



Canadian
Heritage

Patrimoine
canadien



Canadian Heritage

OFFICIAL LANGUAGES

Annual Report 2001-2002

Canada



The Honourable Sheila Copps

A Word From the Minister

Linguistic duality is at the heart of our collective identity. To demonstrate its commitment in this regard, the Government of Canada has undertaken to implement a series of initiatives that will ensure the long-term development of official-language minority communities and foster greater understanding and appreciation among Canadians of the benefits of having two official languages in Canada.

The Official Languages Support Programs of the Department of Canadian Heritage help citizens to live in their own language in their communities. The programs help the communities to remain strong, dynamic and inclusive and to participate fully in all sectors of Canadian society. Moreover, they foster new ties among many Canadians, who learn to understand and appreciate the value of linguistic duality to Canadian society by learning their second official language.

This report on the Official Languages Support Programs describes the Department's activities, accomplishments, and results, in the 2001-2002 fiscal year. The report insert highlights the main accomplishments of the 29 key federal departments and agencies included in the federal government's accountability framework for the implementation of section 41 of the *Official Languages Act*.

This annual report and insert illustrate the importance my Department attaches to linguistic duality and to the recognition of official languages as a fundamental Canadian value. I hope these documents will give you even more reason to be proud of the asset that linguistic duality represents and encourage you to preserve it.

Sheila Copps
Minister of Canadian Heritage

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Page 5: Health Canada

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Program Management

Last year, the Official Languages Support Programs Branch adopted a Management and Accountability Framework. This management framework guides all official languages support program activities in keeping with the two focal points for results corresponding to the objectives set forth in section 41 of the Official Languages Act. The framework presents the activity sectors and the programs related to each focal point, as well as the main anticipated results. The following summary is a valuable working tool for all official languages stakeholders.

THE MINORITY COMMUNITIES ARE STRONG AND ENJOY THE SUPPORT OF MANY PARTNERS

Official Languages Act objective: Enhancing the vitality of the English and French linguistic minority communities in Canada and supporting and assisting their development.

TARGETED RESULTS

- ❑ English and French minorities can live in their own language in their communities which are strong, dynamic and inclusive; participate fully in all sectors of Canadian society and ensure their long-term development.
- ❑ Provincial and territorial programs and services in the minority language are accessible and comparable to those offered to the majority in strategic priority areas.
- ❑ Education in the minority language is provided equitably in all provinces and territories.
- ❑ The entire federal government and English-language and French-language minority communities are full partners in the sustainable development of these communities.

AREAS OF INTERVENTION AND PROGRAMS

Community development

- ❑ Support for Official-Language Communities
- ❑ Administration of Justice in Both Official Languages

Services and minority-language education

- ❑ Federal-provincial/territorial agreements on minority-language education and investment in education measures
- ❑ Federal-provincial/territorial agreements on services in the minority language
- ❑ Summer Bursaries for Francophones from outside Quebec
- ❑ Language Acquisition Development Program (minority language)

Coordination of the federal commitment

- ❑ Interdepartmental Partnership with Official-Language Communities

Research

LINGUISTIC DUALITY IS RECOGNIZED AND VALUED BY ALL CANADIANS

Official Languages Act objective: Fostering the full recognition and use of both English and French in Canadian society.

TARGETED RESULTS

- ❑ Canadians understand and appreciate the extent to which linguistic duality enriches Canadian society and are eager to experience it.
- ❑ Canadians are aware of the importance of protecting and valuing the French language and culture, a fundamental element of Canadian identity.
- ❑ Canadians have an opportunity to learn the other official language.
- ❑ The entire federal government encourages cooperation between the two linguistic groups.
- ❑ Canada is recognized on the international stage for its expertise in the teaching and learning of languages.

AREAS OF INTERVENTION AND PROGRAMS

Promotion and rapprochement

- ❑ Support for Linguistic Duality
- ❑ Co-operation with the Voluntary Sector
- ❑ Summer Language Bursary Program
- ❑ Official-Language Monitor Program
- ❑ Young Canada Works in both Official Languages

Second-language instruction

- ❑ Federal-provincial/territorial agreements on second-language instruction
- ❑ Language Acquisition Development Program (second language)

Coordination of the federal commitment

International profile

Research

Transition to the Integration of New Management Practices

In 2001-2002, the Official Languages Support Programs Branch gradually brought its activities into line with the Management and Accountability Framework adopted the year before.

CONTROL MEASURES AND EVALUATIONS

In the fall of 2001, two audit reports on the Support for Official-Language Communities Program were released. The internal audit report and the Office of the Auditor General's report on the management of Government of Canada grants and contributions programs highlighted the need to adopt measures to include results-oriented management in standard program practices. During that same period, the internal audit reports on the Language Acquisition Development Program and the Cooperation with the Voluntary Sector program were released, with the same overall findings. The management plan we adopted last year has allowed us to anticipate many of the reports' findings and to implement some recommendations even before the reports were published.

In January 2002, the Branch undertook an internal audit of two other official languages support programs: the Support for Linguistic Duality Program and the Administration of Justice in the Two Official Languages Program. It also audited a few recipients. These control measures should gradually become standard practice, in accordance with the Treasury Board policy on transfer payments.

In anticipation of two major evaluation exercises scheduled for 2002-2003, the Branch finalized two logical models showing the sequence of immediate, medium-term and long-term results in order to develop appropriate evaluation strategies. The Council of Ministers of Education, Canada, and provincial and territorial governments validated these models and strategies for the Official Languages in Education Program. Representatives of Francophone and Acadian communities in Canada and of Quebec's Anglophone community validated the models for the Support for Official-Language Communities Program.

These evaluations and audits are part of an overall plan that will provide an objective look at the results and overall management of these programs. This will help the Branch in its exercise to renew programs and review program terms and conditions, which will be completed in 2003.

MANAGEMENT STRUCTURE

The National Grants and Contributions Review Committee for Official Languages Support Programs created an Operational Practices Unit which supports its work to developing guidelines, policies, practices, standards and operating tools for the effective management of grants and contributions programs.

A number of management and working tools have been implemented:

- A. a *Program Officer's Guide*;
- B. an analysis tool (*the Annotated Recommendation for Approval Form*);
- C. new application forms and an Applicant's Guide to help recipients submit applications and present their subsequent reports on anticipated and actual results. These apply to the following programs: *Support for Official-Language Communities, Assistance for Interpretation and Translation, Support to Linguistic Duality and Language Acquisition Development Program.*

COMMUNICATIONS AND TRAINING

The Branch maintained regular communication with staff of both headquarters and regional offices to ensure that the management framework and related directives were very well understood.

From September to the end of October, a training tour was conducted to help officers and managers become familiar with the Program Officer's Guide and improve the processing of applications, especially the application of various analysis criteria. At the same time, training sessions were held for recipients, using the Applicant's Guide and the new



application form for the *Support for Official Languages Program*. These sessions sought to train recipients who could in turn provide training to other community organizations.

In June 2001, the Department created a Canadian Heritage/Communities Working Group to facilitate the transition to the new results-oriented management practices. The objective was to implement the new departmental approach to grants and contributions as effectively as possible. The Working Group was comprised of members of Canadian Heritage senior management and representatives of the two minority official-language communities across the country. It permitted the identification of the impact of measures undertaken and propositions for new approaches.

DID YOU KNOW...

Of the 1,673 pieces of correspondence that the Official Languages Support Programs Branch responded to in 2001-2002, 81% (1,357)

were received via its web site!

www.canadianheritage.gc.ca/offlangoff/



Research

CONSULTATION ON OFFICIAL LANGUAGES RESEARCH

In March 2002, the Research Unit of the Official Languages Support Programs Branch brought together a cross-section of researchers and community leaders interested in the development of official language minority communities.

The consultation featured presentations on proposals for a broadly-based survey on official languages, and a project on minority communities' developmental indicators. The event provided a useful networking opportunity for researchers, and provided the Department with valuable feedback on its current and future research agenda. The session also provided participants with a more complete picture of the 2001 Census data which is to be released over the 2002-2003 fiscal year.

