



Canadian
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OFFICIAL LANGUAGES

Annual Report 2005-2006

Volume 1

Official Languages Support Programs

Canada 



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Minister of International
Cooperation and Minister
for La Francophonie and
Official Languages*

MESSAGE FROM THE MINISTER

Linguistic duality lies at the heart of our Canadian identity. Our Government's actions to strengthen this duality reflect our commitment to support the coexistence of the two major language communities in Canada and to take full advantage of the benefits it brings to the nation's development.

Since I became Minister, I have had the honour of meeting Canadians living in official-language minority communities, as well as partners who help us promote Canada's linguistic duality. Each time, I have come away not only impressed by their solidarity, energy, and determination, but also motivated, more than ever before, to work with them to help their communities flourish and to strengthen our linguistic duality.

Since the beginning of its mandate, Canada's New Government has been increasing its efforts to lay the foundations for a stronger, more prosperous and more united country. As Minister of International Cooperation and Minister for La Francophonie and Official Languages, I am well aware that we will achieve this objective only if we enable all Canadians to live and thrive in English and in French, no matter where they live in our vast country.

To meet these goals, we have increased efforts to strengthen our cooperation with our key provincial and territorial partners, as well as with our community partners.

As soon as I took office, I made it a priority to sign bilateral education agreements with each province and territory, which will enable us to invest no less than one billion dollars over four years—an unparalleled sum. In addition, we have signed important bilateral agreements with the provinces and territories on minority-language services that are worth close to \$64 million over four years.

Our Government also continues to directly support non-profit organizations that represent official-language minority communities. We have increased the amounts budgeted for this purpose by 11% since last year.

These agreements are an important step in the right direction. In partnership with provincial and territorial governments, and with leaders of official-language minority communities, we are going to stay the course and work

together to give all Anglophones and Francophones in this country the best official-language programs and services possible.

I would also like to highlight how much our Government values young Canadians, who are helping to revitalize the use of both official languages across the country.

As Minister of International Cooperation and Minister for La Francophonie and Official Languages, I begin the coming year with the desire to breathe new life into our efforts to promote and strengthen French-speaking Canada and our official languages, which are and will continue to be among Canada's greatest assets.



Josée Verner

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DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES

Nearly two million people live in official-language minority communities (OLMCs) throughout Canada. In 2005-2006, Canadian Heritage invested nearly \$232.3 million and worked with some 400 local organizations, 16 federal institutions, and provincial and territorial governments on behalf of these communities.

1

WHAT WE TARGET:

Enhance the vitality of Canada's Anglophone and Francophone minority communities and support and assist their efforts to live in their own language and fully participate in Canadian society.

■ COMMUNITY LIFE

The goal of the *Community Life* component of the Development of Official-Language Communities Program is to enable the federal government to work with partners to offer official-language minority communities access, in their language, to the services and infrastructure they need to develop and thrive.

In 2005-2006, Canadian Heritage contributed nearly \$53 million to this component.

■ COOPERATION WITH THE COMMUNITY SECTOR

The 2005-2006 fiscal year was highlighted by the creation of a new cooperation framework based on the *Accord Between the Government of Canada and the Voluntary Sector*. Drawing on best practices that have emerged from the communities since 1994, the framework states that cooperation should go beyond direct funding for community organizations. It also outlines the responsibilities of the Department and the community.

2

WHAT IS BEING DELIVERED:

- Cooperation with community sector to support community development initiatives and infrastructure;
- Intergovernmental cooperation to improve minority-language service offering;
- Partnerships with various federal institutions and official-language communities to support and assist their development;
- Support for implementation of youth employment projects.

3

OUTCOMES (EXAMPLES):

- Circulation of French-language books in Prince Edward Island has seen a remarkable increase;
- The *Jeux de la francophonie canadienne 2005*, held in Winnipeg in July, brought together 855 young Francophones and Francophiles (ages 15 to 18) from across Canada and welcomed more than 5,000 visitors;
- To stem the exodus of young people from Northwestern Ontario, the *Techno Nord-Ouest* project offers leadership and team-building seminars for young Francophones;
- The new *Radio Nord-Est* in Saint-Paul, Alberta, is the only radio station of its kind, since it was founded as a cooperative between the region's various stakeholders;
- 352 young people have had the opportunity to gain valuable work experience within their OLMCs, thanks to the Young Canada Works program.

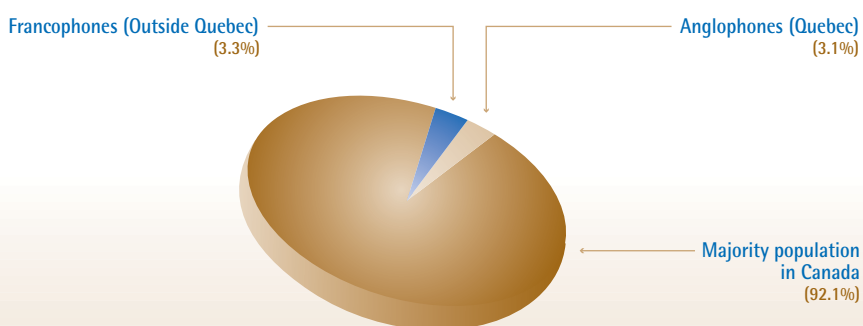
New Collaboration Accords

The Government of Canada has worked with official-language minority communities for more than 30 years. The Canada-Community agreements have gradually led Canadian Heritage and community organizations from each province and territory toward greater involvement in their own development. The new collaboration accords continue this trend and encourage all architects of this development to work together. In particular, they: acknowledge the vital role of volunteers and community networks in improving the quality of life in these communities; formalize the long history of cooperation between the parties; and formulate the desired results/outcomes. The new accords seek to improve governance by defining the roles and responsibilities of all parties, while allowing each to establish and maintain its own framework.

These accords include Canadian Heritage's investments for collaboration with the community sector up to 2009. They highlight the need for constructive and effective

Proportion of Official-Language Minority Communities (OLMC) Relative to the Total Canadian Population Canada, 2001

Francophones living in official-language minority communities constitute 3.3% of the total population of Canada. Anglophones in minority situations represent 3.1% of the Canadian population.



Source: Official Languages Support Programs Branch, Canadian Heritage, based on data from the 2001 Census, Statistics Canada, 20% sample. First Official Language Spoken (FOLS) is a derived variable based on the responses to language questions in the Census of Canada.

Did you know that in 2006...

- 92% of minority-language Canadians say the future of their community is important to them, and 91% say they are willing to work to ensure the survival of their language and culture;
- The satisfaction rate of minority-language Canadians regarding educational services in their language, in their community, has gone up since 2002 (from 79.9% to 85.7% for primary and secondary education, and from 77.6% to 79.8% for post-secondary education and training);
- 73.8% of minority Anglophones and Francophones said they were satisfied with minority-language services in their region. The three activity sectors with the highest

rates of satisfaction were: media and communications; post-secondary education and training; and primary and secondary education;

- 71% of Canadians feel that government services (federal, provincial, municipal) should be offered in English and French from one end of the country to the other, compared to 66.5% in 2002. In addition, a very strong proportion of young Canadians (90% from 18 to 30 years, believe this.

Source: Research Team, Official Languages Support Programs, Department of Canadian Heritage, statistics taken from GPC Int. 2002 and Decima Research 2006, Attitudes and Perceptions towards Canada's Official Languages.

dialogue, and outline the mechanisms and conditions needed to determine the most effective future interventions. This requires the implementation of a collaborative process for setting development priorities that respect the rules of departmental accountability and community representation. To this end, the agreements call on the community sector to identify concrete results, submit a realistic and structured vision of needs, and encourage the cooperation and participation of other partners. For its part, Canadian Heritage is called on to promote the community society project within the federal government, and at other levels of government with which the communities interact.

Community Development and Facilitation

In addition to supporting its development and coordination activities, Canadian Heritage has supported and assisted a range of activities of the *Fédération des communautés francophones et acadienne* (FCFA), which helped to determine future development priorities. Those priorities identified by members have included, among other things, the need to promote and enhance the vitality of Francophone and Acadian communities by increasing active participation and skills development within the community and volunteer sectors.

As part of its Heritage Stewardship and Awareness Training campaign, the Quebec Anglophone Heritage Network offered free workshops to 250 people in four regions of the province. These workshops explored legal mechanisms for protecting the heritage of Quebec's Anglophone community. The workshop guide, entitled *Bright Futures Begin in the Past*, is available on the organization's Web site.

In the health care field, the Committee for Anglophone Social Action (Gaspésie) worked with four other associations serving Eastern Quebec's Anglophone communities. Together, these groups have compiled a list of services offered in the region and those requiring travel. The findings will be used to improve access to services for Anglophones in remote or rural communities.

In 2005-2006, Ontario's community sector underwent a major overhaul. The *Assemblée de la francophonie de l'Ontario* (AFO) was created through a merger of the *Association canadienne-française de l'Ontario* and the *Direction de l'entente Canada-communauté Ontario*. The AFO's goal is to become more of a political and consultation representative. It seeks to ensure the long-term survival of Ontario's Francophone minority community by reducing assimilation rates and increasing language and culture transmission rates.

The *Union provinciale des minorités raciales et ethnoculturelles de l'Ontario* was also created, sponsored by the *Centre des jeunes francophones de Toronto*. The Union provides a single voice and consultation framework to more effectively represent the community's interests before decision-making authorities.

Close Cooperation Between the West and the North

Each collaboration accord signed with Francophone communities from the West and the Territories contains a specific clause on interprovincial and interterritorial cooperation.



One particular initiative targets young Francophones from Northwest Ontario, to try to stem their exodus from the region. Now in its third year, the *Techno Nord-Ouest* project proposes a community development model based on the training of young experts in community leadership and technology. By providing funding in 2005-2006 to the project initiator, the *Association des Francophones du Nord-Ouest de l'Ontario*, Canadian Heritage helped nearly 30 young people take part in leadership and team-building seminars.

