



Canadian  
Heritage

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canadien



Canadian Heritage

# OFFICIAL LANGUAGES

Annual Report 2000-2001

Canada



## Minister's foreword



*The Honourable Sheila Copps*

*In its January 2001 Speech from the Throne, the Government of Canada reaffirmed its commitment to Canada's linguistic duality. It recalled that this duality is at the heart of Canadian identity and is a key element of our dynamic society.*

*The Department of Canadian Heritage contributes to the enrichment of official-language minority communities across the country to ensure that they are strong, supported by numerous partners and fully capable of ensuring their long-term development.*

*Thanks to the Department's Official Languages Support Programs, a growing number of Canadians understand and appreciate the richness that linguistic duality represents within Canadian society. The Department of Canadian Heritage's new strategic framework gives a central place to citizens and recognizes the official languages as a value for all Canadians.*

*This Annual Report on Official Languages describes the Official Languages Support Programs' Management and Accountability Framework and, under the headings Strong and Supported Communities and Linguistic Duality, presents the results of initiatives undertaken as part of our programs during the period from April 2000 to March 2001. The insert included with this report describes the main achievements in 2000-2001 of the 28 key federal departments and agencies covered by the accountability framework that the federal government established for the implementation of section 41 of the Official Languages Act.*

A handwritten signature in cursive script that reads "Sheila Copps". The ink is dark and the signature is fluid and legible.

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**Photo Credit :**

1. Parks Canada, by P. St Jacques

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## **Insert**

Interdepartmental coordination - Implementation of section 41 of the *Official Languages Act*

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# Program management -

## Management and accountability framework

In March 2000, the Government of Canada adopted a new management framework in order to provide the public with services of the highest possible quality. This framework, which is presented in the document entitled *Results for Canadians*, commits the Canadian government to attempt to achieve excellence in four areas that are essential to a well-performing public sector:

- › making Canadians the focus of all programs and services;
- › applying sound values in the provision of public services;
- › emphasizing results;
- › promoting careful use of public funds.

It is against this backdrop that federal government departments and agencies have begun to make certain changes for the purpose of adopting a modern control function and results-based management, reviewing their management policies and frameworks, strengthening

their program evaluation and audit functions and improving the quality of their reports to Parliament.

In order to do this, the Official Languages Support Programs Branch adopted a modern management plan in 2000-2001 which includes various measures that will enable it to make the necessary changes to adjust to the management framework of the Canadian government.

First, the Official Languages Support Programs Branch has started to move toward results-based management by undertaking to develop a management and accountability framework for all of its programs.

In order to develop this framework, it has embarked, in co-operation with Treasury Board, Privy Council Office and the Department of Justice, on a process of reflection designed to redefine the framework of federal government policy on official languages. Various consultation

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

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

### Areas of intervention and programs

#### *Community development*

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

#### *Services and minority-language education*

- › Federal-provincial/territorial agreements on minority-language education and special agreements on school governance and post-secondary education
- › Federal-provincial/territorial agreements on services in the minority language
- › Summer Bursaries for Francophones from outside Quebec
- › Language Acquisition Development Program (minority language)

#### *Coordination of the federal commitment*

- › Interdepartmental Partnership with Official-Language Communities

#### *Research*

### Main expected results

- › The Anglophone and Francophone minority communities can live in their own language in their own community, which are strong, dynamic and inclusive communities, participate fully in all sectors of Canadian society and work toward their long-term development.
- › Provincial and territorial programs and services in the minority language are accessible and comparable to those provided for the majority in priority strategic areas.
- › Education in the minority language is provided equitably in all provinces and territories.
- › The whole of the federal government and the Anglophone and Francophone minority communities are full partners in the sustainable development of these communities.

# Management and accountability framework

exercises have taken place for this purpose, including a one-day retreat on linguistic duality and discussions by the Committee of Deputy Ministers on Official Languages.

The *Management and Accountability Framework of the Official Languages Support Programs* is designed to clarify the objectives of the programs by linking them to the expected results. Thus, it focuses on two major results corresponding to the objectives set out in Part VII of the *Official Languages Act*, which constitute the mandate given by the *Act* to the Department of Canadian Heritage.

To show the progress made in attaining the two major results expected from the Official Languages Support Program, the framework presents a linkage of direct and final results and of program and policy activities. The tables at the bottom of pages 2 and 3 show, for each of the two major results, the areas of intervention and the programs associated with them, as well as the main final results to which the programs contribute. This new

approach involves a certain amount of reorganization of programs that, in recent years, were divided into three areas of intervention (co-operation with other governments, community development and promotion).

The framework is designed to be a work and reference tool, for both the staff responsible for official languages and the beneficiaries of the programs. Once the initial phase is complete, the Official Languages Support Programs will be able to report to Canadians on the results obtained following government investment in official languages.

Although the changes have barely begun, the Department wanted, starting this year, to make the transition to an annual report that focuses more on results than on achievements. This will be done on the basis of the two major results proposed in the new Management and Accountability Framework: *Strong and Supported Communities* and *Linguistic Duality*.

## LINGUISTIC DUALITY IS RECOGNIZED AND VALUED BY ALL CANADIANS

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

### Areas of intervention and programs

#### *Promotion and rapprochement*

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

#### *Second-language instruction*

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

#### *Coordination of the federal commitment*

#### *International profile*

#### *Research*

### Main expected results

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

# Program management -

## Improvements in management practices

The modern management plan adopted by the Branch in the fall of 2000 has become its guide to adjusting established practices to a style of management that is more focused on results and improving due diligence in the delivery of its grants and contributions programs.

Along with the *Official Languages Support Programs Management and Accountability Framework* described earlier, an overview of the main measures taken in accordance with this plan is provided under three headings:

### Program policies and objectives

Even before the modern management plan was developed, an evaluation and audit plan was established in April 2000, under which all components of the program will be subject to a cyclical evaluation and audit between 2000 and 2005, and the conditions governing the program will be updated to bring them into line with the Treasury Board policy on transfer payments. Thanks to this plan, the Branch will be able to strengthen its ability to conduct a strategic evaluation and analysis of all of its programs.

In November 2000, an advisory committee on improving management practices was created to guide the development of the modern management plan and ensure that measures were put in place to improve management practices in the Branch.

In February 2001, an internal audit was launched for three programs, namely the *Support for Official-Language Communities Program*, the *Language Acquisition Development Program* and the *Cooperation with the Voluntary Sector Program*. Audit reports will be made public in 2001-2002. It should be noted that the modern management plan was successful in anticipating the main observations of these audits and in providing for many appropriate improvement measures.

At the same time, we are developing a management and accountability framework focused on the results of the Support for Official-Language Communities Program. This framework will establish the issues for the evaluation that will be carried out in 2002-2003.

### Management control and structure

In December 2000, the National Review Committee for Official Languages Support Programs grants and contributions was established to formulate an ongoing audit process for the purpose of exercising greater due diligence in the review and approval of grants and contributions. This committee reviews all of the funding files and makes recommendations on every aspect of the processing of grants and contributions files in the various components of the program in order to ensure that there is a consistent interpretation of the program conditions, objectives and criteria.

A number of administrative directives and program policies have been derived from the work of the national committee for fiscal year 2001-2002:

- › a policy on the choice of funding instruments, in line with Treasury Board requirements, along with a grid on the evaluation of the complexity of funding requests;

- › directives on surpluses, major cash balances, revenues carried forward, organizations' fiscal years;
- › procedures for the organization of records of recommendation files and preparation of contribution agreements.

Management and work tools were also developed between January and March 2001:

- › a checklist for the processing of files;
- › a grid to evaluate the complexity of funding proposals;
- › applicant's guides for certain components of the program (*Language Acquisition Development Program* and *Support for Linguistic Duality*). These guides represent a good way to communicate the criteria used in analyzing proposals to recipients.



# Improvements in management practices

## Communications and training

To ensure that a clear management framework combined with precise directives is in place for all of its programs and applied by the staff responsible for them, the Branch has established various means of ongoing communications, including teleconferences, memoranda, directives, information files, key messages and operational tools.

In March 2000, as part of a departmental initiative, a first series of workshops on due diligence was provided at Headquarters and in the regions in co-operation with the Corporate Review and Financial Services branches.

In November and December 2000, a second series of workshops was held for official languages staff to provide more information about concepts linked to the

application of due diligence. These training activities will continue in 2001-2002 to upgrade the skills of officers and managers on all aspects of funding request processing, and in particular the application of various criteria used to analyze requests.

