

## Community Development

- On March 21, 1995, the *Prix littéraire franco-ténois* was launched by the *Fondation franco-ténoise*. The goal of this competition is to encourage all forms of literature (poetry, essay, short story, etc.) bearing on Northern Canada. The ten prizes include stays at a summer literary camp for young people, a stay at the *Camp littéraire de Félix Leclerc*, a trip to the *Salon du livre* in Montreal, books, etc.

- In an effort to improve communications with its members, the *Fédération franco-ténoise* began publishing an internal newsletter.

## Promotion

- The *Semaine de la francophonie* was celebrated by all Francophones in the Northwest Territories. For example, Iqaluit held a Francophone film festival, and all students at the *École Allain St-Cyr* in Yellowknife were treated to a visit to a sugarbush as well as a dog sled ride.

## B. On the national scene

### 1. Federal-Provincial Cooperation

- At the initiation of the Government of New Brunswick, a preliminary federal-provincial/territorial meeting of the ministers responsible for official languages and services to official-language minority communities was held on August 15 and 16, 1994, in Moncton, as part of the World Acadian Congress. This meeting helped lay the foundation for a permanent forum which will facilitate the sharing of information and expertise with respect to services in the minority official language. The work of this forum will also serve as a guide for the Department of Canadian Heritage in concluding agreements with provincial and territorial governments in this regard. In promoting the creation of this forum and participating in multilateral cooperation, the federal government is attempting to increase the positive repercussions of its promotional efforts with the provinces.
- Negotiations with the Council of Ministers of Education, Canada with a view to concluding a new multilateral Protocol of Agreement on official languages in education continued in 1994-95. The previous Protocol, which expired in 1993, established the conditions of federal support to the provinces and territories for retaining and developing minority official-language education and second-language instruction programs. However, the lack of a multilateral Protocol has not hindered program delivery. Since 1993, the Department has signed annual bilateral agreements that enable it to continue supporting provincial and territorial governments.

## 2. Community Development and Cooperation with National Francophone Organizations

In 1994-95, many nation-wide activities were carried out, with the support of the Department of Canadian Heritage, by all the national organizations working toward the advancement of the Canadian Francophone community. The following are several examples of these achievements, by major area of activity:

### Associations and Strategies

- January 25, 1995, marked the official opening of *Place de la francophonie* in Ottawa, a building which houses five organizations under the same roof in order to consolidate operations. These organizations are: the *Fédération des communautés francophones et acadienne du Canada*, the *Fédération culturelle canadienne-française*, the *Fédération de la jeunesse canadienne-française*, the *Fédération nationale des femmes canadiennes-françaises* and the *Conseil canadien de la coopération*.
- At a time when it is continually necessary to make adjustments and adapt to all the changes, numerous training activities were held for the volunteers and permanent staff of associations, for example, in the field of media management. Practical training sessions were provided by the *Commission nationale des parents francophones*, for school trustees and those involved in the preschool sector. Other organizations, such as the *Fédération des communautés francophones et acadienne du Canada* and the *Fédération nationale des femmes canadiennes-françaises*, were involved in strategic planning or, like the *Assemblée des aînées et aînés francophones du Canada*, devoted their energy to organizational development.
- The organizations were very active in their representational activities. Among other things, they submitted many briefs on

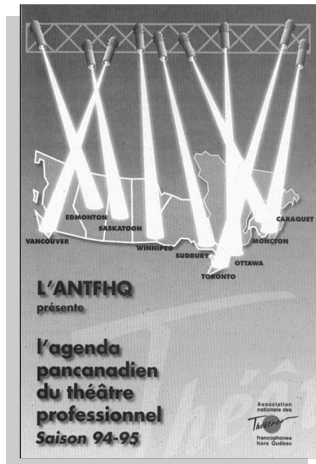
various issues, such as the information highway (the *Fédération des communautés francophones et acadienne du Canada* and the *Fédération de la jeunesse canadienne-française*), the Canadian Broadcasting Corporation (*Fédération des communautés francophones et acadienne du Canada* and the *Regroupement des arts médiatiques*) and human resources development.