Jeux de la francophonie canadienne 2005

Held in Winnipeg, the *Jeux de la francophonie canadienne 2005* brought 855 Francophones and Francophiles, ages 15 to 18 together from across Canada. Participants had the opportunity to showcase their talents in sports, artistic and cooperative events, and, for the first time, received leadership training. In short, the Jeux were a celebration of the French language and culture where, over the course of the event, more than 5,000 people attended to show their pride and engagement.

Culture

The Agreement for the Development of Francophone Arts and Culture contributes to the growth and development of Francophone minority communities throughout Canada. Its signatories are federal institutions, namely the Canada Council for the Arts, the National Arts Centre, the *Société Radio-Canada*, the National Film Board, Canadian Heritage, and the *Fédération culturelle canadienne-française* (FCCF), an organization representing the artistic and cultural world of Francophone and Acadian communities. A meeting to update the Agreement was held on September 28, 2005, in a renewed format. Conferences and discussions explored ways to support and assist the work of signatory organizations.

The FCCF is also the driving force behind the project to position the cultural sector within official-language minority communities. The objectives are to: consolidate existing partnerships; promote awareness among new partners; diversify funding sources; and expand communities' cultural sector support networks. The project will help artists make the most of visits to a region or province, which will in turn benefit from a greater number of cultural activities.

The *Fédération* also works to strengthen ties between the arts and culture community and the education community. To help improve the delivery and quality of French-language arts education and cultural activities in minority community schools, the *Fédération's* organizations have identified issues for every discipline. More targeted consultation and cooperation initiatives have been conducted in Ontario, Manitoba and New Brunswick.

During the fiscal year, cultural organizations throughout Canada made progress on a number of initiatives.

Le 100 Nons, a non-profit organization, has helped ensure the long-term survival of Manitoba's Francophone music community for more than 35 years by fostering the development of new artists. In 2005-2006, the organization upgraded course materials, developed and promoted workshop and monitoring services for students from more than 60 schools and clients from some 20 cultural committees, and equipped and prepared 14 instructors to train aspiring young artists.

Also in Western Canada, the *Assemblée communautaire fransaskoise* formed the *Coalition pour la promotion de la langue française et de la culture francophone en Saskatchewan*, composed of partners from the community, government and private sectors. On March 7, 2006, the Coalition launched an innovative five-year campaign to promote and highlight the French language and culture in Saskatchewan. The grand opening event, *Francofièvre*, brought together local talent and well-known groups and was attended by more than 1,500 young Francophones and Francophiles from across Saskatchewan.



In Nova Scotia, the *Société acadienne de Clare* organized the first Festival de la parole in the community of Baie Sainte-Marie, where storytellers and writers from Quebec,

Louisiana, the Magdalen Islands and other Atlantic provinces met with their local counterparts. Through workshops, evenings of stories and school visits, members of the Acadian community presented or heard traditional and contemporary stories, legends, and tales from the past.

Communications

The Department funded a project to help minority-language media coordinate future activities and their approach to communications sector issues. A number of key players, such as the *Fédération des communautés francophones et acadienne du Canada* (FCFA), the *Alliance des radios communautaires (ARC) du Canada*, the *Association de la presse francophone* (APF), and *La télévision éducative et culturelle de l'Ontario français* (TFO) met to develop an integrated five-year action plan, and draft a communications sector position paper. With tools such as those developed at the workshop, the communications sector has been able to provide minority-language citizens with newspapers and television and radio programs that meet their needs.

Funding from Canadian Heritage also helped establish *Radio Nord-Est* in Saint-Paul, Alberta. This new radio station, the only one of its kind, was formed as a cooperative between the region's various stakeholders.

■ YOUNG CANADA WORKS

This Canadian Heritage initiative enables young Canadians to gain practical work experience in their fields of study or to explore career opportunities in fields where both official languages are required.

In the 2005-2006 fiscal year, Canadian Heritage invested more than \$3.5 million in the program which created 908 summer

jobs and 16 internships. These activities give young Canadians the opportunity to work in their first language in an official-language minority community or in their second language in a majority context.

Of the 908 jobs created, 352 support the objectives of the Development of Official-Language Communities programs for the 2005-2006 fiscal year as follows:

Work in first or second official language in an OLMC	250 jobs
Stem exodus from OLMCs	67 jobs
Integrate newly-arrived young Francophones into host OLMC	35 jobs
Total	352 jobs

■ INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

The goal of intergovernmental cooperation on minority-language services is to help governments offer provincial, territorial and municipal services, including the necessary infrastructure, in the language of the minority community.



In 2005-2006, a new cycle of agreements began, which covers the 2005-2009 period based on a new cooperation framework that emphasizes accountability.

Strategy, Measurement and Cohesiveness

Shared-cost funding is contained in multi-year cooperation agreements with provincial and territorial governments accompanied by action plans. Special contributions may be

added to these investments to help complete periodic special projects.

Ministerial Conference on Francophone Affairs

The *Ministerial Conference on Francophone Affairs* was held in Regina. The event was an opportunity for provincial and territorial governments, along with the Government of Canada, to highlight 10 years of cooperation promoting Francophone Canadians and strengthening Canada's linguistic duality. The Conference adopted a strategic plan whose priorities include among other things: facilitating the development and implementation of early childhood development programs, strengthening the Francophone community, improving access to quality French-language health care services, and supporting the development of Francophone culture. During the conference, ministers also took note of a study on the impact of provincial and territorial government activities on Francophone Canadians.

Support for the Development of Minority-Language Services

A number of provinces signed French-language service agreements during fiscal year 2005-2006.

Alberta signed a four-year agreement devoting \$2.3 million to French-language services through 2009. Surveys conducted in 2005 show that nearly 80% of Alberta Francophones recognize the importance of access to French-language services, especially in the fields of early childhood development and health care. Major health-related projects include the 2006 launch of an Internet site for organizations, institutions, professionals and the general public and the dissemination of health bulletins.



Association franco-yukonnaise.

An agreement signed by Prince Edward Island in 2005 caps off several years of efforts to provide services to the province's Francophone community. The French-language library service is probably the best example of a return on investment. In 1989, the service was practically non-existent on Prince Edward Island and just 818 French-language books were in circulation in the province's only Francophone library. In 2002-2003, a total of 57,485 French-language books were in circulation in the province's three Francophone libraries and, the province's 13 Anglophone libraries also contained French-language collections. Circulation thus had a phenomenal increase, and more French-language works continue to expand the collection. It is interesting to note that last year, the province's Francophone libraries were the only ones to enjoy an increase in circulation.

After passing its *French-language Services Act* in December 2004, the Nova Scotia government established a strategic implementation plan in 2005. The plan identifies departments and agencies required to offer French-language services and determines standards and action plans to better serve the Francophone population.

In Newfoundland and Labrador, the *Centre scolaire et communautaire des Grands-Vents* opened its doors in St. John's in April 2005. The *Centre* is a place where Francophones of all ages can meet and take part in French-language social, cultural, sporting and educational activities. The Centre opened Newfoundland and Labrador's only French-language day-care facility, where Francophone families can pass on their language and culture to their children in a fun and educational environment.

■ INTERDEPARTMENTAL PARTNERSHIP WITH OFFICIAL-LANGUAGE COMMUNITIES (IPOLC)

IPOLC is a Canadian Heritage initiative whose goal is to help the sustainable integration of official-language minority communities (OLMCs) into the regular clientele of federal institutions. As of March 31, 2006, IPOLC's cumulative investments since 2000 totalled roughly \$74.9 million (of which \$21.9 million was invested by Canadian Heritage).

To date, most of the IPOLC activity has been in the fields of economic development, tourism, heritage promotion, arts and culture, health care, human resources development (especially literacy), and immigration.

Within IPOLC, more than 60 federal programs have supported the development of OLMCs. Organizations are encouraged to form working relationships with OLMCs in each province and territory, and to place special emphasis on communities in the North, the West, Nova Scotia, Prince Edward Island, and Newfoundland and Labrador.





MINORITY-LANGUAGE EDUCATION

In 2005-2006, Canadian Heritage invested \$179.4 million in initiatives to offer Anglophone and Francophone minority Canadians a quality education in their language. The initiatives are intended for Francophones outside Quebec and Anglophones within Quebec.

1

WHAT WE TARGET:

Offer minority-language Canadians the opportunity to receive an education, in their language, of comparable quality to that offered to the majority.

■ INTERGOVERNMENTAL COOPERATION

The Department and the Council of Ministers of Education, Canada (CMEC), have longstanding ties, dating back 35 years in the field of official-language education. In 2005-2006, the Department and the CMEC renewed the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction*, until 2008-2009. The

Protocol covers cooperation on official-language education between the Government of Canada and each provincial or territorial government. The federal government will spend close to \$1.1 billion over the next four years, including some \$108 million for language bursaries and official-language monitor programs, and \$911.5 million for bilateral agreements with each province and territory.

2

WHAT IS BEING DELIVERED:

- Development and support of minority-language education programs;
- Promotion of French first-language education to eligible students;
- Recruitment, training and professional development of teachers in official-language minority communities;
- Enrichment of students' cultural life through artistic activities;
- Delivery of educational services to improve students' first-language skills;
- Access to post-secondary education through new technology.

