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OFFICIAL LANGUAGES

Annual Report 2004-2005

Volume 1:

Results of the Official Languages Support Programs

Canada 



Introduction



The 2004-2005 fiscal year was an opportunity for Canadian Heritage to strengthen its cooperative links with all of its partners. The Department organized consultations with the official-language communities and supported many of their strategic initiatives in culture, communications and community development. Canadian Heritage also worked with the provincial and territorial

governments to help them implement new policies and legislation on minority-language services or increase the availability of services related to community development.

In education, new parameters were agreed to with the provinces and territories for the next cooperation cycle. One of those parameters is the definition of an accountability framework in keeping with the requirements of the two levels of government that will permit better communication of results to the public. The Department also worked closely with the provinces and territories to fund special initiatives related to the challenges of education in minority communities and second official language instruction.

In the area of interdepartmental coordination, Canadian Heritage developed a tool for measuring the implementation of section 41 of the *Official Languages Act*. The tool, which was well received by departments and agencies, will enable designated institutions to undertake self-evaluations and better illustrate their progress.

The 2004-2005 Official Languages Annual Report focuses on the highlights of the first two years of application of the Action Plan for Official Languages (Volume 1) and the progress made by the Government of Canada over the past decade in implementing section 41 (Volume 2).



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Development of Official-Language Communities

There are official-language minority communities (OLMC) in every province and territory of Canada, with a total population of almost two million. In 2004-2005, Canadian Heritage spent \$214 million and cooperated with 300 local organizations, 13 provincial and territorial governments and 16 federal departments and agencies to support these communities.



Community Life

The purpose of the *Community Life* component of the Development of Official-Language Communities Program is to give communities greater access to programs and services in their own language, whether those programs and services are delivered by community organizations or the municipal, provincial, territorial or federal governments.

Under this component of the program, the Department works closely with the communities themselves, the other two levels of government and many federal departments and agencies. In 2004-2005, the Department allocated \$52 million to the *Community Life* component.

COOPERATION WITH THE COMMUNITY SECTOR

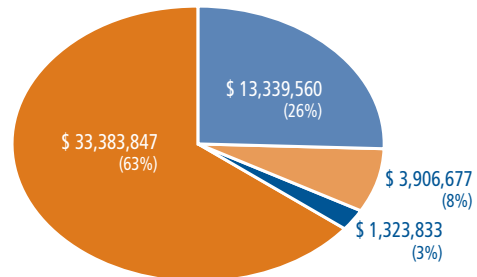
Among the highlights of the 2004-2005 fiscal year were consultations with official-language minority communities (OLMCs) and a status report on spending under the Action Plan for Official Languages.

Community Consultations

In the fall of 2004, Canadian Heritage held 17 community consultations dealing primarily with the interaction

COMMUNITY LIFE

Total Amount Contributed: \$ 51,953,917



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

Facts and figures ...

... on demographic trends

Between 1996 and 2001, the OLMC population increased by 1% in real terms, from 1.89 million to 1.91 million. Despite that increase, its relative proportion of the total Canadian population dropped by 3%. This is attributable to the fact that the population of Canada experienced a greater increase in real terms.

Some demographic data on official-language minority communities become more meaningful when compared with data on the majority population. The minority/majority index (MMI) was created to highlight the two groups. An MMI greater than 1 means that the minority is proportionally more likely to be in that situation than the majority. Note some demographic data from that perspective:

Proportion of Age Groups in Minority and Majority Populations

AGE GROUP	OLMC	MAJORITY	MMI
0-14 years	15.3%	19.6%	0.78
15-24 years	12.4%	13.7%	0.90
25-44 years	32.0%	30.7%	1.04
45-64 years	26.4%	24.3%	1.09
65 years and older	13.9%	11.7%	1.18

The table shows that the proportion of people 24 years and under in OLMCs is smaller than in the majority, whereas the proportion of people 45 years and older is greater than in the majority.

Based on data from the 1996 and 2001 Census of Canada.

between the Department and OLMCs. The purpose of the exercise was to explore ways of optimizing the benefits of the Department's official languages support programs.

The active involvement of 455 people representing associations, community groups, institutions, educational establishments and businesses yielded interesting results. The participants were able to clearly identify the fundamental values underlying the relationship between Canadian Heritage and the communities: a reciprocal commitment to foster the growth and development of OLMCs, trust and mutual respect.

According to the communities, Canadian Heritage plays a vital role as the driving force for the national strategy in support of OLMC development because of its intimate knowledge of the communities and its influence on other departments and other governments. The communities also believe that every cooperation mechanism must reinforce the values of good governance and citizen participation supported by community organizations, promote commitment and volunteerism and ensure real cooperation by and mobilization of government organizations.

After the consultations wrapped up, the Department looked at various cooperation mechanisms while continuing its dialogue with the communities. It developed a new model of cooperation agreements to replace the old Canada-Community agreements. The Department hopes to sign a

According to the communities, Canadian Heritage plays a vital role as the driving force for the national strategy in support of OLMC development.

three-year agreement with each OLMC and include with each agreement an annual or multi-year budget envelope.

Action Plan Investments

Since the Action Plan was adopted in March 2003, the Department has spent almost \$5 million on strategic initiatives initiated by the communities. The funds have enhanced existing programs by giving priority to culture, communications and community development and facilitation.

Culture

The Department contributed to a number of major activities during the 2004-2005 fiscal year. The structuring effects of those activities are certain to generate lasting benefits.

For example, the third World Acadian Congress, which ran from July 31 to August 15, 2004, produced very compelling results. First, the event led the Government of Nova Scotia to recognize the importance of Acadian culture in its tourism



strategy. There was also an increase in bilingual or French signage in Acadian regions, not only in stores and businesses, but also on roads and in other public places. The Canadian Coast Guard rechristened a number of its vessels to give them Francophone names. All of Nova Scotia's Acadian communities came together to create a world-class cultural display celebrating their vitality, language and culture. They agree that the Congress was instrumental in the province's enactment of the *French Services Act* in December 2004.

In 2003, the Department provided funding for the *Forum national sur le développement culturel de la francophonie canadienne*, at which ended in the communities giving the *Fédération culturelle canadienne-française* (FCCF) a mandate to initiate certain structuring approaches and initiatives identified by the participants. This year, the Department supported the launch of those initiatives. The FCCF has been able to help a number of communities form new partnerships and formulate financial strategies. It has begun a research-action project to document the link between language, culture and education. A host of individuals and organizations are involved in the project, including school boards, school staff, parents, youth, and of course, representatives of the arts and culture sector. This dialogue – and the resulting action plan – promotes joint activities as a means of meeting common goals related to identity building, arts education, sociocultural initiatives and, more generally, school governance. The FCCF also made a presentation at the Ministerial Conference on Francophone Affairs in October 2004, proposing different avenues for structuring



Facts and figures ...

... on demographic trends

Glance at the level of diversity in the Minority and Majority Populations

DIVERSITY	OLMC	MAJORITY	MMI
Immigrants	19.5%	17.3%	1.12
Visible Minorities	12.9%	12.6%	1.03

The table shows that the proportion of immigrants is greater in OLMCs than in the majority population, whereas the proportion of visible minorities is almost the same in the two groups.

1996 and 2001 census data

cooperation between the provincial and territorial governments and the OLMCs.

In Saskatchewan, the *Troupe du jour* is currently working to create a theatre space to support the development of French-language theatre in the province and the Francophone community in Saskatoon. The *Troupe* is focusing on a place that meets its immediate need for production and administrative space.

In Quebec, the Anglophone arts community gathered for the very first Quebec Arts Summit in November 2004. The artists came away from the discussions with a better understanding of funding options and their respective areas of professional endeavour. They also had a list of priorities, a five-year action plan and a new organization to represent them, the English Language Arts Network. The network brings Anglo-Quebec artists together so that they can join forces with the French-speaking community and Francophone artists to forge new alliances, build new audiences and look for new sources of support.

Communications

In the area of communications, the Department began consolidating the minority media sector. It provided support for some thirty projects, including two major projects aimed at creating better synergy between the print and electronic media.

One of the projects, spearheaded by the *Fédération des communautés francophones et acadienne du Canada*, involves cooperation of the minority media regarding the future and the issues facing the communications sector. It is hoped that priorities will be identified and agreement reached on an action plan for the entire communications sector of the Canadian Francophone community.

The other project, being carried out by the *Association de la presse francophone* in partnership with the *Alliance des radios communautaires du Canada*, aims to raise awareness among

government officials in the government's Francophone affairs offices so that they use minority media more often.

Elsewhere, new community radio stations are taking shape and will enable members of OLMCs to live more in their own language.

- In Halifax and Richmond County, technical and market studies have begun.
- In Cornwall-Alexandria, efforts are being made to tap the potential of new markets.
- In Toronto, a technical brief was prepared, a promotional and funding campaign was launched, and a basic record library and book library were purchased.
- In Victoria, an application for a radio frequency is about to be submitted to the CRTC.
- In Quebec, the new station *Radio communautaire Missisquoi* will undertake a recruitment and funding drive, provide training for its volunteers and install its antenna.

New community radio stations are taking shape and will enable members of OLMCs to live more in their own language.

Community Development and Facilitation

The Department supported many activities in this area, including the third *Jeux de la francophonie canadienne*, which took place in Winnipeg from July 20 to 24, 2005. The games give Francophones and Francophiles ages 15 to 18 from across the country the chance to express their pride in Canada's French

Above and beyond Action Plan investments ...

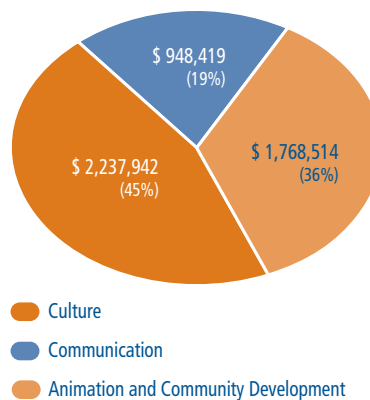
Canadian Heritage continues to support the communities in various areas.

Early childhood education

In Nunavut, the *Les Petits Nanooks* daycare created 24 francization kits specially adapted to local needs. It lends them to families who wish to continue learning French outside daycare hours. The daycare already reports more sustained parental participation. Closer cooperation with daycare staff is developing. This is a determining factor in an isolated Francophone community in the Far North that would not ordinarily find itself in educational material.

COOPERATION WITH THE COMMUNITY SECTOR

Action Plan Expenditures from 2003 to 2005:
\$ 4,954,875



language and culture. The *Fédération de la jeunesse canadienne-française* received support from the Department as well as from the Government of Manitoba and the City of Winnipeg to pilot this initiative. In the course of its preparations, the *Fédération* developed and implemented a communications plan and sponsorship sales strategy, created and unveiled a series of promotional tools, held a meeting of heads of mission and recruited young participants.

In Quebec, the Anglophone community started the second phase of its strategic planning exercise. It defined the orientation of the Quebec Community Groups Network, evaluated the organization's needs, and established a results-based management framework as well as a method for evaluating results. The group will thus be able to better represent the entire Anglo-Quebec community and contribute to its development over the next five years.