### Education

- The expertise module of the *Commission nationale des parents francophones* produced six legal opinions on school management this year for four provincial components. The purpose of this module is to advise the *Commission* on the follow-up of Supreme Court decisions and the best negotiation strategies.
- The *Commission nationale des parents francophones* conducted a study on gifted children in order to make parents and teachers aware of the fact that these children can become dropouts and to identify solutions, such as centres of excellence.
- The *Fédération de la jeunesse canadienne-française* compiled a directory listing over 300 new national and provincial bursaries. It also updated its directory of programs for post-secondary studies and drew up a guide on the operation of student councils.
- The *Réseau national d'Action Éducation Femmes* carried out a project entitled *Vers l'équité en éducation physique: partenariat et création d'un milieu non sexiste pour les jeunes francophones* to identify strategies for creating a non-sexist environment in physical education classes. To this end, the *Réseau* held both provincial and national consultations and produced an information kit on equity.

- The *Réseau* also held national Francophone women's education week, focussing on education for the future, from October 23 to 30, 1994.

## Culture

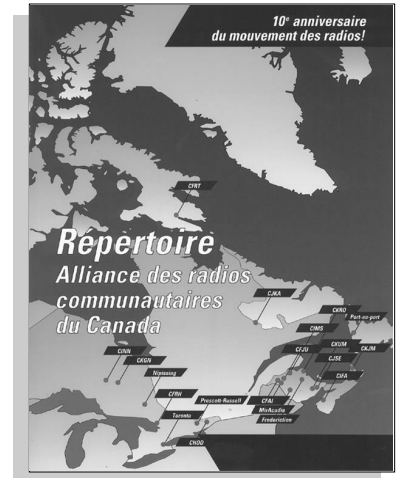


- The *Association nationale des théâtres francophones hors Québec* produced the second edition of a Canada-wide professional theatre calendar featuring some thirty plays produced by the twelve troupes belonging to it.

- In 1994-95, the theatres played a key role in the school community. They gave 455 performances in 372 schools and reached 80,664 students. In addition, 33 school troupes participated in three festivals organized by professional theatres (850 students took part in 47 performances).
- Through its *Coup de pouce* service, the *Fédération culturelle canadienne-française* contributes to the cultural, community and artistic development of Francophones by offering limited financial support or donating services to organizations in these areas, while encouraging diversification of funding and coordination and exchange of information between participants from the different regions across Canada.
- The *Regroupement des éditeurs canadiens de langue française* organized the second *Quinzaine promotionnelle des littératures d'expression française* to promote 19 works with the participation of close to 50 bookstores.

## Communications and Community Radio

- In 1994-95, the *Association de la presse francophone* launched a new Canadian reporter trainee program which helps young college and university graduates in communications and journalism find employment with the *Association's* member newspapers after completing their studies.
- To facilitate the local and national sale of advertising and promote the self-sufficiency of its members, the *Association de la presse francophone* undertook to draw up a profile of the readers of member newspapers.
- The *Alliance des radios communautaires du Canada* conducted a similar study in order to become more familiar with the radio audience and thus provide better-oriented programming.



- On the tenth anniversary of the community radio movement, the *Alliance des radios communautaires du Canada* also produced a directory of community radio stations in Canada in order to promote them and help them generate advertising revenue.
- The *Alliance des radios communautaires du Canada* upgraded its mobile radio equipment to better serve its members. In fact, this equipment, which is used for broadcasts of short duration, is an excellent fund-raising tool for growing radio stations.

## Information Highway

- In February 1995, the *Association de la presse francophone* undertook a project to link its newspapers and its national office through the Internet. An initial attempt was made between the Manitoba newspaper *La Liberté* and the *Association*. The results showed that the Internet really is the road to the future.
- In 1994-95, the *Fédération culturelle canadienne-française* laid the foundation for cooperation with the *Village électronique francophone* to ensure the presence of the Canadian Francophone community on the information highway. The *Fédération* will develop cultural content and handle liaison with the network of Canadian Francophone associations.
- For the *Alliance des radios communautaires du Canada*, a first step onto the information highway was to install a communication system in seven radio stations to enable them to communicate by electronic mail, have access to a bulletin board and hold conferences. The *Alliance* also conducted a study to determine the equipment required to support a news, program exchange and distance-education service.

### Since March 31, 1995

A symposium on the information highway, organized by the Department of Canadian Heritage in June 1995, helped make many interested people aware of the opportunities that have opened up through this means of information.

