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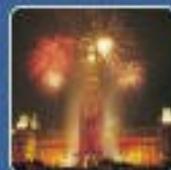
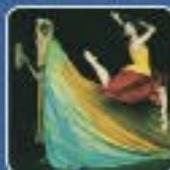
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Official Languages Annual Report 2011–12

Volume 1 Official Languages Support Programs



Message from the Minister



English and French, Canada's official languages, are a treasure for all Canadians. Our Government is committed to promoting the linguistic duality of Canadian society and the vitality of official-language minority communities. This is why, in Budget 2012, we maintained funding for protecting, celebrating, and strengthening linguistic duality in Canada.

In 2008, our Government reaffirmed its support for official languages by adopting the *Roadmap for Canada's Linguistic Duality 2008–2013*. This approach enabled us to support official languages in many areas. In 2011–12, we presented the Roadmap's mid-term report. In that report, we were able to confirm that we were implementing the 32 initiatives contained in the Roadmap as planned, in a rigorous, transparent and effective manner.

As the minister responsible for coordinating the efforts of federal institutions to promote English and French in Canadian society and support the development of official-language minority communities, I would like to highlight the fact that the Department of Canadian Heritage adopted a new interdepartmental coordination approach during the past fiscal year. This approach, expanded to include all federal institutions, is more consistent and harmonious. It allows us to help institutions fully integrate support for official languages into their activities and report to Canadians on the results.

As Minister of Canadian Heritage and Official Languages, I invite Canadians to read the *Official Languages Annual Report 2011–12*, which provides an overview of the achievements of the Official Languages Support Programs and federal institutions with a view to strengthening official languages all over Canada.

The Honourable Shelly Glover, P.C., M.P.

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Executive Summary

Official Languages Support Programs – Volume 1

With an annual budget of more than \$345 million, the Official Languages Support Programs (OLSPs) are the largest federal government mechanism dedicated to supporting official-language minority communities (OLMCs) and promoting official languages in Canadian society. OLSPs comprise two programs: Development of Official-Language Communities and Enhancement of Official Languages.

The Development of Official-Language Communities Program contributes to the development and vitality of communities by supporting initiatives related to community life and minority-language education. In 2011–12 the Department invested more than \$228 million in this program and worked closely with all the provinces and territories as well as with the federal institutions and close to 400 community organizations.

The second program, Enhancement of Official Languages, relates to the promotion of linguistic duality and second-language learning. In 2011–12 Canadian Heritage invested close to \$117 million to support initiatives designed to foster a greater understanding and appreciation of the benefits of linguistic duality among Canadians. These investments were also intended to encourage young Canadians to learn and perfect their second official language.

With an annual budget of \$1.5 million, the Language Rights Support Program has, in its second year of operation, continued to promote Canadians' language rights by making presentations, organizing national and regional consultations, publishing articles and taking part in radio shows, such as the CBC's "Know Your Rights." The Program has also taken the opportunity to be active on social media and saw increased traffic on its website compared to 2010–11.

The Explore program, funded by Canadian Heritage and administered by the Council of Ministers of Education, Canada, is one of three national official-language learning programs for young Canadians. In 2011–12 Explore offered bursaries to 7,800 students so that they could improve their second-language skills in English or French and understand the culture inherent to that language.

Another initiative funded by the Department, Young Canada Works in Both Official Languages, created 692 summer and short-term jobs for young Canadians aged 16 to 30, thereby allowing them to not only gain valuable work experience, but also enhance their knowledge of English and French.

Moreover, Canadian Heritage has worked with the Treasury Board Secretariat to align data collection for the production of official-languages reports by all federal institutions, which draws a more comprehensive picture of federal actions taken to implement the *Official Languages Act* for the benefit of Canadians. In 2011–12 the Department also focussed on stepping up dialogue between federal institutions and English-speaking communities in Quebec.

Lastly, Canadian Heritage invested resources in research in order to acquire relevant data on linguistic duality, second-language learning and OLMCs in Canada. More specifically, it organized roundtables on minority-language education and culture, and produced a study on the postsecondary aspirations of students attending English-language schools in Quebec.

These are some examples of the achievements funded under various OLSP components:

Support community life and strengthen youth attachment – Examples of achievements:

- To support initiatives that enable communities and schools to share resources, an orientation and action guide was developed by the Fédération nationale des conseils scolaires francophones.
- A support program for arts organizations was put in place through the Government of Canada's cooperation with the Government of New Brunswick.
- Workshops on introduction to multimedia were organized for young French speakers in the North and West, which contributed to better integration of young people into their community's social, cultural and economic life. This project stems from a partnership between various organizations that represent young Francophones in these regions.
- Adults from English-speaking communities in various regions across Quebec took part in a literary project on story writing headed by the Blue Metropolis Foundation, to later showcase their work at the 2012 Blue Metropolis Montréal International Literary Festival.

Strengthen community educational institutions and education in their language – Examples of achievements:

- A new Collège Boréal campus will be built in the heart of Toronto to offer postsecondary education in French equivalent to that of English-language colleges in the region.
- Community spaces have been added to the new Fransaskois secondary school in Regina, as part of a project to renovate the former Robert Usher School put forward by Saskatchewan.
- A series of distance learning services for the pan-Canadian Francophone community was developed by the Réseau d'enseignement francophone à distance du Canada.
- The Casgrain Theatre at John Abbott College in Montréal will be equipped with cutting-edge technology through an agreement with the Government of Quebec.

Support young Canadians and organizations that want to learn and benefit from the advantages of the second official language – Examples of achievements:

- A collection of 50 original booklets adapted to Acadian and Francophone culture have been produced by the Nova Scotia Department of Education.
- In Ontario, the Rainbow District School Board developed a website in partnership with Canadian Parents for French to help students with their homework.
- An intensive French skill-building project was put forward in Yukon.
- A tool intended for employers to provide second-language training to employees, entitled *Guide to Optimal Language Practices*, was developed by the Québec Multilingual Committee of the Chambre de commerce de Québec.