In the Yukon, the Department funded the expansion of the *Centre de la francophonie*. The reception area added to the main entrance creates a warmer, friendlier environment for the services provided to the public and to Francophones and Francophiles visiting the region. There were also additions to the resource centre and the offices of the weekly newspaper *Aurore boréale*, which now has more space.

YOUNG CANADA WORKS

Year after year, this Canadian Heritage initiative subsidizes summer jobs that allow young Canadians to gain practical work experience related to their field of study or to explore career opportunities in fields where both official languages are required. The program is part of the Government of Canada's Youth Employment Strategy.



In the 2004-2005 fiscal year, Canadian Heritage invested more than \$3.6 million in this initiative. More than 1,000 summer jobs, exchanges or internships were created to enable young Canadians to work either in their first language in an official-language minority community or in their second language in another community. In both cases, young participants gained practical experience in a field that appeals to them and at the same time were able to live in a different place and learn first hand about a different culture.

The following table gives an overview of the results of the Young Canada Works initiative for the 2004-2005 fiscal year based on the objectives of the Development of Official-Language Communities Program.

Work in first or second official language in an OLMC	342 jobs
Stem the population outflow from OLMCs	94 jobs
Integrate young Francophone newcomers into the host Francophone OLMC	35 jobs
Total	471 jobs

INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

Throughout the 2004-2005 fiscal year, representatives of the Department and the provincial and territorial governments worked to define the broad parameters of the cooperation framework for the next cycle of agreements, which will cover the period from 2005 to 2009.

Strategy, Measurement and Cohesiveness

The Department and the provinces and territories developed a model for a standard agreement setting out the objectives of the financial support program. The agreements will be

Ministerial Conference on Francophone Affairs

The Ministerial Conference on Francophone Affairs took place in Moncton in October 2004. The theme was "Culture, Youth and Identity".

The Ministers committed to contribute to identity development among young Francophones and, with their education colleagues, to explore ways of making culture more prominent in French schools.

Two working groups were formed: one to review the mandate of the Conference and the other to support quick renewal and enhancement of agreements on education and services in the official languages. The Ministers called on the federal government to respect asymmetry and increase its share of joint funding.

accompanied by strategic plans. It was also agreed that during the cooperation cycle, performance indicators would be developed jointly to measure the effect of the activities planned in the bilateral strategic plans. The aim is to ensure that the activities have impact Canada-wide.

Action Plan Investments

The Action Plan for Official Languages set out guidelines regarding the investments that would be given priority in partnerships with the provinces and territories. Since March 2003, the Department of Canadian Heritage has allocated approximately \$2.5 million to initiatives that adhere to these general guidelines:

Support for the Development of Minority-Language Services

Ottawa, bilingual services

For five years, Canadian Heritage facilitated the transition to bilingual services in the City of Ottawa. Funding was provided for translation, staff language training and delivery of a program encouraging businesses to post signs and provide services in both official languages.

There has already been an increase in the number of bilingual services available to the region's Francophone population and tourists.

Many municipal policies and bylaws have been translated, the City of Ottawa terminology bank has been updated, beginner, intermediate and advanced second-language training has been given, and a plan to designate bilingual positions has been launched. Furthermore, the Business Assistance Program introduced in February 2004 has made it possible to train staff in stores and restaurants in the Byward Market and St. Laurent Shopping Centre and to translate literature, documents, menus, service directories and Web sites.

New Provincial Policies or Legislation on French-Language Services

Nine of Canada's 13 provinces and territories now have legislation or policies on French-language services. Canadian Heritage ensure support for their implementation.

Nova Scotia passed its *French Services Act* in December 2004. The province received federal support to deploy its strategic development plan for French services and the communications plan of the Office of Acadian Affairs. It was thus able to draw up a list of departments and the offices prepared to cooperate in initial activities related to the planning and delivery of French services, designate bilingual positions and hire the necessary

staff, hire two translation and communication professionals and set up offices for them.

Saskatchewan, meanwhile, adopted a policy on French services in February 2004. In 2004-2005, it received support from the Department to develop a formal process for implementing French services and creating a bilingual services centre as a pilot project. The centre will help establish guidelines for French services programs and projects. It will also make it possible to draft a provincial action plan over the next federal-provincial agreement and provide services in French beginning in the 2005-2006 fiscal year.

Nine of Canada's 13 provinces and territories now have legislation or policies on French-language services.

Bilingual Service Centres in Manitoba

For the past few years, Franco-Manitobans have had access to single windows for federal, provincial and municipal government services. Many community organizations have also decided to set up service outlets within these Bilingual Service Centres (BSC).

These centres do more than make it easy for Manitoba Francophones to obtain government services. They increase the number of services provided in French. Three services were added during the 2004-2005 fiscal year: immigrant settlement (by the *Société franco-manitobaine* at the St. Boniface BSC), bilingual provincial court with the services of a generalist in law (Red River Region BSC) and Manitoba Housing services (Mountain Region BSC).

Special Attention to Health and Early Childhood Education

Early Childhood Education

As part of a cooperative Canada-Manitoba initiative, the *Coalition francophone sur la petite enfance* launched a pilot project that explored the pivotal role of the school in delivering services and programs for children under the age of seven and their families. The members of the coalition include the Franco-Manitoban School Division, the Provincial Federation of Parent Committees and the *Société franco-manitobaine*.

Two schools opened on-site early childhood education centres, one in a rural area and the other in an urban area. Canadian Heritage supported the project, which includes child and infant care services, a preschool and full-time kindergarten, support for home daycares, and educational and cultural resources and activities. The pilot project extends to home visits, support for new parents, an early childhood fair, literacy and numeracy

programs, screening and early intervention, and workshops for parents of exogamous families.

Health

The Government of Ontario supported a study conducted by the *Regroupement des intervenantes et intervenants francophones en santé et en services sociaux de l'Ontario (RIFSSO)* which demonstrated that health and social services professionals had access to very few French services or resources. The RIFSSO then set up an advisory committee to develop a francization plan and promote existing services, activities and resources.

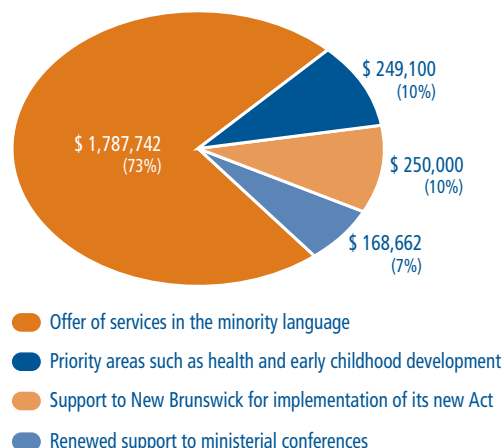
The Department, in cooperation with the Government of Ontario, financially supported this project, making it possible to develop work and information tools for Francophone professionals, create and publish an electronic directory of French health and social services on the Internet (www.cliquezsante.ca) and conduct a Franco-Ontarian campaign to promote use of the services and encourage the boards of directors of professional orders to become actively involved.

Support in New Brunswick for Implementation of the Province's New Act

Under the new Act passed in 2002, New Brunswick has to increase or improve services and communication in the two official languages. Its new obligations apply mainly to the health sector, the Legislative Assembly and municipalities. Canadian Heritage provides New Brunswick with financial assistance to improve services, translate municipal bylaws and public

INTERGOVERNMENTAL COOPERATION ON MINORITY-LANGUAGE SERVICES

Action Plan Expenditures from 2003 to 2005 : \$ 2,455,504





documents, post signs in buildings and on roads, and provide language training to the employees concerned.

Renewed Support for the Ministerial Conferences on Francophone Affairs

Canadian Heritage renewed its support for the national coordination of the network of government officials responsible for Francophone Affairs for three years. The Department provides funds to hire a full-time person to circulate information, coordinate activities and form partnerships. That person oversees the organization of the Ministerial Conference on Francophone Affairs and encourages intergovernmental cooperation in areas of common interest following the general guidelines given at the conferences.

The network also undertook a study on the achievements, models and repercussions of provincial and territorial activities that support Canada's french-speaking communities. The project, which came about as a result of the October



Facts and figures...

... on attitudes and perceptions

In Nova Scotia, 69% of Francophones say they are generally satisfied with the services provided in their region, whereas in Saskatchewan, only 40% say they are satisfied, compared with 71% in OLMCs as a whole.

In Ontario, 72% of Francophones are satisfied with health care and social services and 66% think that access improved between 1997 and 2002.

In Manitoba, 60% of Francophones are satisfied with the preschool services provided in the province and 64% think that access has improved over the past five years.

Based on data from the 2002 Survey on Attitudes and Perceptions Towards Canada's Official Languages

2004 Ministerial Conference, aims to take stock of past initiatives and activities in order to identify the optimum ways of acting at the provincial or territorial level to positively influence the vitality of minority Francophone communities.

INTERDEPARTMENTAL PARTNERSHIP WITH THE OFFICIAL-LANGUAGE COMMUNITIES (IPOLC)

IPOLC is a Canadian Heritage initiative that provides funds to federal agencies as a means of encouraging them to invest some of their own resources to support official-language minority communities. The objective is to have federal institutions integrate OLMCs into their regular clientele.

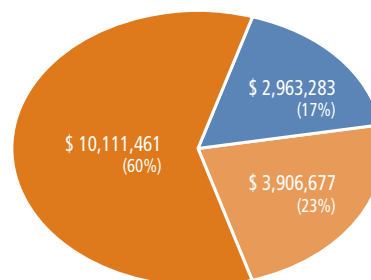
Since IPOLC was launched in 2000, \$65 million has been spent to support the communities. Canadian Heritage has invested \$21.7 million in interdepartmental partnerships, generating further investments of \$29.3 million by other federal partners and \$14 million from other sources. In the 2004-2005 fiscal year alone, Canadian Heritage invested approximately \$4 million which spurred federal agencies and other partners to invest more than twice that amount.

Since the initiative was launched in 2000, 18 IPOLC memoranda of understanding have been signed between Canadian Heritage and federal agencies. That number includes three new agreements signed this year with:

- the National Arts Centre, to continue encouraging artistic excellence in all of the performing arts throughout Canada;
- Status of Women Canada, in order to enhance federal support for women's groups in minority communities and other partners that advocate women's equality by examining their economic, social, political and legal status;

INTERDEPARTMENTAL PARTNERSHIP WITH OFFICIAL-LANGUAGE COMMUNITIES

2004-2005 Funding from all Partners:
\$ 16,981,421



- Investments from Federal Partners
- Other Funding
- PCH Funds Transferred to Departments and Agencies

- Indian and Northern Affairs Canada, in order to strongly support the OLMCs in the three northern territories by increasing their organizational capacity, assisting them with economic development activities and encouraging them to create economic institutions.

Minority-Language Education

The purpose of the *Minority-Language Education* component of the Development of Official-Language Communities Program is to provide communities with greater access to quality education in their own language in their own community.

In 2004-2005, the Department allocated \$162 million to this component of the program.