CANADIAN INSTITUTE FOR RESEARCH ON LINGUISTIC MINORITIES

A great many reports have pointed to the need for data on official-language minority communities as a basis for effective action in support of their development. The Government of Canada responded in February 2002 by announcing a \$10 million endowment fund to create the Canadian Institute for Research on Linguistic Minorities.

Located at the *Université de Moncton*, the Institute will be a national centre of expertise. Its primary objective is to conduct and disseminate multidisciplinary studies identifying and explaining the key factors in the development of Francophone and Anglophone minority communities. These studies will in turn help government authorities develop more targeted policies. The Institute will foster cooperation by bringing together experts from all parts of Canada.



Strong and Supported Communities

Community Development

The Department of Canadian Heritage's Support for Official-Language Communities Program has two components: Canada-community agreements and the Strategic Development Fund. There are currently fifteen Canada-community agreements: thirteen with the minority communities in each province and territory; one with the Société nationale de l'Acadie; and one with national Francophone organizations. The Strategic Development Fund provides financial assistance for specific innovative large-scale projects involving more than one community.

Funding provided by the Department, which totaled \$33.7 million in 2001-2002, supports organizations' programming and specific projects. The funding allows official-language minority communities to consolidate their networks, address their development priorities, enhance the lives of their communities, and take part in activities on an inter-regional or national scale.

Within the Canada-communities agreements component, 291 groups received program funding of an average of \$75,000 per group. The average project funding stood at slightly over \$18,000.

**SUPPORT FOR OFFICIAL-LANGUAGE COMMUNITIES
AVERAGE FUNDING FOR EACH COMPONENT (2001-2002)**

Program component	Total (\$)	Number of initiatives	Average (\$)
Canada-Community Agreements			
Programming	21,473,306	291	73,791
Projects	6,317,520	350	18,050
Strategic Development Fund	5,884,657	46	127,927
	33,675,483	687	49,018

DEPARTMENTAL STRATEGIC OBJECTIVE

Active citizenship and civic participation

TARGETED RESULT

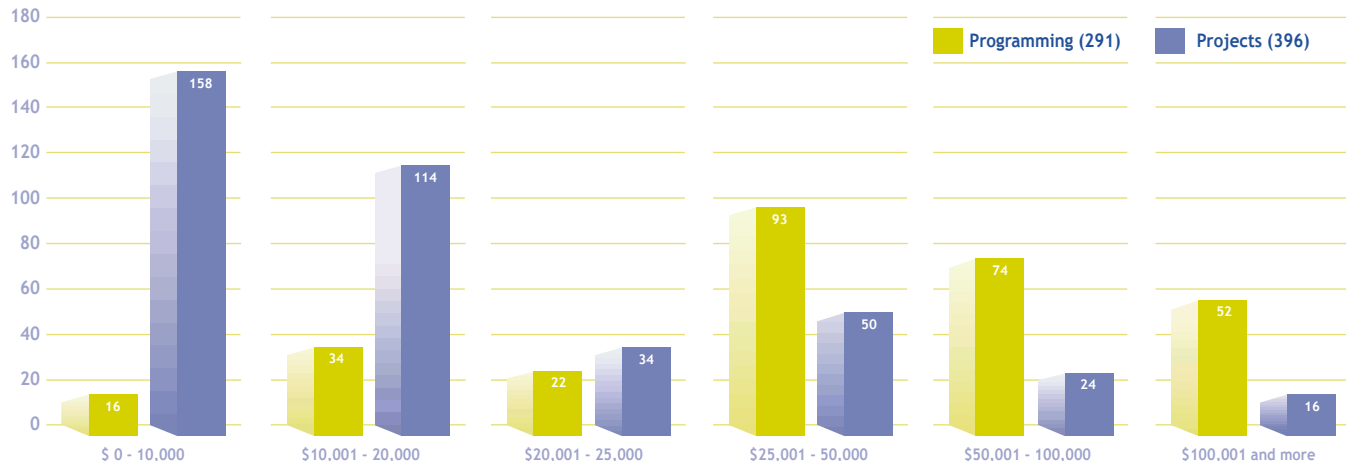
English and French minorities can live in their own language in their communities which are strong, dynamic and inclusive, participate fully in all sectors of Canadian society and ensure their long-term development.

The Financial Distribution 2001-2002 table (p. 6) shows that a majority of the groups (82%) received less than \$100,000 to support programming and that three-quarters (77%) of the projects were funded under \$25,000. The majority of the groups (92%) and of the projects (86%) are in the regions, and the projects are funded, on average, less than national-scope projects.

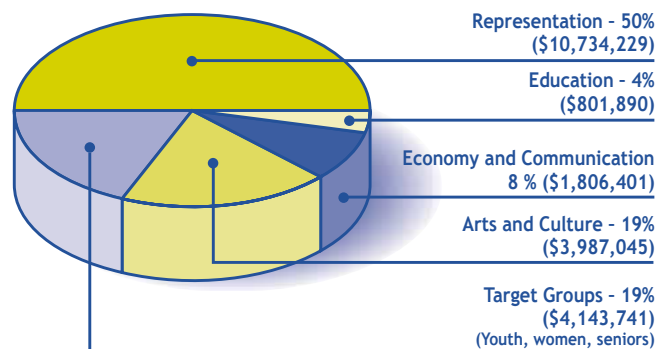
Half of the funding envelope for 2001-2002 programming supported activities of Francophone or Anglophone organizations in minority situations having a representational mandate. For example, the *Fédération acadienne de la Nouvelle-Écosse* and its network of seven regional offices is actively involved in the economic, cultural and social development of the Acadian community and the *Association canadienne-française de l'Alberta* supports improved planning and results-based management of sectoral priorities identified by the network and the community.

Nearly 19% of the budget was earmarked for cultural organizations (the *Fédération culturelle canadienne-française* and the *Association des théâtres francophones du Canada*, for example) which expanded their network of partners thanks, among others, to exchange opportunities offered by the Arts and Culture sectoral council.

SUPPORT FOR OFFICIAL-LANGUAGE COMMUNITIES
FINANCIAL DISTRIBUTION (2001-2002)



CANADA-COMMUNITY AGREEMENTS
PROGRAM FUNDING 2001-2002
(\$21,473,306)



OPENING OF A SCHOOL-COMMUNITY CENTRE

In December 2001, Sheila Copps, the Minister of Canadian Heritage, presided over the inauguration of the Centralta school-community centre in Legal, Alberta. This centre was created to help revitalize the social and cultural life of the Francophone community of Legal.

CONFERENCE FOR THE ANGLOPHONE COMMUNITY OF QUEBEC

The Department provided financial assistance to the Montreal YMCA to hold a provincial conference on health and social services. One hundred and twenty-four participants, both individuals and representatives of community organizations, attended the event held in March 2002. The conference made it possible to share success stories and helped facilitate

networking. It also served to launch the Web portal for the Community Health and Social Services Network.

RAISING THE PROFILE OF MINORITY COMMUNITIES: THE ROLE OF FRANCOPHONE MEDIA

Official-language minority media provide services tailored to the needs of communities and help them to live in their language. Official-language minority media were at the forefront in 2001-2002.

Readers looking for news on French-speaking communities in Canada can now read information online. In October 2001, the *Association de la presse francophone* (APF) launched the site www.journaux.apf.ca, which gives Internet users access to current events as reported by the French-language press in Canada with just one click. The site showcases the 24 weekly and bi-monthly French-language Canadian newspapers which are members of the APF (six from the Atlantic provinces, twelve from Ontario, and six from the West and Territories).

The youth radio station for the *IVth Games of la Francophonie*, *Radio Jeunesse*, found at 89.9 FM in the Ottawa-Hull area, allowed 70 young people between 18 and 30 years of age to cover the Games and the *Super Francofête*. The young people, from French-speaking countries around the world, took part as program hosts, columnists, journalists, directors, or technicians. In addition to being broadcast on a continuous basis on the FM band as well as on the Internet, *Radio Jeunesse* programming was picked up by the French-language media, including *Première Chaîne*, on *Radio Canada*. The *Alliance des radios communautaires du Canada* and its Francophone network for North America, in cooperation with the *Association des radios communautaires acadiennes du Nouveau-Brunswick*, piloted this project.