Encourage Canadians throughout Canada to enjoy the benefits of linguistic duality – Examples of achievements:

- To encourage young English speakers to continue studying French and discovering the French-language culture, Canadian Parents for French Ontario and Languages on Stage created and presented an interactive theatre production that reached more than 20,000 students in the province.
- Close to 500 English- and French-speaking Canadian and foreign professionals had access to simultaneous interpretation services and bilingual documentation during the 33rd Canadian Congress on Criminal Justice held in Québec City in October 2011.
- Tools were available to community organizations from Quebec so that they could enjoy the benefits of linguistic duality during a forum organized by the Centre for Community Organizations.

Introduction

Official Languages Support Programs

In response to the requirements of Part VII of the *Official Languages Act* (OLA), the Honourable Shelly Glover, Minister of Canadian Heritage and Official Languages, tables an annual report to Parliament on issues relating to his official-languages mission.

The *Official Languages Annual Report* (2011–12) consists of two volumes. Volume 1 describes the achievements of the Department of Canadian Heritage's Official Languages Support Programs (OLSPs), while Volume 2 presents the results achieved by federal institutions. The achievements presented in these two volumes are for the period from April 1, 2011, to March 31, 2012.

Volume 1: Official Languages Support Programs

Official Languages Support Programs are the largest federal government mechanism dedicated to supporting official-language minority communities (OLMCs) and promoting official languages in Canadian society. The scope of OLSPs reflects both the amounts invested—more than \$345 million annually—and the direct link with the constitutional and quasi-constitutional obligations set out in the *Canadian Charter of Rights and Freedoms* and in the OLA.

The structure of OLSPs is reflective of the OLA's dual commitment, namely:

- a) the development and vitality of Canada's English- and French-speaking minorities; and
- b) the full recognition and use of English and French in Canadian society.

The various OLSP components and sub-components are administered by the Official Languages Support Programs Branch (OLSPB) jointly with the Department's regional offices. Its partners include all the provinces and territories, all federal institutions and more than 500 community organizations.

OLSPs comprise two funding programs:

The Development of Official-Language Communities Program has two components:

- Community Life, which promotes the vitality of OLMCs and supports their efforts to live in their own language and participate fully in Canadian society; and
- Minority-Language Education, which seeks to ensure members of official-language communities have greater access to quality education in their language within their community.

The Enhancement of Official Languages Program also has two components:

- Promotion of Linguistic Duality, which seeks to increase the number of Canadians who fully understand and appreciate the real benefits of linguistic duality, while promoting full recognition of English and French in Canadian society.
- Second-Language Learning, which seeks to ensure growing numbers of Canadians have a working knowledge of both official languages. To this end, the Department helps support, oversee and develop second-language learning programs, as well as training and professional development for teachers in this field in every province and territory.

OLSPs also oversee the Language Rights Support Program, which seeks to promote awareness of language rights through public education and provides access to alternative dispute resolution processes,

such as mediation and negotiation, to settle conflicts out of court. In test cases where dispute resolution efforts have not resolved matters, the Program also supports legal remedies that help advance and clarify Canadians' language rights.

In addition to its grants and contributions, Canadian Heritage commits resources to research. Statistical surveys and selected research yield relevant data on the vitality of official-language communities and on Canada's linguistic duality.

Volume 2: Achievements of Federal Institutions – Implementation of Section 41 of the *Official Languages Act*

Section 41 of the OLA reflects the commitment of all federal institutions to foster the development of OLMCs and promote English and French in Canadian society, while section 42 entrusts Canadian Heritage with the mandate to promote a coordinated approach to the federal commitment within all federal institutions.

In 2011–12, to better fulfill their mandate and ensure more consistent implementation of Parts IV, V, VI and VII of the *Official Languages Act*, Canadian Heritage and the Treasury Board Secretariat aligned their processes for collecting data from federal institutions. All federal institutions are now required to report, at least once every three years, on the actions they have taken to fulfill their official-languages obligations. The Minister of Canadian Heritage continues to submit a separate annual report to Parliament on the implementation of Part VII of the Act, in accordance with section 44 of the OLA. Volume 2 of the *Official Languages Annual Report* provides the results achieved by the federal institutions that have submitted reports for 2011–12.

The *Official Languages Annual Report* prepared by Canadian Heritage paints a clear picture of the activities and initiatives carried out by the Department to comply with the federal government's constitutional and legislative official-languages obligations.

Canada's official languages at a glance

The table shown below contains data from the 2011 Census showing the numbers of English- and French-speaking Canadians and English–French bilingualism in Canada's population, by province and territory.

Province/territory	Total population	Population whose first official language spoken is English		Population whose first official language spoken is French		English–French bilingualism	
		Population	Percentage	Population	Percentage	Population	Percentage
Canada	33,121,170	24,846,713	75.0%	7,691,703	23.2%	5,795,575	17.5%
Newfoundland and Labrador	509,955	507,305	99.5%	2,100	0.4%	23,450	4.6%
Prince Edward Island	138,435	132,948	96.0%	4,813	3.5%	17,000	12.3%
Nova Scotia	910,615	878,770	96.5%	30,330	3.3%	93,440	10.3%
New Brunswick	739,890	503,328	68.0%	235,698	31.9%	245,890	33.2%
Quebec	7,815,955	1,058,250	13.5%	6,684,125	85.5%	3,328,730	42.6%
Ontario	12,722,055	11,886,693	93.4%	542,383	4.3%	1,395,810	11.0%
Manitoba	1,193,100	1,138,060	95.4%	41,370	3.5%	103,145	8.6%
Saskatchewan	1,018,320	998,883	98.1%	14,293	1.4%	46,570	4.6%
Alberta	3,610,180	3,490,503	96.7%	71,368	2.0%	235,565	6.5%
British Columbia	4,356,200	4,151,710	95.3%	62,190	1.4%	296,645	6.8%
Yukon	33,655	32,078	95.3%	1,483	4.4%	4,420	13.1%
Northwest Territories	41,035	39,730	96.8%	1,080	2.6%	3,715	9.1%
Nunavut	31,765	28,448	89.6%	478	1.5%	1,205	3.8%

Source: Official Languages Support Programs, Canadian Heritage, based on data from the 2011 Census of Canada, Statistics Canada, 100% sample.