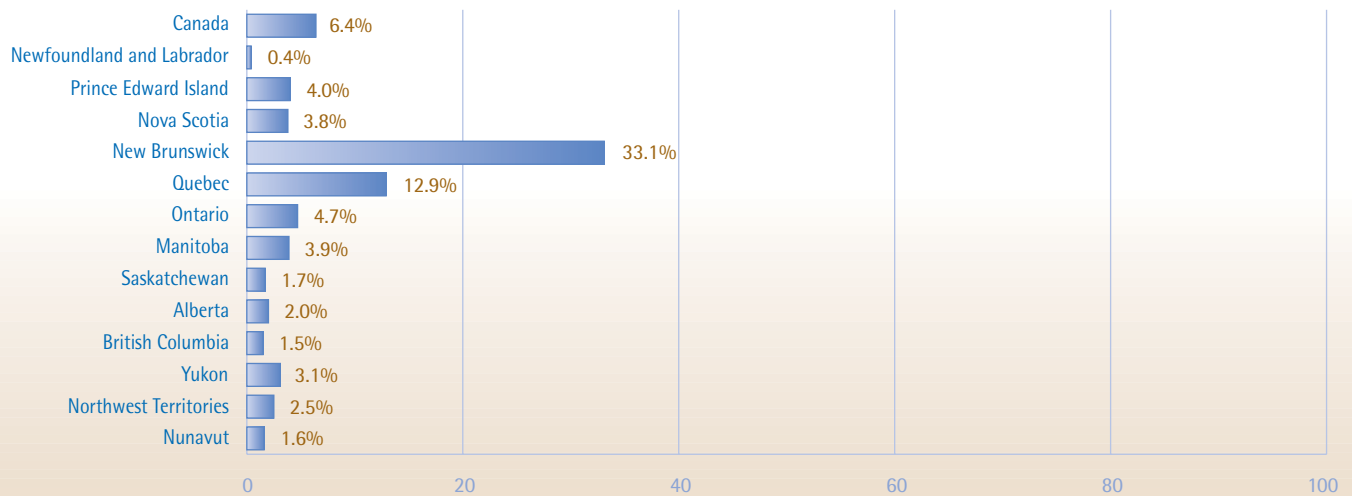
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OUTCOMES (EXAMPLES):

- TFO, Francophone Ontario's educational and cultural television channel, co-produced *Je vis ta vie*, a series for young people and winner of the Multiculturalism Award at the 2005 Gemini Awards;
- In 2005, the *Passeport francophone communautaire* project enabled 315 students in grades 8 and 9 from the *Conseil scolaire francophone de la Colombie-Britannique* to take part in French-language holiday camps;
- Prince Edward Island announced the construction of a school-community centre in the West Prince region and expects to receive nearly 100 students from the region's Acadian and Francophone communities in January 2007;
- The Northwest Territories recently opened its second Francophone school. *L'École Boréale* in Hay River can accommodate 110 students, from kindergarten to grade 8;
- French teachers across Canada will soon have access to training kits, on oral communication as well as on reading and writing strategies.

Proportion of Official-Language Minority Communities by Province/Territory, Canada, 2001

This table indicates that Francophones and Anglophones living in minority official-language communities in Canada represent 6.4% of the total population of Canada. It is interesting to note that New Brunswick's Francophone community represents 33.1% of the province's total population, while Quebec Anglophones represent close to 13% of Quebec's total population and Francophones 4.7% of Ontario's total population.



Source: Official Languages Support Programs Branch, Canadian Heritage, February 2004, based on data from the 2001 Census, Statistics Canada, 20% sample. First Official Language Spoken (FOLS) is a derived variable based on the responses to language questions in the Census of Canada.

Bilateral Agreements

The Minister of International Cooperation and Minister for La Francophonie and Official Languages signed bilateral cost-sharing agreements and accompanying action plans with the 13 provinces and territories. For every dollar invested, the provinces and territories invest an equivalent amount. Of the \$911.5 million that Canadian Heritage committed to invest, \$656 million will be spent to maintain and improve regular education programs in the provinces and territories. In addition, \$153.3 million and \$102.2 million respectively will be invested to support additional strategies related to specific minority-language education and second-language learning issues.

To that end, each provincial and territorial government drafted, as an integral part of

its bilateral agreement, multi-year action plans outlining the ways in which the funds are to be spent.

The intergovernmental agreements also set out mechanisms for consulting the education sector's key players and an accountability framework to help both levels of government better communicate the results of their cooperation to the public.

Promotion of Access and Integration

Canadian Heritage funded a number of initiatives to promote access and integration to minority language education, in order to: increase the number of eligible students attending primary schools; keep them in the minority school system through high school; and promote enrolment of students from

exogamous families. In Quebec, the goal is to maintain and/or increase enrolment levels, especially in rural areas. In Western Canada, in 2005-2006, Saskatchewan set out to establish 11 integration programs and 11 French first-language kindergartens by 2009. These initiatives help prepare children for French school by integrating them into the Francophone system at a young age. It is hoped that enrolment levels in the French-language school system will be both increased and maintained.

Manitoba's Department of Education, Citizenship and Youth, via the Franco-Manitoban School Division, launched an initiative whose goal is to increase enrolment of eligible students in French-language schools from 33% to 36% by 2009. The new approach specifically targets homes where the

French and English cultures coexist. A market survey will be conducted to identify the reasons parents choose to enrol (or not enrol) their children in French-language schools. The survey's findings will help determine how programs and services are promoted.

In addition, the *Passeport francophone communautaire* project helps to keep students in the British Columbia Francophone school board's high schools and promotes a sense of belonging to the community. The project encourages students to take part in Francophone community development activities, by allotting them participation points to take educational tours designed to reduce linguistic and geographic isolation. The project gives a growing number of grade 8 and 9 students in British Columbia and Saskatchewan an opportunity to take part in French-language holiday camps. A total of 315 students participated in 2005-2006, compared to 295 the previous year. Also, 15 grade 10 students took part in a second edition five-week exchange program with Quebec.

In Hay River, Northwest Territories, *L'École Boréale* opened its doors. This is the second French first-language learning facility to open in the Northwest Territories and it can accommodate 110 students from kindergarten to Grade 8.

Quality of Programs and Cultural Enrichment in the School Setting

The goal of investing in this area is to retain the highest possible number of students in minority-language education systems. The Department helped to develop personalized learning programs, approaches and resources, in-school cultural enrichment and community roots initiatives, and secondary school revitalization projects. These investments also helped draw on new communications technologies and improve the way students' skills are evaluated.

The Atlantic provinces have also been active in this area. In 1978, Canada's first school-community centre, the *Centre communautaire Sainte-Anne*, opened in Fredericton, New Brunswick. The centre is currently being expanded, as is the *Centre scolaire-communautaire Samuel-de-Champlain* in Saint John. The Minister of International Cooperation and Minister for la Francophonie and Official Languages took part in a ceremony at the start of construction to expand the Centre communautaire Sainte-Anne. The renovations are expected to be completed in 2008.

Prince Edward Island began building a school-community centre in the West Prince region, which is expected to open at the beginning of January 2007. The centre will help meet the French-language learning needs of some 100 students (grades 1 through 12) from the region's Acadian and Francophone communities. It will be part of a network of some 20 centres across the country that play a vital role in helping Canada's French language and culture develop and thrive.

Newfoundland and Labrador offers specialized services to help improve student's grades in French first-language schools. The services include those of resource persons, additional resources and pedagogical materials.

Teaching Staff and Support Services

Funded projects impact the recruitment and training of teaching staff and specialists and the integration of new technology into teaching practices.

Nunavut set up a school board to manage its only French-language school, *L'École des Trois-Soleils*. This measure will gradually allow the region's Francophone community to take full responsibility for managing its education, with the support of Nunavut's Department of Education. There are nearly 400 eligible Francophone students in the territory, many of whom speak English or Inuktitut at home. Thus, it is important to offer them francization initiatives. Canadian Heritage also supported the efforts of school library staff to establish



Josée Verner and New Brunswick Premier and Minister of Intergovernmental Affairs, Bernard Lord, at the start of construction to expand the Centre communautaire Sainte-Anne.

reading and conversation activities for students with language impairments.

Improved Access to Post-Secondary Studies

Improving access to post-secondary education involves: creating new programs, introducing measures to ease the transition from high school to post-secondary education, providing access to distance education, and implementing new institutional infrastructures.

For three years, post-secondary distance education courses have been available to Yukon residents who wish to further their education and ensure their competitiveness on the labour market. These courses ultimately help stem the exodus of members of the Francophone community. The Yukon's Services d'orientation et de formation aux adultes (SOFA) also offers a single window for professional development services.

In Ontario, a range of initiatives seeks, among other things, to increase Francophone enrolment in French-language post-secondary education. Projects underway are intended for, among others, new immigrants and students learning trades. Special attention is paid to promoting the new sectors of health, social and community services, and technology. Sudbury's *Collège Boréal*, which celebrated its 10th anniversary, has awarded more than 7,300 diplomas and certificates in a range of programs. Ottawa's *La Cité collégiale*, which recently celebrated its 15th anniversary, offers training to more than 10,000 full-time and part-time students each year.

In New Brunswick, *Université de Moncton's* Shippagan Campus has developed a Bachelor's program on Integrated Coastal Zone Management, which will be offered in September 2007. To meet regional needs, the program will train professionals to

Increased Access to Distance Learning in Western Canada

Alberta conducts research and development for interprovincial and territorial minority-language education initiatives, to develop multimedia projects and technology to increase post-secondary distance-learning opportunities. For example, the University of Alberta's Saint-Jean campus has developed online Master of Education courses for students from the Yukon, British Columbia and Saskatchewan. The Saint-Jean campus also helps Alberta participate in various multidisciplinary research activities directed by the Bureau de recherche et d'expansion of the *Centre d'enseignement et de recherche en français (CERF)*.

promote the socio-economic development of coastal communities while respecting their natural environments.

Quebec plans to establish 15 Community Learning Centres by 2007, through agreements with English-language schools. These centres will offer a wide range of after-school services and activities to help meet the needs of students, families, and members of the community. The project, modelled after other school community centres in Canada, England and the United States, will help enhance the vitality of Quebec's Anglophone community.

■ COMPLEMENTARY SUPPORT FOR LANGUAGE LEARNING

In 2005-2006, a total of 355 young people took part in these French enrichment and official-language monitor programs.