In September 2001, with financial assistance from the *Association Franco-culturelle de Yellowknife*, the Government of the Northwest Territories, and the Department of Canadian Heritage, *Radio Taïga* came to life in Yellowknife. The station broadcasts programs of interest to the 815 Francophones who live in Yellowknife, Fort Smith, and Hay River, 24 hours a day, 7 days a week.

INTEGRATION OF BOTH OFFICIAL LANGUAGES IN THE ADMINISTRATION OF JUSTICE

In 2001-2002, the National Program for the Integration of Both Official Languages in the Administration of Justice (POLAJ) turned twenty. Created in 1981 following landmark court

decisions in the area of language rights, this program aims to advance justice and promote the administration of justice in both official languages, with a view to allowing Canadians to exercise their rights in the official language of their choice.

Among the projects funded by POLAJ is the work of the legal translation and terminology centres of the University of Moncton, in New Brunswick, McGill University, in Quebec, the University of Ottawa, in Ontario, and the *Institut Joseph-Dubuc*, in Manitoba. These centres, which work increasingly closer together, are developing and introducing tools for French-speaking lawyers who practice common law and English-speaking lawyers who practice civil law.

Francophone Youth Building Tomorrow's Communities

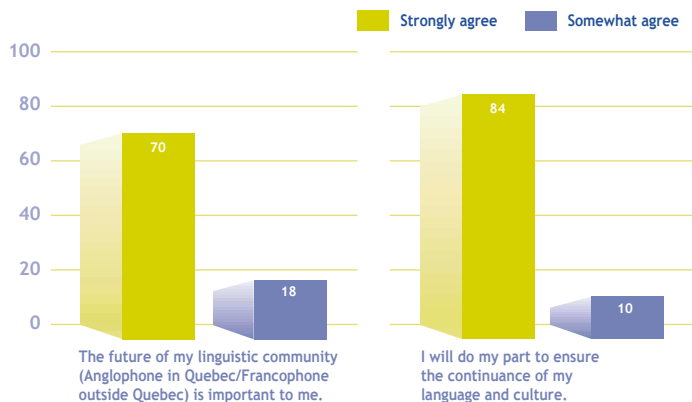
The purpose of this ten-year, \$3.5-million project is to foster a greater sense of belonging among youth to their communities so that they choose to remain there to live and participate fully. The *Fondation des Jeux de l'Acadie*, the *Fondation franco-ontarienne*, and *Francofonds* use the fund to give young Francophones between 15 and 24 years of age from the Atlantic Region, Ontario, as well as western and northern Canada, opportunities to learn, share their experiences, and live in French in their communities. Each of these foundations is required to write a business plan detailing how the funds will be spent. The plans must adhere to four main principles in order for organizations to be considered for funding:

- ❑ participation of young people;
- ❑ importance of partnerships in the community and financial leverage;
- ❑ structuring effect of projects;
- ❑ realistic and measurable results to be achieved.

This initiative gives young Francophones living in minority communities the support they need in order to become actively engaged in their communities and become a part of the future of their communities.



THE VIEWS OF CANADIAN YOUTH ON OFFICIAL LANGUAGES POLICY AND ISSUES (Francophones from Outside Quebec)



Based on data from the "Reconnecting Government with Youth," 5th ed., Syndicated Poll, Ipsos-Reid, April 2002. Survey conducted from March 12 to April 16, 2002.

Minority-Language Services

In 2001-2002, the Department of Canadian Heritage provided \$13.7 million in funding to the provinces and territories to encourage the delivery of provincial and territorial services in the minority language.

These amounts were provided under agreements on the promotion of official languages, which were concluded with all provinces and territories with an Anglophone majority. The wide range of services offered in French was further expanded, especially in the health and social services sectors, the administration of justice, economic development and community development.

These agreements have led to the creation of a network of government officials responsible for Francophone affairs and the holding of annual conferences of ministers responsible for Francophone affairs. In September 2001, the government of Alberta hosted the 6th Ministerial Conference on Francophone Affairs, in Edmonton. In addition to maintaining visibility of the French fact in Canada and dialogue with Francophone and

DEPARTMENTAL STRATEGIC OBJECTIVES

Active Citizenship and Civic Participation

TARGETED RESULT

Provincial and territorial programs and services in the minority language are accessible and comparable to those offered to the majority in strategic priority areas.

Acadian communities, the ministers undertook to work on French-language health care services and economic development.

Provincial and territorial governments are increasingly involved in supporting their Francophone or Acadian population, and intergovernmental cooperation agreements with the Department of Canadian Heritage help stimulate this involvement.

Some significant benefits

- ❑ Funding of the community activities of the new school and community centre in Summerside-Miscouche, Prince Edward Island. These activities are designed to offer essential services to the Acadian and Francophone population. They also seek to raise public awareness among people wishing to exercise their rights and receive services in French.
- ❑ Support for the programming of the *Société Acadie Nouvelle-Écosse 2004* committee, which was mandated to organize the third *Congrès mondial acadien*.
- ❑ Contribution to a program in support of municipalities in New Brunswick which must effectively serve their population in both official languages.
- ❑ Support for volunteer work in Francophone communities in Ontario in order to recruit, train and retain new volunteers and increase the services provided by volunteers to Francophones in the province.
- ❑ Opening in Winnipeg in March 2002 of the first bilingual services centre to improve government services offered in French in Manitoba. This single-window initiative is the first of its kind in Canada.
- ❑ Appointment of an intergovernmental Francophone affairs coordinator in order to foster cooperation, and consolidate provincial and territorial activities. This is a special project administered by the government of Manitoba, under the direction of the network of government officials responsible for Francophone affairs.
- ❑ Ratification for the first time of an agreement on the promotion of official languages with British Columbia and Alberta—a historic breakthrough for the Francophone communities in these provinces.
- ❑ Construction of a new daycare centre at the French school in Iqaluit, Nunavut.

Minority-Language Education

The Official Languages in Education Program (OLEP) was created in 1970. It provides provincial and territorial governments with financial assistance to help them offer young people in official language minority communities the opportunity to study in their language. In order to ensure that progress continues, the Department also funds initiatives that seek to reinforce the current network of educational institutions.

The OLEP is governed by a multilateral protocol between the Government of Canada and the Council of Ministers of Education, Canada, as well as by bilateral agreements signed with each province and territory. The last Protocol, in effect for five years (1998-1999 to 2002-2003), was signed in February 2000. Action plans are part of every provincial and territorial agreement.

Over 2001-2002, the Department of Canadian Heritage provided \$158.2 million in financial assistance under this program. This cooperation between the two orders of government helped some 254,100 young elementary and secondary students study in their mother tongue in more than 1,000 schools in the country. Thus, 100,400 Anglophone students in Quebec studied in 360 English-language schools, while 153,700 Francophone students elsewhere in the country were able to study in 672 French-language schools.

SOME FIGURES... (Primary and secondary levels) 2001-2002	
254,074 students	1,032 schools
<ul style="list-style-type: none"> ❑ 100,353 study in English in Quebec ❑ 153,721 study in French elsewhere in the country 	<ul style="list-style-type: none"> ❑ 360 English-language schools in Quebec ❑ 672 French-language schools in the country
Source: Centre for Education Statistics, Statistics Canada	

MINORITY-LANGUAGE EDUCATION

In 2001-2002, the Department allocated funding for the construction or renovation of educational institutions at all levels, for instance:

- ❑ signing of a subsidiary Canada/Nova Scotia agreement on capital projects for the Sainte-Anne-du-Ruisseau and Pomquet schools;

DEPARTMENTAL STRATEGIC OBJECTIVE

Active Citizenship and Civic Participation

TARGETED RESULT

Education in the minority language is provided equitably in all provinces and territories.