Notes:

- The first official language spoken (FOLS) is a derived linguistic variable based on answers to language questions in the Census of Canada.
- This table does not take into account the number of individuals that have neither English nor French as FOLS, which explains why the sum does not total 100%.
- Individuals who are English–French bilingual are able to carry on a conversation in both English and French.

Development of Official-Language Communities Program

Close to two million Canadians—Anglophones in Quebec and Francophones in the rest of Canada—are members of an official-language minority community (OLMC). Through its OLSPs, Canadian Heritage supports the development and vitality of these communities.

In 2011–12 the Department invested more than \$228 million in this program and worked jointly with all the provinces and territories as well as with federal institutions and close to 400 community organizations.

Community Life Component

Community Life

Targeted results

- Creation, improvement and delivery of activities and services designed for OLMCs by community organizations as well as provincial and territorial governments and their creations.
- Greater ability of all partners to effectively structure the development of OLMCs.

Means

- Collaborate with the community sector to support community development initiatives and infrastructure.
- Work together with provincial and territorial governments to improve the provision of minority-language services.
- Form partnerships with various federal institutions and official-language communities to support their development.
- Support the implementation of youth employment projects.

Examples of achievements

- To support initiatives that enable communities and schools to share resources, an orientation and action guide was developed by the Fédération nationale des conseils scolaires francophones.
- A support program for arts organizations was put in place through the Government of Canada's cooperation with the Government of New Brunswick.
- Workshops on introduction to multimedia were organized for young French speakers in the North and West, which contributed to better integration of young people into their community's social, cultural and economic life. This project stems from a partnership between various organizations that represent young Francophones in these regions.
- Adults from English-speaking communities in various regions across Quebec took part in a literary project on story writing headed by the Blue Metropolis Foundation, to later showcase their work at the 2012 Blue Metropolis Montréal International Literary Festival.

The Community Life component has four sub-components:

- Cooperation with the Community Sector
- Intergovernmental Cooperation on Minority-Language Services
- Cultural Development Fund
- Strategic Fund

In 2011–12 Canadian Heritage invested more than \$53 million in this component to create or improve activities and services that support the long-term development of OLMCs.

Many of the funded initiatives involved community and cultural activities offered by community organizations. The Department also provided support for provincial and territorial government services in key areas, such as justice, health, culture, economic development and municipal services.

Cooperation with the Community Sector

The Government of Canada has been working closely with OLMCs for over 30 years. Through grants and contributions, Canadian Heritage supports close to 400 organizations across the country that create and sustain living environments in their language.

In 2011–12 the Department invested more than \$33 million to support initiatives put forward by non-profit organizations that work toward the development and vitality of OLMCs.

The following paragraphs provide some examples of the successes made possible through this financial assistance.

Community initiatives

In Iqaluit, Garderie Les petits Nanooks is a daycare centre that received assistance from Canadian Heritage to enhance its educational program. The daycare developed a guidance tool that recognizes culture, identity, the French language and Northern values. It also improved the skills of its educational staff and provided educators with the tools they need by acquiring educational material in French in order to better meet the community's needs and ensure the daycare's operations are smoother.

In Saskatchewan, the Association des parents francsaskois continued its work to foster the development and operation of preschool groups and to contribute to training qualified early childhood staff. The Association also organized the first edition of a seminar for early childhood stakeholders aimed at putting in place new teaching practices, improving the way in which management work is organized, and networking with new stakeholders.

The Centralta regional Association canadienne-française de l'Alberta launched a community-building project as part of the 150th anniversary of the City of St. Albert. Ten sketches and one theatre play shown in schools in the Legal, Morinville and St. Albert area reached over 3,000 individuals. The initiative also resulted in a partnership with the City of St. Albert in order to make public space more Francophone.

In British Columbia, the Association des francophones de Kootenays Ouest also chose theatre to promote the French fact. The Association celebrated its 25th anniversary by putting together and performing *Le Petit Prince de Saint-Exupéry* in four West Kootenays municipalities. Aside from drawing over 500 people, the project boosted the visibility of Nelson's Francophone community because local Shaw TV, TV5 and Radio-Canada gave the event provincial coverage.

Lastly, the Fédération nationale des conseils scolaires francophones developed an orientation and action guide to support initiatives that enable communities and schools to share resources. This initiative, called "École communautaire citoyenne," aims to foster the vitality and sustainability of the community by preserving and promoting the language and culture of Francophone minority communities throughout Canada.

Youth

The future, vitality and vibrancy of OLMCs can only be guaranteed through the implementation of initiatives that target young people specifically. It is with this in mind that Northwest Territories' Jeunesse TNO, Yukon's Comité espoir jeunesse of the Association franco-yukonnaise, Alberta's Francophonie jeunesse de l'Alberta and British Columbia's Conseil jeunesse francophone created an introduction to multimedia for young French speakers. This project led to important partnerships between various organizations that represent young people in the North and West and contributed to better integration of young people in their community's social, cultural and economic life.