In 2001-2002, training will also be provided for applicants to examine the preparation of an application for funding in light of a results-based approach. Applicants will accordingly be encouraged to submit their applications including the results they hope to attain and report on. To this end, an applicants' guide will be specially designed for the *Official-Language Communities Support Program*.

### Contribution of Official Languages Support Programs to Canadian Heritage strategic priorities

#### Departmental results with respect to official languages

Canadian institutions present and reflect linguistic duality in the choices they offer Canadians, especially in education and services in the minority language.

Canadians have an opportunity to learn the other official language.

The official-language communities contribute to Canadian society.

Canadians know one another better and have a better understanding of the contribution of linguistic duality to Canadian society.

Canada is recognized on the international stage for its expertise in the teaching and learning of languages.

#### Canadian Heritage strategic priorities

Diverse and accessible Canadian choices

Excellence in people

Building capacity

Canadians connected to one another

Canadians connected to the world

# Strong and supported communities -

Departmental Strategic Priority



Departmental Strategic Result

The official-language communities contribute to Canadian society.

Enhancement of the vitality of the English and French minority linguistic communities is essential to Canadian diversity and it lies at the heart of the country's linguistic duality. The Department of Canadian Heritage's Support for Official-Language Communities Program contributes to enhance the vitality of the English and French minority linguistic communities. It enables the communities to consolidate their networks of organizations, implement development priorities, contribute actively to all aspects of community life and support projects that have an interregional and national impact.

## Community development: actions and results

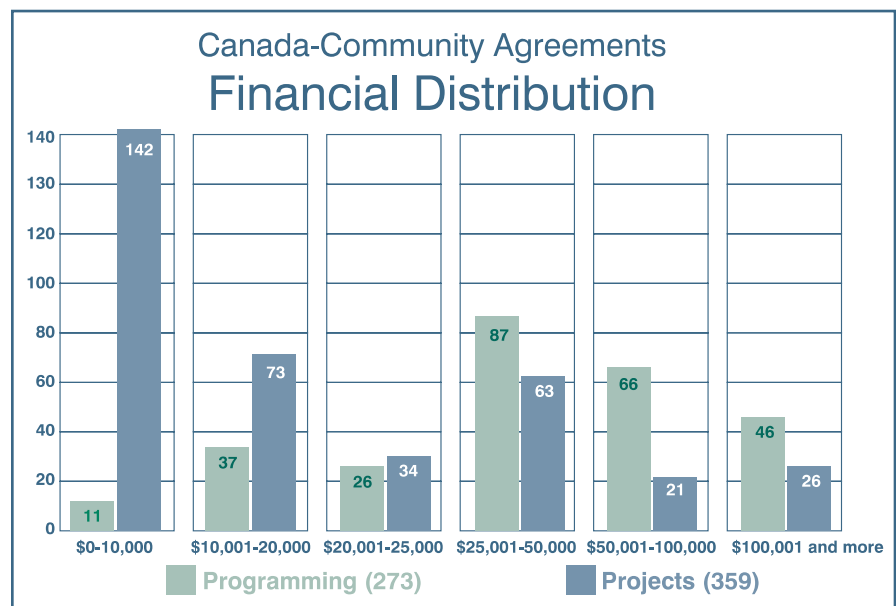
### Support for Official-Language Communities

In June 2000, the signing of the Canada-Francophone Community of Ontario Agreement marked the last stage in the renewal of five-year agreements with each of the provincial and territorial communities, as well as with national Francophone organizations. Each agreement provides a multi-year financial envelope for program and project funding of the organizations that represent the communities.

As shown in the above table, 273 groups received programming funding in 2000-2001, for an average value of \$75,093 per organization.

The second table indicates that 161 of these groups, i.e. 59%, received programming financial assistance of \$50,000 or less. It should also be noted that 69% of the projects received financial support of \$25,000 or less.

Program component	Total (in \$)	Number of Initiatives	Average (in \$)
<b>Canada-Community Agreements</b>			
Programming	20,500,256	273	75,093
Projects	7,171,161	304	23,589
<b>Strategic Development Fund</b>			
	5,766,526	55	104,846
	<b>33,437,943</b>	<b>632</b>	<b>52,908</b>



# Community development

## Program Targeted Result

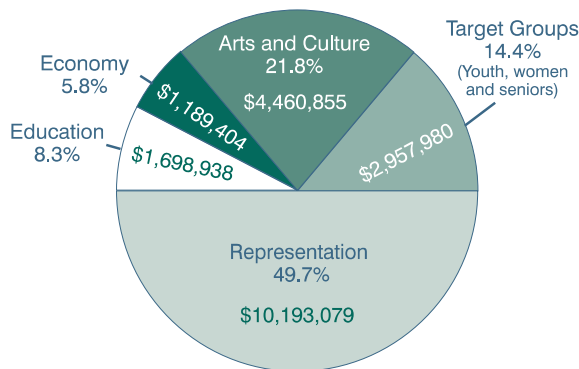


The Anglophone and Francophone minority communities can live in their own language in their own communities, which are strong, dynamic and inclusive communities, participate fully in all sectors of Canadian society and work toward their long-term development.

Almost one half of the programming budget envelope for 2000-2001 was used for representation activities of organizations such as the *Fédération des communautés francophones et acadienne du Canada*, the *Association canadienne-française de l'Ontario*, the Quebec Community Groups Network, etc.

The other half of the programming budget for 2000-2001 was used to support groups involved in sectors such as arts and culture (*Fédération culturelle canadienne-française* and *Association des théâtres francophones du Canada*, for example), education, economy (including communications), and organizations representing targeted groups (youth, women and seniors).

Canada-Community Agreements  
Program Funding 2000-2001  
(\$20,500,256)  
Activity Sectors



### Multipartite Cooperation Agreement on Culture

The third meeting to evaluate and update the Multipartite Cooperation Agreement on Culture took place in February 2001 in Ottawa. Concluded in June 1998, this agreement, the purpose of which was to give concrete form to sections 41 and 42 of the *Official Languages Act* of Canada in the arts and culture field, is based on the action plan setting out the details of about 40 leading projects. French-speaking artists from across the country benefit from the more sustained and closer links established between the signatories of the Agreement and spin-offs from national and inter-regional projects put forward under the action plan. For example:

#### *Bureau de la Zone francophone à Montréal*

- ▶ Establishment in the summer of 2000 of a promotional structure to support and network the efforts of French-Canadian artists, producers and distributors in Quebec.
- ▶ Project initially focused on publishing and song/music, two key sectors of the cultural industries that specifically require access to networks in Quebec.

#### *Les Voyagements*

- ▶ Project to support creative theatre tours across the country.
- ▶ In 2000-2001, 172 performances of 15 theatrical works in 62 venues in seven provinces, as well as 44 meetings with the public to promote creative theatre.

#### **14<sup>th</sup> edition of *Coup de cœur francophone***

- ▶ Network of cultural broadcasters that supports the emergence of French-speaking singers and songwriters.
- ▶ In 2000-2001, 272 Canadian artists performed in ten cities in Francophone minority communities.

**Sectors covered**  
Theatre  
Media arts  
Visual arts  
Song/music  
Literature  
Cultural development

**Parties signing the agreement**  
Fédération culturelle canadienne-française  
Department of Canadian Heritage  
Canada Council for the Arts  
National Arts Centre  
Canadian Broadcasting Corporation (since January 2000)

# Strong and supported communities - Community development (continued)

## Manitoba's Business Incubator and Mentorship Network

The Business Incubator and Mentorship Network, set up by the Economic Development Council for Manitoba Bilingual Municipalities, was officially launched in October 2000 in Saint-Boniface. The goal of this network is to promote and encourage new businesses by helping Francophone businesspeople, in both urban and rural communities, to integrate into the business world and take advantage of new economic trends. The Network had five entrepreneurs in incubation in March 2001 and three others were to start up businesses in the following months. The technical services (consultation, planning, business plan development, market studies, etc.) offered during the first months of the Network's operation were assessed at \$100,000. The Network also offered 150 hours of training in entrepreneurship and reached some 250 clients through its marketing activities.

