1970-1971 to 2002-2003

School Year	Total School Population			Total Enrolments			Enrolments in Majority-Language System			Enrolments in Immersion Program			Not Enrolled in Second-Language Courses			Enrolments in Minority-Language System			
	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	
1970-71	1,588,788	979,504	609,284	1,339,933	824,026	515,907	855,330	339,484	515,846	n.a.	n.a.	n.a.	484,603	484,542	61	248,855	155,478	93,377	
1971-72	1,556,374	n.a.	n.a.	1,315,180	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	241,194	n.a.	n.a.
1972-73	1,514,512	n.a.	n.a.	1,277,835	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	236,677	n.a.	n.a.
1973-74	1,463,498	n.a.	n.a.	1,228,760	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	234,738	n.a.	n.a.
1974-75	1,419,997	n.a.	n.a.	1,185,099	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	234,898	n.a.	n.a.
1975-76	1,374,909	760,449	614,460	1,155,344	638,200	517,144	751,239	234,095	517,144	n.a.	n.a.	n.a.	404,105	404,105	0	219,565	122,249	97,316	
1976-77	1,318,350	728,900	589,450	1,108,615	612,194	496,421	709,337	224,334	485,003	n.a.	n.a.	n.a.	399,278	387,860	11,418	209,735	116,706	93,029	
1977-78	1,232,678	679,844	552,834	1,036,555	571,069	465,486	667,472	211,296	456,176	n.a.	n.a.	n.a.	369,083	359,773	9,310	196,123	108,775	87,348	
1978-79	1,208,994	659,092	549,902	1,016,654	533,637	463,017	658,603	204,846	453,757	n.a.	n.a.	n.a.	358,051	348,791	9,260	192,340	105,455	86,885	
1979-80	1,165,250	639,317	525,933	991,687	533,053	438,634	634,491	204,630	429,861	n.a.	n.a.	n.a.	363,258	348,423	8,773	173,563	86,264	87,299	
1980-81	1,132,648	639,678	492,970	974,107	562,393	411,714	610,849	208,085	402,764	n.a.	n.a.	n.a.	330,194	322,329	7,865	158,541	71,655	76,459	
1981-82	1,099,302	629,615	469,687	951,188	557,960	393,228	620,994	235,631	385,363	n.a.	n.a.	n.a.	339,358	331,834	7,524	137,678	65,436	72,242	
1982-83	1,074,437	626,020	448,417	936,759	560,584	376,175	597,401	228,750	368,651	n.a.	n.a.	n.a.	345,807	338,353	7,454	128,408	61,187	67,221	
1983-84	1,066,133	626,210	439,923	937,725	565,023	372,702	591,918	226,670	365,248	n.a.	n.a.	n.a.	350,633	343,469	7,164	122,573	59,986	62,587	
1984-85	1,056,445	625,707	420,738	933,872	575,721	358,151	583,239	232,252	350,987	n.a.	n.a.	n.a.	350,633	347,675	6,600	116,674	59,200	57,474	
1985-86	1,041,439	645,444	395,995	924,765	586,244	338,521	570,320	238,569	331,751	n.a.	n.a.	n.a.	354,445	347,675	6,770	111,862	58,713	53,149	
1986-87	1,037,174	654,032	383,142	925,312	595,319	329,993	572,453	249,060	323,393	n.a.	n.a.	n.a.	352,859	346,259	6,600	108,413	58,601	49,812	
1987-88	1,036,180	655,580	380,600	927,767	596,979	330,788	577,029	246,364	330,665	n.a.	n.a.	n.a.	350,738	350,615	1,23	106,271	59,248	47,023	
1988-89	1,035,152	655,739	379,413	928,881	596,941	332,390	585,667	253,277	332,390	n.a.	n.a.	n.a.	343,214	343,214	0	103,489	58,548	44,941	
1989-90	1,038,935	653,656	385,279	935,446	595,108	340,338	597,607	257,269	340,338	n.a.	n.a.	n.a.	337,839	337,839	0	101,238	58,408	42,830	
1990-91	1,042,894	649,236	393,658	941,656	590,828	350,828	597,109	258,728	338,381	n.a.	n.a.	n.a.	344,547	332,100	12,447	99,551	58,360	41,191	
1991-92	1,038,569	640,539	398,030	939,018	582,179	356,839	612,527	255,688	356,839	n.a.	n.a.	n.a.	326,491	326,491	0	97,888	57,251	40,637	
1992-93	1,039,189	627,264	411,925	941,301	570,013	371,288	619,484	248,234	371,250	n.a.	n.a.	n.a.	321,817	321,779	38	98,421	58,152	40,269	
1993-94	1,030,793	616,344	414,449	932,372	558,192	374,180	615,841	242,516	373,325	n.a.	n.a.	n.a.	316,531	315,676	855	98,764	58,875	39,889	
1994-95	1,026,454	613,116	413,338	927,690	554,241	373,449	612,025	238,576	373,449	n.a.	n.a.	n.a.	315,665	315,665	0	100,357	60,449	39,908	
1995-96	1,027,918	618,421	409,497	927,561	557,972	369,589	603,984	234,396	369,588	n.a.	n.a.	n.a.	323,577	323,576	1	100,199	60,864	39,335	
1996-97	1,026,638	623,656	402,982	926,439	562,792	363,647	592,808	229,161	363,647	n.a.	n.a.	n.a.	333,631	333,631	0	100,551	61,587	38,964	
1997-98	1,020,246	625,294	394,952	919,695	563,707	355,988	582,379	226,391	355,988	n.a.	n.a.	n.a.	337,316	337,316	0	101,697	62,722	38,975	
1998-99	1,014,971	627,761	387,210	913,274	565,039	348,235	575,907	227,672	348,235	n.a.	n.a.	n.a.	337,367	337,367	0	102,402	63,680	38,722	
1999-00	1,020,218	644,679	375,539	917,816	580,999	336,817	561,642	224,825	336,817	n.a.	n.a.	n.a.	356,174	356,174	0	103,181	64,688	38,493	
2000-01	1,018,950	651,446	367,504	915,769	586,758	329,011	551,192	222,181	329,011	n.a.	n.a.	n.a.	372,893	372,893	0	103,788	65,571	38,217	
2001-02	1,017,957	638,289	359,688	914,169	592,718	321,452	541,276	219,825	321,452	n.a.	n.a.	n.a.	380,909	380,909	0	104,553	66,556	37,997	
2002-03	1,017,093	665,474	351,619	912,540	598,918	313,622	531,631	218,009	313,622	n.a.	n.a.	n.a.	380,909	380,909	0	104,553	66,556	37,997	