The Fédération de la jeunesse canadienne-française organized the Fifth Games of the Canadian Francophonie (Jeux de la francophonie canadienne), held in Sudbury from July 20 to 24, 2011. These Games, which brought together close to a thousand participants and coaches and some 700 volunteers, are a rallying point for young Francophones from every part of the country. In addition to encouraging thousands of young people to show off their talents in the three main areas of sport, arts and leadership, the Games showcase their cultural pride and self-confidence in an environment where healthy competition and cooperation predominate. The event also helps break down the isolation young people feel living in a minority community and sets the stage for new partnerships.

"I am proud to be Francophone. Thank you very much for creating this incredible event that gives all young people in Canada a fantastic, unforgettable experience!"

"I loved being able to live in FRENCH for an entire week and I can't wait for the 2014 Games. THANK YOU!!"

Testimonials from participants at the Fifth Games of the Canadian Francophonie in Sudbury, July 2011

In various provinces, organizations received support from the Department to organize delegations of young people participating in the fifth edition of the Games. Conseil jeunesse provincial de la Nouvelle-Écosse coordinated the participation of young Acadians and Francophones from Nova Scotia in the Games. Close to 110 young people and 11 volunteers took part in the event, and the Nova Scotia team won 36 medals, compared to just 6 in the previous Games.

Francophonie jeunesse de l'Alberta also supported the participation of young Albertans in the Games. Its support helped the province rank 5th, with 25 medals, out of 13 provincial and territorial teams. During the Arts Gala held during the Games, Albertan band "Ménage à trois" also won the gold medal.

With the aim of encouraging development among youth, Ontario's Fédération de la jeunesse franco-ontarienne, the provincial voice of 25,000 young Francophones attending 86 Franco-Ontarian secondary schools, created a project called "Toi, moi et notre communauté" (You, me and our community). This initiative aims to set up provincial training in order to provide young people with the tools they need to create video clips on the history, heritage and diversity of Francophone communities in Ontario.

Lastly, in January 2012, 106 young Canadians aged 16 to 25 as well as 15 chaperones met in Ottawa to take part in the Parlement jeunesse pancanadien (PJP), an event held every two years. The purpose of the project is to demystify the political machinery and give Francophone youth a better understanding of how it works. Organized by the Fédération de la jeunesse canadienne-française, the PJP enables young people to acquire the tools they need to participate fully in the development and vitality of their community. The event also receives a fair bit of media coverage through the participation of the Jeunes reporters en action project headed by the Association de la presse francophone.

"I really enjoyed my experience at PJP and would definitely like to come back in two years. This was my first parliament and the experience really gave me a taste for politics, and I want to continue participating in these types of activities. Thank you!"

"I must say that the experience was very rewarding. I really liked working in the very heart of the federal Parliament. I also loved talking and meeting with young Francophones from Canada and other Quebecers. I'm sure these gatherings will be unforgettable!"

"Thank you for another amazing PJP. I was really missing Francophone events and I greatly appreciated the chance to participate and even live for an entire weekend in a predominantly Francophone environment."

Testimonials from participants in Parlement jeunesse pancanadien, January 2012

Arts and culture

Through the project "L'art en moi" (The Art within me), headed by the Government of Manitoba, Francophone communities in this province can enjoy new cultural and artistic experiences and work jointly with professional and emerging artists on developing their communities. Cultural, arts or community organizations have access to funding to implement new local and community initiatives in 2011–12 and 2012–13 that involve communities and professional and community artists in the discovery and practice of the arts.

In Saskatchewan, La Troupe du Jour, the only professional theatre company working on developing Francophone theatre in the province, set up a school and drama courses for young Francophones and Francophiles aged 7 to 13. In total, 24 workshops were offered in the course of the year. The theatre company plans to repeat the experience and intends to add a component for teenagers and another one for adults.

The Edmonton regional Association canadienne-française de l'Alberta (ACFA) organized the Edmonton Chante Festival for a fourth year. The 2011 edition featured some 30 artists from Alberta who performed in 51 shows, drawing roughly 3,000 spectators. In addition to increasing arts offerings for the region's Francophones, the Edmonton regional ACFA turned its festival into a Francophonie awareness and participation tool for English-speaking Albertans through a humorous bilingual advertising campaign.

Lastly, to encourage artistic creation in Manitoba's Francophone communities, the Association culturelle franco-manitobaine undertook a book creation and publication project. Developed in partnership with rural and urban communities, the project proposes the creation of books on many themes, featuring texts and illustrations created by the community. The 32 workshops on illustration, literature, drawing, digital photography, columns, critiques, interviews, editorial processes and layout techniques led to the publication of 11 community books.

Intergovernmental Cooperation on Minority-Language Services

Canadian Heritage works jointly with the provincial and territorial governments to help provide services in the official language of the minority. This cooperation is based on funding agreements in areas such as health, the economy, social services, culture and justice. In 2011–12 the Department invested more than \$16 million in this sub-component of the Development of Official-Language Communities Program.

In New Brunswick, the Department is working with the provincial government to develop a strategy for the implementation of New Brunswick's *Official Languages Act*. As part of this activity, an official-languages coordinating committee was created to analyze the situation, in consultation with citizens and provincial departments, and to develop the 2011–13 Government Plan on Official Languages. The Plan identifies priority areas for the implementation of the Act and calls on the departments and agencies to prepare

action plans for that period. It also proposes positive measures for the development of linguistic communities. The 2011–13 Government Plan on Official Languages can be consulted at www2.gnb.ca/content/dam/gnb/Departments/iga-aig/pdf/OfficialBilingualismAStrength.pdf.

In Ontario, the Provincial French-Language Psychosocial Services Network aims to promote knowledge transfer between providers and encourage sharing of expertise and resources adapted to the linguistic and social needs of Franco-Ontarian communities, thereby making psychosocial services more accessible to the community. By the end of its two-year implementation, the project will offer a pilot delivery model for services intended for children and young people in OLMCs as well as their families.