INTERGOVERNMENTAL COOPERATION

In the 2004-2005 fiscal year, the Department and the provincial and territorial governments, through the Council of Ministers of Education, Canada (CMEC), agreed on a general framework that lays out guidelines for the next cooperation cycle, which extends over the next four years. These guidelines reiterate the objectives, which are to provide access to minority-language education at all levels and offer opportunities to learn the second official language. They also convey the desire of both levels of government to define an accountability framework that will permit better communication of results to the public. The framework will conform to accountability requirements at both levels of government.

The 2004-2005 fiscal year is considered to be a transition period. The Department provided approximately \$116 million in financial support to maintain and improve minority-language education programs as interim measures, over and above the \$43 million for implementation of the Action Plan.

Facts and figures ...

... on attitudes and perceptions

The satisfaction rate in OLMCs with minority-language education services in their community is 76% for primary and secondary school, 70% for post-secondary and 55% for early childhood education.

... on minority school enrolments

56% of eligible students are currently enrolled in French schools in minority communities.

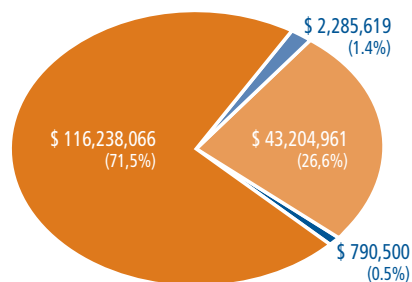
... on post-secondary education

In OLMCs, 48% of people between the ages of 25 and 44 are post-secondary graduates, compared with 45% in the majority group.

Data from the 2002 Survey on Attitudes and Perceptions Towards Canada's Official Languages and the 2001 Census

MINORITY-LANGUAGE EDUCATION

Total Amount Contributed: \$ 162,519,146



- Support for the Maintenance and Improvement of Minority-Language Education Systems
- Complementary Support for Language Learning
- Support for the Implementation of the Government of Canada's Action Plan for Official Languages
- Cooperation with the Non-Governmental Sector

Action Plan Investments

Since the Action Plan was adopted in March 2003, the Department has contributed nearly \$53 million to the provincial and territorial governments for the implementation of specific minority-language education initiatives in the areas described below.

Promotion of Access and Integration

Many activities have received funding from Canadian Heritage in this area, especially in the territories. The objective is to increase the number of students attending primary schools, keep them in the French system through high school and integrate exogamous families into Francophone communities.

In Prince Edward Island, the number of children in exogamous families is constantly increasing. Educators need francization tools in order to prepare the children for French school. A consultant has been hired to update kindergarten programs and train teachers.

In the Yukon, the territorial government relies on the *Association des parents partenaires de l'école française* for francization activities and support services for exogamous families throughout the school year. During the summer, additional camps are offered as a result of a partnership with Canadian Parents for French.

In Nunavut, it was decided to take action prior to registration for school through a preschool francization program and bridging activities between daycare and primary school. Other activities support these francization efforts, such as one- to two-week theme camps in French.



The Northwest Territories decided to increase the number of teachers in the French school board so that students can study in French from kindergarten to Grade 10 without ever being in a split class with more than two grades.

In Nunavut, a preschool francization program and bridging activities between daycare and primary school have been set up.

Quality of Programs and Cultural Enrichment in the School Setting

Funding from Canadian Heritage was used to improve or add programs, strengthen school-community ties, take advantage of information and communications technologies, and improve evaluation of the students' abilities in order to ensure more accurate class placement. Hopefully, these measures will increase the number of students who stay in the French school system.

In Ontario, the provincial government adopted a linguistic planning policy (organization and regulation of language in a given area in order to meet the linguistic needs of a particular population and promote language as a resource). The policy is built around five key areas of intervention:

- learning;
- identity building;
- participatory leadership;
- parental and community involvement; and
- institutional vitality.

Canadian Heritage supports the implementation of this policy. The Department's funding enabled school boards to develop their own policies and plans, introduce cultural and linguistic support programs and services, promote the French school system, and do more to orient and integrate newcomers and eligible students. These and other initiatives encourage parents to become more involved in school activities, thus creating parent networks that support and consolidate strategies and projects developed under the provincial policy.

In Ontario, the provincial government adopted a linguistic planning policy.



New Brunswick developed and began implementing the concept of "school as the heart of the community"; the goal of which is to help students achieve academic success, gain a sense of identity and develop school-community ties. Five schools were chosen to test the concept. The idea is to attract eligible students currently attending English schools and keep students in the French school system by enriching the programs available in the pilot schools. The project aims to offer more learning activities for preschoolers, improve after-school activities for youth and promote continuous learning among adults.

In British Columbia, community facilities were attached to the André-Piolat school in North Vancouver. The province added a dedicated space for preschoolers and another space for performing arts, expanded the gymnasium and library, and added a community meeting space. The Franco-Colombian community in the North Vancouver area now has access to a wider range of community services in French and a community gathering place. Hopefully, the new facilities will attract new students and encourage current students to stay in the system.

In Saskatchewan, the provincial government created new high school programs. Five new courses will be offered through distance education and the use of a variety of technologies, giving people in remote areas access to broader education in French. An applied arts program was also added, and plans were made to train teachers to deliver the courses.

In Manitoba, technology was used to improve the services provided in high school. The Manitoba Department of Education added technological and specialty programs and also offers distance-education programs from kindergarten to the fourth

Some Canadian Heritage funding under *Program Quality and Cultural Enrichment in the School Setting* was used to support research initiatives:

- Saskatchewan carried out a study on cultural identity and the primary and secondary retention rate. The results will help shape new programs to encourage students to continue their education in French.
- Alberta carried out a study on minority-language education issues.

year of high school. Students in all Francophone communities thus have access to quality education in their own language, while high school students can obtain vocational and technological training adapted to minority communities.

In Quebec, Anglophone minority students were evaluated in English, language of instruction, as well as in French as a second language. The province's goal is to more accurately identify learning levels to improve student placement. It will also be possible to establish guidelines and parameters for class structure and instruction.

Teaching Staff and Support Services

The investments made by Canadian Heritage in this area went toward the recruitment and training of teaching staff and specialists as well as the integration of new teaching technologies.

In Newfoundland and Labrador, where Francophone communities are widely scattered, distance education is vital for the provincial Francophone school board. The board hired a distance education coordinator who was able to provide better support through the Internet to students in grades 7 to 12. The coordinator also expanded the range of course options in order to attract more students.

In Manitoba, the Department's support enabled the provincial government to develop strategies for recruiting new teachers and promoting careers teaching French in minority communities. A professional development program was created for teachers in the French school system as a means of encouraging them to stay in their jobs. Courses were offered on the sciences, music and the integration of high-risk students.

In Newfoundland and Labrador, where Francophone communities are widely scattered, distance education is vital for the provincial Francophone school board.

In Nunavut, some students have special needs and require extra support if they are to continue their schooling with their peers. Canadian Heritage funding made it possible to acquire new resources to help the current half-time teacher. These resources will make it easier to identify and assist students with problems. The territorial government is also planning to add the equivalent of one full-time position to support special needs students.

Improved Access to Post-Secondary Studies

Canadian Heritage supported the creation of new programs, new measures to ease the transition from high school to post-secondary studies, distance education, and the implementation of new institutional infrastructures.

Nova Scotia and *Université Sainte-Anne* were particularly active on this front. First, the university opened its Halifax campus in the fall. It then developed a new advanced paramedic program and other specialized trades programs. Other initiatives included the creation of an aquaculture and fisheries research and training centre and the modernization of two science laboratories and the computer network used for distance education. In the area of student support, the university set up a new student intake structure with language development courses as needed and ensured that a facilitator would be available at all times. Various promotional activities raised awareness of the French university among target client groups.

In New Brunswick, the provincial government restructured the New Brunswick Community College's Francophone network. It revamped the management of educational and administrative activities, revised the current courses so that they would be

20 Years of Support for Post-Secondary Education

Canadian Heritage began supporting post-secondary institutions on an ongoing basis in the late 1980s. For example, it helped create the *Collège de l'Acadie* in Nova Scotia and the Language Training Institute at the University of Regina in Saskatchewan. Most recently, institutions were opened in 2004: the distance college and university training centre (Halifax campus) of *Université Sainte-Anne* in Nova Scotia, the Francophone Affairs Office at Simon Fraser University and the *Institut français* at the University of Regina.

Other provinces established minority-language post-secondary institutions. Canadian Heritage has contributed almost \$200 million over 20 years with the provinces' contributions more than doubling that amount.



recognized by Francophone universities and improved the technological tools used for distance education. In addition, it invested in student support, primarily by hiring student life facilitators, improving the coordination of services for special needs students and providing linguistic support for students and teaching staff. The provincial government also implemented a marketing strategy to promote the community college's Francophone campuses.

In Alberta, the provincial government promoted the *Faculté Saint-Jean* and its programs through "open house" days for students in grades 6 to 9, newspaper advertisements, a videotape and a new Web site. In addition, the *Faculté Saint-Jean* purchased laboratory equipment, added three Web-accessible distance-education courses and pooled a number of programs with other institutions. Grande Prairie Regional College and the Augustana campus of the University of Alberta upgraded their language laboratories by purchasing computers and video projectors.

The provinces of British Columbia, Alberta, Saskatchewan, Ontario and Quebec gave Alberta's *Faculté Saint-Jean* a mandate to develop a promotional campaign aimed at their high school and post-secondary populations. The objective is to raise awareness of career opportunities in French



schools in order to reduce the shortage of teachers, particularly high school math teachers.

Nationally, Quebec facilitated the delivery of a project to promote and improve vocational and technical training in Francophone communities in the rest of Canada. The funds contributed by Canadian Heritage and the Government of Quebec enabled the *Réseau des cégeps et collèges francophones du Canada* to make preparations for the launch of several programs and develop selection criteria. The organization also canvassed with a view to forming an advisory committee and responded to questions from interested CÉGEPs and colleges. It also produced an outline of a memorandum of understanding concerning management of the project.

In Nova Scotia, various promotional activities raised awareness of the French university among target client groups.

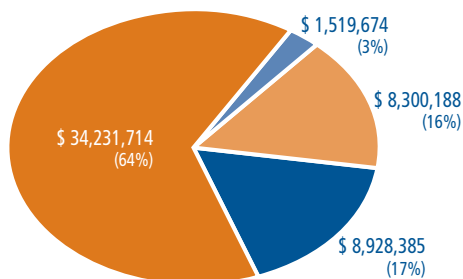
COMPLEMENTARY SUPPORT FOR LANGUAGE LEARNING

During the 2004-2005 fiscal year, the summer language bursary program and the bursary program for Francophones outside Quebec as well as the Official-Language Monitor Program (part-time and full-time) updated their image and were adjusted to reflect the current context.

- **Explore** is essentially the Summer Language Bursary Program. It allows young Canadians to learn their second language in a region of Canada other than the region in which they live.
- **Destination Clic**, a French enrichment program, is aimed specifically at Francophones outside Quebec. Thematic courses are offered in four institutions. Young people are now urged to get involved in French in radio, theatre and other activities.
- **Accent**, a part-time language assistant program, offers part-time jobs that allow participants to acquire classroom experience while continuing their studies.
- **Odyssey**, a full-time language assistant program, offers a nine-month life experience. It allows young people to discover a region of Canada other than their home region and acquire full-time classroom experience at the same time.