## Minority media

### Francophone facilities

#### *Réseau francophone d'Amérique*

- › 18 community radio stations on air (potential audience of 400,000 listeners and average audience rating of 68 per cent)

#### Francophone print media outside Quebec

- › 31 community print media (print run of 155,408 and readership of 357,438)
- › Two dailies (print run of 106,710 and readership of 250,731)

### Anglophone facilities

- › Six community radio stations on air
- › 33 community print media (print run of 400,000 and readership of 900,000)

(Sources : APF, ARC, QCNA et Média Vision)

## Study of the experiences and perceptions of Anglophone Quebecers

To better equip the community and decision-makers from various backgrounds, the Missisquoi Institute conducted a detailed study of the needs and concerns of the Anglophone community in Quebec. This study was based on a survey carried out in the spring of 2000 by CROP with 3,126 Anglophones from all parts of Quebec and 1,264 Francophones for purposes of comparisons between the two language groups. The questions in the survey covered a broad range of subjects, including education, manpower and employment, health and social services, representation within the Anglophone community, mobility and isolation.

The qualitative and quantitative data obtained provide a better idea of the minority English-language community, its concerns and its priorities. We should note, for example, that it was clearly established that access to health and social services in English remains a priority for this community.

### Questions that are extremely or very important

Access to health and social services in English	84 per cent
Access to government services	73 per cent
Access to job training	68 per cent
Unemployment	66 per cent
Maintaining small schools	61 per cent
Decrease of Anglophone community	60 per cent
Signage language	57 per cent

Source : The Missisquoi Institute

The survey also made it possible to confirm that far from being homogenous, the Anglophone population of Quebec is strongly diverse in terms of geographic distribution, ethnicity, the extent of its integration into the Francophone majority, its views on language and on the leaders in its own community, as well as access to services in English. The survey revealed important differences among the regional Anglophone communities across Quebec. For example, Anglophones in the Gaspé/Magdalen Islands region were nearly four times as likely as other Anglophones to cite employment as the number one issue facing their communities. Similarly, those in the Eastern Townships, where we find a high rate of seniors among Anglophones, were twice as likely to mention health care as the number one issue for their community.

# Strong and supported communities - Services in the minority language



The Department of Canadian Heritage provides 12 million dollars annually in financial support to the provinces and territories to encourage them to provide the official-language minority communities with services in their language in sectors such as the administration of justice, health and social services and economic and community development. The provinces and territories with an Anglophone majority have thus concluded agreements to promote the implementation of policies and laws governing the provision of services in French. In addition, an inter-governmental forum on exchange of resources and expertise as well as an annual conference of ministers responsible for Francophone affairs is helping to increase the provision of provincial and territorial services in the minority language.

## Services in the minority language: actions and results

### Centre de la francophonie

In March 2001, the Department of Canadian Heritage announced a grant of \$750,000 to the *Centre de la francophonie* in Whitehorse, Yukon. This multi-purpose facility available to the 1,100 Francophones in the Yukon as well as to many visiting tourists serves to:

- › bring together under one roof community groups and services such as the Resource Centre;
- › achieve economies of scale in administering community groups;
- › generate rental revenues from the meeting room, which is equipped with a traditional kitchen and an interpretation system.

### Ministerial Conference on Francophone Affairs

At the fifth Ministerial Conference on Francophone Affairs, held in Stanley Bridge, P.E.I., in October 2000, the provincial and territorial governments and the federal government made a commitment to strengthen their relations with the Francophone and Acadian communities. The participating ministers agreed to work together in three areas, namely visibility of Canada's French language and culture, commitment by governments to foster the vitality of Acadian and Francophone communities across Canada, and early childhood development.

#### Early childhood

To recognize the special needs of Francophones, the government of Ontario decided to devote 5% of its Early Childhood Development Assistance Fund to the implementation of innovative programs designed for Francophone families throughout the province.

### Francophone cultural showcase

In March 2001, Alberta concluded a co-operation agreement with the federal government to promote the French language and culture and to increase the visibility of the Franco-Albertan community at the Eighth World Track and Field Championships and the Fourth Games of La Francophonie, in the summer of 2001. This agreement provides for \$95,000 in financial support for the implementation of the *Vitrines culturelles francophones* project.

# Strong and supported communities -

## Departmental Strategic Priority

Diverse and accessible  
Canadian choices

## Departmental Strategic Result

Canadian institutions present and reflect linguistic duality in the choices they offer Canadians, especially in education and services in the minority language.

Under the Official Languages in Education program, the Department of Canadian Heritage provides \$152.4 million annually in financial assistance to the provinces and territories to help them provide young people from the official-language minority communities with access to quality education in their language.

### Some figures...

(Primary and secondary levels)  
2000-2001

#### 252,000 students

- › 102,000 study in English in Quebec
- › 150,000 study in French elsewhere in the country

#### 1,039 schools

- › 360 English-language schools in Quebec
- › 679 French-language schools elsewhere in the country

Source: Centre for Education Statistics, Statistics Canada

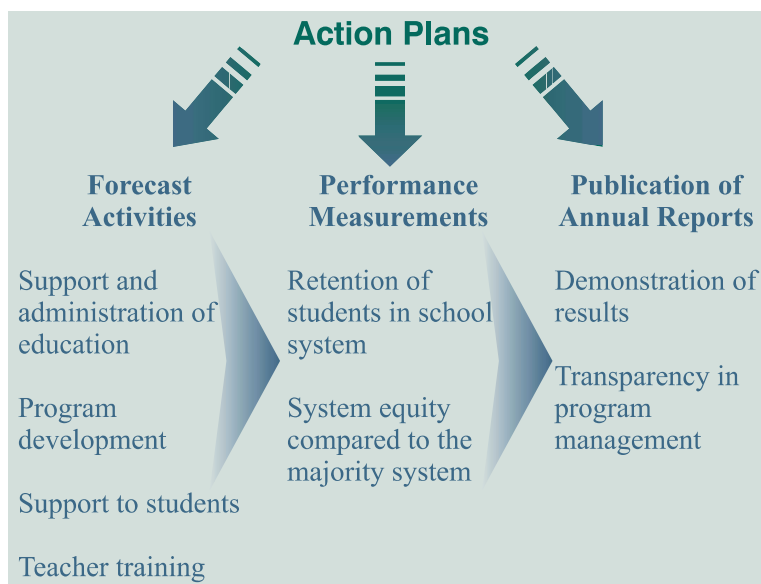
## Minority-language education: actions and results

### Agreements and Action Plans

Canadian Heritage supports the provision of high-quality education in the minority language at all levels by ensuring the necessary follow-up to the latest protocol for agreements on official languages in education concluded with the Council of Ministers of Education, Canada and the bilateral agreements signed with the provinces and territories.

For the first time, the agreements concluded with the provinces and territories include three-year action plans specifying the objectives of each government with respect to official-languages education, as well as the activities to be carried out and the results expected.

The bilateral agreement signed with the province of New Brunswick in January 2001 opened the door to this new form of co-operation between the Canadian government and the provincial and territorial governments.



### Post-secondary education in French

To support the development of post-secondary education in French offered by the University of Moncton, the governments of Canada and New Brunswick concluded an agreement in principle in January 2001 providing for a total investment of \$10 million over four years. Since the University of Moncton plays a major role in the social, economic and cultural development of the Francophone and Acadian communities in New Brunswick and other parts of the country, this financial assistance will help it to continue doing so.

# Minority-language education

## Program Targeted Result



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

### National Network of University Education in French

The *Réseau national d'enseignement universitaire en français* (RNEUF), launched in 1999-2000, will enable 13 universities outside Quebec to exchange courses and increase the number of programs provided for students in French. RNEUF will also link French colleges and some French schools to provide a communication and distance education service. Community organizations will also be able to use it for communication purposes.

As a result of the addition of multimedia facilities and the modernization of existing equipment, the network made progress in 2000-2001. Canadian Heritage contributed \$1.2 million to the project. The government of Ontario funded the implementation of 18 new sites installed in its colleges and universities.

#### Sites hooked up to the network

Newfoundland and Labrador	3
Prince Edward Island	1
Nova Scotia	6
New Brunswick	3
Ontario	18
Manitoba	2
Saskatchewan	16
Alberta	14
<b>Total</b>	<b>63</b>

### Collège d'Alfred

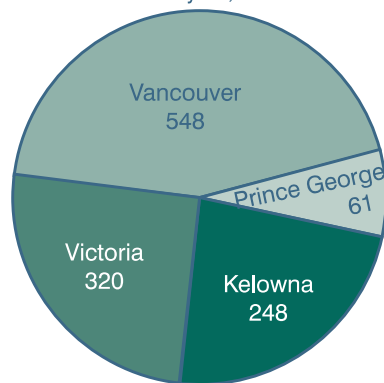
As a result of additional contributions under the Official Languages in Education Program, *Collège d'Alfred* in Ontario offers new French post-secondary programs in the agri-food field. By providing for the development of skills and transfers of knowledge in the agricultural and agri-food sectors, the *Collège* contributes to the development of Francophone communities. One hundred and twenty students attend *Collège d'Alfred* full-time and 2,045 are receiving custom designed training.