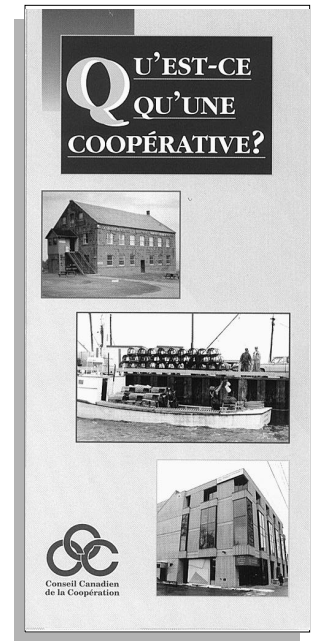
Considerable progress has been made in relation to the information highway. Many national organizations now "surf the Net" and others are preparing to do so.

## Economics

- Following the Francophone national economic summit in 1993, the *Comité d'adaptation*

*des ressources humaines de la francophonie canadienne* (Canadian Francophone human resources adaptation committee), sponsored by the *Fédération des communautés francophones et acadienne du Canada* and the *Conseil canadien de la coopération*, was formed. Its mandate was to develop an overall occupational training and workforce adjustment plan, which should be ready in the near future.

- The *Conseil canadien de la coopération* assumed the chairmanship and secretariat of the consultation committee on economic development, which brings together national organizations from all sectors. This committee's mandate is to develop concrete courses of action to follow up the national economic summit. In 1994-95, its work focussed on the promotion of entrepreneurship, job training and the information highway.
- To underline cooperative education, the *Conseil canadien de la coopération* initiated a number of promotional, especially youth-oriented, activities. It prompted several Francophone cooperatives to provide young people with practical training in the principles and values of the cooperative movement and raise their awareness of the importance of community development.
- Among its promotional activities, the *Conseil canadien de la coopération* also produced a brochure highlighting the principles of cooperation and the creation of cooperatives.



- In its focus on young entrepreneurs, the *Fédération de la jeunesse canadienne-française* decided to offer two youth entrepreneurship awards, the first to recognize

the entrepreneurial spirit of a youth who has already set up his/her own business and the second, to encourage a young person in the planning stage of his/her business.

### 3. Promotion and Dialogue

In addition to enhancing the vitality of Anglophone and Francophone minority communities, the Department's goal is to promote French and English in Canadian society. Canada's bilingual character is a fundamental component of our national identity. In partnership with organizations working in various milieus, we emphasize the advantages and spinoffs of linguistic duality in Canada and abroad, help voluntary organizations reflect this characteristic in their activities, and encourage activities that foster mutual understanding between Francophones and Anglophones.

To achieve this, the message on official languages will increasingly be linked to others in order to make it available to more people. Reaching Canadians in all spheres of activity (education, sports, culture and so on) is a key part of the promotion strategy we wish to implement. For example, the Department is cooperating with the national and regional offices of Canadian Parents for French in order to improve access to second-language instruction and promote linguistic duality across Canada.

Various international forums within the Council of Europe provided an opportunity for Canadian experts to highlight our country's expertise in second-language instruction abroad. These exchanges enabled Canada to confirm its leadership role and fostered cooperation with other participating countries.

#### Since March 31, 1995

An action plan has been developed in order to incorporate official languages into the government's major strategic initiatives in tourism and in the promotion of education at the international level.

A number of activities promoting linguistic duality took place during the year, both at headquarters and in the regions. They included contests, exhibits, the preparation and distribution of written material of various types, and celebrations marking special events relating to minority- or second-language education or the cultural development of minority communities. Some of the key events are presented below, while regional activities are described under the heading "On the Regional Scene" beginning on page 20.

#### Semaine nationale de la Francophonie

For the third consecutive year, the Department was actively involved in celebrating the *Semaine nationale de la francophonie* which took place March 20 to 26, 1995. This event, coordinated by the *Association canadienne d'éducation de langue française*, promotes the vitality and use of the French language, as well as the exchange of ideas and discussion of accomplishments among the various sectors of the Francophone community in Canada.



The theme for 1995 was "Ethnocultural Diversity in Canada's Francophone Community", chosen to pay tribute to the Canadians of various origins and cultures who have the use of the French language in common. The Minister of Canadian Heritage invited his federal colleagues to join in the activities in their respective departments. Promotional material was also distributed in federal regional offices to mark the event.