MINORITY-LANGUAGE EDUCATION

Action Plan Expenditures from 2003 to 2005: \$ 52,979,861



- Quality of programs and cultural enrichment in the school setting
- Teaching staff and support services
- Improved access to post-secondary studies
- Promotion of access and integration

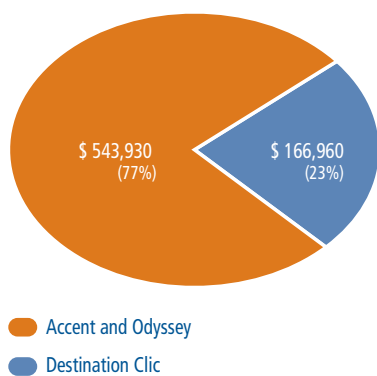
In addition, Action Plan resources have been used over the past two years to improve these language learning programs. The following is a breakdown of that increase for the objectives targeted here:

The following are preliminary data from the summer of 2004 in support of the minority-language education objectives:

- Destination Clic – 156 young Francophones enriched their French.
- Accent – 130 young Francophones worked part time in minority schools.
- Odyssey – 95 young people worked full time in minority schools.

COMPLEMENTARY SUPPORT FOR LANGUAGE LEARNING

Action Plan Expenditures from 2003 to 2005
Minority-Language: \$ 710,890



COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

An evaluation of the needs of Francophone school boards in Canada was completed during the 2004-2005 fiscal year. The evaluation was actually the first phase of a strategy aimed at defining key areas of intervention to complement Canada's French first-language education system. Canadian Heritage funding facilitated consultation with 30 Francophone minority school boards to identify priority needs and guide the establishment of a comprehensive action plan that could involve the federal government, provincial and territorial governments, and national education organizations, in particular, the *Commission nationale des parents francophones*, the

Canadian Teachers' Federation and the *Association canadienne d'éducation de langue française*.

After the results were released, the *Fédération nationale des conseils scolaires francophones* undertook to organize a May 2005 summit of education stakeholders involved in implementing section 23 of the *Canadian Charter of Rights and Freedoms* (*Sommet des intervenants et des intervenantes en éducation dans la mise en oeuvre de l'article 23*). Almost 200 people were expected to gather in Ottawa to validate the findings of the consultation, engage in discussion and reflection, and develop an action plan. The aim was not only to foster the creation of partnerships, but also to make all education stakeholders and governments aware of the process leading to a solid, comprehensive French first-language education system in Canada.

At the same time, the Canadian Teachers' Federation conducted a study to document the specific characteristics of minority-language education and teacher recruitment issues and presented this study at the Summit. This sweeping survey of primary and secondary teachers produced the data needed to draw up an action plan to remedy the situation. The goal will be to improve the quality of the education provided in French schools, recruit and retain qualified teachers, and foster partnerships that will improve the French school system.

The *Association des universités de la francophonie canadienne*, meanwhile, created a network development fund that supports joint projects and partnerships that will have a lasting structuring effect on Canada's French universities network. The idea is to encourage more cooperation, increase the number of innovative projects and the impact on the French education system, and enhance expertise within the university network.

The Canadian Teachers' Federation conducted a study to document the specific characteristics of minority-language education and teacher recruitment issues.

Enhancement of Official Languages

In 2004-2005, Canadian Heritage spent \$86 million to make Canadians aware of the benefits of linguistic duality and encourage young people to learn and develop their second official language.



Promotion of Linguistic Duality

The purpose of the *Promotion of Linguistic Duality* component of the Enhancement of Official Languages Program is to ensure that more Canadians have a better understanding and appreciation of the benefits of linguistic duality and accept the rights and support the development of official-language minorities. This component also aims to make federal departments and agencies aware of their responsibilities regarding linguistic duality in order that they increase their activities in this area.

In 2004-2005, the Department allocated \$4.5 million to this program component.

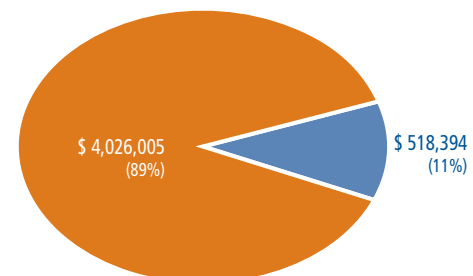
APPRECIATION AND RAPPROCHEMENT

The national organizations *Canadian Parents for French* and *Rendez-vous de la francophonie* have become true symbols of appreciation and *rapprochement* between Anglophones and Francophones in Canada.

In 2004-2005, Canadian Heritage renewed its funding for *Canadian Parents for French*, which opened offices in Quebec and the Northwest Territories. CPF is active in almost every part of Canada. The organization works to promote the advantages of bilingualism to young people and improve access to French second-language programs at all levels of education. One of the biggest

PROMOTION OF LINGUISTIC DUALITY

Total Amount Contributed: \$ 4,544,399



- Appreciation and Rapprochement
- Bilingual Capability

challenges is finding opportunities for young people to use their second language outside the school.

The task of organizing *Rendez-vous de la francophonie* events is now the responsibility of the *Fondation canadienne pour le dialogue des cultures*. In 2004-2005, activities held throughout the country as part of the *Rendez-vous* initiative showcased a modern, vibrant Francophone community that is an asset to the development of the Canadian society. These activities instil pride among Francophones and foster growing interest among Anglophones and Francophiles. This annual celebration is the cornerstone of heightened awareness of French Canada and a greater appreciation of Francophone culture.

Other innovative activities promote appreciation and *rapprochement* between Anglophone and Francophone cultures.

The *Fondation Les Forges* organized a second-language poetry contest for high school students. The nationwide contest enabled young people to explore their creative abilities in the other language and use that language in a completely different context from school. Launched in February 2005 and held in conjunction with Expo 2005, which took place in Japan from March 25 to September 25, 2005, the contest adopted the Canada Pavilion theme: the Wisdom of Diversity.

Each year, the Terry Fox Canadian Youth Centre organizes a series of Encounters with Canada, one-week programs during which youth between the ages of 14 and 17 from all over the country get to know one another. In 2004-2005, Canadian Heritage provided funding for additional workshops on linguistic duality. For 90 minutes, the young participants discussed the advantages and value of being proficient in both official languages, possible links between bilingualism and the health, arts and communications sectors, and ways in which the Government of Canada can meet its bilingualism objectives.

The activities held throughout the country as part of the Rendez-vous initiative showcased a modern, vibrant Francophone community that is an asset to the development of Canadian society.

BILINGUAL CAPABILITY

A number of pilot projects were carried out during the 2004-2005 fiscal year. The goal was to explore various



Left to right: Paul Castonguay (President, CPF-QC) Max Cooke (Executive Director, CPF-QC), Michel Ruest (PCH), Mary Vâné (Executive Director, CPF-NWT) and Randy Patrick (President, CPF-NWT)

models of cooperation on bilingual services in the voluntary and private sectors.

One of the projects currently under way provides financial assistance and expert advice to support local networks in the Canada Volunteerism Initiative so that they are able to broaden their service offerings in both official languages. Another objective of the project is to encourage members of official-language minority communities to participate in the

Facts and figures ...

... on attitudes and perceptions

76% of young Canadians from the majority believe that both official languages give Canada an economic advantage.

55% of Canadians from the majority and 92% of Canadians from the minority believe that both official languages are an important part of Canadian identity.

66% of Canadians from the majority and 88% of Canadians from the minority believe that speaking both official languages improves employment and business opportunities.

67% of Canadians from the majority and 87% of Canadians from the minority believe that services at all levels of government should be provided in both languages in all parts of the country.

Based on data from the 2002 Survey on Attitudes and Perceptions Towards Canada's Official Languages



initiative. The work being done with the networks, which comprise hundreds of volunteer groups in all the provinces and territories, will make it possible to produce an inventory of service delivery models. It will highlight not only the challenges these organizations face, but also their achievements.

In New Brunswick, Enterprise Saint John, the Saint John Board of Trade and the *Association régionale de la communauté francophone de Saint-Jean* have joined forces in an initiative called Avantage Saint John Advantage. The idea is to promote the advantages of bilingualism for both economic development and the development of employment. The final phase of the project includes documentation of a case study to transfer this model of successful cooperation to other regions.

In Ontario, the *Chambre économique de l'Ontario* (CEO) has been supporting the creation of groups of Franco-Ontarian businesspeople for many years. It appears, however, that these businesspeople decide after a while to return to the ranks of chambers of commerce in the Anglophone majority so that their networking activities are not limited solely to the Francophone market. To address this phenomenon, the CEO, with assistance from Canadian Heritage, created a practical guide for chambers of commerce and similar groups in the Anglophone majority that wish to integrate Canada's second official language into their services. The guide will eventually be available on the Internet.

Making Your Organization Bilingual: a practical guide to the delivery of services in both official languages

<http://www.pch.gc.ca/guide>

Coming soon to the site: Organizations' best practices

The final phase of the Avantage Saint-John Advantage project entails documentation of a case study in order to transfer this model of successful cooperation to other regions.

BILINGUAL CAPABILITY 2004-2005

Total Amount Contributed: \$ 518,394 (121 projects)

Activity Sectors	Amount	Number of projects
Tourism	\$ 22,943	8
Sport	\$ 5,043	3
Health / Social Services	\$ 138,699	30
Philanthropy / Peace	\$ 35,765	9
New Technologies	\$ 9,694	4
Justice	\$ 33,621	7
Environment	\$ 63,864	18
Education	\$ 81,589	12
Economy / Business	\$ 55,274	11
Arts / Culture	\$ 71,902	19

In 2004-2005, Canadian Heritage helped 121 organizations in various fields to provide services in both official languages. In most cases, the Department's assistance took the form of interpretation and translation services.

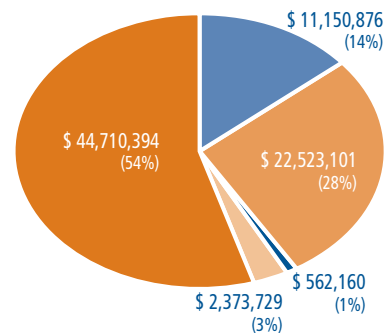
Second-Language Learning

The purpose of the *Second-Language Learning* component of the Enhancement of Official Languages Program is to ensure that more Canadians have a working knowledge of both official languages.

In 2004-2005, the Department allocated \$81.3 million to this program component.

SECOND-LANGUAGE LEARNING

Total Amount Contributed: \$ 81,320,260



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

INTERGOVERNMENTAL COOPERATION

As stated in the section on *Minority-Language Education* (p. 9), a general framework containing guidelines for the next cooperation cycle, which runs from 2005 to 2009, was established during the 2004-2005 fiscal year. The framework was the result of negotiations between the Department and the provincial and territorial governments through the Council of Ministers of Education, Canada (CMEC).