### ÉducaCentre

Since the establishment of two new campuses in Kelowna and Prince George, ÉducaCentre, the French-language adult education and training centre in British Columbia, has succeeded in attracting a number of new students from various parts of the province. A total of 1,177 new registrations were received for the 2000-2001 academic year, of which 26% were in Kelowna and Prince George. In addition, the development of new courses, especially in the tourism sector and some offered for the first time in French in British Columbia, helps French-speaking workers to improve their French-language skills.

#### 1,177 New Registrations

between September, 2000  
and July 31, 2001



### Summerside School and Community Centre

Following a judgement of the Supreme Court of Canada in January 2000 recognizing the right of Francophone parents in Summerside to a French-language primary school, the government of Prince Edward Island promised parents that it would make education in French available at homogenous facilities in the Summerside-Miscouche area. In October 2000, the Department of Canadian Heritage and the provincial government announced the provision of \$3.9 million and \$2.2 million respectively for the construction of a school and community centre in the community.

# Strong and supported communities -

## Departmental Strategic Priority

Building capacity



## Departmental Strategic Result

The official-language communities contribute to Canadian society.

Section 41 of the *Official Languages Act (OLA)* requires the federal government to enhance the vitality of the English and French linguistic minority communities and to support and assist their development as well as to promote the use of English and French in Canadian society. Section 42 of the Act gives the Department of Canadian Heritage the role to coordinate the implementation of the government's commitment.

More than six years after the creation of an accountability framework for the implementation of section 41 of the *OLA*, the actions of the Department of Canadian Heritage with respect to interdepartmental coordination gained new vigour with the launch, in June 2000, of the Interdepartmental Partnership with the Official-Language Communities (IPOLC). What is original in IPOLC is that it enables federal government agencies and official-language communities to establish closer and, it is hoped, sustainable links. By providing additional funding for the federal government partners which propose projects developed in conjunction with the associations representing these communities, IPOLC is designed to function as an additional tool for the Department in its efforts to advance the involvement of the federal government in the development of the Anglophone and Francophone minorities in Canada. A number of federal agencies have already made use of IPOLC funding to maximize the actions they take with respect to the official-language minority communities.

A number of portfolio agencies work closely with the Interdepartmental Coordination Directorate in the Official Languages Support Programs Branch (OLSPB). Over the years, this partnership has grown extensively. The CBC, Telefilm Canada, the Canada Council for the Arts, the National Arts Centre and the CRTC, to mention a few, are some of the players that have responded to the Department's call to take part in the development of the official-language minority communities. It is note worthy that the Department's Cultural Development and Arts and Heritage sectors are increasingly involved in the work of the OLSPB in terms of interdepartmental coordination.

## Coordination of the federal commitment: actions and results

### IPOLC

Signing of memoranda of understanding by the Department of Canadian Heritage for the benefit of Anglophone and Francophone minority communities in Canada.\* IPOLC contribution to the implementation of activities linked to the memoranda of understanding: \$922,000. Discussions begun with a number of other partners in the federal government.

### Interdepartmental Partnership (IPOLC) 2000-2001

Departments/agencies	Funds transferred to various departments and agencies
Health Canada	\$167,000
Atlantic Canada Opportunities Agency	77,000 **
Telefilm Canada	24,000
Canada Council for the Arts	600,000
Industry Canada	54,000
<b>Total</b>	<b>\$922,000</b>

\*\* Expenses carried forward to fiscal year 2001-2002

\* Among the community partners are : the *Association canadienne-française de l'Alberta*, the *Corporation hospitalière Beauséjour*, the Canadian Deafness Research and Training Institute, the Quebec Association for Adult Learning, the *Producteurs et réalisateurs francophones hors Québec*, the *Centre culturel francophone de Vancouver*, the *Regroupement des éditeurs canadiens-français* and *Réseau Ontario*.



# Coordination of the federal commitment

## Program Targeted Result



The whole of the federal government and the Anglophone and Francophone minority communities are full partners in the sustainable development of these communities.

### Culture

Consolidation of work groups in media arts, visual arts and theatre and promotion of projects suggested by the groups. Thus, in the case of media arts, organization with Telefilm Canada of the second immersion meeting of the *Alliance des producteurs francophones du Canada (APEC)* in Montreal in October 2000. In music, assistance given to the creation of the National Music Industry Association (NMIA). Support also given for the implementation of the Multipartite Cooperation Agreement on Culture. Annual meeting of (federal) signatories of the Memorandum of Understanding on publishing and the Francophone organizations involved. Action taken in the Atlantic region to expand the foreign market for French-language products in theatre arts. Definition of the Anglo-Quebec community's needs for arts and culture.

### Health

Active participation in the work of Health Canada's two advisory committees (Anglophone and Francophone) on minority linguistic communities. Sustained liaison with that department's Official Language Communities Support Bureau with a view to sharing information and supporting various activities and initiatives involving matters of common interest. Signing of a memorandum of understanding with Canadian Heritage under IPOLC.

### Interdepartmental Coordination

Organization of five meetings of the members of the network of national coordinators responsible for implementing section 41 of the *OLA*, including two meetings with the representatives of the official-language minority communities: Edmonton (April 2000) and Moncton (November 2000). Acceptance of a 29<sup>th</sup> member in the network of key designated departments and agencies, the Canadian Tourism Commission. Sustained participation in the activities of the networks of stakeholders put in place by the Treasury Board Secretariat, Human Resources Development Canada and Health Canada. Review of many briefs intended for submission to Cabinet from the perspective of development of the official-language minority communities.

### Action Plans

The sixth generation (2000-2001) of action plans for the implementation of section 41 of the *OLA* and the overview of accomplishments for the previous year received from 28 key departments and organizations. Analysis of documents and delivery of recommendations from the Deputy Minister to his colleagues in these key departments and organizations. Tabling in Parliament of a summary by the Department of Canadian Heritage.

### Evaluation Framework

Establishment of an evaluation framework for the implementation of section 41 of the *OLA* and preparation of a guide for its interactive use, in cooperation with many partners of the federal government and the communities. These documents to be used by key federal departments and agencies to evaluate their contribution to the implementation of the accountability framework announced in August 1994.

### Communication and Dialogue

Publication of three issues of *Bulletin 41-42*, some 4,000 copies of which are distributed within the Public Service and to organizations in the official-language minority communities. Many awareness-raising activities carried out with officials and community representatives. Coordination work relating to federal government participation in the *Dialogue en direct* initiative being taken by the *Fédération des communautés francophones et acadienne du Canada*.

### CRTC

Participation, in the fall of 2000, in the Canadian Radio-Television and Telecommunications Commission's preparation and holding of regional consultations and public hearings concerning French-language broadcasting services in minority communities. The Department is monitoring the implementation of the report published in February 2001.

# Linguistic duality -

## Departmental Strategic Priority

Canadians connected to one another

## Departmental Strategic Result

Canadians know one another better and have a better understanding of the contribution of linguistic duality to Canadian society.

The *Official Languages Act*, passed by Parliament in 1988, gives the Department of Canadian Heritage a mandate to promote the recognition, learning and use of French and English in Canadian society as a whole. To carry out this task, the Department offers a number of programs designed to highlight the economic, social and cultural benefits of Canada's linguistic duality, which is a fundamental Canadian value.

## Promotion and rapprochement: actions and results

### Voluntary sector

By increasing the ability of the voluntary sector to work in both official languages, Canadian Heritage ensures that the presence of both English and French are better reflected in Canadian society. Seventy-eight non-profit organizations received financial assistance from the Assistance for Interpretation and Translation Program in 2000-2001 to promote equal participation for the two official-language communities in the activities of these organizations. At the same time, close to thirty organizations, also non-profit, were able to provide their services and communicate with their members and with the public in both official languages in 2000-2001 thanks to the Development of Official Language Services Program.