Summer preliminary data in support of minority-language education objectives:

- **Destination Clic** – 136 young minority Francophones enriched their French.

French enrichment program exclusively for Francophones outside Quebec, which gives participants the opportunity to exchange



views and discover the reality of various Francophone communities throughout Canada. Theme-based courses are offered at four institutions, *Université de Moncton*, the *Centre linguistique du Collège de Jonquière*, *Université du Québec à Trois Rivières*, and the University of Ottawa.

- **Accent** – 123 young Francophones from across Canada worked part-time in minority-language schools.

A part-time language monitor program, offering jobs that allow participants to gain classroom experience as teaching assistants while continuing their studies in another province. This program allows young people from across Canada to learn about another culture while discovering their own. It also gives young people learning French the opportunity to discover the richness of the French language and culture.

Assistance for French Teachers Across Canada

In 2007–2008, Phase II of the French First-Language Pan-Canadian Project (an initiative funded under an agreement with the Council of Ministers of Education, Canada – CMEC) will include the completion of an oral communication training kit and a reading and writing strategies training kit for French first-language teachers.

- **Odysée** – 96 young Francophones and Anglophones from across Canada worked full-time in minority-language schools.

A nine-month, full-time language monitor program that allows young people to discover a region of Canada while gaining teaching experience. By assisting teachers, language monitors help promote the learning of French as a first or second language while contributing other cultural perspectives.

Thriving Educational TV Channel in Ontario

With support from Ontario's Ministry of Education and the Department of Canadian Heritage, TFO produces and co-produces educational programs and guides for Francophones. *Je vis ta vie*, a series for young people, won the Multiculturalism Award at the 20th Gemini Awards Ceremony. This program offers young people ages 8 to 12, of different origins and from various regions of Canada, an opportunity to trade living arrangements for a week. Each episode describes the experience of one young person.



Association franco-yukonnaise



Association franco-yukonnaise

ENHANCEMENT OF OFFICIAL LANGUAGES

In 2005–2006, Canadian Heritage invested \$109.2 million to make Canadians more aware of the benefits of linguistic duality and to encourage them to learn and develop their second official language.

■ PROMOTION OF LINGUISTIC DUALITY

The goal of the *Promotion of Linguistic Duality* component of the Enhancement of Official Languages program is to promote closer ties between Anglophone and Francophone communities, and to encourage

non-government organizations to offer services in both official languages.

The Department invested \$4.6 million in this component in 2005–2006.

Appreciation and Rapprochement

The Conference on Cultural Diversity and the Future of Francophone Culture in Canada, held in Vancouver, was undoubtedly a highlight of the fiscal year. Organized and funded by Canadian Heritage, the Conference brought together some 100 participants from aboriginal, ethno-cultural, and Francophone communities across the country. A series of 12 vignettes and an in-depth documentary *Une langue aux mille visages : diversité au Canada* exploring the realities, aspirations

and challenges of Canada's many Francophone communities, were later produced and broadcast on TV5 Canada-Québec.

Other events to promote the appreciation of French as a second language, and rapprochement between Canada's Francophones and Anglophones, also took place during the year.

Canadian Parents for French

In 2005–2006, Canadian Parents for French (CPF) conducted a number of innovative activities. With its 25,000 members, in 2007, the national organization will celebrate its 30th anniversary. It was created by parents eager to ensure Canada's schoolchildren

1

WHAT WE MUST TARGET:

Promote better understanding and appreciation of the benefits of linguistic duality in Canada and full recognition of English and French in Canadian society.

2

WHAT IS BEING DELIVERED:

- Cooperation with organizations that promote linguistic duality;
- Interpretation and translation support for non-government organizations that wish to offer services in both official languages;
- Support for innovation to share best practices.

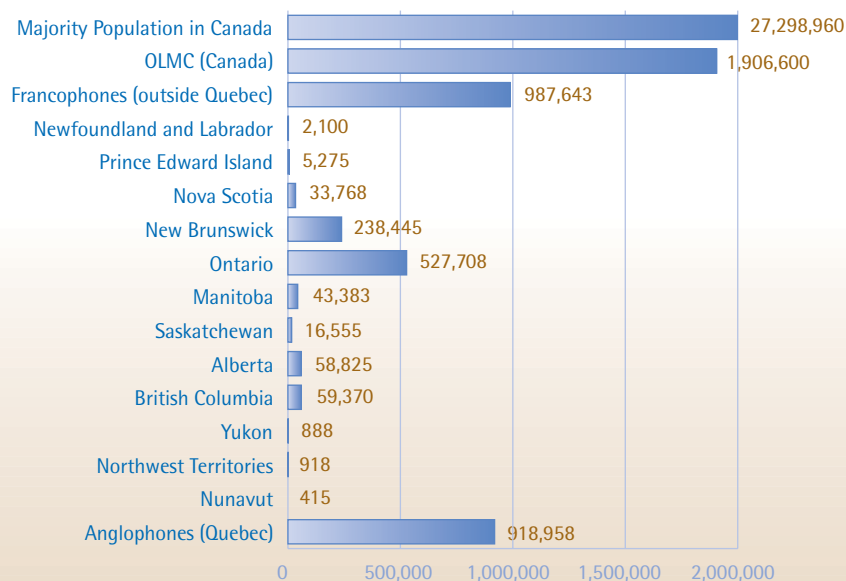
3

OUTCOMES (EXAMPLES):

- Following the Conference on Cultural Diversity and the Future of Francophone Culture in Canada in Vancouver, a series of 12 television vignettes was produced and broadcast on TV5 Canada-Québec;
- To highlight the benefits of learning French and to help maintain French course enrolment rates, the Newfoundland and Labrador Branch of Canadian Parents for French presented a play called *Speak for Yourself/ Parle, c'est l'idéal* to 10,000 high school students;
- Businesses in Ottawa, Ontario, receive support and incentives to serve customers in both official languages.

Size of Official-Language Minority Communities (OLMC) by Province/Territory, Canada, 2001

This table provides an opportunity to take stock of the size of the population living in official-language minority communities. Close to 2 million Canadians live in OLMCs. The three largest minority-language communities are the Quebec Anglophone community and the Francophone communities in Ontario and New Brunswick.



Source: Official Languages Support Programs Branch, Canadian Heritage, based on 2001 Census of Canada, Statistics Canada, 20% sample. First Official Language Spoken (FOLS) is a derived variable based on the responses to language questions in the Census of Canada.

would have the opportunity to become bilingual.

The organization launched phase IV of its promotional campaign for students and their parents, *J'apprends en français/Je continue en français parce que...*, whose goal is to help students see the benefits of learning French. Promotional materials were distributed to 12,000 schools across Canada, and ads were run on television, radio and the Internet.

The Newfoundland and Labrador Branch of Canadian Parents for French, in partnership with the Resource Centre for the Arts, staged an interactive play for grade 7 to 10 students entitled *Speak for Yourself/Parle, c'est l'idéal*. The play, performed for 10,000 students in 43 schools, had two goals: to maintain high school French course enrolment rates, and to show the benefits of learning French as a second language.

The Northwest Territories Branch of CPF resumed operations in 2005, when it helped support immersion programs in Inuvik and Yellowknife. It was also consulted about establishing an intensive basic French program in one of Yellowknife's school districts.

Did you know that in 2006...

- 62% of Canadians believe that having two official languages is an important part of being Canadian (compared to 56.5% in 2002);
- 68.8% of Canadians agree that the fact both French and English are spoken in Canada improves employment and business opportunities for all Canadians (compared to 65.9% in 2002);
- 70% of Canadians believe the Government of Canada has an important role to play in promoting and protecting the status and use of French in Canadian society;
- 52% of Canadians believe their primary and secondary education was an excellent opportunity to learn the 2nd official language;
- 82.1% of minority Francophones and 78% of minority Anglophones believe that relations between Anglophones and Francophones in their region are better today than they were 10 years ago.

Source: Research Team, Official Languages Support Programs, Department of Canadian Heritage, statistics taken from GPC Int. 2002 and Decima Research 2006, Attitudes and Perceptions towards Canada's Official Languages.

In Alberta, the use of extracurricular French has made national headlines. Four students represented the province at CPF's *Concours national d'art oratoire*, where the winners in each category were awarded \$20,000 scholarships.

Bilingual Capability

Canadian Heritage funds initiatives that help non-government agencies increase their ability to conduct activities in English and French and share best practices.

To help organizations offer services in both official languages when necessary and thus show a bilingual face to the Canadian public, the Department has continued its support for

translation and simultaneous interpretation activities. Close to 95 organizations throughout Canada – most of them non-profit organizations – have benefited from this program. Several have received funding to translate their Internet sites and others have been able to offer simultaneous interpretation services at conferences, seminars and workshops. The Department committed \$524,057 in funding for these activities.