The 2004-2005 fiscal year, considered to be a transition year, included a number of interim measures in support of the maintenance and improvement of second-language programs (\$45 million) over and above support for implementation of the Action Plan (\$11 million).

Action Plan Investments

Since the Action Plan was adopted in March 2003, the Department has transferred nearly \$12 million to the provincial and territorial governments for the implementation of specific second-language learning initiatives in the areas described below.

Improvement of Basic English and French Programs

The activities in this area relate primarily to the enrichment of existing programs, improvement of teaching skills and modernization of teaching methods.

Facts and figures

... on attitudes and perceptions

49% of Canadians from the official-language majority and 67% of Canadians from the official-language minority believe that the education they received in primary/secondary school was an excellent opportunity to learn the second official language. (PCH Survey, 2002)

In 2004, 74% of young Canadians from the official-language majority felt that all high school graduates should be bilingual, compared with 68% in 2002. (Ipsos Reid 2002 and 2004)

83% of Canadians believe that it is important for children to learn a second language. (2003 CRIC survey on official languages)

... on enrolments in second-language programs

51% of the total school population in majority official-language systems is enrolled in second-language programs in primary and secondary grades. The proportion rises to 53% when second-language programs in minority systems are factored in.

Based on data from various surveys on attitudes and perceptions towards official languages and the 2001 Census

In New Brunswick, for example, an instrument was developed to evaluate the oral second-language proficiency of Grade 12 students. Studying French as a second language is currently mandatory from grades 4 to 10, and the province evaluates students' proficiency at the end of that cycle. However, New Brunswick's goal's is to increase to 70% the proportion of graduates to speak their second official language by 2013. The new instrument will make it possible to measure results in the years ahead.

In Quebec, the provincial government is reorganizing English second-language instruction to make courses mandatory beginning in the first year of primary school effective in the 2006-2007 school year. Funding from Canadian Heritage is being used to develop the curriculum and teaching tools necessitated by this improvement.

In British Columbia, a pilot project in support of learning French as a second language by videoconference has begun. A new link between a Burnaby high school that offers French immersion and the National Arts Centre in Ottawa will enable teachers to enrich their curriculum with interactive on-line discussions and theatre performances involving French-Canadian celebrities. The students, meanwhile, will benefit not only linguistically, but culturally as well.

Alberta is using new technologies to improve the quality of teaching resources and modernize second-language teaching. Through an interregional project, the province created multimedia documents that are available on line to support French instruction.

In British Columbia, a pilot project to support learning French as a second language by videoconference has begun.

Relaunching Immersion Programs

The objective with respect to relaunching immersion programs is to increase the number of students enrolled in immersion programs and provide them with authentic experiences communicating in French.

Prince Edward Island organized a variety of promotional activities to encourage students to choose late immersion or pursue their secondary and post-secondary education in French. Examples include a summer camp for youth between the ages of 15 and 19, weekend sessions for middle immersion students and the production of a promotional video.

In Manitoba, initiatives are directed toward principals of French immersion schools. With the help of funding from Canadian Heritage, the Manitoba Department of Education held a conference on new approaches to second-language



In the area of *Improvement of basic English and French programs*, Canadian Heritage supported a number of research initiatives aimed at creating measurement tools:

- The Government of Alberta supported the development of a tool for evaluating French language proficiency. The tool will be used in part to evaluate teachers in order to ensure that they receive proper professional development. It will also be used to evaluate oral comprehension, reading and oral and written communication skills of French students in grades 6, 9 and 12.

learning. The conference enabled immersion school administrators to gather information on new approaches and discuss possible applications in their schools. The event was also an opportunity for these professionals, who often work in isolation, to get to know one another.

The Northwest Territories Department of Education, Culture and Training continues to deliver and promote its immersion programs through recruitment drives and information kits and sessions. Activities vary depending on the school cycle in order to properly address the students needs, which change with age. In elementary school, the focus is on early intervention and literacy programs. In middle school, smaller classes permit more oral interaction. In high school, the emphasis is on activities that develop leadership skills.

Nunavut is trying to determine the community's level of interest in having an immersion program outside Iqaluit. Current activities include gathering information from parents, collecting data on possible scenarios, locating classroom space, developing a multi-year plan and looking for resources and staff.

In the area of *Relaunching immersion programs*, Canadian Heritage supported a number of research initiatives, such as:

- Alberta spearheaded an interprovincial project for western Canada. The *Faculté Saint-Jean* hosted a mini-symposium that was attended by representatives of the University of Regina's *Institut français*, Simon Fraser University and *ÉducaCentre* in order to review joint research projects in immersion education. These activities will showcase best practices and identify other aspects of French immersion to be explored in the future.

Teacher Recruitment and Training

Canadian Heritage funding in this area supported teacher recruitment, incentives for teachers to continue their studies in their second language, improvement of their language skills and the use of new technologies.

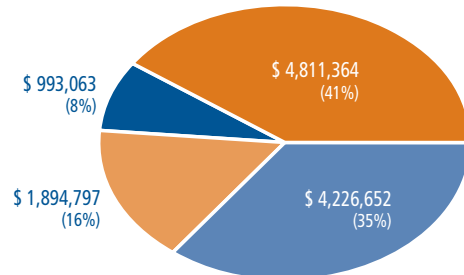
Prince Edward Island will extend an existing preventive intervention program in reading and writing to all Grade 1 students beginning in September 2005. The program will reduce the number of students who have difficulty reading and writing in their second language. Students at risk of having such problems work with a teacher who gives them regular support to help them move forward with the rest of the class. The program requires active support from teaching staff. The Reading Recovery Centre provided intensive training for a teacher-trainer.

In Manitoba, the Department of Education developed a recruitment strategy to encourage graduates interested in a career in education to enrol in the Faculty of Education at the *Collège universitaire de Saint-Boniface*. The province's goal is to produce a sufficient number of qualified second-language teachers. Canadian Heritage funding was also used to evaluate the college's undergraduate and graduate programs, with the specific objective of revitalizing second-language instruction.

The Government of Alberta is spearheading an interregional teacher recruitment and training project. One component calls for the creation of multimedia resources in grades 7 and 8 social sciences and sciences available on line to teachers and students in late immersion. Another component aims to improve the language and teaching skills of teachers of French as a second language.

SECOND-LANGUAGE LEARNING

Action Plan Expenditures from 2003 to 2005: \$ 11,925,876



- Pursuit of post-secondary learning
- Improvement of basic English and French programs
- Relaunching immersion programs
- Teacher recruitment and training



Facts and figures ...

... on the effectiveness of immersion programs

Students in French immersion have a greater chance of scoring well in reading on the Programme for International Student Assessment (PISA) test. PISA is a joint initiative of member states of the Organization for Economic Co-operation and Development (OECD) that periodically assesses, through a common international test, reading, mathematics and science skills of students 15 years of age and older.

Canadian Social Trends, Number 74, Fall 2004, Statistics Canada

Pursuit of Post-Secondary Learning

Several Anglophone provinces are offering new post-secondary programs in French. Others have opted to provide incentives to encourage young people to continue learning their second language beyond high school.

Nova Scotia awards scholarships to students who choose to attend a Francophone post-secondary institution for one semester or full time. The province's aim is to encourage high school students to pursue a bachelor's degree in education in French as a second language, and undergraduate students to major in second-language teaching.

Bilingual universities in Ontario launched an information campaign to make students in immersion schools and French schools aware of the university programs available. The University of Ottawa developed a program to improve students' second-language skills. New programs were also launched to attract Francophones and Francophiles attending English colleges.

The Government of Alberta, meanwhile, is introducing new programs and improving educational resources. The University

of Calgary established French studies programs to complement bachelor programs in education and the arts and humanities. Other institutions, such as the University of Lethbridge and the *Faculté Saint-Jean*, acquired new French-language resource materials and laboratories.

The Government of Alberta is piloting an interregional second language teacher recruitment and training program.

COMPLEMENTARY SUPPORT FOR LANGUAGE LEARNING

As explained in the *Minority-Language Education* section of this report (p. 12), during the 2004-2005 fiscal year, the summer language bursary program, the summer bursary program

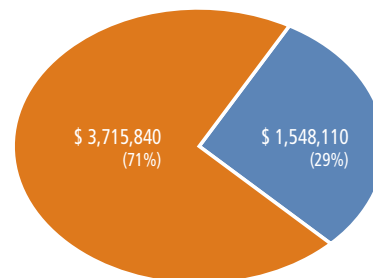
The following are preliminary data from the summer of 2004 in support of second-language learning objectives:

- Explore – 4,239 Anglophones were given the opportunity to learn French and 3,132 Francophones received English second-language bursaries.
- Accent – 330 young people worked part-time as French second-language assistants, and 69 as English second-language assistants.
- Odyssey – 136 young people worked full-time as French second-language assistants, and 67 as English second-language assistants.

COMPLEMENTARY SUPPORT FOR LANGUAGE LEARNING

Action Plan Expenditures from 2003 to 2005

Second-Language: \$ 5,263,950



- Explore
- Accent and Odyssey



for Francophones outside Quebec and the official-language monitor program (part-time and full-time) updated their images and adapted to the current context.

As well, additional Action Plan resources have benefitted these programs over the past two years. The following is a breakdown of the increase in spending for the second-language learning objectives:

YOUNG CANADA WORKS

Canadian Heritage Young Canada Works initiative ties in with the objectives of the Enhancement of Official Languages Program as it encourages second-language learning.

In 2004-2005, 589 jobs were created to enable young Canadians to use their second official language in a work setting and test their basic proficiency in that language.

COOPERATION WITH THE NON-GOVERNMENTAL SECTOR

Many organizations that support second-language learning received funding from Canadian Heritage in 2004-2005. The following are some examples:

The Canadian Association of Second Language Teachers (CASLT) designed professional development workshops, teaching materials and educational tools for its members. It also set up a committee to study ways of improving the results obtained by students of French as a second language

through the intensive French program. This program, which was introduced in Newfoundland and Labrador between 1998 and 2001, was implemented in New Brunswick, Nova Scotia, Saskatchewan, Alberta and British Columbia in 2002. The study describes the experience of each province and explores the factors affecting the program and implementation difficulties. This is the first time the intensive model of French instruction has undergone this type of follow-up process.

Canadian Parents for French produced a training manual to help French second-language teachers implement the peer teaching program developed in the last fiscal year. The manual comes with a DVD and is accessible on line. The program for peer teaching of French as a second language will be implemented in 200 schools in Canada over the next three to five years. Teachers, parents and school boards took part in the project in order to retain the students enrolled in French immersion programs.