**Total budget: \$688,154**  
(2000-2001)

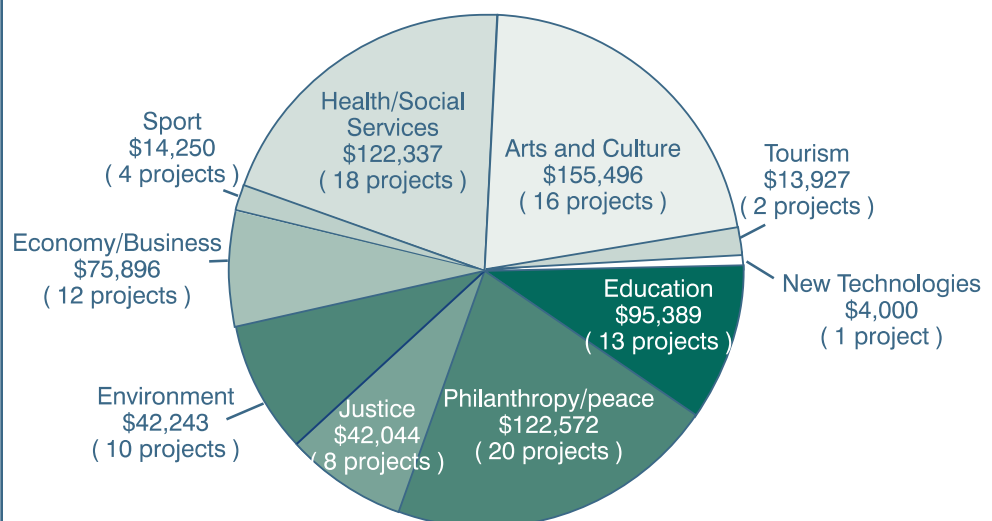
Support for translation and interpretation

\$298,711 (78 projects)

Development of official languages services

\$389,443 (26 projects)

### Activities by sector



# Promotion and rapprochement

## Program Targeted Results



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

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

## French language and culture

### Rendez-vous de la Francophonie

In March 2001, Francophones and Francophiles in Canada took part in the two weeks of the Rendez-vous designed to celebrate their attachment to the French language and culture and to create links with one another.

#### Community roots process

- › Close to 1,050 activities recorded in 44 major Francophone population pools across the country.
- › More than a hundred partners supported the event and helped to organize and advertise it.
- › Within the government of Canada, many key departments and agencies involved with sections 41 and 42 of the *Official Languages Act* seized the opportunity to organize in-house promotional activities.

#### Initiatives that touch people

- › National tour: a performance in ten centres and seen by more than 5,000 spectators.
- › *Mots et rythmes* competition: 42,000 young people and 1,344 teachers targeted in 257 schools.
- › Children's radio: almost 15,000 students from 51 schools, more than 600 hours of broadcasts and almost 300,000 listeners.
- › Youth Exchanges Canada - RVF component: more than 700 young people accompanied by journalists discovered another Francophone area of the country.

#### Media spin-offs

- › 600,000 agate lines (equivalent to 500 tabloid pages), 1,200 minutes of radio air time and 150 printed advertisements.



### Expomédiatour

In order to present the culture and heritage of Francophone Ontario and to inform Francophones



and Francophiles about the richness of this heritage, the *Regroupement des organismes du Patrimoine franco-ontarien* and its partners launched an innovative project in May 2000 that offered training in creating virtual community heritage exhibits. Offered in French in eight cultural and community centres and an ecomuseum, this training provides players in the cultural sector with better tools for preparing virtual community exhibitions.

### First gala of Franco-Ontarian song and music

Organized by the *Association des professionnels de la chanson et de la musique*, this first gala was held on March 21, 2001. Some 650 people and thousands of viewers enjoyed 13 Franco-Ontarian singers and musicians. A turning point for the Ontario recording industry, the gala was broadcast by the French-language CBC Ontario/Outaouais and TFO televisions, and by CBC Ontario's radio *Première Chaîne*.

### Évangéline - a musical drama

The summer of 2000 marked the seventh season of performances of the play *Évangéline* at the *Université Sainte-Anne* in Nova Scotia. This musical drama, seen by 3,000 people, has helped to promote the language and culture of Acadia to the local population and tourists from all parts of the world.

# Linguistic duality -

## Promotion and rapprochement (continued)

### Activities focusing on rapprochement

#### DIALOGUE en direct

An impressive gathering in March 2001 of some 480 Anglophones, Francophones, Aboriginals and Allophones.

Signature of a friendship pact by six major Canadian partners who agreed to observe the principles of equity, diversity and community put forward in the *Parlons-nous!* report and to continue their co-operation. Those signing the Pact were:

- › Assembly of First Nations
- › Canadian Parents for French
- › Canadian Labour Congress
- › Ethnocultural Council of Canada
- › Canadian Federation of Independent Business
- › *Fédération des communautés francophones et acadienne du Canada*

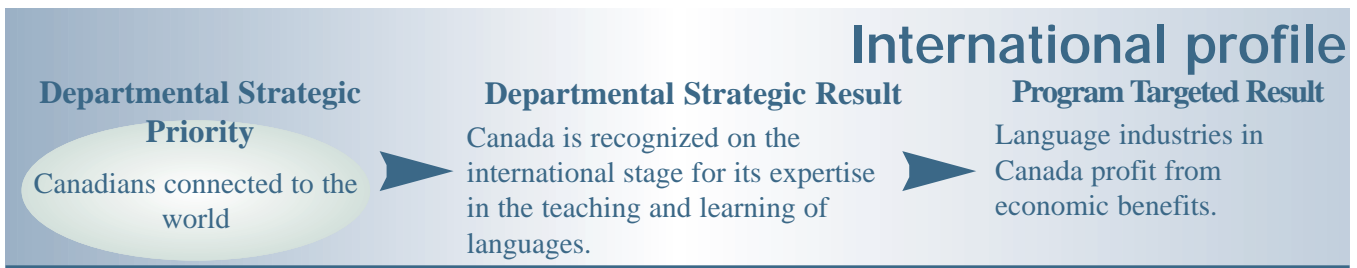


#### Grou Tyme

The second edition of Grou Tyme took place in Dartmouth, Nova Scotia, in September 2000. This initiative is designed to promote Acadian culture, artists and the region to the Anglophone community in the province and across the country. In addition to 130 Acadian artists representing all art forms and all areas of Acadia, 5,000 visitors took part in the event. In addition to open-air performances, an exhibition on regional tourism and economics, coordinated by the Nova Scotia Economic Development Council, made it possible for some fifteen provincial and regional organizations to showcase their activities and their products.

#### Franco-Fest 2000

Some 350 people took part in the second Franco-Fest organized by the *Association francophone de St-Jean* in Newfoundland, in June 2000. In addition to highlighting the Francophone and Acadian communities in the area, Franco-Fest also encouraged participation by the Anglophone majority and thus allowed all of the communities to get to know and understand one another better.



The Department of Canadian Heritage supports the language industries in their efforts to promote Canada as a destination of choice for travel and learning English or French as a second language. In 2000-2001, these activities extended to six major international events: Rendez-Vous Canada, the World Education Market, the Canadian Education Centres Networking Conference, wherein some 70 private and public institutions took part, the Conference of Commonwealth Education Ministers, Expolangues 2001, as well as a special event organized in the Canada Pavilion of World Expo in Hannover which brought together 11 Canadian private language schools and 20 European group organizers and travel agents. Each of these events provided an opportunity to promote Canada and its expertise in second-language teaching, encourage foreign students to come to Canada to study languages and persuade organizers of foreign group travel to add Canada to their roster of world countries to visit.

- › 331 private schools
- › 159 public institutions
- › Over 11,000 jobs
- › Market share around \$300 M

*1998 Survey, Centre for Education Statistics, Statistics Canada*

# Linguistic duality -

## Departmental Strategic Priority



## Departmental Strategic Result

Canadians have an opportunity to learn the other official language.

# Second-language instruction

## Program Targeted Results

The provincial and territorial governments offer second language learning programs and opportunities for students to understand and appreciate the other linguistic community's culture.

Young people who take part in a different linguistic and cultural experience are able to sensitize their home community as well as their host community to the personal enrichment to be gained from the knowledge of both official languages.

For more than 25 years now, the Official Languages in Education Program has been the keystone of the federal strategy to promote official languages. Not only does it provide financial assistance to the provinces and territories by paying some of the additional costs incurred to make minority-language instruction (English in Quebec and French elsewhere in the country) accessible, but this program also helps provinces and territories to offer young Canadians an opportunity to learn their second official language. In 2000-2001, the Department of Canadian Heritage paid \$41.3 million to the provincial and territorial governments for this component of the Official Languages in Education Program.

Thanks partly to this financial assistance, almost 2.6 million young people (51.5% of the school population) are today learning English or French as a second language across the country. The support from the Canadian government has helped make the younger generation the most bilingual in the country's history. Indeed, while there has been a general increase in the proportion of the Canadian population capable of

expressing itself in both official languages over the past 30 years, the increase has been most marked among young people (24.4% of those 15 to 19, according to the 1996 census). This increase demonstrates the impact of the programs put in place by the provinces and territories with the federal government's support.