Lastly, in Manitoba, the newly opened Bilingual Service Centre in the rural town of Ste. Anne will give some 1,600 residents access to services in relation to health, hunting and fishing regulations as well as birth, marriage and death certificates, to name a few, in both English and French. The bilingual service centres are an important tool for promoting active offer of services in French in regions where the French-speaking population is concentrated. Since the first centres were opened in 2002–03, over 855,000 clients have sought services in the official language of their choice.

Cultural Development Fund

The Cultural Development Fund aims to:

- support and strengthen the cultural and artistic activities and cultural expression of communities to enhance their vitality;
- promote the contribution of arts, culture and heritage to the sustainable development of communities and Canadian society;
- develop and promote the arts, culture and heritage of communities in Canadian society;
- foster identity building and a sense of belonging; and
- give Canadians access to the richness of communities' culture, arts and heritage.

Conceived as part of the *Roadmap for Canada's Linguistic Duality 2008–2013: Acting for the Future*, the Fund has an annual budget of \$3.5 million over four years. This funding has, to date, supported close to 150 non-profit community organizations as well as provincial and territorial governments in the implementation of structuring cultural, artistic and heritage initiatives.

The following are some specific examples of achievements stemming from the Cultural Development Fund that were implemented in 2011–12.

Cooperation between the governments of Canada and New Brunswick enabled the province to put in place a support program for arts organizations. The purpose of this program is to improve access to cultural products and performances put on by Francophone arts groups from New Brunswick and to increase appreciation of these artists and their work among New Brunswick's audiences. In 2011–12, the program supported theatre tours, Acadian and Francophone films, choir music and storytelling as well as multidisciplinary projects.

Also in New Brunswick, the Conseil provincial des sociétés culturelles created, in partnership with the Théâtre Alacenne, a play entitled *Banane en fête* for children aged 3 to 5, as well as an educational package for parents. The play was performed in a dozen Francophone communities in New Brunswick, fostering identity building and leading to new partnerships with the New Brunswick's Association des parents francophones and Association des radios communautaires acadiennes.

The Centre culturel francophone de Vancouver created *Vancouver symphonique*, a performance directed by Isabelle Longnus. This musical performance featured 11 Francophone artists from the Vancouver area and included a performance by a choreographer/dancer. The artists were accompanied by the Symphony

Orchestra of the University of British Columbia. A CD was produced and CBC Radio2 broadcasted the event on the national network, giving the province's artists greater visibility.

Newfoundland and Labrador's Franco-Jeunes offered a series of artistic activities to 1,500 young Francophones and Francophiles in St. John's, Port-au-Port and Labrador City to raise awareness of occupations in the cultural sector. This project was carried out in partnership with the province's Réseau culturel francophone. The group of artists will continue to tour the province in 2012–13 to give even more young people the opportunity to explore the arts.

Through the Fund, the Government of Ontario continued to implement its Visual and Media Arts Program, which provides focussed support for the creation, presentation and dissemination of new works of art by visual and arts and crafts artists. A full implementation over three years will provide services to artists and arts groups in the Franco-Ontarian community. The Program will increase artist participation in Franco-Ontarian arts and will create opportunities for closer ties between minority and majority communities.

The Blue Metropolis Foundation put forward a literary project allowing six groups of five to ten adults from English-speaking communities in Quebec to develop their story writing skills. The project was carried out in several Quebec regions and included story writing workshops, the publication and promotion of a collection of stories, the production of a mini-documentary about the project, a presentation of the stories and the collection's launch during a special bilingual event during the 2012 Blue Metropolis Montréal International Literary Festival. This initiative aimed to promote outreach of the cultural heritage of Quebec's English-speaking minority community in Canadian society.

Voice of English-Speaking Quebec (VEQ) and Mégantic English-Speaking Community Development Corporation of Chaudière-Appalaches and l'Érable (MCDC) created the initiative "Through the Lens of Our Community," an exhibition of photographs presented both in the Chaudière-Appalaches region and in Québec City. The purpose of the project was to showcase the culture and heritage of English-speaking communities of these two regions and to provide these communities with opportunities to develop their creativity.

Lastly, in Manitoba, the provincial government took advantage of the Fund to establish a new funding program in the cultural sector designed to use art towards identity-building in the provinces Francophone communities. Entitled "L'art en moi" (The Art within me), the program supports community organizations and groups in their efforts to put in place innovative arts projects that lead to reflection, sharing, development and strengthening of Francophone identity.

Minority-Language Education Component

Minority-Language Education

Targeted results

- Maintenance and improvement in the provincial and territorial supply of programs and activities to provide education in the language of official-language minority communities, at all levels of education.
- Increase and dissemination of knowledge and improved access to innovative methods and tools related to minority-language education.
- Increase in the proportion of Canadians in minority situations who study in their first official language.

Means

- Collaborate with provincial and territorial governments to help them:
 - develop and support minority-language education programs;
 - recruit and train teachers in minority communities and ensure their professional development;
 - deliver educational services to improve students' first-language skills; and
 - offer access to post-secondary education through new technology.
- Enrich students' cultural lives through artistic activities.

Examples of achievements

- A new Collège Boréal campus will be built in the heart of Toronto to offer postsecondary education in French equivalent to that of English-language colleges in the region.
- Community spaces have been added to the new Fransaskois secondary school in Regina, as part of a project to renovate the former Robert Usher School put forward by Saskatchewan.
- A series of distance learning services for the pan-Canadian Francophone community was developed by the Réseau d'enseignement francophone à distance du Canada.

The Minority-Language Education component seeks to ensure members of OLMCs have greater access to quality education in their language within their community. In 2011–12 Canadian Heritage invested close to \$174 million in initiatives under this component.

Intergovernmental Cooperation

The Intergovernmental Cooperation sub-component aims to help provincial and territorial governments in their efforts to give English- and French-speaking Canadians in minority communities the opportunity to receive an education in their language, from kindergarten to the postsecondary level. Support is provided directly to provinces and territories or through the Council of Ministers of Education, Canada.