With support from Canadian Heritage, the University of New Brunswick's Second-Language Education Centre conducted a study to identify issues and possible actions for second-language learning. The goal is to come up with innovative ways of attaining the objective in the Action Plan for Official Languages of doubling the proportion of high school graduates with a functional knowledge of their second official language within the next 10 years. The Centre carried out the project in cooperation with an advisory group of experts from several provinces. The report on the study, entitled *Plan Twenty Thirteen (2013) – Strategies for a National Approach to Second-Language Education*, was tabled in April 2004 (http://www.patrimoinecanadien.gc.ca/progs/lo-ol/pubs/plan-2013/index_e.cfm). The report contains numerous recommendations about the strategic objectives of the Action Plan as they pertain to second-language instruction: improving core second-language programs; revitalizing immersion programs; increasing the number of qualified teachers; offering bilingual graduates the opportunity to use their second language skills; improving bursary and monitor programs; and promoting research in second-language instruction. It also identifies practical suggestions involving various partners in the area of second-language instruction. The report will enrich dialogue among government and non-governmental partners regarding the future of English and French as second languages in Canada.



Coordination of the Federal Commitment



Evaluation of the Coordination Function

Under section 42 of the *Official Languages Act*, Canadian Heritage is responsible for coordinating the implementation of section 41 of the *Act* within the federal government.

This function underwent a formal evaluation during the 2004-2005 fiscal year. The evaluation questions revolved around the relevance of section 42, the Department's success and achievements in implementing section 42 and the effectiveness of coordination activities. The evaluation methodology was based on four elements:

- a review of the literature;
- discussion groups;
- regional consultations with the communities and departmental staff; and
- interviews with key stakeholders.

The following is a summary of the findings highlighted in the final report, available on the departmental website at http://www.pch.gc.ca/progs/em-cr/eval2005_e.cfm.

RELEVANCE

The relevance of section 42 (coordination) of the *Official Languages Act* and section 41, from which it is derived, is not an issue. First of all, the development and enhancement of official-language minority communities (OLMC) are ongoing processes. They require solid parameters so that they do not become lost among the priorities of the government and the departments.

The Action Plan for Official Languages assigns roles to the Privy Council Office (PCO) and the minister responsible for official languages, but Canadian Heritage's role remains equally relevant. The Department must continue to raise awareness among federal managers and foster a coordinated approach.

ACHIEVEMENTS

The evaluators noted that the Department's awareness activities encouraged federal managers' openness to the development of OLMCs. They laid the groundwork needed for federal departments and agencies to take action.

However, the evaluation showed that Canadian Heritage's mandate to ensure coordination is interpreted in many different ways and is therefore subject to high expectations. The Department's role is not to ascertain whether the Government fulfils its responsibilities under section 41, but rather to encourage the Government to coordinate its activities in that area. Canadian Heritage's mandate therefore has to be clearly stated and promoted to other federal departments and agencies and the communities.

Furthermore, the Department should expand its analysis of federal departments and agencies' action plans and status reports to help them make pertinent and useful changes.



EFFECTIVENESS OF COORDINATION ACTIVITIES

The evaluation noted communication problems within the coordination system. Nationally, there are effective, well-established links among the national coordinators responsible for implementing section 41. However, regular communication between the national coordinators and official language champions within senior management of federal departments and agencies, could do more to promote awareness and cooperation.

Staff in the regional offices of Canadian Heritage are in constant communication with regional managers and coordinators in other federal departments and agencies. However, there is no structure to facilitate communication among those regional coordinators as there is at the national level.

Finally, the evaluation identified weaknesses in communication on interdepartmental issues between the national and regional levels in both Canadian Heritage and other federal departments and agencies. The Department plans to increase dialogue within its own organization and encourage other departments to follow suit.

Ten Years of Interdepartmental Coordination

The 2004-2005 fiscal year marked the tenth anniversary of Cabinet's adoption of the federal government's accountability framework for the implementation of section 41 of the *Official Languages Act*. The original accountability framework designated 26 departments and agencies involved in areas related to economic development, human resources development and cultural expression. Today, the framework covers 34. Those departments and agencies are required to produce multi-year action plans and annual status reports and submit to Canadian Heritage.

The past decade of work with official-language minority communities has brought about changes. Many departments and agencies now work closely with the minority communities. Nearly a dozen departments that are not designated under the accountability framework voluntarily participate in the activities of the network of national coordinators responsible for the implementation of section 41.

There are now many joint committees made up of representatives of several federal departments and agencies and the minority communities that take action in specific sectors: human resources development, the economic development, immigration and health. *Rendez-vous de la francophonie* have become a tradition in the federal government. Adopted in 2003, the Action Plan for Official Languages, accompanied by a total budget of more than \$750 million, supports the development and enhancement of official-language minority communities.

Volume 2 of this annual report provides more details about the achievements of the departments and agencies designated to implement section 41 of the *Official Languages Act*.

This federal government support encouraged the communities to take strong initiatives. Examples include the organization of three forums for French-Canadian businesspeople and the first Arts Summit for Quebec's Anglophone community; the creation of the national French-language healthcare "*Santé en français*" network; the organization of the *Lauriers de la PME* competition; celebrations marking the 400th anniversary of Acadia; and the launch of *Dialogue des cultures*, the aim of which is to foster closer ties between the Francophone and Acadian communities and other cultural communities in Canada.

This federal government support encouraged the communities to take strong initiatives.

Awareness, Coordination, Accountability

Awareness, coordination and accountability activities concerning official-language matters were carried out in large numbers and on a regular basis.

AWARENESS AND COORDINATION

Many measures were taken and presentations made during the 2004-2005 fiscal year as a result of the December 2003 government restructuring. Several departments were split and new coordinators designated to implement section 41 of the *Official Languages Act* in those organizations.

The Department continued to manage the network of national section 41 implementation coordinators and arrange network meetings from time to time. The theme for one of the meetings held in 2004-2005 was official languages research. The Privy Council Office, Statistics Canada, the Social Science and Humanities Research Council of Canada and Canadian Heritage officials presented studies that were then under way and the mechanisms being used to coordinate them. In addition, the Official Languages Branch of the Privy Council Office attended each meeting to take stock of the progress made in implementing of the Government of Canada's Action Plan for Official Languages.

The two coordination committees set up by Canadian Heritage also continued their work. The Canadian Heritage/Francophone and Acadian Communities Coordination Committee examined the links between cultural and educational activities and institutions, consolidation of community resources and leadership. The issues of urban development and cultural diversity were also addressed. The Canadian

Heritage/Anglophone Community of Quebec Coordination Committee examined youth, culture and poverty, focusing primarily on the serious problems faced by rural areas.

In the area of culture, the Department maintained constant communication with representatives of the arts and cultural sectors of OLMCs, continued to manage working groups and coordinated interdepartmental initiatives related to the Agreement for the Development of Francophone Arts and Culture in Canada.

In the area of early childhood education, the Department organized an interdepartmental round table on early childhood development. A number of federal departments took part in the gathering in order to match the requests they receive with the available resources. Staff from Social Development Canada, the Public Health Agency of Canada, Human Resources and Skills Development Canada (National Literacy Secretariat) and Canadian Heritage underscored the special nature of the early childhood education sector, which is a provincial/territorial responsibility. All of the participants agreed on the importance of adopting a comprehensive federal strategy and involving other levels of government in developing such a strategy.

Finally, the Department produced two issues of its *Bulletin 41-42* and took part in the proceedings of the various joint committees and advisory committees on which it sits.

ACCOUNTABILITY TOOLS

In 2004-2005, the Department produced a tool for measuring performance related to the implementation of section 41 of the *Act*. Its goal was to help federal departments and agencies track their progress and identify their strengths and weaknesses. Departments and agencies will also be able to use the tool in drawing up their action plans and preparing their status reports.

This document clearly identifies three classes of results associated with government action regarding to section 41:

- short term;
- long term; and
- horizontal across the federal government.

The document identifies and defines the different categories of intervention and indicates whether they are internal or external in scope:

- awareness;
- consultation;
- communications;
- coordination and liaison;
- program delivery and funding; and
- accountability.

Federal departments and agencies will now be able to use this tool to conduct self-assessments based on three levels of performance: none (improvements needed), satisfactory (improvements possible) and exemplary (results attained).

The Department also produced a guide of best practices in interdepartmental coordination, an inventory of federal programs and initiatives of interest to OLMCs, and templates for action plans and status reports.

All of these tools were presented and submitted to the section 41 implementation coordinators, who also received ongoing support from the Department.

Federal departments and agencies will now be able to use this tool to conduct self-assessments based on three levels of performance.

Regional Interdepartmental Coordination

Many of the regional interdepartmental coordination activities carried out in the 2004-2005 fiscal year are noteworthy.

COORDINATION IN SUPPORT OF IMMIGRATION

Faced with the challenge of a demographic deficit, a high assimilation rate and low capability of retaining in the Francophone population, the *Société des Acadiens et Acadiennes du Nouveau-Brunswick* (SAANB) created a provincial coordination group on immigration in 2003-2004. The initiative was taken as part of the development of a strategic framework designed to promote immigration in Francophone minority communities.

The coordination group continued its work in 2004-2005. It helped make the French-speaking population aware of the importance of immigration to its development. The group receives funding from Canadian Heritage's Multiculturalism Program. It includes representatives of several federal and provincial departments, including Citizenship and Immigration Canada, Status of Women Canada and the Rural Secretariat (New Brunswick Rural Team), as well as community organizations like the Greater Moncton Multicultural Association, the New Brunswick Multicultural Council, Metropolis-Atlantic and the *Conseil des minorités multiculturelles francophones du Nouveau-Brunswick*.



ONGOING COORDINATION

During the 2003-2004 fiscal year, the federal councils in the four western provinces invited some 100 federal, provincial and community representatives to a Forum 4-2-1: 4 provinces, 2 official languages, 1 strategic plan. The event proved to be very effective, as several coordination structures have since been created in western Canada.

The Manitoba Interdepartmental Network of Official Languages Coordinators, the Alberta Linguistic Duality Network and the Saskatchewan Committee of Official Languages Leaders are all very active. The issues they address include services to the public, development of official-language communities, language learning and retention, and leadership. The Saskatchewan committee creates task forces as needed and always advocates a tripartite approach (federal, provincial and community representation).

AWARENESS FORUM

The Public Service Commission of Canada and the Canada Revenue Agency jointly sponsored a forum on linguistic duality called *Parle-moi, I'm listening* which took place in Montreal in February 2005. The participants discussed language of work, equitable participation, OLMC development and language of service. Some 150 people – Anglophones and Francophones alike – took part in the forum, including senior public servants, managers, coordinators, official languages champions from various federal departments and members of the Quebec Federal Council. The Quebec regional office of Canadian Heritage, which helped organize the event, set up a booth to promote official languages. The forum made federal public servants more aware of the need to adapt or improve their programs and services based on the reality of the Quebec's Anglophone community.

Several coordination structures have since been created in western Canada.



Research



Promotion and Dissemination of Research

During the 2004-2005 fiscal year, the Department worked to communicate its data on the status of official-language minority communities (OLMC) and the status of English and French in Canadian society.

REGIONAL OLMC PROFILES

Over the years, the Research Unit of the Official Languages Support Programs Branch has compiled an important demographic and demolinguistic database. In 2004-2005, the unit produced a CD-ROM containing regional profiles of the communities.

Entitled *Regional Profiles – Official-Language Minority Communities*, the CD-ROM contains up-to-date demographic and thematic data in the form of user-friendly

maps, tables and charts. Users can extrapolate various qualitative analyses from these quantitative data in order to gain a better understanding of the status of OLMCs.