### Some figures...

(Primary and secondary levels)  
2000-2001

#### In Canada

- › 2,611,122 students learn French or English as second language
- › 324,495 students in French immersion

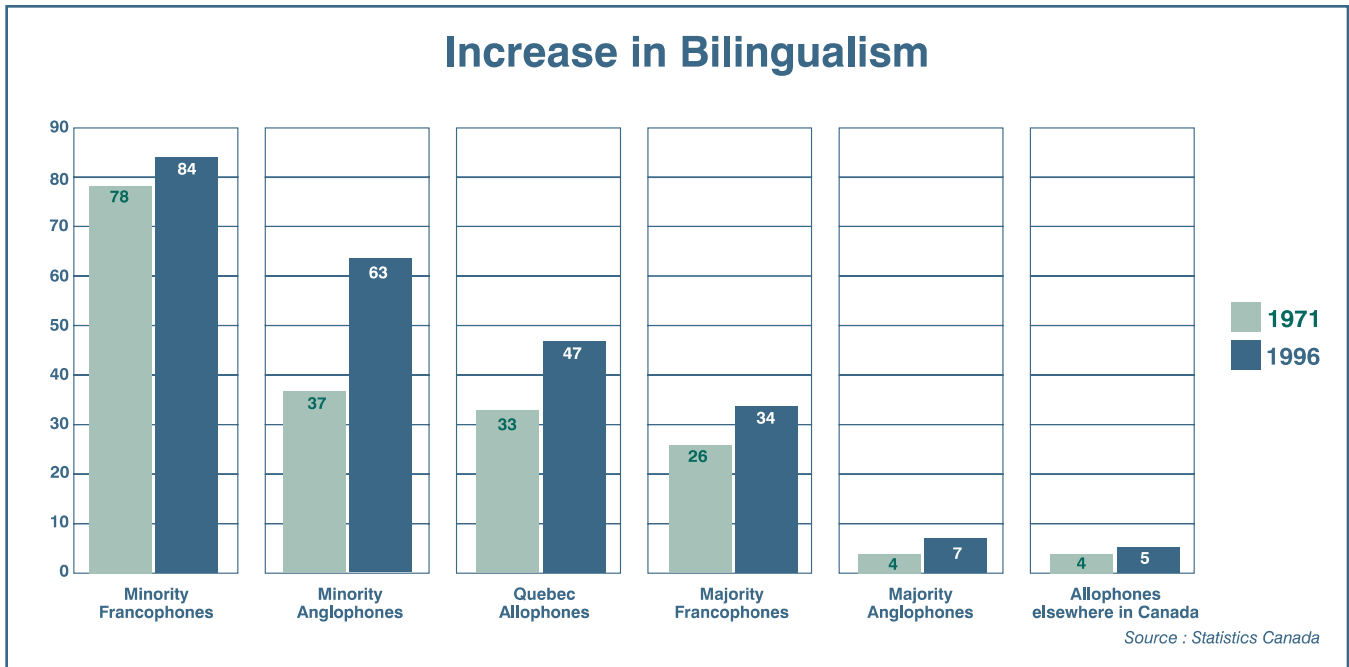
#### In Quebec

- › 557,733 students learn English as second language
- › 40,212 students in French immersion

Source : Centre for Education Statistics, Statistics Canada

According to the latest Census data available (1996), the rate of bilingualism varies considerably by age group for Anglophones and Francophones. In the case of Francophones in Quebec, the rate reaches a peak at ages that correspond to high labour force participation. Thus, the rate is highest (48%) for the 20-24 age group, and stays high at subsequent ages. For Anglophones outside Quebec, the rate of bilingualism is highest at the ages corresponding to the school years. It reaches a maximum (16%) for the 15-19 age group, and declines thereafter. The lower rates in older age groups are explained, especially by the lesser popularity or the non-existence of French immersion programs during their school years. In the case of most recent cohorts, from kindergarten on, children could register for a French immersion program or take French courses. Since 1971, a growing number of English schools have been providing French immersion programs and the number of students who are registered in them has grown continuously over the years. In other words, Anglophones outside Quebec learn French as a second language mainly at school.

# Linguistic duality -



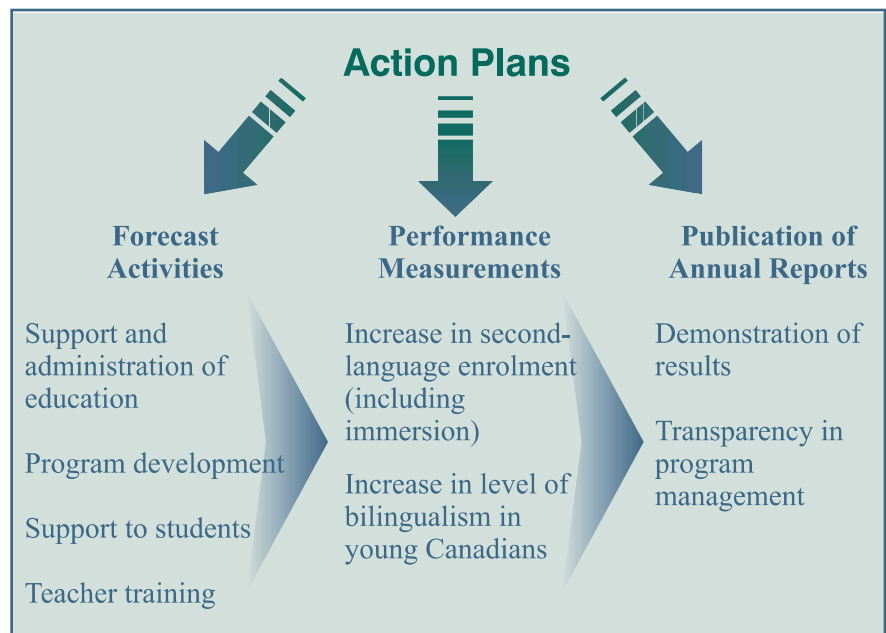
As the graph above shows, there was an increase in bilingualism in all language groups from 1971 to 1996. Minority linguistic groups have a higher rate of bilingualism than the majority groups. In Quebec, the English-language minority group has the highest rate of bilingualism.

## Second-language instruction: actions and results

### Agreements and Action Plans

As in the case of minority-language education, Canadian Heritage supports the provision of high-quality education in English or French as a second language at all levels by ensuring that the necessary follow-up action is taken on the latest protocol for agreements on official languages in education concluded with the Council of Ministers of Education, Canada, and the bilateral agreements signed subsequently with the provinces and territories.

The agreements ratified in 2000-2001 are, for the first time, accompanied by action plans giving details of the activities to be carried out and the results expected. This new approach using action plans is an innovation and indicates the desire of both orders of government to clarify the objectives to be attained in second-language instruction and to specify the measures taken to achieve the expected results.



# Second-language instruction (continued)

## Linguistic exchanges

In addition to being very popular with young people, language exchange programs make a major contribution to promoting and strengthening second-language learning in the Anglophone and Francophone majority communities in Canada.



Funded by Canadian Heritage and coordinated by the Council of Ministers of Education, Canada, in co-operation with the provincial and territorial governments, the Summer Language Bursary Program has made it possible for some 200,000 students to participate in exchanges since the program began in 1971, including 7,490 in the summer of

2000. Of these, 321 young Francophones from outside Quebec went to Ontario, Quebec and New Brunswick to improve their French skills. No fewer than 3,388 young Canadians learned English as a second language and 3,781 young people learned French as a second language during a five-week stay in another province. Some sixty courses were offered by 40 participating institutions located in all provinces.

The Official-Language Monitor Program offers young people at the post-secondary level an opportunity to become full- or part-time monitors supporting a second-language or French as a first language teacher in his or her classroom work. Since its creation in 1976, 28,000 young people at the post-secondary level have taken part in the program, including 889 in 2000-2001.

### Summer Language Bursary (2000) Place of stay of participants

Newfoundland and Labrador	167
Prince Edward Island	76
Nova Scotia	365
New Brunswick	313
Quebec	3 261
Ontario	1 692
Manitoba	282
Saskatchewan	261
Alberta	508
British Columbia	525
Yukon	16
Northwest Territories	14
Nunavut	10
<b>Total</b>	<b>7 490</b>

### Profile of monitors 2000-2001

- › 70 per cent part-time
- › 30 per cent full-time
- › 521 for French as a second language
- › 192 for English as a second language
- › 176 for French as a first language in Francophone communities outside Quebec

Thanks to Young Canada Works in both official languages, close to 1,000 young Canadians were able to find a job in 2000-2001 in a field related to their studies and to develop their language skills. According to the many testimonies gathered, the students hired are a source of energy and new ideas for their employers, acquire professional experience and make useful contacts for their future careers while progressing in learning their second official language.