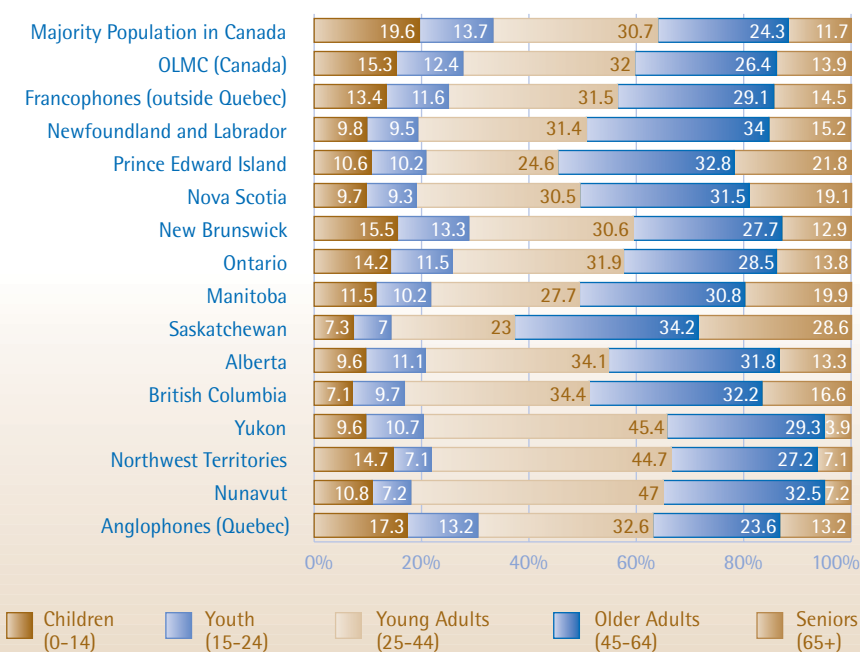
In order to offer bilingual services to their bilingual clients, Ottawa businesses may benefit from the Business Assistance Project. Support provided through this pilot project includes reduced-cost translation services,

French second-language workshops, a bilingual staff recruitment service, and a list of useful tips for improving client service. Between 2003 and 2006, more than 2,000 businesses were made aware of this project; more than 200 employees received client service-driven language training; and, as a result of some 100 translation requests, members of the public obtained access to menus and services in both official languages in Ottawa. This pilot project is coordinated by the *Regroupement des gens d'affaires de la Capitale nationale*, and fully funded by Canadian Heritage.

Making Your Organization Bilingual: This online guide to providing services in both official languages was enhanced in 2005–2006. It now contains best practices and lessons learned from the experiences of a number of companies, associations and foundations. Language policy, written communication, bilingual meetings and activities, as well as translation and interpretation are all covered. The guide was developed for non-profit organizations, but may also be used by public and private sectors. <http://www.pch.gc.ca/guide/>

Population by Age in Official-Language Minority Communities (OLMC) by Province/Territory, Canada, 2001

Generally speaking, there is a larger proportion of seniors living in minority-language communities, 13.9% compared to the majority population, 11.7% and, conversely, there is a lower proportion of children and youth living in minority communities.



Source: Official Languages Support Programs Branch, Canadian Heritage, based on 2001 Census of Canada, Statistics Canada, 20% sample. First Official Language Spoken (FOLS) is a derived variable based on the responses to language questions in the Census of Canada.



SECOND-LANGUAGE LEARNING

The goal of the Second-Language Learning component of the Enhancement of Official Languages program is to ensure that an increased proportion of Canadians are able to express themselves in English and French. The Department invested \$104.5 million in this component in 2005-2006.

Second-language learning is achieved mainly through core English and French courses, and French immersion programs.

■ INTERGOVERNMENTAL COOPERATION

Canadian Heritage and the Council of Ministers of Education, Canada (CMEC)

renewed the Protocol for Agreements for Minority-Language Education and Second-Language Instruction. This Protocol pursues the established objectives, including offering all young Canadians the opportunity to learn their second official language. Over the next four fiscal years, in addition to \$656 million to fund all education programs in the provinces and territories, \$102.2 million will be allocated to additional strategies that seek to address specific second-language education issues.

Improvement of Core Second-Language Programs

For the most part, activities in this area involve enriching core programs, improving teaching capability, and modernizing teaching methods.

To improve core programs, intensive programs devote three to four times more hours to French second-language education than is usually the case. In 2005-2006, five schools in British Columbia's Surrey school district offered the intensive core French program to 214 students in grades 4 to 7. The number of enrolments nearly doubled compared to the previous year.

1 WHAT WE TARGET:

Promote a working knowledge of the two official languages.

2 WHAT IS BEING DELIVERED:

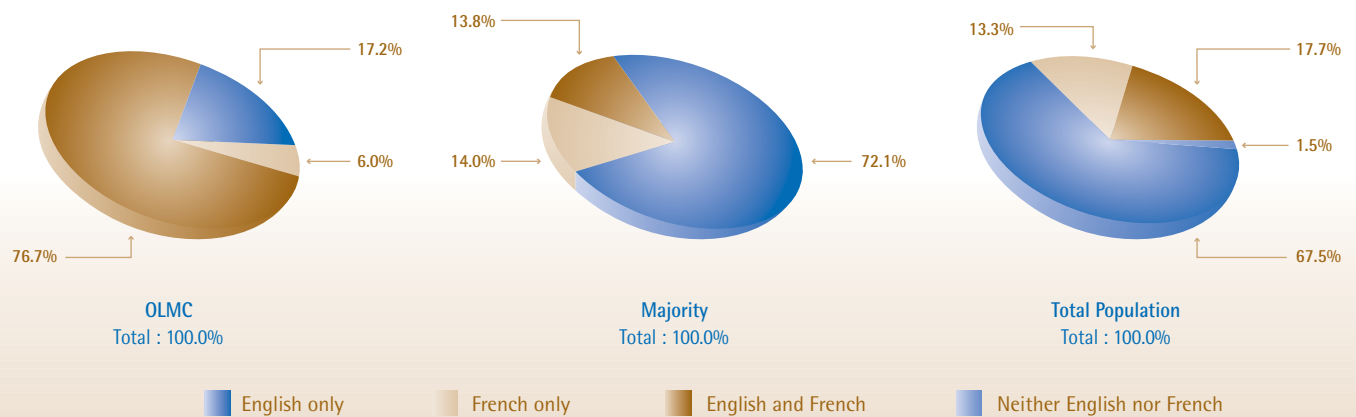
- Support and monitoring of education programs;
- Development of second-language education programs that include innovative approaches;
- Teacher training and development;
- Access to a range of cultural enrichment activities;
- Pursuit of official-language education at the post-secondary level.

3 OUTCOMES (EXAMPLES):

- In British Columbia, enrolment in intensive core French programs has nearly doubled since last year; the program now offers students three to four times more French second-language training hours;
- In Alberta, in 2005-2006, immersion enrolment surpassed 30,000 for the first time;
- In Manitoba, *Collège universitaire de Saint-Boniface* offers French courses for Anglophone parents whose children are enrolled in French second-language courses to help them support their children;
- In the Yukon, a Whitehorse primary school is offering the territory's first intensive French-language course.

Total Population by Knowledge of Official Languages Canada, 2001

This table shows knowledge of official languages within populations living in minority and majority language communities, as well as within the total population. Close to 76.7% of Canadians living in minority-language situations have a knowledge of English and French compared to 13.8% of those living in majority situations or to 17.7% of the total Canadian population. The table also shows that 6% of Francophones living in minority situations only have a knowledge of French and 17.2% of Anglophones living in minority situations only have a knowledge of English. On the other hand, 67.5% of Canadians only have a knowledge of English, while 13.3% of Canadians only have a knowledge of French.



Source: Official Language Support Programs Branch, Canadian Heritage, February 2004, based on data from the 2001 Census, Statistics Canada, 20% sample. Knowledge of official languages include those who can carry on a conversation in both English and French. Official Language Minority Communities (OLMCs) include Quebec Anglophones and Francophones in other provinces and territories.

The government of Nunavut consulted parents extensively to learn their preferences with regard to early or late immersion programs, or intensive French programs. Iqaluit district school authorities then chose the grade 7 intensive French project, which, since September 2006, is being offered to 24 students.

In the Yukon, intensive French courses are now available at Whitehorse's Holy Family Elementary School. The courses are enormously popular among children, teachers and parents, and some 22 students have already enrolled.

Renewal of French Immersion Programs

French immersion courses are now more popular than ever before. Of the two million Canadians learning French at school, some

300,000 are in immersion programs. The first immersion program began in 1965, thanks to the initiative of a group of mothers from Saint-Lambert on Montréal's South Shore. The program became the precursor to those offered today in more than 2,000 Canadian schools.

Immersion programs in British Columbia and Alberta have seen the highest rise in popularity.

As part of new courses offered, the *Campus Saint-Jean* in Edmonton, Alberta, offers online-language courses and will offer on-line philosophy courses by September 2006.

Churchill Community High School in La Ronge, Saskatchewan, has had an immersion program for the last four years. In 2005-2006, it was extended to students in grade 12. A total of

65 schools across the province currently offer the program to some 8,000 students.

Teacher Recruitment and Training

The goal of Canadian Heritage-funded initiatives is, among other things, to facilitate the recruitment of second-language teachers, and to improve the language skills of current and future teachers.

Quebec launched the *Se donner le mot* project to create innovative language learning tools that use cutting-edge technology. The use of idioms will be a main part of the initiative, which will take the form of a Web site and other media content.

To meet the specific needs of immersion students, the University of Prince Edward

Island and the *Université de Moncton* have agreed to collaborate to offer Bachelor of Education students and professors the option of specializing in immersion. Part of the training is offered at the *Université de Moncton* campus. This collaboration between faculties of education also helps ensure instructors are more available.

Pursuit of Post-Secondary Learning

Activities in this area consist of incentives to learn the second official language at the post-secondary level. The introduction of

post-secondary French programs in Anglophone provinces is one example.

Manitoba's *Collège universitaire de Saint-Boniface* took steps to offer language training to Anglophone students who want to pursue their post-secondary studies in French. Weekly guided workshops and language development support are among the initiatives to be introduced in 2006.

As part of new courses offered, the *Campus Saint-Jean* in Edmonton, Alberta, is preparing to offer online language and philosophy courses by September 2006.

■ COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

This sector aims at increasing the production and dissemination of knowledge, methodologies and tools to support second-language education.

Language Skill Assessment

Since Canadian Heritage would like the proportion of high school graduates with a working knowledge of their second language to double by 2013, the Department takes a keen interest in any new developments in the field of second-language learning, especially language skill assessment.