- ❑ modification of the subsidiary Canada/Nova Scotia agreement for the development of the *Collège de l'Acadie* in order to build the college campus in Darmouth;
- ❑ signing of the subsidiary Canada/British Columbia agreement for various capital projects related to the construction or renovation of French schools in this province;
- ❑ signing of a subsidiary agreement regarding the construction of the student centre at *Collège universitaire de Saint-Boniface* to increase and amalgamate the *Direction des ressources éducatives françaises* and the *Bureau de l'éducation française*.

FRENCH-LANGUAGE COLLEGES IN ONTARIO

The agreement between the Department and the government of Ontario on French-Language Colleges benefited, following a transfer of \$8.1 million from Human Resources Development Canada. The agreement applies to the University of Guelph's *Collège d'Alfred*, the *Cité collégiale*, the *Collège Boréal* and its satellite campuses. The funds are earmarked for the development of innovative professional training programs and help design related teaching tools.

NEW BRUNSWICK

In 2001, Canada and New Brunswick signed an agreement on new post-secondary French-language teaching initiatives. As a result, a community college was established on the Acadian peninsula, and the *Université de Moncton* was able to complete a number of new projects.

RNEUF

In 2001-2002, the *Regroupement des universités de la francophonie hors Québec* completed the *Réseau national d'enseignement universitaire en français* (RNEUF). This

network now spans the country and includes 113 sites, 88 of which received funding from the Department.

LANGUAGE ACQUISITION DEVELOPMENT PROGRAM

The Language Acquisition Development Program seeks to promote the collection and distribution of information, and encourage the creation and improvement of teaching tools and methods. In 2001-2002, \$1.9 million was contributed to minority-language education projects under this program.

As the accompanying chart demonstrates, this amount primarily supported real and virtual opportunities for professional development and networking by the players in the field of instruction of French or English in a minority situation. The funding also allowed for publication and dissemination of information on research or pedagogical tools, whether by means of Internet, journals, newsletters, conferences or symposiums. The program also supported studies, research, and projects that develop teaching tools.

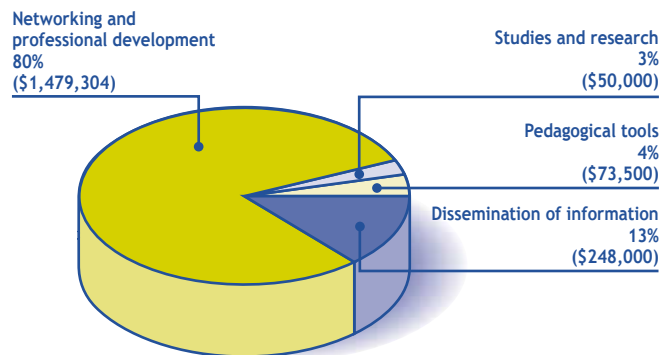
The *Association canadienne d'éducation de langue française*, the Moncton University Research and Development Centre on Education and the *Regroupement des universités de la francophonie hors Québec* carried out a significant number of funded projects. The Canadian Teachers' Federation also received financial assistance from the Department to print and

distribute the national, French-language, cultural activities handbook *Debout!*. Published in partnership with the *Fédération de la jeunesse franco-ontarienne*, with a circulation of 12,000 copies, *Debout!* reaches teachers in over 650 French-language schools outside Quebec. The handbook helps to make young people aware of the Canadian Francophonie and how important they are to it.

LANGUAGE ACQUISITION DEVELOPMENT PROGRAM 2001-2002

Minority Language (\$1,850,804)

Activities by sector



Coordination of the Federal Commitment

The Interdepartmental Coordination Directorate in the Department of Canadian Heritage is at the heart of coordinating the federal commitment to official languages.

IMPLEMENTATION OF SECTION 41 OF THE OLA

The Directorate works very closely with the national coordinators of the 29 key federal departments and agencies covered by the accountability framework of August 1994. During this fiscal period, the Directorate organized four meetings of the officials responsible for the implementation of section 41 of the *Official Languages Act* (OLA) within their respective departments. The meeting held in Ottawa in September 2001 also brought together representatives of the Franco-Ontarian community who gave an overview of their community and described their development priorities.

INTERDEPARTMENTAL COORDINATION

The Directorate is actively involved in the work of the committees established by various government partners on matters such as human resources, health and immigration. During the 2001-2002 fiscal year, it reviewed a number of Memoranda to Cabinet from the perspective of linguistic duality.

EVALUATIONS AND ACTION PLANS

The Directorate saw to the preparation of an evaluation framework that will allow the Department of Canadian Heritage to measure the impact of its coordination activities for the implementation of section 41 of the *Official Languages Act* in key federal departments and agencies. As part of this implementation process, it also coordinated 29 action plans and achievement reports to be provided to the Minister of Canadian Heritage. The documents were analyzed and the recommendations were forwarded by the Deputy Minister of Canadian Heritage to her counterparts. The results obtained are set forth in a report tabled in Parliament by the Minister of Canadian Heritage.

COMMUNICATIONS

During the 2001-2002 fiscal period, the Directorate published three issues of its Bulletin 41-42, with over 4,000 copies distributed in the federal public service and to official-language minority community organizations. It also produced and published a folder promoting interdepartmental coordination with regard to official languages. In addition, a number of awareness activities for public servants and community representatives were conducted.

DEPARTMENTAL STRATEGIC OBJECTIVE

Active citizenship and community participation

TARGETED RESULT

The entire federal government and English-language and French-language minority communities are full partners in the sustainable development of these communities.

HEALTH

The Directorate plays an active role on Health Canada's Anglophone and Francophone minority community advisory committees. During the 2001-2002 period, it also helped implement the memorandum of understanding signed under the Interdepartmental Partnership with Official Language Communities (IPOLC).

CULTURE

The Directorate coordinates working groups on the media arts, visual arts and theatre, and promotes their projects. During the 2001-2002 period, it organized, with Telefilm Canada, the third immersion meeting for members of the *Alliance des producteurs francophones du Canada*, in Montreal. It assisted the *Association des professionnels de la chanson et de la musique* in holding a first gala of Franco-Ontarian song and music. It also worked with the Canada Council for the Arts on a study about the position of the visual arts in French-speaking Canada. Finally, it coordinated the third forum for the signatories to the memorandum of understanding on theatre and its recipients.

The Directorate continued its work relating to a number of agreements or activities including the Memorandum of Agreement on Publishing, the Agreement for the Development of French Canadian Arts and Culture, expansion of the Francophone performing arts network in the Atlantic provinces and identification of potential avenues for action in the arts and culture sector with representatives of the Anglophone community in Quebec. Finally, it continued to support the National Music Industry Association.


SUPPORT TO COMMUNITIES

The Interdepartmental Partnership with Official Language Communities (IPOLC) was launched in June 2000 by the Department of Canadian Heritage (PCH). It provides additional funding to those federal departments and agencies entering into partnerships with official-language minority communities for major projects in support of their growth and vitality.

The IPOLC flourished during the 2001-2002 fiscal year, involving a greater number of federal and community partners in its various undertakings. Here are a few examples:

- ❑ distance training for aquaculture technicians, and establishment of an aquaculture service centre in Petit-de-Grat, Nova Scotia;
- ❑ socio-economic feasibility study on the presentation of the port Old Harry in the Magdalen Islands, Quebec;
- ❑ evaluation of the ability of French-language minority communities to integrate immigrants and refugees, and development of an action plan;
- ❑ sharing of information among Francophone teachers throughout Canada on the integration of information and communication technologies in the classroom and on potential difficulties;
- ❑ completion of the project “Healthy Mothers, Healthy Babies” for Francophone women in Yukon;
- ❑ completion of the first steps of a networking project for French-language health care in Ontario;
- ❑ improvement, development and promotion of bilingual tourist attractions in the Plamondon/Lac-la-Biche area in Alberta;
- ❑ writers’ tours in French-language schools and French immersion schools in British Columbia.