### Province/territory of origin

Province/territory of work	Nfld.	P.E.I.	N.S.	N.B.	Que.	Ont.	Man.	Sask.	Alta.	B.C.	Y.T.	N.W.T.	Number of youths
Newfoundland and Labrador	8	---	2	---	6	1	1	---	---	---	---	---	18
Prince Edward Island	---	5	---	4	8	1	---	---	---	---	---	---	18
Nova Scotia	2	1	13	3	8	8	1	2	---	2	---	---	40
New Brunswick	---	1	3	41	23	11	---	---	---	---	---	---	79
Quebec	4	1	5	12	112	70	3	7	14	26	---	---	254
Ontario	4	---	4	10	90	63	1	6	5	5	1	---	189
Manitoba	1	---	---	1	40	8	17	2	1	3	---	---	73
Saskatchewan	---	---	2	3	28	9	2	11	2	---	---	---	57
Alberta	---	---	---	1	46	5	1	2	23	---	---	---	78
British Columbia	1	---	---	2	79	6	---	---	1	14	---	---	103
Yukon	---	---	---	1	5	---	---	---	3	2	---	---	11
Northwest Territories	1	---	---	---	3	1	---	2	1	---	---	---	8
<b>Number of young people</b>	<b>21</b>	<b>8</b>	<b>29</b>	<b>78</b>	<b>448</b>	<b>183</b>	<b>26</b>	<b>32</b>	<b>50</b>	<b>52</b>	<b>1</b>	<b>---</b>	<b>928</b>

# Linguistic duality - Second-language instruction (continued)

## Promotion of second-language learning

### French as a second language

In 2000-2001, Canadian Parents for French (CPF) succeeded in extending the range of its activities designed to promote the benefits of learning French as a second language, especially through its Web site and French summer camps offered by the organization in which 1,300 young people participated in 2000-2001. It should also be noted that the number of members of this national voluntary organization increased by nearly 10 per cent.



Moreover, in August 2000, CPF published its first report entitled *The State of French Second Language Education in Canada in 2000*. This report is a reference tool for all of those who are interested in French as a second language education and, more particularly, for decision-makers in various levels of government.

### Fourth annual *French for the Future* conference

More than 1,000 French immersion and Francophone students from Vancouver, Winnipeg, Calgary, Toronto, Fredericton and Halifax, were connected live by satellite on April 5, 2001 to discuss the situation and use of French in their cities and in Canada as a whole. Through various workshops on living in French, working in French and the opportunities available to bilingual youth, students are encouraged to continue their life-long use and learning of French and they are informed about career opportunities while being exposed to Francophone cultural activities within their respective communities.



#### Some of the achievements in 2001:

- › addition of two host cities (Fredericton and Winnipeg);
- › increase in student participation (from 700 in 2000 to 1,100 in 2001);
- › increase in the number of schools participating (from 60 in 2000 to 90 in 2001);
- › creation of a Web tool to enable the students to communicate with their colleagues.

### Virtual resources

The Canadian Association of Second Language Teachers (CASLT) Web site, which has received awards of merit, testifies to the growing interest in learning second languages. The number of visitors each month, which has grown steadily since the site was created and reached 3,000 this year, shows the relevance, interest and needs of second-language teachers for such resources.

#### CASLT's Web site awards of excellence

- › The Teacher's Corner award of excellence for educational Web sites
- › ÉduNET choice
- › Foreign Language Teachers site of the month

The Web site [www.L2ed.com](http://www.L2ed.com) is a valuable source of information for parents, educators, students of all ages and professionals looking for language teaching resources and historical information on Canada.





## Financial and statistical data

- › Expenditures 2000-2001
- › Enrolments in minority-language education programs
- › Enrolments in second-language instruction programs

# Financial and statistical data -

## Expenditures 2000-2001

### Breakdown based on key results targeted by Official Languages Support Programs

<b>Strong minority communities supported by many partners</b>		<b>Linguistic duality recognized and valued by all Canadians</b>	
<i>Community development</i>		<i>Promotion and rapprochement</i>	
› Support for official-language communities	\$33,437,943	› Support for linguistic duality	\$7,634,031
› Administration of justice in the two official languages	688,600	› Co-operation with the voluntary sector	688,154
<b>Sub-total</b>	<b>\$34,126,543</b>	› Summer language bursaries	11,748,968
<i>Services and minority-language education</i>		› Official-language monitors	7,476,800
› Federal-provincial/territorial agreements on minority-language education and special agreements on school governance and post-secondary education	152,384,417	› Young Canada Works in both Official Languages	3,984,481
› Federal-provincial/territorial agreements on services in the minority language	12,056,250	<b>Sub-total</b>	<b>\$31,532,434</b>
› Summer bursaries for Francophones from outside Quebec	545,786	<i>Second-language instruction</i>	
› Language Acquisition Development Program (minority language)	2,056,332	› Federal-provincial/territorial agreements on second-language instruction	41,317,434
<b>Sub-total</b>	<b>\$167,042,785</b>	› Language Acquisition Development Program (second language)	553,550
<i>Coordination of federal commitment</i>		<b>Sub-total</b>	<b>\$41,870,984</b>
› Interdepartmental Partnership with Official-Language Communities	922,000		
<b>Sub-total</b>	<b>\$922,000</b>		
<b>TOTAL - COMMUNITIES</b>	<b>\$202,091,328</b>	<b>TOTAL - DUALITY</b>	<b>\$73,403,418</b>

**OVERALL TOTAL: \$275,494,746**  
Program administration cost: \$8,260,714

Province / Territory	Official Languages in Education			Services in the Minority Language (\$)	Support to Official-Languages Communities (\$)	Other Programs (\$)	GRAND TOTAL
	Minority Language (\$)	Second Language (\$)	Sub-total OLE (\$)				
Newfoundland and Labrador	1,151,895	1,580,355	2,732,250	450,000	922,000	---	\$4,104,250
Prince Edward Island	1,842,905	366,095	2,209,000	1,793,500	765,000	---	\$4,767,500
Nova Scotia	4,084,895	2,800,105	6,885,000	340,000	1,619,409	---	\$8,844,409
New Brunswick	13,448,150	3,855,850	17,304,000	1,320,000	2,589,715	---	\$21,213,715
Quebec	50,840,718	249,298	51,090,016	---	3,648,826	---	\$54,738,842
Ontario	53,537,705	15,666,995	69,204,700	1,115,000	5,357,739	---	\$75,677,439
Manitoba	8,033,450	3,506,850	11,540,300	1,235,000	2,686,820	---	\$15,462,120
Saskatchewan	3,613,457	2,004,543	5,618,000	283,750	2,169,715	---	\$8,071,465
Alberta	6,033,930	4,724,070	10,758,000	165,000	2,945,895	---	\$13,868,895
British Columbia	5,480,280	5,626,720	11,107,000	---	2,656,580	---	\$13,763,580
Yukon	669,532	334,553	1,004,085	2,424,000	360,360	---	\$3,788,445
Northwest Territories	675,000	448,000	1,123,000	1,675,000	538,809	---	\$3,336,809
Nunavut	2,972,500	154,000	3,126,500	1,255,000	242,550	---	\$4,624,050
<b>Sub-total</b>	<b>\$152,384,417</b>	<b>\$41,317,434</b>	<b>\$193,701,851</b>	<b>\$12,056,250</b>	<b>\$26,503,418</b>	<b>---</b>	<b>\$232,261,519</b>
Summer Language Bursaries	545,786	11,748,968	12,294,754	---	---	---	\$12,294,754
Official-Language Monitors	n/a	7,476,800	7,476,800	---	---	---	\$7,476,800
Support to Communities (National Organizations/Projects)	---	---	---	---	6,934,525	---	\$6,934,525
Administration of Justice in the two Official Languages	---	---	---	---	---	688,600	\$688,600
Language Acquisition Development Program	---	---	---	---	---	2,609,882	\$2,609,882
Interdepartmental Partnership with the Official-Language Communities	---	---	---	---	---	922,000	\$922,000
Support for Linguistic Duality	---	---	---	---	---	7,634,031	\$7,634,031
Co-operation with the Voluntary Sector	---	---	---	---	---	688,154	\$688,154
Young Canada Works in both Official Languages	---	---	---	---	---	3,984,481	\$3,984,481
<b>GRAND TOTAL</b>	<b>\$152,930,203</b>	<b>\$60,543,202</b>	<b>\$213,473,405</b>	<b>\$12,056,250</b>	<b>\$33,437,943</b>	<b>\$16,527,148</b>	<b>\$275,494,746</b>