In autumn 2005, with support from the Department, the University of New Brunswick's Second-Language Education Centre held a national workshop in Edmonton on the European Language Portfolio (ELP) and its potential for Canada. The ELP was created through a resolution of the Standing Conference of European Ministers of Education. Based on the European Common Framework of Languages,

2003–2006 Enrolment Trends

Core French and English Programs:

- In general, a reduction in enrolment rates, but less significant than before
- Higher enrolment in the Yukon, Nunavut, Alberta, New Brunswick and Quebec (core English)

French Immersion:

- Trend toward higher enrolment in most provinces and territories
- Unprecedented rise in British Columbia and Alberta

Did you know that in 2006...

Among young Canadians aged 18 to 30:

- 73% believe that having two official languages is an important part of being Canadian;
- 82% believe that speaking both official languages improves employment and business opportunities in Canada;
- 73.5% believe linguistic duality is a source of cultural enrichment;
- 65% believe their primary and secondary education was an excellent opportunity to learn the 2nd official language;

- 82.2% believe the Government of Canada has an important role to play in promoting and protecting the status and use of French in Canadian society.

In 2004, 73.1% of young majority Francophones and Anglophones ages 12 to 30 said they were interested in language exchange programs, compared to 69.6% in 2002, according to the 2002 and 2004 Ipsos-Reid Public Opinion Polls.

Source: Research team, Official Language Support Programs Branch, Department of Canadian Heritage, Statistics from the 2002 GPC Int. surveys and 2006 Decima Research, Attitudes and Perceptions towards Canada's Official Language.

its goals are to encourage people to continue learning languages throughout their lives, and to facilitate inter-country mobility by standardizing language assessment.

Following the workshop, Laurens Vandergrift, a University of Ottawa virtual researcher in residence with the Official Languages Support Programs Branch, reviewed the need for a common reference framework for languages in Canada. In his recently tabled report, Vandergrift concluded that the European Framework could effectively meet Canada's needs (<http://www.caslt.org/pdf/Framework.pdf>). He also showed that adopting a common framework would ensure a transparent and consistent language skill assessment system in all provinces and territories.

Support for Second-Language Teachers

The Canadian Association of Immersion Teachers supports the work of teachers (CAIT), promotes French immersion, and contributes to the development of immersion learning in Canada. It advocates continuous training, research, intervention and communication activities to its 2,000 members. 2005–2006 activities included the 2005 Conference, attended by 380 participants from across Canada and the United States. The Association produces a journal with a circulation of 1,000 copies, and distributes an electronic newsletter to nearly 2,000 people. The Association's initiatives are fully consistent with this investment area's knowledge acquisition and dissemination goals.

The Canadian Association of Second Language Teachers (CASLT) supports the advancement of second-language education throughout Canada by offering professional development opportunities, promoting research, and encouraging the exchange of information and ideas. In 2005–2006, through its project

to support core French teachers and intensive French programs, it helped ensure easier access to resources for its roughly 3,000 members. A survey conducted during the fiscal year will help to determine the needs of second-language teachers and the issues they face. Its findings will be made public in 2007.

The mandate of British Columbia's *Éducacentre* College is to offer French-language adult education and training services. Its Family Francization, or French Within the Family project involves French-language training for parents from different provinces and territories, who in turn offer workshops to other parents. This training model allows parents to become more involved in their children's education. During the year, seven training sessions were offered to 57 participants. From the start, this project has had a positive impact in British Columbia, Newfoundland and Labrador, Nova Scotia, Saskatchewan and the Northwest Territories.

COMPLEMENTARY SUPPORT FOR LANGUAGE LEARNING

The following are preliminary data from the summer of 2005 in support of second-language learning objectives:

- Explore – 4,291 young Anglophones had the opportunity to learn French, and 2,781 young Francophones had the opportunity to learn English as a second language;
- Accent* – 335 young people worked part-time as French second-language monitors, and the number of English second-language monitors rose to 93 in 2005;
- Odyssey* – 139 young people worked full-time as French second-language

monitors, and 67 as English second-language monitors.

*See *Minority-Language Education* section (p. 11 and 12) for a description of these programs.

YOUNG CANADA WORKS

This Canadian Heritage initiative is part of the Government of Canada's Youth Employment Strategy. *Young Canada Works in Both Official Languages* subsidizes summer jobs that enable young people to gain practical experience in their fields of study and work in another region. During the fiscal year, the program subsidized 908 summer jobs. In addition, *Young Canada Works at Building Careers in English and French* subsidized 16 international internships. This program was designed to help recent graduates enter the language industry, or the labour market in general, in Canada or abroad.



COORDINATION OF THE FEDERAL COMMITMENT

Section 42 of the Official Languages Act (OLA) mandates Canadian Heritage to coordinate the implementation, by federal institutions, of the Government's commitment to promote the full recognition and use of English and French in Canadian society.

This responsibility underwent a formal evaluation in 2004-2005, after which Canadian Heritage adopted recommendations that sought, among other things, to promote and improve dialogue and communication between the national and regional levels of

government. Also, legislative amendments strengthened the commitment of federal institutions in this regard.

out in Section 41 of the OLA, and states that the requirements set out in this part of the Act may be subject to court remedy.

After the Act was adopted, the Department consulted a number of federal departments and agencies, as well as federal councils in most regions, to help explain and clarify the changes. To this end, it distributed a list of best practices and developed a strategic framework in cooperation with Justice Canada and the Public Service Human Resources Management Agency of Canada.

■ STRENGTHENING THE OFFICIAL LANGUAGES ACT

The adoption, in November 2005, of the *Act to amend the Official Languages Act (promotion of English and French)* marked a turning point in the application of the *Official Languages Act (OLA)*. The amended Act requires that federal institutions take positive steps to fulfill the commitment set

1
WHAT WE TARGET:
Coordinate the implementation, by federal institutions, of the Government's commitment to promote English and French.

2 **WHAT IS BEING DELIVERED:**

- Raising awareness of issues facing official-language minority communities;
- National and regional interdepartmental coordination;
- Ensuring of accountability for implementation of sections 41 and 42 of the *Official Languages Act*.

3 **OUTCOMES (EXAMPLES):**

- In 2005-2006, the inaugural session of the Official Languages Good Practices Forum gave various stakeholders the opportunity to benefit from the expertise of others;
- Canadian Heritage's Interdepartmental Coordination Network, created during the fiscal year, strengthens the ability of headquarters and regional offices to meet the needs of organizations in all regions of Canada;
- Participants in the ConverGence: Enhancing Cooperation Through Better Mutual Understanding forum identified five defining features of a government-community cooperation model;
- The Symposium on Official Languages in Ontario, attended by more than 160 Francophone community leaders and other key players, was an opportunity for community organizations to develop relationships with federal institutions.

The amended sections of the *Official Languages Act* are worded as follows (amendments in bold)

41. (1) The Government of Canada is committed to (a) enhancing the vitality of the English and French linguistic minority communities in Canada and supporting and assisting their development; and (b) fostering the full recognition and use of both English and French in Canadian society.

(2) Every federal institution has the duty to ensure that positive measures are taken for the implementation of the commitments under subsection (1). For greater certainty, this implementation shall be carried out while respecting the jurisdiction and powers of the provinces.

(3) The Governor in Council may make regulations in respect of federal institutions, other than the Senate, House of Commons, Library of Parliament, office of the Senate Ethics Officer or office of the Ethics Commissioner, prescribing the manner in which any duties of those institutions under this Part are to be carried out.

77. (1) Any person who has made a complaint to the Commissioner in respect of a right or duty under sections 4 to 7, sections 10 to 13 or Parts IV, V or VII, or in respect of section 91, may apply to the Court for a remedy under this Part.

■ AWARENESS, COORDINATION, ACCOUNTABILITY

Meetings of Federal Government Representatives and National Coordinators

National coordinators who represent the federal departments and agencies responsible for the implementation of section 41 of the OLA met four times during the fiscal year. In particular, the Official Languages Good Practices Forum, which held its inaugural session in Ottawa, gave various key players the opportunity to benefit from the expertise of others. The Forum was a joint initiative of Canadian Heritage, the Public Service Human Resources Management Agency of Canada,

and the Council of the Network of Departmental Official Languages Champions.

The Department also organizes a meeting in one region of the country each year between representatives of federal departments and agencies and those of an official-language minority community. This year, the meeting was held in Halifax, where some 100 participants had the opportunity to discuss the issues and priorities of Nova Scotia's Acadian community. Workshops covered a range of themes including arts and culture, the economy, telecommunications and technology, health, immigration, justice, early childhood development, learning and literacy. One thing is certain, it is important to maintain a constant dialogue to optimize the community's and the federal government's methods, to associate with common objectives and assure the complementarity

of actions. For example, while Citizenship and Immigration Canada pushes abroad to promote immigration to Francophone communities, the communities are working to sensitize their members to welcome the new immigrants. Many partnerships are established during these meetings, which ensure the full participation of minority communities in Canadian life. For example, the National Film Board is proposing to work with the communities to mobilize young people towards artistic and cultural projects.

Interdepartmental Working Groups on Culture

Under the Agreement for the Development of Francophone Arts and Culture in Canada, a number of interdepartmental working groups bring members of official-language minority communities and representatives of federal cultural agencies together. The four meetings held during the fiscal year provide a forum to discuss the issues and challenges common to the fields of publishing, theatre, music and songwriting, and media arts.

Support for Other Departments

As part of its support role, Canadian Heritage advises other departments and supports the work of committees established with official-language minority communities. A number of committees have been struck over the years, including the Citizenship and Immigration Canada Steering Committee, the National Economic Development and Employability Committees (Anglophone and Francophone), and the Justice Canada and Health Canada Advisory Committees (Anglophone and Francophone).

Canadian Heritage also promoted the use, in other departments, of the *Guide and Performance Measurement Tool* for implementing Section 41 of the OLA,

produced to help federal institutions target their interventions and ensure accountability more effectively.