INTERDEPARTMENTAL PARTNERSHIP (IPOLC) 2001-2002

	Funds from PCH transferred to various departments and agencies (\$)	Investments from federal partners (\$)
Departments/Agencies	(\$)	(\$)
Canada Economic Development for Quebec Regions	100,000	100,000
Agriculture and Agri-Food Canada	141,500	141,500
Atlantic Canada Opportunities Agency	743,000	1,481,000
Department of Citizenship and Immigration	15,250	15,250
Canada Council for the Arts		
Francophones	900,000	900,000
Anglophones	300,000	300,000
Human Resources Development Canada	261,550	395,374
Western Economic Diversification Canada	80,200	80,200
Industry Canada	349,528	390,003
Fisheries and Oceans Canada	255,000	280,000
Health Canada	1,775,729	1,983,877
Canadian Broadcasting Corporation (funds directly to the groups)	140,000	135,000
Telefilm Canada	264,500	264,500
TOTAL	5,326,257	6,466,704

Some significant benefits

- ❑ The first *Atlantic Symposium on Official Languages* was held in October 2001, in Charlottetown. Some 150 federal officials responsible for official languages programs in the Atlantic provinces met under the theme of building a future based on linguistic, cultural and regional diversity. This event renewed determination to achieve specific and lasting results relating to official languages in federal institutions. The plan set forth will serve as an outline for the annual work plans of sub-committees on official languages that are part of the senior federal councils in each province.
- ❑ *Rendez-vous de l'Ontario*, held in Ottawa on March 18, 2002, brought together the regional coordinators of six departments involved in the implementation of section 41 of the OLA in Ontario. The meeting sought to clarify the roles of departments and coordinators, to set forth administrative procedures for the IPOLC, and to lay the groundwork for a first regional network of coordinators. It was organized by Health Canada and Canadian Heritage offices in Ontario.



Duality Recognized and Valued

Promotion and Rapprochement

Canadian Heritage administers a series of programs to promote the economic, social and cultural advantages of linguistic duality. By investing \$31.7M in 2001-2002, the Department fostered exchanges between young Anglophones and Francophones from different regions of Canada, increased the voluntary sector's ability to work in both official languages, and invited all Canadians to recognize and value the French language and culture as a fundamental element of Canadian identity.

A survey done by Ipsos-Reid showed that young Canadians, from both majority and minority language groups, believe that having two official languages (English and French) is an important element in feeling genuinely Canadian.

OPINION POLL OF YOUNG CANADIANS	
<i>Having two official languages (English and French) is important to my sense of what it means to be a Canadian.</i>	
All respondents	67%
Anglophones in Quebec	77%
Francophones in Quebec	70%
Francophones outside Quebec	92%
Anglophones outside Quebec	60%
<i>Data taken from the Syndicated Public Opinion Study "Reconnecting Government with Youth V," conducted by Ipsos-Reid between March 12 and April 16, 2002</i>	

CANADIAN STUDENT DEBATING FEDERATION

In autumn 2001, the Canadian Student Debating Federation (CSDF) hosted workshops on public speaking for more than 550 Francophone students and students registered in French immersion programs, and 67 teachers in seven provinces. When it was impossible to offer this training on site, the CSDF provided teachers with videos on techniques so that they could encourage their students to participate in French debates. The

DEPARTMENTAL STRATEGIC OBJECTIVE

Connections

TARGETED RESULTS

Canadians understand and appreciate the extent to which linguistic duality enriches Canadian society and are eager to experience it.

Canadians are aware of the importance of protecting and valuing the French language and culture, a fundamental element of Canadian identity.

workshops were designed to encourage French and bilingual debates and to increase the number of participants in the national competition that the CSDF hosts each year.

VOLUNTARY SECTOR

Within its Assistance for Interpretation and Translation Program and Development of Official Languages Services Program, the Department of Canadian Heritage granted more than \$665,000 to organizations working in a multitude of areas of activity. This financial support made it possible for approximately 100 projects to be carried out, offering services in both official languages and fostering the participation of both official language communities in national and international activities. Here are a few examples:

- ❑ Council of Canadian Administrative Tribunals 2001 International Conference;
- ❑ International Bureau of Social Tourism (Americas section) seminar on Youth Tourism in Canada;
- ❑ Canadian Association of Food Banks national convention and annual general meeting;
- ❑ Folklore Studies Association of Canada annual general assembly;

- ❑ International Walk to School Day of the Greenest City Environmental Organization;
- ❑ Translation of a bulletin from the International Federation on Aging;
- ❑ Coaching Association of Canada 2001 conference on leadership in sport;
- ❑ 2001 World Congress of Gerontology;
- ❑ Translation of a CD-ROM for the *Société d'histoire de Sherbrooke*;
- ❑ Atlantic Fisheries Technological Conference;
- ❑ Canadian Association of Nurses in Oncology annual conference;
- ❑ Canadian Association for Graduate Studies conference;
- ❑ Canadian Association of University Teachers conference on online education;
- ❑ 2002 Canadian Engineering Competition;
- ❑ funding the Canadian Worker Co-op Federation for provisions of services in both official languages;
- ❑ funding the Assembly of First Nations for provisions of services in both official languages.

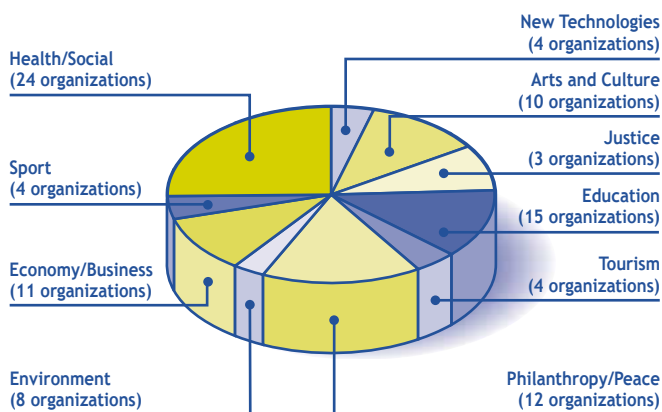


SPECIAL INITIATIVE

The Department of Canadian Heritage granted financial support to the City of Ottawa for its services offered in French. The funds must be used for translating documents, staff language training and assistance for business.

COOPERATION WITH THE VOLUNTARY SECTOR 2001-2002

Number of Organizations: 95



BIENNALE DE LA LANGUE FRANÇAISE

In the wake of the IVth Games of La Francophonie, the Ottawa-Hull region hosted the XIX^e Biennale de la langue française in the summer of 2001. The co-operative work of the *Université du Québec à Hull*, the University of Ottawa and Canadian Heritage made it possible to bring together over 200 participants (linguists, writers, poets, professors, researchers and cultural stakeholders) from across the Francophonie to discuss key issues relating to the French language in Canada and throughout the world.



An entire day dedicated to the French Language in Canada and North America provided participants with an overview of Canada. The event also made it possible for over 40 Canadians to lecture or facilitate workshops related to the theme *Youth and the French Language*.

RENDEZ-VOUS DE LA FRANCOPHONIE

With more than one thousand activities across the country, the 2002 edition of *Les Rendez-vous de la Francophonie* was a great success. Over the past four years, the number of activities on the *Rendez-Vous* calendar has kept growing. More and more people are taking advantage of this opportunity to affirm their commitment to the Canadian Francophonie. The visibility strategy was particularly effective this year, as partnerships with the media maximized the scope of each of the activities. Those with a national scope, such as *Radio Enfant*, *La Fureur de la Francophonie*, Postcards to the World and Exchange Programs received considerable media attention.

PRODUCTIONS M. E. DE L'ART (PME)

Funding from the Department made it possible to bring together four producers from Toronto and five producers from Montreal to plan the production of “Unrehearsed Beauty — *Le génie des autres*,” a bilingual play with audience participation. Adapted from the book of the same title and written by Canadian Jacob Wren, this play will be presented in Quebec City, Montreal, Toronto and Calgary. The play has an innovative concept and is produced by Anglophones and Francophones in front of audiences of both official languages, contributing to discussion, understanding and mutual respect between English-speaking and French-speaking communities.



Rendez-vous de la Francophonie: a few numbers...