# Enrolments in minority-language education programs

## Newfoundland and Labrador

	Enrolment	Grades	Number of schools
1970-1971	185	K to 10	1
1998-1999r	268	K to 12	6
1999-2000p	258	K to 12	6
2000-2001e	256	K to 12	6

## Prince Edward Island

	Enrolment	Grades	Number of schools
1970-1971	796	1 to 12	7
1998-1999r	615	1 to 12	2
1999-2000p	608	1 to 12	2
2000-2001e	604	1 to 12	2

## Nova Scotia

	Enrolment	Grades	Number of schools
1970-1971	7,388	P to 12	32
1998-1999r	4,157	P to 12	21
1999-2000p	4,169	P to 12	23
2000-2001e	4,257	P to 12	23

## New Brunswick

	Enrolment	Grades	Number of schools
1970-1971	60,679	K to 12	196
1998-1999r	40,713	K to 12	108
1999-2000p	39,510	K to 12	107
2000-2001e	38,445	K to 12	107

## Quebec

	Enrolment	Grades	Number of schools
1970-1971	248,855	K to 11	519
1998-1999r	101,697	K to 11	358
1999-2000p	101,669	K to 11	360
2000-2001e	102,263	K to 12	360

## Ontario

	Enrolment	Grades	Number of schools
1970-1971	115,869	K to 13	381
1998-1999r	93,042	K to 13	423
1999-2000p	93,147	K to 13	417
2000-2001e	92,628	K to 12	419

## Manitoba

	Enrolment	Grades	Number of schools
1970-1971	10,405	K to 12	49
1998-1999r	5,208	K to 12	27
1999-2000p	5,165	K to 12	28
2000-2001e	5,167	K to 12	28

## Saskatchewan

	Enrolment	Grades	Number of schools
1970-1971	765	K to 12	12
1998-1999r	1,331	K to 12	16
1999-2000p	1,306	K to 12	14
2000-2001e	1,369	K to 12	14

## Alberta

	Enrolment	Grades	Number of schools
1970-1971	n.a.	n.a.	n.a.
1998-1999r	3,526	K to 12	24
1999-2000p	3,690	K to 12	27
2000-2001e	3,903	K to 12	27

## British Columbia

	Enrolment	Grades	Number of schools
1970-1971	∅	∅	∅
1998-1999r	2,786	K to 12	48
1999-2000p	2,870	K to 12	50
2000-2001e	2,922	K to 12	50

## Yukon

	Enrolment	Grades	Number of schools
1970-1971	∅	∅	∅
1998-1999r	111	K to 12	1
1999-2000p	107	K to 12	1
2000-2001e	109	K to 12	1

## Northwest Territories

	Enrolment	Grades	Number of schools
1970-1971	∅	∅	∅
1998-1999r	53	K to 11	1
1999-2000p	64	K to 11	2
2000-2001e	70	K to 12	2

## Total

	Enrolment	Grades	Number of schools
1970-1971	444,942*		1,197*
1997-1998r	253,507		1,035
1998-1999e	252,563		1,037
1999-2000e	251,993		1,039

K: Kindergarten  
 r: Revised figures  
 p: Preliminary figures  
 e: Statistics Canada estimates  
 P: Primary  
 ESL: English as a second language  
 FSL: French as a second language  
 n.a.: Data not available

\* Excludes Alberta, for which no figures are available

<sup>1</sup> Includes French immersion students only.

<sup>2</sup> French immersion not included (data not available).

<sup>3</sup> Does not include: Anglophone students taking core French in Quebec; Francophone students in minority communities taking ESL (except those in New Brunswick).

Source : Centre for Education Statistics, Statistics Canada

# Enrolments in second-language instruction programs

## Newfoundland and Labrador

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	156,168	67,791	43.4	95	3
1998-1999r	97,649	54,936	56.3	4,819	47
1999-2000p	94,297	53,975	57.2	5,227	56
2000-2001e	90,167	51,612	57.2	4,956	44

## Prince Edward Island

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	27,628	16,495	59.7	541	7
1998-1999r	24,146	14,618	60.5	3,472	25
1999-2000p	24,106	14,500	60.2	3,558	24
2000-2001e	25,942	14,412	55.6	3,581	24

## Nova Scotia

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	198,097	88,991	44.9	127	3
1998-1999r	158,967	85,397	53.7	12,702	110
1999-2000p	152,371	87,289	57.3	10,503	96
2000-2001e	146,414	86,097	58.8	10,667	94

## New Brunswick

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
<b>Students taking ESL</b>					
1977-1978	60,679	n.a.	∅	∅	∅
1998-1999r	40,713	27,895	68.5	∅	∅
1999-2000p	39,510	26,934	68.2	∅	∅
2000-2001e	38,445	26,280	68.4	∅	∅
<b>Students taking FSL</b>					
1977-1978	101,550	70,629	69.6	3,179	34
1998-1999r	88,416	70,865	80.1	20,025	123
1999-2000p	87,493	71,653	81.9	22,030	131
2000-2001e	89,716	71,423	79.6	23,388	130

## Quebec

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
<b>Students taking ESL</b>					
1977-1978	1,260,983	678,664	53.8	∅	∅
1998-1999r	913,274	575,906	63.1	∅	∅
1999-2000p	882,939	566,365	64.1	∅	∅
2000-2001e	874,522	557,733	63.8	∅	∅
<b>Students taking FSL</b>					
1977-1978	207,230	17,754 <sup>1</sup>	8.6	17,754	n.a.
1998-1999r	101,697	38,360 <sup>1</sup>	37.7	38,360	164
1999-2000p	101,669	39,313 <sup>1</sup>	38.7	39,313	168
2000-2001e	102,263	40,212	39.3	40,212	168

## Ontario

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	1,950,308	883,269	45.3	12,764	160
1998-1999r	2,022,437	1,130,950	55.9	161,895	1,079
1999-2000p	2,089,005	1,113,979	53.3	157,410	1,093
2000-2001e	2,121,774	1,166,823	55.0	159,716	1,089

## Manitoba

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	221,408	85,619	38.7	1,667	13
1998-1999r	192,478	90,791	47.2	17,301	97
1999-2000p	192,220	88,163	45.9	16,947	100
2000-2001e	191,855	85,787	44.7	16,514	98

## Saskatchewan

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	216,248	53,804	24.9	407	2
1998-1999r	193,562	95,365	49.3	9,117	69
1999-2000p	189,634	90,648	47.8	8,745	69
2000-2001e	188,240	86,933	46.2	8,387	68

## Alberta

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	439,804	111,338 <sup>2</sup>	25.3	n.a.	n.a.
1998-1999r	530,135	145,141	27.4	26,344	169
1999-2000p	551,685	144,201	26.1	26,183	156
2000-2001e	560,169	138,304	24.7	25,930	157

## British Columbia

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	527,769	161,110	30.5	1,301	15
1998-1999r	611,634	277,875	45.4	29,433	228
1999-2000p	616,496	273,714	44.4	29,979	227
2000-2001e	612,353	278,551	45.5	30,171	229

## Yukon

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	5,394	2,285 <sup>2</sup>	42.4	n.a.	n.a.
1998-1999r	6,199	3,631	58.6	376	2
1999-2000p	5,958	3,561	59.8	362	2
2000-2001e	6,093	3,554	58.3	349	2

## Northwest Territories

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	12,717	3,200 <sup>2</sup>	25.2	n.a.	n.a.
1998-1999r	18,041	3,393	18.8	692	7
1999-2000p	18,892	3,367	17.8	593	5
2000-2001e	19,481	3,401	17.5	624	5

## Total

	Total school Population	Second Language		French Immersion Schools offering	
		Enrolment	Percentage	Enrolment	Immersion
1977-1978	5,385,983	2,240,949 <sup>3</sup>	41.6	37,835	237
1998-1999r	4,999,348	2,615,123 <sup>3</sup>	52.3	324,536	2,120
1999-2000p	5,046,275	2,577,662 <sup>3</sup>	51.1	320,850	2,127
2000-2001e	5,067,434	2,611,122 <sup>3</sup>	51.5	324,495	2,108