For each cooperation cycle, a Protocol for Agreements establishes the parameters of federal-provincial/territorial cooperation on minority-language education and second-language instruction. This protocol is followed by bilateral agreements with every province and territory.

In 2011–12 Canadian Heritage invested over \$169 million in agreements meant to maintain and improve regular education programs and develop complementary strategies. These investments have helped

young people in minority communities improve their chances of preserving their language and culture and thriving in school and in society.

Training and education

Through an agreement with the Government of Quebec, the Casgrain Theatre at John Abbot College in Montréal is being renovated. The College, with facilities dating back more than 30 years, offers stage production and performance programs. The Casgrain Theatre will be equipped with cutting-edge technology to meet the requirements of the performing arts job market. In doing so, the College aims to improve the quality of education it offers and to increase enrolment in its programs.

The Department supports the Government of New Brunswick through additional funding for the implementation of three projects designed to improve access to postsecondary education for Francophones. These projects, headed by the New Brunswick Community College, include:

- upgrades to the French-language foremen training program;
- French-language training meeting the new needs of the job market; and
- promotion of non-traditional occupations for young Francophones, particularly girls.

The projects have enabled the College to upgrade its training programs, develop new niches, adapt the way in which it delivers its courses to make them more accessible to students, and provide young Francophones with access to rewarding, well-paid jobs.

In Ontario, La Cité collégiale launched the first phase of a two-year project to enhance technological and physical infrastructure and resources for virtual learning. This first phase involved the construction of two e-learning centres that will give Francophone and Francophile students from Eastern Ontario and Toronto access to better, virtual college education.

The Collège Boréal received funding over two years to build a new campus in the heart of Toronto. As the only French-language community college in Northern Ontario, the college has also been offering its services in central southwestern Ontario since 2002. This new campus will centralize existing programs and services and will offer a series of new programs by 2015, thus improving access to French-language postsecondary education equivalent to that offered in English-language colleges across the region.

Lastly, Ontario's 12 French-language school boards are continuing their efforts to adopt a strategy for delivering courses online. The Consortium d'apprentissage virtuel de langue française implemented several components of the project, including a distance orientation service, a career centre, a distance education program in information technology and communications, the provision of a number of virtual learning communities and the delivery of program content. Over 1600 credits are offered annually through online courses and the success rate is between 92% and 95%.

In Manitoba, the *Université de Saint-Boniface Act* received royal assent in the Legislative Assembly of Manitoba on June 14, 2011. The university decided to make the most of this change in name to adopt a new visual identity, which will capture the interest of a potential Francophone and immersion clientele and will increase enrolment, thereby supporting the development of the institution, the Francophone community in Manitoba and the province's human resources.

Saskatchewan put forward a project to renovate the old Robert Usher school in Regina in order to turn it into a new Fransaskois secondary school renamed Pavillon secondaire des Quatre Vents de Monseigneur de Laval and to provide community spaces. The institution will accept students from Grade 8 to 12 and will also include offices occupied by Regina's school board and Fransaskois associations.

Lastly, an additional project in Saskatchewan was put in place to increase the number of activities offered by the Centres d'appui à la famille et à l'enfant (CAFE). The province's Ministry of Education wants to increase the number of academic and extracurricular activities—homework and babysitting clubs and little chefs workshop—from 10 in 2010–11 to 25 in 2012–13, thus contributing to the academic, identity-building, cultural and linguistic success of the students.

Cooperation with the Non-Governmental Sector

The Cooperation with the Non-Governmental Sector component invests close to \$2 million to increase the production and dissemination of knowledge, methods and tools that support minority-language education. This financial assistance is provided to organizations with education mandates.

Below are a few examples of achievements made in the projects and activities supported in 2011–12.

The Réseau d'enseignement francophone à distance du Canada (REFAD) developed a series of distance education services for the pan-Canadian Francophone community. These services aim to promote the sharing of Francophone expertise on teaching methods and learning technologies between the secondary and postsecondary levels. The project led to the creation of innovative distance education tools, the dissemination of information and professional development.

The Réseau des cégeps et des collèges francophones du Canada (RCCFC) put forward a program on interprovincial cooperation between its institutions. A partnership was forged through this program for sharing information and dissemination instruments, training activities as well as expertise and knowledge transfer in connection with French-language college education in OLMCs.

Lastly, the Fédération nationale des conseils scolaires francophones presented an overview of approaches and accomplishments resulting from the *Plan d'action – Article 23, Afin de compléter le système scolaire de langue française au Canada*, adopted during the 2005 Sommet des intervenants et des intervenantes en éducation en milieu francophone minoritaire, a summit of minority-language education stakeholders.

Enhancement of Official Languages Program

In 2011–12 Canadian Heritage invested close to \$117 million to support initiatives designed to foster a greater understanding and appreciation of linguistic duality and to increase the accessibility of services from non-government organizations in both official languages. These investments were also intended to encourage young Canadians to learn and perfect their second official language.

Promotion of Linguistic Duality Component

Promotion of Linguistic Duality

Targeted results

- Increased participation in activities enhancing linguistic duality and uniting Canadians.
- Enhancement of the French language and culture in Canada.
- Increased access to services in both official languages from non-governmental organizations.

Means

- Work with organizations dedicated to promoting linguistic duality.
- Support interpretation and translation for non-governmental organizations wishing to offer their services in both official languages.
- Support innovation with a view to sharing best practices.

Examples of achievements

- To encourage young English speakers to continue studying French and discovering the French-language culture, Canadian Parents for French Ontario and Languages on Stage created and presented an interactive theatre production that reached more than 20,000 students in the province.
- Close to 500 Canadian and foreign French- and English-speaking professionals had access to simultaneous interpretation services and bilingual documentation during the 33rd Canadian Congress on Criminal Justice held in Québec City in October 2011.
- Tools were available to community organizations from Quebec so that they could enjoy the benefits of linguistic duality during a forum organized by the Centre for Community Organizations.