Some data that eloquently sums up the *Rendez-vous de la Francophonie*:

- ❑ more than 1,200 activities;
- ❑ more than 2 million copies of the *Journal des Rendez-vous de la Francophonie* distributed throughout the country;
- ❑ nearly 1.5 million viewers for *La Fureur*'s special broadcast;
- ❑ 2,326 minutes of broadcast time on five television networks and dozens of radio stations, hundreds of pages of advertisements and promotion, and 202 articles published;
- ❑ 1,200,000 postcards from the Postcards to the World project sent to primary and secondary schools;
- ❑ over 800 on-air hours and a collaboration of over 30,000 children on *Radio-Enfant*;
- ❑ more than 700 young people enjoying a French experience in another region through exchanges.

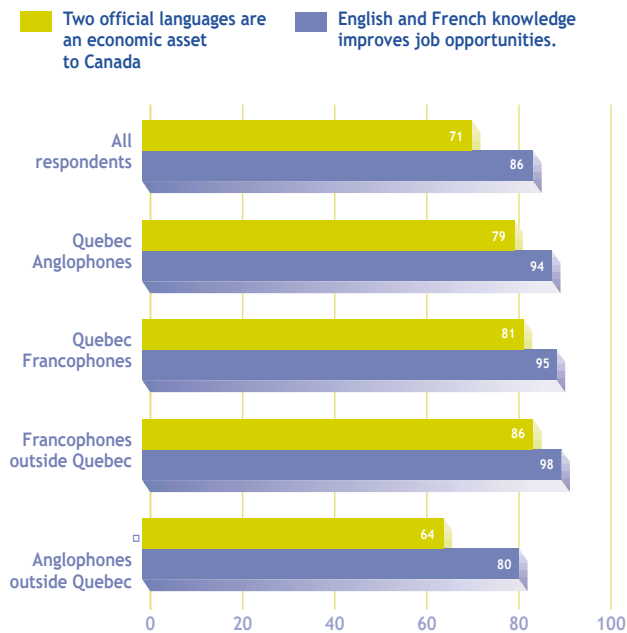


Second-Language Instruction

In February 2000, Canadian Heritage and the Council of Ministers of Education, Canada, signed a memorandum of understanding to provide quality second-language instruction in primary and secondary schools. The bilateral agreements that the Department signed with the provinces and territories contain action plans to this effect and contributed \$42.7 million to the provinces and territories. This funding covers part of the cost of teaching English or French as a second language to 2.6 million students at the primary and secondary levels across the country.

An Ipsos-Reid survey shows that most young Canadians believe that knowing English and French improves job opportunities. They also believe that Canada's two official languages are an economic asset to our country.

THE VIEWS OF CANADIAN YOUTH



Based on data from the "Reconnecting Government with Youth," 5th ed., Syndicated Poll, Ipsos-Reid, April 2002. Survey conducted from March 12 to April 16, 2002.

DEPARTMENTAL STRATEGIC OBJECTIVE

Active Citizenship and Civic Participation
Connections

TARGETED RESULT

Canadians have an opportunity to learn the other official language.

French-Language School Systems	English-language School Systems
<ul style="list-style-type: none"> 591,615 students learn English as a second language in Quebec and New Brunswick.* 	<ul style="list-style-type: none"> 2,060,322 students learn French as a second language, including 328,451 in French immersion programs.*
* Statistics not available for other provinces and territories.	* Statistics not available for core French programs in Quebec English schools.

Source: Data 2001-2002. Centre for Education Statistics, Statistics Canada.

LANGUAGE EXCHANGE PROGRAMS

During the 2001-2002 fiscal year, Canadian Heritage invested \$23.2 million in language exchange programs. These programs help reinforce second-language learning within Canada's English- and French-speaking majorities. In addition, young people who take part in a different linguistic and cultural experience are able to sensitize their home community, as well as their host community, to the personal enrichment to be gained from the knowledge of both official languages. Young people from all across the country want to participate in the exchange programs but there are never enough spaces to meet the demand. For example, only half of the applications for the Summer Language Bursary Program are accepted.

YOUNG CANADA WORKS IN BOTH OFFICIAL LANGUAGES

By providing the opportunity to work in another region of Canada, the Young Canada Works in Both Official Languages (YCW2OL) program helps young people gain work experience in their fields of study, while improving their language skills. In 2001-2002, 808 young Canadians participated in the

program; 87% worked in another province and 76% worked in their second language. Employers increased their support by 7%, from \$1.2 million in 2000-2001 to \$1.3 million in 2001-2002.

Approximately 130 young people worked in the National Capital Region at the IVth Games of La Francophonie in July 2001 as part of a special project. These students from all over the country took part, in the national capital, in a worldwide event. The experience introduced them to the many facets of La Francophonie.

SUMMER LANGUAGE BURSARY PROGRAM

The Summer Language Bursary Program (SLBP) celebrated its 30th anniversary in 2001 with the “Experience of a Lifetime” campaign. Numerous promotional activities and articles helped increase awareness about the program. Since its creation in 1971, 214,000 students from across the country have had the opportunity to appreciate the richness of Canada’s two official languages by participating in the program. The program can also be credited with bringing communities together, since it enables participants to build lasting relationships with Francophones and Anglophones from all across Canada.

In the 2001-2002 fiscal year, the SLBP enabled 7,070 young people to study their second language in an intensive five-week program offered by universities and colleges in every province in Canada. A sub-component of the program also allowed Francophone students in minority communities to improve their first language.

OFFICIAL LANGUAGE MONITOR PROGRAM

Through the Official Language Monitor Program, post-secondary students work as full-time or part-time monitors in their first official language. They work with students who are studying their second language, or French as a first language. Under the supervision of a teacher, the monitors prepare activities designed to improve the students’ language skills and to raise their awareness of the culture of the language. Since its

creation in 1973, almost 30,000 young people have taken part in the program, including 891 in 2001-2002.

FRENCH AS A SECOND LANGUAGE

Canadian Heritage provided financial support to certain provinces to introduce intensive core French programs. Accordingly, Newfoundland and Labrador and Saskatchewan have benefited from this new educational program for teaching and learning French as a second language.

LANGUAGE ACQUISITION DEVELOPMENT PROGRAM

The Language Acquisition Development Program also supports teaching English or French as a second language. It enables experts working in the field of second-language instruction to develop new and innovative methods and tools.

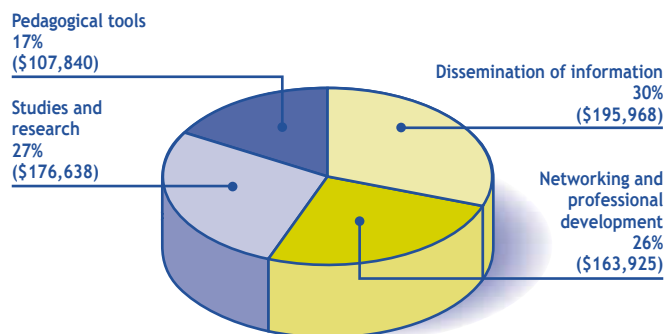
For example, McGill University received funding for a research project in the area of understanding cultures to promote inter-cultural communication in language teaching, as language, thought and culture are interrelated. The aim is to study them together rather than separately to better understand their interdependence and develop models of language teaching that foster the development of positive cultural depictions.

The chart below shows this year’s distribution of financial support by activity. Over 30% of these funds supported the sharing and dissemination of information on either research or pedagogical tools, whether by means of Internet, journals, newsletters, conferences or symposiums. These activities provide opportunities for real or virtual professional

LANGUAGE ACQUISITION DEVELOPMENT PROGRAM 2001-2002

Second Language (\$644,371)

Activities by sector



IN 2001-2002, ALMOST 9,000 YOUNG CANADIANS HAD THE OPPORTUNITY TO GAIN A BETTER APPRECIATION OF LINGUISTIC DUALITY

- ❑ 808 participants in Young Canada Works in Both Official Languages
- ❑ 7,070 participants in the Summer Language Bursary Program
- ❑ 891 participants in the Official Language Monitor Program

development and networking. Organizations such as the Canadian Association of Immersion Teachers, the Canadian Association of Second Language Teachers, and the *Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec* received funding for these initiatives.