Communications

The Department produced two issues of its *Bulletin 41-42*. This bilingual bulletin is intended for official-language minority communities, and for federal public servants tasked with the implementation of Sections 41 and 42 of the *Official Languages Act*. More than 4,000 copies are circulated, and an electronic version is available on the Department's Web site.

Analysis of Action Plans and Status Reports

Each year, Canadian Heritage's Interdepartmental Coordination Directorate Official Languages Support Programs conducts a thorough analysis of the action plans and status reports of designated federal departments and agencies, and meets with national coordinators to discuss findings and support needs. These meetings often help to assess the situation and identify possible improvements.

■ REGIONAL INTERDEPARTMENTAL COORDINATION

Various regional interdepartmental coordination activities keep the Department aware of the needs of official-language minority communities so that they can be addressed more effectively.

Government-Community Cooperation Model – Five Key Features:

At the ConverGence forum, organized by the Manitoba Federal Council's Official Languages Steering Committee, participants identified five key features of a government-community cooperation model:

1. Fair and inclusive partnership;
2. Sustained commitment from leadership;
3. Comprehensive joint strategic plan to meet the needs of Manitoba's Francophone community;
4. Targeted actions leading to concrete results;
5. Simple and flexible structure and operation.

Creation of a Canadian Heritage Network

Canadian Heritage created the Interdepartmental Coordination Network to help strengthen its coordination role, highlight its regional support to federal departments, and maximize the benefits implementing section 41 of the *OLA* has on the federal government's commitment.

The Network consists of staff from the Interdepartmental Coordination Directorate and a representative from each of the Department's provincial or territorial offices which results in strengthened relationships between regional offices and headquarters, a greater awareness among regional representatives, and a better understanding of the Department's coordination role.

Meetings and Other Activities

Each year, community and federal representatives meet to talk, raise awareness and form partnerships. Activities conducted in 2005-2006 included the following:

- In Edmonton, community and federal representatives targeted and explored new avenues of cooperation to help the Franco-Albertan community thrive;
- The Symposium on Official Languages in Ontario brought together more than 160 participants, including a number of Francophone community leaders; among its highlights were the "Appointment Books", whereby eight federal institutions and two foundations held one-on-one discussions with community organizations;

- The goal of the "ConverGence: Enhancing Cooperation Through Better Mutual Understanding" forum, held in Winnipeg on March 16-17, 2006, was to encourage community representatives and federal and provincial government officials to work toward a corporate culture shift to help meet their organizations' language obligations;
- On March 23-24, 2006, a meeting organized by Canadian Heritage's Yellowknife office brought together representatives of eight federal departments and more than 25 representatives of the Northwest Territories Francophone community. The goal of the meeting was to explain

the responsibilities of implementing section 41 of the *OLA*, and help the community obtain access to more federal programs;

- Interests of the Acadian community are served by the New Brunswick Acadian Community and Federal Departments Committee. The Committee's mandate is to facilitate the implementation of the *Official Languages Act*, especially

regarding the promotion of English and French, by establishing an ongoing, proactive and strategic dialogue between the community and federal departments. The Committee met three times in 2005-2006, and held sustained discussions to help its members better understand the realities and needs of Francophone minority communities, and learn more about departmental services and programs.





PROMOTION AND DISSEMINATION OF RESEARCH

Through its Research Unit, Canadian Heritage contributes to a range of initiatives to retrieve, collect, analyze and disseminate data on the status of official-language minority communities (OLMCs), and French and English in Canadian society. An overview of the key activities conducted in the 2005-2006 fiscal year is found below.

■ SURVEY ON ATTITUDES AND PERCEPTIONS TOWARD CANADA'S OFFICIAL LANGUAGES

At the end of the 2005-2006 fiscal year, in conjunction with the Decima public opinion research firm, Canadian Heritage conducted an extensive survey to determine Canadians' attitudes and perceptions toward official

languages. For data comparison purposes, the survey was identical to one conducted in 2002 and allows for comparison of the 2002 and 2006 data. Nearly 2,000 minority-language community members (i.e. Anglophones in Quebec, Francophones outside Quebec) and 1,000 majority-language respondents took part in the survey. The themes included: second-language learning; education in a minority setting; interdepartmental coordination; intergovernmental cooperation; and support for community development. It also addressed: Canadians' access to minority-language services at various levels of government; perceptions regarding priorities;

and confidence in the future of minority-language communities. Among other things, the survey will help evaluate Canadians' knowledge and appreciation of official-languages policies and programs.

■ JOINT OFFICIAL LANGUAGES RESEARCH AND DISSEMINATION PROGRAM

For the second year in a row, Canadian Heritage and the Social Sciences and Humanities Research Council are supporting the Official Languages Research and Dissemination Program. The initiative's goal is to promote and disseminate the findings of research on official-languages policies and

1

WHAT WE TARGET:

Improve our understanding of issues concerning linguistic duality, second-language learning, and official-language minority communities in Canada.

2

WHAT IS BEING DELIVERED:

- Data collection and analysis;
- Data dissemination;
- Input into policy and program guidance.

3

OUTCOMES (EXAMPLES):

- The 2006 Decima survey helped shed light on Canadians' perceptions and satisfaction levels regarding official-language programs;
- Through the Official Languages Research and Dissemination Program, university researchers are studying, among other things, the integration of new teachers into immersion or minority-language teaching environments, and the educational choices of recent African immigrants;
- Researchers studied the impact of interprovincial migration on Canada's official-language communities, and found Quebec Anglophones to be most affected by this phenomenon.

practices. The program's annual budget is \$1 million, plus a maximum of \$50,000 in university research grants.

Four themes guide the selection of research projects:

- second-language learning;
- governance and community development;
- minority-language education; and
- linguistic duality.

These studies will help government officials and communities concerned to understand how minority-language communities develop and thrive. They will also help us to understand the dynamics of second-language learning and identify the impact of certain initiatives conducted over the years. The program's third year, 2006-2007, is expected to include knowledge transfer activities, which will give key players (governments, community organizations, institutions, etc.) an opportunity to become familiar with the findings.

■ CURRENT RESEARCH: INTERPROVINCIAL MIGRATION – QUEBEC ANGLOPHONES

Based on census data for the 1971-2001 period, Canadian Heritage researchers studied the impact of the mobility of Canada's population on official-language groups. The study found that among Canada's language communities (Anglophone/Francophone, minority/majority), Quebec Anglophones had the highest interprovincial migration rate during the period in question. It also found that most Anglophones who left the province were of

2005-2006 Research Projects

Of the 24 proposals submitted in 2005-2006, 17 were selected. Projects will be conducted in 10 universities across Canada, in collaboration with school boards, community colleges, and various community associations.

Selected projects will focus on a range of topics:

- integration of new teachers into immersion or minority-language teaching environments;
- educational choices of recent African immigrants;
- national profile of education in a Francophone minority setting; and
- memorial, commemorative, and cultural identity sites in French Canada.

higher socio-economic status. It is estimated that in 2001, barely half of all Anglophones born in Quebec still lived there.

■ KNOWLEDGE SHARING AND DISSEMINATION

In 2005-2006, Canadian Heritage attended a number of conferences and meetings where it shared the findings of current research. Presentations were made on a range of issues, including population mobility, attitudes and perceptions, migration of young people, language use among immigrants, and demographic profiles. Selected audiences included the international symposium *Les Jeunes et les dynamiques territoriales*, the federal Network of Official Languages Coordinators, and various community groups.



PROGRAM MANAGEMENT

The mandate of the Operational Practices Unit (OPU) in Canadian Heritage's Official Languages Support Programs Branch is to ensure programs are effectively managed. Since its creation, the OPU's role has evolved to reflect progress made with regard to due diligence.

Its activities include developing procedures and tools for program officers, training program officers, and auditing recipients.

■ RECIPIENT AUDITS

Nine recipients were audited during the 2005-2006 fiscal year.

The audits showed that the majority of the funds allocated to recipients are used for their intended purpose and that the terms and conditions of contribution agreements are being met. Financial statements reflected eligible costs, outcomes were achieved, and

recipients' practices and capacities were consistent with program objectives. When an audit report is submitted, a meeting is scheduled with the recipient to prepare a follow-up plan to ensure that the recommendations are implemented within a reasonable time frame.

■ SERVICES FOR PROGRAM OFFICERS

The OPU also offers training for program officers in regional offices and at headquarters. Among other things, monthly teleconferences are held to facilitate common understanding of issues.

- To this end, a virtual library is available to all program officers throughout Canada. The library contains work tools and reference materials, and additions are made regularly to its collection.

1 WHAT WE TARGET:

Ensure sound program management by verifying that funds allocated to recipients are used for their intended purpose.

2 WHAT IS BEING DELIVERED:

- Training, and development of procedures and tools for program officers;
- Recipient audits and development of follow-up plans.

3 OUTCOMES (EXAMPLES):

- The Operational Practices Unit, tasked with ensuring sound program management, provides a regularly updated virtual library for program officers;
- Nine recipients have been audited.