The Promotion of Linguistic Duality component has three main goals:

- to help organizations in various sectors undertake or continue activities that promote greater understanding and appreciation of linguistic duality;
- to build stronger ties between members of both official-language communities; and
- to encourage non-government organizations to provide services in both official languages and build their bilingual capacity.

In 2011–12 Canadian Heritage invested more than \$4 million in the Promotion of Linguistic Duality component. Close to \$500,000 of this investment was dedicated to supporting the increased language capacity of non-profit organizations.

The following sections provide examples of achievements in the promotion of linguistic duality.

Appreciation and Rapprochement

Canadian Heritage funded initiatives aimed at increasing Canadians' appreciation of linguistic duality. These initiatives are also meant to promote closer ties between English- and French-speaking Canadians, while highlighting the Francophone cultural context in Canada. In 2011–12 the Department supported projects totalling more than \$3.4 million.

Canadian Parents for French Ontario, in cooperation with Languages on Stage, created and presented an interactive theatre production across the province. The performance, seen by over 20,000 students, sought to build the bilingual identity of young Ontarians and to encourage young English speakers to continue studying French up to Grade 12.

"The show was interactive, which made it possible for students to participate. The students also liked the way in which technology was used in the performance. Several students indicated that they were surprised to discover English-speaking celebrities who speak French!"

Teresa Nagyszegi, Grade 5 to 8 French teacher, St. Mary Choir School, London, Ontario

The Blue Metropolis Foundation put forward a project entitled "Word and Images / Des mots et des images," designed to develop language, literary and creative skills among young students learning their second language. The project matched three Quebec classes with one in Saskatchewan, one in Manitoba and one in Ontario. Texts were exchanged between students who spoke the other language, reworked with the help of a writer and illustrated jointly with an artist. The texts and images were displayed in the classes and during the Blue Metropolis Montréal International Literary Festival. "Words and Images / Des mots et des images" encouraged understanding and appreciation of linguistic duality through shared stories and collaboration on a specific project.

Support for Interpretation and Translation

The Department provided support to the Canadian Criminal Justice Association to cover costs associated with simultaneous translation for the 33rd Canadian Congress on Criminal Justice under the theme "Breaking Down the Barriers for Better Success in Changing Times," held in Québec City in October 2011. The event was attended by close to 500 English-and French-speaking Canadian and foreign professionals who work in criminal justice. The funding was also used to translate programs, brochures and information posted on the organization's website. All attendees said they were satisfied with the interpretation and translation services offered during the congress.

The Canadian World Wide Film Festival received financial assistance to translate from French into English the catalogue and official program for its 2011 edition, held in Montréal in August 2011. The 2011 edition of the Festival drew 375,000 visitors.

Rowing Canada Aviron received financial assistance for the translation from English into French of its *Regatta Manual*. This guide, available free of charge and accessible electronically, helps rowing club members to plan, organize and hold regattas. A total of 180 copies were distributed across the country and the Rowing Canada Aviron website received 9,000 visits per month in connection with this project.

Promotion of Bilingual Services

In February 2012, the Centre for Community Organizations held a forum entitled “C’est en Français,” an event designed to help community organizations in Quebec make the most of linguistic duality in their communities. In all, 33 community organizations attended the forum and had the opportunity to discover tools that can help them work in both official languages. The event also led to the creation of bilingual tools that are now available on the Centre’s website.

The goal of the “Aide aux entreprises” project of the Regroupement des gens d’affaires de la Capitale nationale is to increase the number of businesses that provide services in both official languages in targeted areas of Canada’s capital. The project comprises many activities, including awareness initiatives for the business community, surveys of businesses, the development of tools for retailers and the creation of new partnerships.

Second-Language Learning Component

Second-Language Learning

Targeted results

- Maintenance and improvement in the provision of provincial and territorial programs and activities related to learning English and French as second official languages, at all levels of education.
- Increase and dissemination of knowledge and improved access to innovative methods and tools for the teaching of English and French as second official languages.
- Greater proportion of Canadians who learn English or French as a second official language and become acquainted with the culture it conveys.

Means

- Collaborate with provincial and territorial governments to help them:
 - support and oversee second-language learning programs;
 - develop second-language learning programs, including innovative approaches; and
 - support teacher training and professional development.
- Facilitate access to a range of cultural enrichment activities.
- Encourage continued learning of the second language at the postsecondary level.

Examples of achievements

- A collection of 50 original booklets adapted to Acadian and Francophone culture have been produced by the Nova Scotia Department of Education.
- In Ontario, the Rainbow District School Board developed a website in partnership with Canadian Parents for French to help students with their homework.
- An intensive French skill-building project was put forward in Yukon.
- A tool intended for employers to provide second-language training to employees, entitled *Guide to Optimal Language Practices*, was developed by the Québec Multilingual Committee of the Chambre de commerce de Québec.

The Second-Language Learning component aims to help more Canadians acquire a working knowledge of both official languages. Second-language learning is based on core French and English courses, intensive courses and French immersion programs. In 2011–12 Canadian Heritage invested more than \$112 million in initiatives under this component.

Intergovernmental Cooperation

In the past year, close to 4 million English-speaking students were enrolled in majority schools. Close to 1.7 million of them took French as a second language and over 340,000 were enrolled in French immersion. In Quebec, approximately 700,000 French-speaking students were learning English as a second language in majority schools.

To financially support second official language instruction, the federal government signed a protocol for agreements with the Council of Ministers of Education, Canada. This protocol establishes the parameters for federal-provincial/territorial cooperation and related bilateral agreements. In 2011–12 Canadian Heritage invested close to \$89 million in these agreements, which resulted in many initiatives in support of second official language instruction.