LEARNING THE SECOND LANGUAGE

To increase awareness of the numerous advantages of second-language instruction, the Department supports and promotes a number of parent and agency networks that raise public awareness of the advantages of learning and speaking English and French.

Canadian Parents for French (CPF) is one such organization which, with financial assistance from the Department, published its second report “The State of French Second Language Education in Canada.” This document evaluates the performance of French as a second language (FSL) programs offered in Canadian schools. It includes a self-assessment tool to help parents and educators evaluate their FSL programs. The tool has helped over 4,750 parents and educators from across Canada, along with schools and school boards, examine issues such as enrollment in, and quality and accountability of, second language programs.

CPF has had a major increase in its membership—from 9,500 in 1998-1999 to 17,000 in 2001-2002. This 79% increase is partly the result of a 2001 membership drive. Posters and public service announcements were produced for television, radio and newspapers. These, on the one hand, encouraged young people to talk about the benefits of learning French and, on the other hand, encouraged parents to become members of CPF. It also encouraged the general public to recognize the

advantages of knowing French. The key messages of the campaign were: French is a language of work in Canada; it fosters and promotes diversity, and it opens up the world to Canada’s young people, helping them develop new friendships and challenging their brains.



FRENCH FOR THE FUTURE – CONFERENCE

Every year, the conference encourages Francophone and French immersion high school students to continue their studies in French. This initiative also promotes an ongoing dialogue among these students. In 2001-2002, there was an increase in the number of participants and schools registered for the fifth annual French for the Future conference. In addition, Saskatoon, Whitehorse and St. John’s were added to the list of host cities. Furthermore, many other students were able to participate in the event broadcast live via satellite to fifteen Human Resources Development Canada sites and four independent sites.

FRENCH FOR THE FUTURE					
<i>Comparative Data</i>					
	2000	2001	2002		
			Conference Sites	Satellite Sites	Total
Student participation	700	1,100	1,538	474	2,012
Participating schools	60	90	131	19	150
Participating cities	4	6	9	28	37



Financial and Statistical Data

Official Languages Support Programs 2001-2002

Breakdown of expenditures based on targeted results

STRONG MINORITY COMMUNITIES SUPPORTED BY MANY PARTNERS	
COMMUNITY DEVELOPMENT	\$
Support for official-language communities	33,675,483
Administration of justice in the two official languages	553,000
Francophonie Youth and the Future of the Communities – Initiative	3,500,000
Research Institute on Linguistic Minorities	10,000,000
Total – Community Development	47,728,483
SERVICES AND MINORITY-LANGUAGE EDUCATION	
Federal-provincial/territorial agreements on minority-language education and investment in education measures	158,186,185
Federal-provincial/territorial agreements on promotion of official languages (services in the minority language)	13,655,416
Summer Bursaries for Francophones from outside Quebec	516,973
Language Acquisition Development Program (minority language)	1,850,804
Total – Services and minority language education	174,209,378
COORDINATION OF FEDERAL COMMITMENT	
Interdepartmental Partnership with Official-Language Communities (IPOLC)	5,326,257
Total – Coordination	5,326,257
TOTAL – MINORITY COMMUNITIES	227,264,118

LINGUISTIC DUALITY RECOGNIZED AND VALUED BY ALL CANADIANS	
PROMOTION AND RAPPROCHEMENT	\$
Support for linguistic duality	7,863,410
Cooperation with the voluntary sector	665,477
Summer language bursaries	11,535,027
Official-language monitors	7,568,300
Young Canada Works in both Official Languages	4,060,000
Total – Promotion and rapprochement	31,692,214
SECOND-LANGUAGE INSTRUCTION	
Federal-provincial/territorial agreements on second-language instruction	42,691,887
Language Acquisition Development Program (second language)	644,371
Total – Second-language instruction	43,336,258
TOTAL – LINGUISTIC DUALITY	75,028,472

OVERALL TOTAL	\$ 302,292,590
TOTAL – MINORITY COMMUNITIES	\$ 227,264,118
TOTAL – LINGUISTIC DUALITY	\$ 75,028,472

Program administration cost	\$ 9,225,453
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Enrolments in Minority-Language Education Programs

Enrolment			Grades	Schools	Enrolment			Grades	Schools
NEWFOUNDLAND AND LABRADOR					SASKATCHEWAN				
1970-1971	185		K to 10	1	1970-1971	765		K to 12	12
1999-2000r	258		K to 12	2	1999-2000r	1,283		K to 12	14
2000-2001p	256		K to 12	2	2000-2001p	1,254		K to 12	14
2001-2002e	240		K to 12	2	2001-2002e	1,293		K to 12	14
PRINCE EDWARD ISLAND					ALBERTA				
1970-1971	796		1 to 12	7	1983-1984	1,076		K to 12	9
1999-2000r	608		1 to 12	2	1999-2000r	3,499		K to 12	27
2000-2001p	606		1 to 12	2	2000-2001p	3,623		K to 12	27
2001-2002e	602		1 to 12	2	2001-2002e	3,548		K to 12	27
NOVA SCOTIA					BRITISH COLUMBIA				
1970-1971	7,388		P to 12	32	1979-1980	213		K to 12	11
1999-2000r	4,169		P to 12	23	1999-2000r	2,778		K to 12	50
2000-2001p	4,109		P to 12	23	2000-2001p	2,772		K to 12	50
2001-2002e	4,069		P to 12	23	2001-2002e	2,809		K to 12	50
NEW BRUNSWICK					YUKON				
1970-1971	60,679		K to 12	196	1984-1985	30		K to 8	1
1999-2000r	39,510		K to 12	107	1999-2000r	90		K to 12	1
2000-2001p	38,445		K to 12	107	2000-2001p	112		K to 12	1
2001-2002e	39,176		K to 12	107	2001-2002e	99		K to 12	1
QUEBEC					NORTHWEST TERRITORIES				
1970-1971	248,855		K to 11	519	1990-1991	63		K to 11	2
1999-2000r	101,669		K to 11	360	1999-2000r	64		K to 11	1
2000-2001p	102,263		K to 11	360	2000-2001p	70		K to 11	1
2001-2002e	100,353		K to 11	360	2001-2002e	67		K to 11	1
ONTARIO					TOTAL — CANADA				
1970-1971	115,869		K to 13	381	1970-1971	444,942		---	1,197
1999-2000r	93,147		K to 13	417	1999-2000r	252,457		---	1,032
2000-2001p	92,628		K to 13	419	2000-2001p	251,305		---	1,034
2001-2002e	96,507		K to 13	417	2001-2002e	254,074		---	1,032
MANITOBA					TOTAL — FRENCH LANGUAGE MINORITY PROGRAMS				
1970-1971	10,405		K to 12	49	1970-1971	196,087		---	678
1999-2000r	5,382		K to 12	28	1999-2000r	150,788		---	672
2000-2001p	5,167		K to 12	28	2000-2001p	149,042		---	674
2001-2002e	5,311		K to 12	28	2001-2002e	153,721		---	672

See explanatory notes at the bottom of page 21.