Association of Immersion Teachers, the Canadian Association of Second Language Teachers, the Society for Educational Visits and Exchanges in Canada and the *Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec*, the Department of Canadian Heritage oversaw the third annual writing contest.

It's cool to be dual!  
Jarret Deon,  
Pomquet,  
Nova Scotia,  
Write it up!  
contest

This year's contest asked students across Canada to write to the Right Honourable Jean Chrétien, Prime Minister of Canada, and tell him about the importance of French and English in Canada and why they are proud to know Canada's two official languages. They were also asked to make up a slogan about why it is great to be able to speak both English and French.

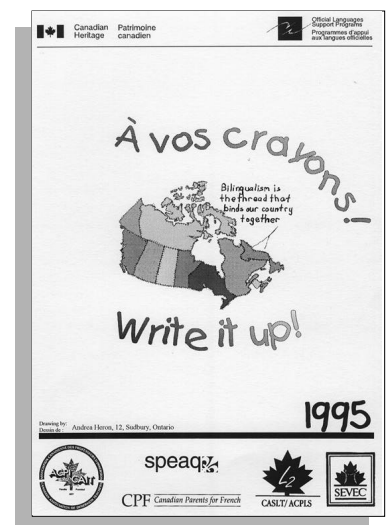
An official ceremony, attended by the Prime Minister, the Speakers of the House of Commons and the Senate, the Minister of Canadian Heritage and several other federal ministers, was held on Parliament Hill on March 20 (*Journée internationale de la francophonie*) where Canadian and international *francophonie* awards were presented in the areas of education, informatics and literacy. The Official Languages Support Programs Branch also presented an exhibition in the lobby of the Canadian Heritage headquarters building where representatives of *TV5*, the *Association canadienne d'éducation de langue française*, the *Banque internationale d'information des États francophones*, and the Department's library as well as its multiculturalism program were available to answer questions.

The 4,200 students who wrote to Mr. Chrétien certainly enjoyed doing so and they were passionate in their views about Canada's two official languages. There were several recurring themes in the letters:

- Canadian unity is essential;
- keep Quebec in Canada;
- maintain funding for second-language learning;
- learning a second language makes people more tolerant of other cultures.

### Write it up! Contest

The 1995 *Write it up!* contest, aimed at students ages 10-13 who are enrolled in second official-language classes, was the most successful to date. With the invaluable help of Canadian Parents for French, the Canadian





Once again, 100 prizes were awarded to winners. Four first-prize winners from Ontario, Alberta, Nova Scotia and New Brunswick were awarded portable CD stereos; winners of second, third and fourth prizes received walkmen, backpacks and T-shirts. All contest participants received a letter signed by the Prime Minister.

The slogans gathered from this year's contest will appear in various publicity documents of the Department of Canadian Heritage as well as those of our partner associations. Another contest is planned for next year.

**Dictée P.G.L. and Dictée des Amériques**

- The *Dictée P.G.L.* is a series of activities which has been taking place from November to May for the past five years within the *Fondation Paul Gérin-Lajoie*. It enables children from French elementary and immersion schools to improve their knowledge of French in interesting and enjoyable ways, encourages awareness of environmental issues, and promotes sharing and solidarity with children from Third World countries. One of these activities is a French dictation contest bringing together young people from Canada, Louisiana and Senegal, and culminating in a televised finale in May. Thanks to our department's contribution, over 106,000 pupils from 643 schools from every province participated in this contest. For the first time, brochures were published in English to publicize this contest among the English-speaking majority.
- The Department was also involved in the second annual *Dictée des Amériques*, the very successful international French dictation competition which helps promote proper usage of the French language and contributes to the influence of French on the world scene.



Taking part in the competition were some 60,000 contestants from nine provinces and two territories in Canada, as well as from the United States, Latin America, Europe and Africa. It is interesting to note that two Canadians - from Manitoba and Quebec - were among the five grand champions. One of the judges in the televised finals at the *Université de Montréal* was Hélène Cormier of the Department's Official Languages Support Programs Branch. The Department set up a stand in the lobby of the university conveying best wishes from the Minister of Canadian Heritage to all of the *Dictée's* finalists and champions.