The CD-ROM contains up-to-date demographic and thematic data in the form of maps, tables and charts.

LANGUAGES IN CANADA – 2001 CENSUS

The Department teamed up with Statistics Canada to publish, as part of the “New Canadian Perspectives” series, an analysis of data on linguistic duality from the latest census. The publication, entitled *Languages in Canada – 2001 Census*, traces the evolution of the status of languages in Canada over five decades (1951 to 2001).

The findings of authors Louise Marmen and Jean-Pierre Corbeil include the following:

- While the number of Francophones has increased considerably since 1951, the proportion of Canadians whose mother tongue is French has decreased. Outside Quebec, the proportion of Francophones dropped from 7% to 4% between 1951 and 2001, despite an increase of 258,000 in the number of Francophones.
- While there was considerable growth in the number of Canadians outside Quebec whose mother tongue is English, the number and percentage of Anglophones fell sharply in Quebec between 1971 and 2001. Fewer than 1 in 10 Quebecers (8%) claimed English as their mother tongue in the 2001 census.
- Many factors contributed to the change in the language situation in Canada, foremost among them fertility, transmission of mother tongue from parents to children, and international and interprovincial migration. The relative importance of these factors has changed dramatically since 1951, with immigration having played a key role in the past decade.

The analysis is available on Canadian Heritage's Internet site at:
http://www.patrimoinecanadien.gc.ca/progs/lo-ol/pubs/census2001/index_e.cfm.



OFFICIAL LANGUAGES RESEARCH AND DISSEMINATION PROGRAM

This program was officially launched in the 2004-2005 fiscal year and will run for three years. It has an annual budget of \$1 million. Research grants each worth a maximum of \$50,000 a year are provided and may not exceed a two-year period.

The purpose of this joint initiative by Canadian Heritage and the Social Sciences and Humanities Research Council of Canada is to promote research on policies and practices related to official languages and ensure that the results are disseminated. Four themes guide the selection of research projects:

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

Of the 50 proposals submitted, 22 were selected. Projects will be carried out across Canada in 13 universities which will join forces with school boards, community colleges and numerous community associations.

RESEARCH CONFERENCE ON THE QUEBEC'S ANGLOPHONE COMMUNITIES

A multidisciplinary research conference was held in February 2005 in cooperation with the Quebec Community Groups Network. The objective was to take stock of existing studies on Quebec's Anglophone communities in the presence of government, university and community representatives.

The main conclusion reached at the conference was that the links between researchers and organizations that might have an interest in their research are weak. It was agreed to plan a series of activities to remedy that weakness.

Understanding the development and growth of OLMCs

The selected research projects cover a host of topics, both political and practical. For example:

- one study examines multiple literacy by examining writing skills among bilingual children in Franco-phone minority communities;
- another study explores form teaching practices in high school English and French second-language classes;
- a third looks at the role of municipalities in the development of linguistic minority communities;
- yet another examines mobility and migration and impact on the Anglophone community in Quebec's Eastern Townships.

These studies will enable the communities concerned and public servants to understand the process by which linguistic minority communities develop and grow. They will also identify the impact of the measures taken over the years.



Program Management



Harmonization of the Department's Contribution Agreements

During the 2004-2005 fiscal year, the Department adopted a model for contribution agreements. The Operational Practices Unit, in cooperation with the Centre of Expertise, Grants and Contributions, adapted the new model to the Official Languages Support Programs. The Unit trained program officers accordingly.

This harmonization facilitates the work of the various organizations that receive funding from Canadian Heritage, as all requests submitted to the Department are now treated in the same way. It is much easier for organizations to understand the requirements related to payment and accountability.

The Operational Practices Unit regularly produces reference documents and work tools. This year it compiled them in a virtual library that is accessible to Canadian Heritage program officers throughout the country.

Audits of Recipients

Eleven recipients of funding from Official Languages Support Programs were audited during the 2004-2005 fiscal year.

The audits showed that the funds transferred to recipients are used for the intended purpose and that the terms and conditions of the contribution agreements are met. There were a few minor discrepancies:

- the deadlines and report formats required by the contribution agreements were not always adhered to;
- expenditures were sometimes made before or after the period covered by the contribution agreement;
- a few overruns were incurred without the organization first obtaining the authorization required under the contribution agreement;
- original vouchers supporting claimed expenses were often missing.

These findings will guide efforts to improve management and decision-making processes. The Department ensures rigorous follow-up of all these audits.



Official Languages Support Programs Financial Data

BREAKDOWN OF EXPENDITURES BY PROGRAM COMPONENT, 2003-2004

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES PROGRAM				ENHANCEMENT OF OFFICIAL LANGUAGES			
COMMUNITY LIFE	Regular Budget \$	Action Plan \$	Total \$	PROMOTION OF LINGUISTIC DUALITY	Regular Budget \$	Action Plan \$	Total \$
Cooperation with the Community Sector	34,894,937	2,136,498	37,031,435	Appreciation and Rapprochement			
				• Collaboration in Promotion	3,579,493	0	3,579,493
Intergovernmental Cooperation on Minority-Language Services	13,462,543	688,662	14,151,205	• Support for Innovation	1,110,434	0	1,110,434
Interdepartmental Partnership with Official-Language Communities	5,321,876	0	5,321,876	Sub-total	4,689,927	0	4,689,927
Young Canada Works	893,926	0	893,926	Bilingual Capability			
				• Support for Interpretation and Translation	498,726	0	498,726
				• Support for Innovation	122,875	0	122,875
				Sub-total	621,601	0	621,601
Total – Community life	\$ 54,573,282	\$ 2,825,160	\$ 57,398,442	Total – Promotion of Linguistic Duality	\$ 5,311,528	\$ 0	\$ 5,311,528
MINORITY-LANGUAGE EDUCATION				SECOND-LANGUAGE LEARNING			
Intergovernmental Cooperation				Intergovernmental Cooperation			
• Support for the Maintenance and Improvement of Minority-Language Education Systems	122,763,505	0	122,763,505	• Support for the Maintenance and Improvement of English or French Second-Language Programs	45,043,258	0	45,043,258
• Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	9,775,000	9,775,000	• Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	775,000	775,000
• Complementary Support for Language Learning	2,190,478	88,090	2,278,568	• Complementary Support for Language Learning	16,846,458	486,750	17,333,208
Cooperation with the Non-Governmental Sector	763,043	0	763,043	Cooperation with the Non-Governmental Sector	411,840	0	411,840
				Young Canada Works	2,681,780	0	2,681,780
Total – Minority-Language Education	\$ 125,717,026	\$ 9,863,090	\$ 135,580,116	Total – Second-Language Learning	\$ 64,983,336	\$ 1,261,750	\$ 66,245,086
TOTAL – Development of Official-Language Communities	\$ 180,290,308	\$ 12,688,250	\$ 192,978,558	TOTAL – Enhancement of Official Languages	\$ 70,294,864	\$ 1,261,750	\$ 71,556,614

OVERALL TOTAL
Program Administration Cost

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



Official Languages Support Programs Financial Data

BREAKDOWN OF EXPENDITURES BY PROGRAM COMPONENT, 2004-2005

DEVELOPMENT OF OFFICIAL-LANGUAGE COMMUNITIES PROGRAM				ENHANCEMENT OF OFFICIAL LANGUAGES			
COMMUNITY LIFE	Regular Budget \$	Action Plan \$	Total \$	PROMOTION OF LINGUISTIC DUALITY	Regular Budget \$	Action Plan \$	Total \$
Cooperation with the Community Sector	30,565,470	2,818,377	33,383,847	Appreciation and rapprochement			
				• Collaboration in Promotion	3,426,505	0	3,426,505
Intergovernmental Cooperation on Minority-Language Services	11,572,718	1,766,842	13,339,560	• Support for Innovation	599,500	0	599,500
				Sub-total	4,026,005	0	4,026,005
Interdepartmental Partnership with Official-Language Communities	3,906,677	0	3,906,677	Bilingual Capability			
				• Support for Interpretation and Translation	468,984	0	468,984
Young Canada Works	1,323,833	0	1,323,833	• Support for Innovation	49,410	0	49,410
				Sub-total	518,394	0	518,394
Total – Community life	\$ 47,368,698	\$ 4,585,219	\$ 51,953 917	Total – Promotion of Linguistic Duality	\$ 4,544,399	0	\$ 4,544,399
MINORITY-LANGUAGE EDUCATION				SECOND-LANGUAGE LEARNING			
Intergovernmental Cooperation				Intergovernmental Cooperation			
• Support for the Maintenance and Improvement of Minority-Language Education Systems	116,238,066	0	116,238,066	• Support for the Maintenance and Improvement of English or French Second-Language Programs	44,710,394	0	44,710,394
• Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	43,204,961	43,204,961	• Support for the Implementation of the Government of Canada's Action Plan for Official Languages	0	11,150,876	11,150,876
• Complementary Support for Language Learning	1,662,819	622,800	2,285,619	• Complementary Support for Language Learning	17,745,901	4,777,200	22,523,101
Cooperation with the Non-Governmental Sector	790,500	0	790,500	Cooperation with the Non-Governmental Sector	562,160	0	562,160
				Young Canada Works	2,373,729	0	2,373,729
Total – Minority-Language Education	\$ 118,691,385	\$ 43,827,761	\$ 162,519,146	Total – Second-Language Learning	\$ 65,392,184	\$ 15,928,076	\$ 81,320,260
TOTAL – Development of Official-Language Communities	\$ 166,060,083	\$ 48,412,980	\$ 214,473,063	TOTAL – Enhancement of Official Languages	\$ 69,936,583	\$ 15,928,076	\$ 85,864,659

OVERALL TOTAL	\$ 300,337,722
Program Administration Cost	\$ 11,154,154



Official Languages Support Programs Financial Data

BREAKDOWN OF EXPENDITURES BY PROVINCE AND TERRITORY, 2004-2005

	DEVELOPMENT OF OFFICIAL-LANGUAGES COMMUNITIES			ENHANCEMENT OF OFFICIAL LANGUAGES			GRAND TOTAL
	Community Life	Minority-Language Education	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Sub-total	
Newfoundland and Labrador	1,435,509	2,895,361	4,330,870	130,000	2,111,192	2,241,192	6,572,062
Prince Edward Island	2,428,150	1,702,350	4,130,500	110,000	621,981	731,981	4,862,481
Nova Scotia	2,724,689	5,978,794	8,703,483	141,000	3,190,946	3,331,946	12,035,429
New Brunswick	4,617,127	18,103,170	22,720,297	141,000	5,195,317	5,336,317	28,056,614
Quebec	3,933,653	50,709,372	54,643,025	132,700	4,071,607	4,204,307	58,847,332
Ontario	7,503,779	48,867,158	56,370,937	280,000	17,313,290	17,593,290	73,964,227
Manitoba	3,614,370	6,498,336	10,112,706	142,000	3,995,264	4,137,264	14,249,970
Saskatchewan	2,751,798	4,604,851	7,356,649	142,000	2,884,893	3,026,893	10,383,542
Alberta	3,342,801	4,500,110	7,842,911	180,000	6,995,148	7,175,148	15,018,059
British Columbia	2,937,880	10,468,964	13,406,844	287,105	8,877,068	9,164,173	22,571,017
Northwest Territories	2,182,810	2,573,000	4,755,810	52,000	795,000	847,000	5,602,810
Yukon	1,934,980	1,011,561	2,946,541	—	440,753	440,753	3,387,294
Nunavut	1,685,550	885,000	2,570,550	—	229,001	229,001	2,799,551
National (including panCanadian and interregional projects)	10,860,821	3,721,119	14,581,940	2,806,594	24,598,800	27,405,394	41,987,334
TOTAL	\$ 51,953,917	\$ 162,519,146	\$ 214,473,063	\$ 4,544,399	\$ 81,320,260	\$ 85,864,659	\$ 300,337,772