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

	Total majority-language school population	Second Language		French immersion			Total majority-language school population	Second Language		French immersion		
		Enrolment	Percentage	Enrolment	Schools			Enrolment	Percentage	Enrolment	Schools	
NEWFOUNDLAND AND LABRADOR						SASKATCHEWAN						
1977-1978	155,988	67,791	43.5	95	3	1977-1978	215,332	53,804	25.0	407	2	
1999-2000r	93,801	53,939	57.5	4,773	45	1999-2000r	189,968	92,154	48.5	8,759	69	
2000-2001p	90,031	51,837	57.6	5,141	44	2000-2001p	185,783	87,361	47.0	8,590	68	
2001-2002e	87,541	49,999	57.1	4,425	45	2001-2002e	185,363	91,053	49.1	8,746	69	

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
PRINCE EDWARD ISLAND					
1977-1978	26,996	16,495	61.1	541	7
1999-2000r	23,461	14,477	61.7	3,558	25
2000-2001p	23,062	14,440	62.6	3,527	24
2001-2002e	23,040	14,211	61.7	3,386	25

NOVA SCOTIA					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	192,201	88,991	46.3	127	3
1999-2000r	152,273	86,759	57.0	12,251	96
2000-2001p	152,472	85,642	56.2	11,463	101
2001-2002e	151,685	85,338	56.3	11,967	96

	Total school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
NEW BRUNSWICK					
Students in English-language system taking French second language courses					
1977-1978	109,128	70,629	64.7	3,179	34
1999-2000r	89,656	71,653	79.9	22,030	131
2000-2001p	89,716	71,423	79.6	23,388	130
2001-2002e	87,061	69,970	80.4	21,067	131
Students in French-language system taking English second language courses					
1999-2000r	39,510	28,205	71.4		
2000-2001p	38,390	27,499	71.6		
2001-2002e	39,163	27,925	71.3		

QUEBEC					
Students in French-language system taking English second language courses					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	1,036,555	667,472	64.4		
1999-2000r	882,939	566,365	64.1		
2000-2001p	874,522	557,733	63.8		
2001-2002e	886,635	563,690	63.6		
Students taking French immersion					
1977-1978	17,754	17,754		17,754	n.a.
1999-2000r	39,313	39,313		39,313	168
2000-2001p	40,212	40,212		40,212	168
2001-2002e	38,388	38,388		38,388	168

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
ONTARIO					
1977-1978	1,826,909	883,269	48.3	12,764	160
1999-2000r	1,995,858	1,113,979	55.8	157,410	1,093
2000-2001p	2,029,146	1,166,823	57.5	159,716	1,089
2001-2002e	2,064,473	1,185,959	57.4	165,939	1,093

MANITOBA					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	213,205	85,619	40.2	1,667	13
1999-2000r	191,164	90,069	47.1	16,947	100
2000-2001p	190,413	89,251	46.9	17,213	98
2001-2002e	191,712	91,992	48.0	17,602	100

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
ALBERTA					
1977-1978r	439,804	118,587	27.0	7,249	35
1999-2000r	537,786	142,845	26.6	25,205	156
2000-2001p	546,711	144,063	26.4	26,062	157
2001-2002e	544,580	149,157	27.4	26,313	156

BRITISH COLUMBIA					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	527,769	161,110	30.5	1,301	15
1999-2000r	619,990	274,636	44.3	29,603	227
2000-2001p	631,783	272,048	43.1	30,423	229
2001-2002e	620,520	277,207	44.7	29,662	227

YUKON					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	5,394	2,285	42.4	n.a.	n.a.
1999-2000r	6,094	3,603	59.1	351	2
2000-2001p	5,752	3,489	60.7	244	2
2001-2002e	5,693	3,468	60.9	327	2

NORTHWEST TERRITORIES					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	12,717	3,200	25.2	n.a.	n.a.
1999-2000r	18,828	3,367	17.9	593	5
2000-2001p	19,411	3,401	17.5	624	5
2001-2002e	19,298	3,580	18.5	629	5

TOTAL – CANADA					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	4,779,752	2,237,006	46.8	45,084	272
1999-2000r	4,880,641	2,581,364	52.9	320,793	2,117
2000-2001p	4,917,404	2,615,222	53.2	326,603	2,115
2001-2002e	4,945,152	2,651,937	53.6	328,451	2,117

Students in English-language systems taking French second language courses					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	3,743,197	1,569,534	41.9	45,084	272
1999-2000r	3,958,192	1,986,794	50.2	320,793	2,117
2000-2001p	4,004,492	2,029,990	50.7	326,603	2,115
2001-2002e	4,019,354	2,060,322	51.3	328,451	2,117

Students in French-language systems taking English second language courses					
	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Schools
1977-1978	1,036,555	667,472	64.4		
1999-2000r	922,449	594,570	64.5		
2000-2001p	912,912	585,232	64.1		
2001-2002e	925,798	591,615	63.9		

K = Kindergarten
P = Primary
r = Revised
p = Preliminary

e = Estimates from Statistics Canada
ESL = English as a second language
FSL = French as a second language
n.a. = Data not available

Notes:

1. Minority language figures for 1970-1971 exclude Alberta, for which no figures were available, and British Columbia, Yukon and Northwest Territories, for which there were no minority-language schools in 1970-1971. For each of these jurisdictions, the earliest year for which data is available is provided in the tables to establish a reference year.
2. Second language figures include enrolments for the majority language system (French in Quebec and English elsewhere) except for New Brunswick, where second-language data is provided for both the English-language and French-language school systems from 1995-1996 to the present. For all second language enrolment totals, the French immersion enrolments are included and are given separately as well. For Quebec English-language schools, only statistics on students enrolled in French immersion programs are available.
3. Second language totals for 1977-1978 do not include Yukon or Northwest Territories, for which no data was available.

Source: Centre for Education Statistics, Statistics Canada

Official Languages Support Programs 2001-2002

Breakdown of expenditures by province/territory and by program

Province/Territory	Official languages in Education			Services in the Minority Language (\$)	Support to Official-Language Communities (\$)	Other Programs (\$)	Grand Total (\$)
	Minority Language (\$)	Second Language (\$)	Sub-total OLE (\$)				
Newfoundland and Labrador	1,199,750	1,672,056	2,871,806	433,750	875,900	---	4,181,456
Prince Edward Island	4,592,855	366,145	4,959,000	1,486,650	783,200	---	7,228,850
Nova Scotia	2,721,395	2,685,105	5,406,500	515,000	1,489,065	---	7,410,565
New Brunswick	14,886,195	3,855,850	18,742,045	2,495,000	2,377,145	---	23,614,190
Quebec	49,457,805	1,375,195	50,833,000	---	3,033,001	---	53,866,001
Ontario	61,591,341	15,661,995	77,253,336	1,187,000	4,966,802	---	83,407,138
Manitoba	7,906,450	3,658,850	11,565,300	1,301,600	2,339,370	---	15,206,270
Saskatchewan	3,648,082	1,988,418	5,636,500	325,416	2,123,550	---	8,085,466
Alberta	3,685,000	4,856,000	8,541,000	215,000	2,638,279	---	11,394,279
British Columbia	4,840,280	5,626,720	10,467,000	250,000	2,387,880	---	13,104,880
Yukon	669,532	334,553	1,004,085	1,470,000	360,360	---	2,834,445
Northwest Territories	704,000	457,000	1,161,000	1,650,000	513,802	---	3,324,802
Nunavut	2,180,000	154,000	2,334,000	2,326,000	242,550	---	4,902,550
CMEC	103,500	---	103,500	---	---	---	103,500
Sub-total	158,186,185	42,691,887	200,878,072	13,655,416	24,130,904	---	238,664,392
Summer Language Bursaries	516,973	11,535,027	12,052,000	---	---	---	12,052,000
Official-Language Monitors	---	7,568,300	7,568,300	---	---	---	7,568,300
Support to Communities							
- Canada-National Organizations Agreement	---	---	---	---	3,659,922	---	3,659,922
- Strategic Development Fund	---	---	---	---	5,884,657	---	5,884,657
Administration of Justice in the Two Official Languages	---	---	---	---	---	553,000	553,000
Language Acquisition Development Program	---	---	---	---	---	2,495,175	2,495,175
Interdepartmental Partnership with the Official-Language Communities	---	---	---	---	---	5,326,257	5,326,257
Support for Linguistic Duality	---	---	---	---	---	7,863,410	7,863,410
Cooperation with the Voluntary Sector	---	---	---	---	---	665,477	665,477
Young Canada Works in both Official Languages	---	---	---	---	---	4,060,000	4,060,000
Research Institute on Linguistic Minorities	---	---	---	---	---	10,000,000	10,000,000
Francophone Youth and the Future of the Communities - Initiative	---	---	---	---	---	3,500,000	3,500,000
Grand Total	158,703,158	61,795,214	220,498,372	13,655,416	33,675,483	34,463,319	302,292,590