1. The total school population includes students enrolled in the majority-language and minority-language school systems.  
 2. Majority-language enrolments are grouped according to three streams of students: regular second-language courses, immersion programs and "not enrolled" in second-language courses.  
 3. Second-language education programs offer instruction in the minority language (English in Quebec) for students of the majority-language school system. Second-language programs are regular second-language programs.  
 4. In regular second-language programs, students of the majority-language school system (Francophones in Quebec) are taught the second language (English in Quebec) as a "subject". Instruction in the second language is less than 25% of the school day.  
 5. Immersion programs offer instruction in the majority language (French in Quebec) to students of the minority-language school system for a minimum of 25% of the school day. For example, a student in Quebec whose first language is English would be taught some or all subjects of the curriculum in French.  
 6. A minority-language education program offers the minority group (Anglophones in Quebec) education in their mother tongue. The minority language is used as the language of instruction for a minimum of 25% of the school day.  
 7. Data on enrolments in immersion programs is not available prior to 1975-76. Students enrolled in French immersion are included in the figures for the minority-language enrolments.

Source: Official Languages Support Programs Branch, Canadian Heritage, August 2004, based on annual survey conducted by the Centre for Education Statistics, Statistics Canada.

## Official Languages Support Programs

# Expected Outcomes and Program Components

### Development of Official-Language Communities

**Objective of the OLA:** To enhance the vitality of English and French linguistic minority communities in Canada and support and assist their development.

#### EXPECTED OUTCOMES

##### Medium term

- ◆ Members of minority communities:
  - ◆ have greater access to quality education in their own language, in their community;
  - ◆ have greater access to programs and services offered, in their language, by federal departments and agencies, provincial and territorial governments, and municipalities;
  - ◆ have a greater ability to live in their own language, to participate in Canadian society and to ensure their long-term development.
- ◆ The multiple partners working to foster community growth and vitality work together to better co-ordinate and target their efforts to support the development of the official-language minority communities.

##### Long term

- ◆ The sustainability of official-language minority communities in Canada is guaranteed.
- ◆ Social cohesion in Canada is increased.

#### TWO PROGRAM COMPONENTS

##### Community Life

- ◆ Cooperation with the Community Sector
- ◆ Intergovernmental Cooperation on Minority-Language Services
- ◆ Interdepartmental Partnership with Official-Language Communities
- ◆ Young Canada Works

##### Minority-Language Education

- ◆ Intergovernmental Cooperation
- ◆ Cooperation with the Non-Governmental Sector

#### OTHER ACTIONS

- ◆ Coordination of the Federal Commitment
- ◆ Research

### Enhancement of Official Languages

**Objective of the OLA:** To promote the full recognition and use of English and French in Canadian society.

#### EXPECTED OUTCOMES

##### Medium term

- ◆ A greater proportion of Canadians:
  - ◆ have a working knowledge of both official languages;
  - ◆ have a better understanding and appreciation of the benefits of linguistic duality;
  - ◆ accept the rights of linguistic minorities and encourage their participation in Canadian society.
- ◆ Federal departments and agencies become more aware of their responsibilities with respect to linguistic duality and more active in this regard.
- ◆ The many partners fostering linguistic duality and the French language will work together to better co-ordinate and target their efforts in this regard.

##### Long term

- ◆ Canada is recognized at home and abroad as an officially bilingual country.
- ◆ All Canadians recognize and support linguistic duality.
- ◆ Social cohesion in Canada is increased.

#### TWO PROGRAM COMPONENTS

##### Promotion of Linguistic Duality

- ◆ Appreciation and *Rapprochement*
  - ◆ Collaboration in Promotion
  - ◆ Support for Innovation
- ◆ Bilingual Capability
  - ◆ Support for Interpretation and Translation
  - ◆ Support for Innovation

##### Second-Language Learning

- ◆ Intergovernmental Cooperation
- ◆ Cooperation with the Non-Governmental Sector
- ◆ Young Canada Works

#### OTHER ACTIONS

- ◆ Coordination of the Federal Commitment
- ◆ Research
- ◆ Promotion