Appendix A.1. Official Languages Support Programs Financial Data

BREAKDOWN OF EXPENDITURES BY PROGRAM COMPONENT, 2005-2006

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES				ENHANCEMENT OF OFFICIAL LANGUAGES			
COMMUNITY LIFE	Regular Budget \$	Additional Strategies \$	Total \$	PROMOTION OF LINGUISTIC DUALITY	Regular Budget \$	Additional Strategies \$	Total \$
Cooperation with the Community Sector	33,387,226	4,050,000	37,437,226	Appreciation and Rapprochement			
Intergovernmental Cooperation on Minority-Language Services	11,330,808	2,976,080	14,306,888	<ul style="list-style-type: none"> ■ Collaboration in Promotion ■ Support for Innovation 	3,291,969	0	3,291,969
IPOLC	0	0	0	Sub-Total	813,713	0	813,713
Young Canada Works	1,149,893	0	1,149,893		4,105,682	0	4,105,682
				Bilingual Capability			
				<ul style="list-style-type: none"> ■ Support for Interpretation and Translation ■ Support for Innovation 	353,467	0	353,467
				Sub-Total	170,590	0	170,590
					524,057	0	524,057
Total - Community Life	\$ 45,867,927	\$ 7,026,080	\$ 52,894,007	Total - Promotion of Linguistic Duality	\$ 4,629,739	0 \$	4,629,739
MINORITY-LANGUAGE EDUCATION				SECOND-LANGUAGE LEARNING			
Intergovernmental Cooperation				Intergovernmental Cooperation			
<ul style="list-style-type: none"> ■ Support for the Maintenance and Improvement of Minority-Language Education Systems ■ Support for the Implementation of the Government of Canada's Action Plan for Official Languages ■ Complementary Support for Language Learning 	107,365,771	0	107,365,771	<ul style="list-style-type: none"> ■ Support for the Maintenance and Improvement of English or French Second-Language Programs ■ Support for the Implementation of the Government of Canada's Action Plan for Official-Languages ■ Complementary Support for Language Learning 	55,081,029	0	55,081,029
Cooperation with the Non-Governmental Sector	2,361,702	702,000	3,063,702	Cooperation with the Non-Governmental Sector	16,532,498	4,698,000	21,230,498
	1,190,000	0	1,190,000	Young Canada Works	533,745	0	533,745
					2,370,964	0	2,370,964
Total - Minority-Language Education	\$ 110,917,473	\$ 68,475,868	\$ 179,393,341	Total - Second-Language Learning	\$ 74,518,23	\$ 30,035,576	104,553,812
TOTAL - Development of Official-Language Communities	\$ 156,785,400	\$ 75,501,948	\$ 232,287,348	TOTAL - Enhancement of Official Languages	\$ 79,147,975	\$ 30,035,576	109,183,551

OVERALL TOTAL
Program Administration Cost
\$ 341,470,899

Appendix A.1. OFFICIAL LANGUAGES SUPPORT PROGRAMS FINANCIAL DATA

BREAKDOWN OF EXPENDITURES BY PROVINCE AND TERRITORY, 2005-2006

	DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES			ENHANCEMENT OF OFFICIAL LANGUAGES			TOTAL
	Community Life	Minority-Language Education	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Total	
Newfoundland and Labrador	1,570,275	1,477,862	3,048,137	180,000	2,297,101	2,477,101	5,525,238
Prince Edward Island	2,355,914	2,461,614	4,817,528	110,000	1,005,534	1,115,534	5,933,062
Nova Scotia	2,880,435	5,923,971	8,804,406	151,344	3,636,355	3,787,699	12,592,105
New Brunswick	5,023,013	21,271,465	26,294,478	141,000	5,253,539	5,394,539	31,689,017
Quebec	3,951,294	52,109,138	56,060,432	141,700	14,363,572	14,505,272	70,565,704
Ontario	8,363,774	61,957,545	70,321,319	280,000	25,413,046	25,693,046	96,014,365
Manitoba	4,063,130	8,891,600	12,954,730	142,000	4,674,400	4,816,400	17,771,130
Saskatchewan	3,286,709	3,563,753	6,850,462	142,000	3,792,644	3,934,644	10,785,106
Alberta	3,853,578	5,606,947	9,460,525	180,000	8,869,065	9,049,065	18,509,590
British Columbia	3,372,880	7,913,842	11,286,722	287,105	10,123,237	10,410,342	21,697,064
Northwest Territories	2,245,810	2,065,096	4,310,906	52,000	952,644	1,004,644	5,315,550
Yukon	1,982,160	1,116,300	3,098,460	35,800	936,200	972,000	4,070,460
Nunavut	1,784,650	697,256	2,481,906		411,883	411,883	2,893,789
National (including pan-canadian and interregional projects)	8,160,385	4,336,952	12,497,337	2,786,790	22,824,592	25,611,382	38,108,719
TOTAL	52,894,007	179,393,341	232,287,348	4,629,739	104,553,812	109,183,551	341,470,899

Appendix A.1. OFFICIAL LANGUAGES SUPPORT PROGRAMS FINANCIAL DATA

EDUCATION EXPENDITURES 2005-2006

INTERGOVERNMENTAL COOPERATION	Minority-Language		Second-Language		TOTAL	
	Federal \$	Provincial \$	Federal \$	Provincial \$	Federal \$	Provincial \$
REGULAR FUNDS						
Program Expansion and Development	25,100,817	29,997,370	14,180,405	19,405,560	39,281,222	49,402,930
Teaching Support	68,081,139	249,925,563	37,091,398	218,177,987	105,172,537	468,103,550
Teacher Training and Development	3,692,148	5,600,875	1,815,527	2,408,395	5,507,675	8,009,270
Student Support	3,424,161	2,256,833	1,993,699	1,286,666	5,417,860	3,543,499
Other Program Expenditures Categories	7,067,506	6,223,506	0	0	7,067,506	6,223,506
Sub-total	107,365,771	294,004,147	55,081,029	241,278,608	162,446,800	535,282,755
ADDITIONAL STRATEGIES - MINORITY-LANGUAGE						
Promotion of Access and Integration	12,455,267	12,904,991			12,455,267	12,904,991
Quality of Programs and Cultural Enrichment in the School Setting	33,081,881	41,253,525			33,081,881	41,253,525
Teaching Staff and Support Services	4,912,064	7,415,105			4,912,064	7,415,105
Improved Access to Post-Secondary Studies	17,026,406	9,623,213			17,026,406	9,623,213
Promotion of Research on Minority-Language Education and Dissemination of Knowledge	298,250	251,250			298,250	251,250
Sub-total	67,773,868	71,448,084			67,773,868	71,448,084
					ADDITIONAL STRATEGIES - SECOND LANGUAGE	
Improvement of Basic English and French Programs			14,003,859	21,021,763	14,003,859	21,021,763
Relaunching Immersion Programs			3,403,953	2,921,235	3,403,953	2,921,235
Teacher Recruitment and Training			1,008,925	871,785	1,008,925	871,785
Pursuit of Post-Secondary Learning			6,487,489	6,840,154	6,487,489	6,840,154
Promotion of Research on the Teaching of French as a Second Language			433,350	438,150	433,350	438,150
Sub-total			25,337,576	32,093,087	25,337,576	32,093,087
Sub-total - Intergovernmental Cooperation	175,139,639	365,452,231	80,418,605	273,371,695	255,558,244	638,823,926
NATIONAL PROGRAMS						
Explore and Destination Clic (Bursary)	572,223	0	14,494,277	0	15,066,500	0
Accent and Odyssey (Monitors)	2,491,479	0	6,736,221	0	9,227,700	0
COOPERATION WITH THE NON-GOVERNMENTAL SECTOR						
Teaching Support	1,190,000	0	533,745	0	1,723,745	0
OVERALL TOTAL	179,393,341	365,452,231	102,182,848	273,371,695	281,576,189	638,823,926

Appendix A.II.

OFFICIAL LANGUAGES SUPPORT PROGRAMS

EXPECTED OUTCOMES AND PROGRAM COMPONENTS

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITY	ENHANCEMENT OF OFFICIAL LANGUAGES
<p>Objective: To enhance the vitality of English and French linguistic minority communities in Canada and support and assist their development.</p>	<p>Objective: To promote the full recognition and use of English and French in Canadian society.</p>
EXPECTED OUTCOMES	
<p>Medium term</p> <ul style="list-style-type: none"> ■ Members of minority communities: <ul style="list-style-type: none"> – have greater access to quality education in their own language, in their community; – have greater access to programs and services offered, in their language, by federal departments and agencies, provincial and territorial governments, and municipalities; – have a greater ability to live in their own language, to participate in Canadian society and to ensure their long-term development. ■ The multiple partners working to foster community growth and vitality work together to better co-ordinate and target their efforts to support the development of the official-language minority communities. <p>Long term</p> <ul style="list-style-type: none"> ■ The sustainability of official-language minority communities in Canada is guaranteed. ■ Social cohesion in Canada is increased. 	<p>Medium term</p> <ul style="list-style-type: none"> ■ A greater proportion of Canadians: <ul style="list-style-type: none"> – have a working knowledge of both official languages; – have a better understanding and appreciation of the benefits of linguistic duality; – accept the rights of linguistic minorities and encourage their participation in Canadian society. ■ Federal departments and agencies become more aware of their responsibilities with respect to linguistic duality and more active in this regard. ■ The many partners fostering linguistic duality and the French language will work together to better co-ordinate and target their efforts in this regard. <p>Long term</p> <ul style="list-style-type: none"> ■ Canada is recognized at home and abroad as an officially bilingual country. ■ All Canadians recognize and support linguistic duality. ■ Social cohesion in Canada is increased.
TWO PROGRAM COMPONENTS	
<p>Community Life</p> <ul style="list-style-type: none"> ■ Cooperation with the Community Sector ■ Intergovernmental Cooperation on Minority-Language Services ■ Interdepartmental Partnership with the Official-Language Communities ■ Young Canada Works <p>Minority-Language Education</p> <ul style="list-style-type: none"> ■ Intergovernmental Cooperation ■ Cooperation with the Non-Governmental Sector 	<p>Promotion of Linguistic Duality</p> <ul style="list-style-type: none"> ■ Appreciation and Rapprochement <ul style="list-style-type: none"> – Collaboration in promotion – Support for innovation ■ Bilingual Capability <ul style="list-style-type: none"> – Support for interpretation and translation – Support for innovation <p>Second-Language Learning</p> <ul style="list-style-type: none"> ■ Intergovernmental Cooperation ■ Cooperation with the Non-Governmental Sector ■ Young Canada Works
OTHER INTERVENTIONS	
<ul style="list-style-type: none"> ■ Coordination of Federal Commitment ■ Research ■ Program Management 	