School Enrolment - 2003-2004 Update

ENROLMENTS IN MINORITY-LANGUAGE EDUCATION PROGRAMS

	Enrolment	Grades
NEWFOUNDLAND AND LABRADOR		
1970-1971	185	K to 12
2001-2002r	248	K to 12
2002-2003r	230	K to 12
2003-2004e	210	K to 12
PRINCE EDWARD ISLAND		
1970-1971	796	K to 12
2001-2002r	670	1 to 12
2002-2003r	690	1 to 12
2003-2004e	724	1 to 12
NOVA SCOTIA		
1970-1971	7,388	K to 12
2001-2002r	4,025	P to 12
2002-2003r	4,057	P to 12
2003-2004e	4,151	P to 12
NEW BRUNSWICK		
1970-1971	60,679	K to 12
2001-2002r	37,100	K to 12
2002-2003r	36,010	K to 12
2003-2004e	35,050	K to 12
QUEBEC		
1970-1971	248,855	K to 11
2001-2002r	106,902	K to 11
2002-2003r	107,932	K to 11
2003-2004e	108,160	K to 11
ONTARIO		
1970-1971	111,455	K to 12
2001-2002r	91,928	K to 13
2002-2003r	91,286	K to 13
2003-2004e	89,367	K to 13
MANITOBA		
1970-1971	10,405	K to 12
2001-2002r	5,249	K to 12
2002-2003r	5,215	K to 12
2003-2004e	5,171	K to 12
SASKATCHEWAN		
1970-1971	765	K to 12
2001-2002r	1,025	K to 12
2002-2003r	1,026	K to 12
2003-2004e	1,060	K to 12

	Enrolment	Grades
ALBERTA		
1983-1984	1,076	K to 12
2001-2002r	3,280	K to 12
2002-2003r	3,474	K to 12
2003-2004e	3,619	K to 12
BRITISH COLUMBIA		
1979-1980	213	K to 12
2001-2002r	2,872	K to 12
2002-2003r	2,930	K to 12
2003-2004e	3,147	K to 12
YUKON		
1984-1985	30	K to 8
2001-2002r	131	K to 12
2002-2003r	115	K to 12
2003-2004e	119	K to 12
NORTHWEST TERRITORIES		
1990-1991	63	K to 11
2001-2002r	133	K to 11
2002-2003r	129	K to 11
2003-2004e	128	K to 11
NUNAVUT		
1970-1971	n.a.	n.a.
2001-2002	n.a.	n.a.
2002-2003r	40	K to 11
2003-2004e	38	K to 11
TOTAL — CANADA		
1970-1971	440,566	n.a.
2001-2002r	253,563	n.a.
2002-2003r	253,094	n.a.
2003-2004e	250,946	n.a.
TOTAL — FRENCH LANGUAGE MINORITY PROGRAMS		
1970-1971	191,711	n.a.
2001-2002r	146,661	n.a.
2002-2003r	145,162	n.a.
2003-2004e	142,786	n.a.

See explanatory notes at the bottom of page 32.

ENROLMENTS IN SECOND-LANGUAGE INSTRUCTION PROGRAMS IN THE MAJORITY-LANGUAGE SCHOOL SYSTEMS

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
NEWFOUNDLAND AND LABRADOR					
1977-1978	156,168	67,696	43.3	95	0.1
2001-2002r	85,655	45,124	52.7	5,395	6.3
2002-2003r	83,013	43,445	52.3	5,690	6.9
2003-2004e	80,272	43,352	54.0	6,068	7.6

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
ALBERTA					
1977-1978	439,804	111,338	25.3	7,249	1.6
2001-2002r	544,839	114,376	21.0	27,475	5.0
2002-2003r	547,814	109,593	20.0	27,653	5.0
2003-2004e	545,802	110,459	20.2	28,197	5.2

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
PRINCE EDWARD ISLAND					
1977-1978	26,996	15,954	59.1	541	2.0
2001-2002r	22,173	10,385	46.8	3,792	17.1
2002-2003r	21,925	10,546	48.1	3,972	18.1
2003-2004e	21,515	10,020	46.6	4,223	19.6
NOVA SCOTIA					
1977-1978	192,201	88,864	46.2	127	0.1
2001-2002r	148,320	71,733	48.4	12,308	8.3
2002-2003r	145,505	69,357	47.7	13,154	9.0
2003-2004e	143,188	67,269	47.0	13,753	9.6

	Total school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
NEW BRUNSWICK					
Students in English-language system taking French second-language courses					
1977-1978	109,128	67,450	61.8	3,179	2.9
2001-2002r	85,678	47,494	55.4	22,831	26.6
2002-2003r	84,575	46,367	54.8	22,639	26.8
2003-2004e	83,799	46,672	55.7	22,145	26.4
Students in French-language system taking English second-language courses					
1995-1996	44,346	30,300	68.3		
2001-2002r	37,100	23,280	62.7		
2002-2003r	36,010	23,217	64.5		
2003-2004e	35,050	21,995	62.8		
QUEBEC					
Students in French-language system taking English second-language courses					
1977-1978	1,036,555	667,472	64.4	n.a.	n.a.
2001-2002r	896,071	651,838	72.7	n.a.	n.a.
2002-2003r	887,119	651,632	73.5	n.a.	n.a.
2003-2004e	875,606	650,170	74.3	n.a.	n.a.
Students taking French immersion					
1977-1978	26,228	n.a.	n.a.	26,228	n.a.
2001-2002r	43,941	n.a.	n.a.	43,941	n.a.
2002-2003r	44,431	n.a.	n.a.	44,431	n.a.
2003-2004e	44,684	n.a.	n.a.	44,684	n.a.

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
ONTARIO					
1977-1978	1,846,917	870,505	47.1	12,764	0.7
2001-2002r	2,059,848	882,499	42.8	148,973	7.2
2002-2003r	2,061,964	871,240	42.3	147,792	7.2
2003-2004e	2,029,779	861,228	42.4	148,511	7.3
MANITOBA					
1977-1978	213,205	83,952	39.4	1,667	0.8
2001-2002r	184,594	71,707	38.8	17,159	9.3
2002-2003r	182,693	70,809	38.8	17,174	9.4
2003-2004e	181,919	70,772	38.9	17,249	9.5
SASKATCHEWAN					
1977-1978	215,332	53,397	24.8	407	0.2
2001-2002r	181,041	75,056	41.5	8,667	4.8
2002-2003r	177,313	71,943	40.6	9,172	5.2
2003-2004e	174,730	66,545	38.1	8,288	4.7

	Total majority-language school population	Second Language		French immersion	
		Enrolment	Percentage	Enrolment	Percentage
BRITISH COLUMBIA					
1977-1978	527,769	159,809	30.3	1,301	0.2
2001-2002r	597,991	238,203	39.8	31,136	5.2
2002-2003r	587,452	232,554	39.6	31,989	5.4
2003-2004e	580,620	224,451	38.7	33,406	5.8

YUKON					
1977-1978	5,394	2,285	42.4	n.a.	n.a.
2001-2002r	5,477	3,185	58.2	343	6.3
2002-2003r	5,495	3,091	56.3	371	6.8
2003-2004e	5,401	2,774	51.4	385	7.1

NORTHWEST TERRITORIES					
1977-1978	12,717	3,200	25.2	n.a.	n.a.
2001-2002r	9,574	2,796	29.2	608	6.4
2002-2003r	9,618	2,782	28.9	612	6.4
2003-2004e	9,590	2,420	25.2	612	6.4

NUNAVUT					
1977-1978	–	n.a.	n.a.	n.a.	n.a.
2001-2002r	9,548	n.a.	n.a.	n.a.	n.a.
2002-2003r	9,324	n.a.	n.a.	n.a.	n.a.
2003-2004e	9,324	n.a.	n.a.	n.a.	n.a.

TOTAL — CANADA					
Students taking FSL Combined with Students Taking ESL					
1977-1978	4,782,006	2,186,437	45.7	27,330	0.6
2001-2002r	4,830,819	2,214,396	45.8	278,687	5.8
2002-2003r	4,804,034	2,183,359	45.4	280,218	5.8
2003-2004e	4,741,545	2,156,132	45.5	282,837	6.0
Students in English-language system taking French second-language courses					
2001-2002r	3,978,689	1,606,499	40.4	322,628	8.1
2002-2003r	3,961,346	1,576,158	39.8	324,649	8.2
2003-2004e	3,910,623	1,550,646	39.7	327,521	8.4
Students in French-language system taking English second-language courses (Quebec and New Brunswick)					
1977-1978	1,089,656	667,472	61.3		
2001-2002r	933,171	675,118	72.3		
2002-2003r	923,129	674,849	73.1		
2003-2004e	910,656	672,165	73.8		

Key to symbols:

K = kindergarten
 P = primary
 r = revised
 e = estimate from Statistics Canada

ESL = English as a second language
 FSL = French as a second language
 n.a. = data not available

Notes:

1. Minority-language figures for 1970-1971 exclude Alberta, for which no figures were available, and British Columbia, Yukon and Northwest Territories, for which there were no minority-language schools in 1970-71. For each of these jurisdictions, the earliest year for which data is available is provided in the tables to establish a reference year.
2. Second-language figures include enrolments for the majority-language system, (French in Quebec and English elsewhere) except for New Brunswick, where second-language data is provided for both the English-language and French-language school systems from 1995-1996 to the present. For all second-language enrolment totals, the French immersion enrolments are included and are given separately as well. Students in French immersion in Quebec's English-language schools are also included in the second-language totals.
3. Second-language totals for 1977-1978 do not include Yukon or Northwest Territories, for which no data was available.
4. Northwest Territories figures include Nunavut enrolments for 1977-1978.
5. Changes in collection methodology as of 1997-1998 may affect historical comparisons.

Source: Centre for Education Statistics, Statistics Canada.



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>
<p>EXPECTED OUTCOMES</p>	<p>EXPECTED OUTCOMES</p>
<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.
<p>TWO PROGRAM COMPONENTS</p>	<p>TWO PROGRAM COMPONENTS</p>
<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 <i>Rapprochement</i> <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
<p>OTHER INTERVENTIONS</p>	
<ul style="list-style-type: none"> Coordination of Federal Commitment Research Program Management 	