**275-Info**

This series of nine public affairs broadcasts, aimed at young Francophones from six to twelve years of age living from coast to coast, was broadcast monthly between October 1994 and June 1995 on the French-language Canadian Broadcasting Corporation radio in cooperation with the *Association canadienne d'éducation de langue française*. It was produced in conjunction with *275-ALLÔ*, a daily phone-in program popular with children.

Each of the broadcasts was developed within a school by children interested in the project. Various themes were dealt with, e.g. rights of the child, culture, the Canada Games, cinema, *francophonie*, relations between Anglophones and Francophones, native peoples, culture and the arts. Children from some 60 French and immersion schools from across the country

participated enthusiastically in the development of these themes and communicated their viewpoints on the air in a variety of regional accents.

*275-INFO* was very well received not only by the children but also by the participating schools. Listeners included teachers, the parents of the students, as well as their families and friends. In the final program, the spotlight was on children from the ten provinces and two territories across Canada who were invited to present their part of the country as an interesting place to spend a summer vacation.

**Since March 31,1995**

*275-Info* was selected in the fall of 1995 as the grand prize winner from among 55 candidates throughout the world in the "children's programs" category by the Asia-Pacific Broadcasting Union.

**Promotional Materials**

In addition to the above-mentioned activities promoting the official languages, the Department of Canadian Heritage produced and distributed a number of promotional materials, including publications, fact sheets, brochures and discussion papers during the 1994-95 fiscal year. Several of these documents were produced jointly with other organizations. A complete list is provided in Appendix A ("Publications") on page 50.

**Exchanges and Language visits**

The Summer Language Bursary and Official-Language Monitor programs are two very successful national programs created to give young Canadians the opportunity to learn their second official language or, in the case of Francophone minorities, to perfect their mother tongue. The programs are administered by the provincial and territorial departments of education in conjunction with the Council of Ministers of Education, Canada. Both of these programs are so popular that

each year the number of applications greatly exceeds the funding available.

- In 1994-95, the Summer Language Bursary Program enabled 6,200 young people to take five-week immersion courses in some forty colleges and universities throughout Canada. The bursary recipients receive a very structured educational experience and, after class hours, participate in numerous cultural activities. They are housed in university or college residences or in private homes, which ensures that their learning experience remains intensive over the entire five-week period.
- Separate bursaries are awarded to post-secondary students to enable them to work as monitors (minority-language or second-language) on a part-time basis under the Official-Language Monitor Program. An additional full-time component of the program also exists wherein monitors work in rural or semi-urban communities. In 1994-95, there were close to 1,000 participants in the program.



*Students learning their second language from a monitor.*

Monitors are placed in educational institutions for a period of eight months, in the case of part-time monitors, and nine months for full-time monitors. They are given various duties which, along with their participation in the daily life of the community, strengthen or reinforce their knowledge of their mother tongue or their second language.



## Cooperation with the Voluntary Sector

There are hundreds of voluntary organizations across the country dedicated to promoting the use of both official languages as part of the regular provision of services to their members

*“We very much appreciate the support we have received from the Department of Canadian Heritage. This past year has been most beneficial in creating a positive climate for change within the organization both at the national and regional levels. We believe we are now well positioned to steadily enhance our services to our members of both official language groups.”*

**Excerpt from a letter received from Eric Burton, Coordinator of Regional Development, Boys and Girls Clubs of Canada**

and to communicating more effectively with the general public. The Department supplies these organizations with grants for up to half the cost to provide translation and interpretation services at seminars, meetings and other important gatherings. The Department also considers official languages

development projects that help organizations acquire the means to provide services in both official languages.

## Financial Support

- Demand is always very high for assistance to satisfy various financial requests for official languages services. Some 200 associations were funded this year to hold important

events throughout Canada in both official languages.

- In spite of budgetary restrictions, the program was also able to continue providing assistance to groups to establish official-language services within their organizations on a permanent basis. Sixty-five groups have implemented a three- to five-year program to meet this objective.

## Development of Practical Tools

In order to allow a maximum number of groups to benefit from the expertise acquired by the advisors and beneficiaries of the Development of Official Languages Services Program, the idea of a practical guide on managing services in the two official languages was developed. The necessary research was carried out and the guide is expected to be published in the near future. Some of the key features of the guide are information on strategies to employ, how to budget expenses for official languages services, and models of bilingual formats.