Below is an overview of the initiatives undertaken as part of intergovernmental cooperation.

Through an agreement with the Northwest Territories, enhanced intensive French classes were added to respond to parent demands for official second language instruction. An assessment of the oral skills of students enrolled in this learning process led to an analysis with a view to improving the processes in place and evaluating the program. The teachers receive training that enhances their knowledge.

In Quebec, the project “Option – Études Châteauguay” supplements provincial investments made for the implementation of a pilot project between the Francophone Grandes Seigneuries and English-language New Frontiers school boards in the Châteauguay region. School exchanges between the groups of students from each sector forge ties between English- and French-speaking students in the region. From September to December, 32 students from a Francophone class and one teacher from an English-language school were matched up in a Francophone school; in January, they moved to the English-language school to finish off the year.

Through federal-provincial cooperation, the Nova Scotia Department of Education will produce a collection of 50 booklets—25 with real or fictional stories and another 25 informative—adapted to the Acadian and Francophone culture. These teaching resources will be used to teach French as a second language to some 3,200 students in 160 early immersion classes. The project will enable the province to address a lack of specialized resources in literacy adapted to the needs of children experiencing difficulties in reading and will allow teachers to work with students and help them develop their skills and overcome obstacles in learning the second language.

In Ontario, the Rainbow District School Board, in partnership with Canadian Parents for French, developed a website to help students with their homework. The FSL Homework Toolbox/Trousse pour les devoirs website will help French immersion students enrich their learning, while giving their parents tools to guide them along. The site includes audio and video clips, a reference guide and general advice on homework.

Lastly, in Yukon, a project was put forward for the enhancement of intensive French. Broader access to intensive and post-intensive French programs allows students to increase their bilingual capacity. Teachers also receive training to develop intraterritorial expertise and to increase student and teacher retention in rural communities. The project gives English speakers in Yukon a better appreciation of linguistic duality in their territory.

Cooperation with the Non-Governmental Sector

Cooperation with the Non-Governmental Sector aims to increase the production and dissemination of knowledge, methods and tools to support second-language instruction through projects or initiatives that reach many communities. Two examples of funded projects follow.

The Québec Multilingual Committee of the Chambre de commerce de Québec developed the *Guide to Optimal Language Practices* so that employers can assess the second-language training needs of their employees. This guide provides a list of teaching tools and methods available in Greater Québec City. An extensive promotional campaign in both official languages promoted the guide to over 500 employers.

The Canadian Association of Immersion Teachers (CAIT) organized symposiums in five Canadian cities: Calgary, Toronto, Winnipeg, Moncton and Halifax. The purpose of these symposiums was to raise participants' awareness of the existence of the Diplôme d'éducation de langue française (DELFF) and Diplôme approfondi de langue française (DALF) issued by the Ministry of National Education in France. Over 300,000 diplomas are awarded annually, including more than 2,000 in Canada. In the wake of these symposiums, many Canadian universities showed interest in the DELFF.

Other Funding Activities

The Official Languages Support Programs Branch (OLSPB) also manages other initiatives designed to achieve the goals of the Development of Official-Language Communities and Enhancement of Official Languages programs.

Language Rights Support Program

The Government of Canada announced the creation of the Language Rights Support Program (LRSP) in June 2008. The LRSP has an annual budget of \$1.5 million and three objectives:

- to promote awareness of constitutional language rights through public education;
- to offer access to alternative dispute resolution processes to settle disputes out of court; and
- to support litigation that helps to advance and clarify constitutional language rights involving test cases and where dispute resolution efforts failed to resolve matters.

The 2011–12 fiscal year was the second year of operation for the LRSP. The program continued to promote Canadians' language rights by providing presentations, organizing national and regional consultations, publishing articles and taking part in radio shows such as the CBC's "Know Your Rights."

The LRSP also made the most of technological tools to have an active presence on social media such as blogs and Twitter. Its website (www.padl-lrsp.uottawa.ca) saw its monthly traffic increase to 600 visits, compared to 500 visits recorded in 2010–11.

Lastly, applications for support continue to flow in from all parts of Canada. The LRSP Panel of Experts meets regularly to study and select the files that will receive financial assistance for both the Alternative Dispute Resolution and the Legal Remedies component.

Young Canada Works

Young Canada Works (YCW) is a Canadian Heritage initiative under the Government of Canada's Youth Employment Strategy, which aims to help young Canadians aged 16 to 30 obtain career-related information and acquire skills that will help them find and keep jobs.

The OLSPB administers two YCW programs: YCW in Both Official Languages (YCW BOL) and YCW at Building Careers in English and French (YCW BCEF).

YCW BOL subsidizes summer and short-term jobs that allow young Canadians to gain practical work experience in their fields of study and explore career opportunities in fields where proficiency in both official languages is required. By the same token, these young people put their basic skills in their second official language to the test and discover a new part of Canada while building a network within an OLMC.

In 2011–12 YCW created 692 jobs:

- 288 jobs where the first official language is used to develop an OLMC. Of these jobs, 46 were created to integrate newly arrived young Francophones into the host Francophone minority community;
- 404 jobs where students had a chance to use their second official language.

YCWBCFEF offers unemployed or under-employed college or university graduates a chance to hone their English- or French-language proficiency while acquiring skills and international work experience. During these international internships, which range from 6 to 12 consecutive months, the interns work on projects that help to promote language industries and develop international youth networks.

In 2011–12 the YCWBCFEF offered 16 international internships, 4 of which gave interns the opportunity to work in OLMCs, while 12 others gave them a chance to work in educational institutions and language industries.

By giving young Canadians a chance to practise their second language, the YCWBOL and YCWBCFEF contribute to the promotion of linguistic duality and the development of OLMCs in priority areas.

“I was overcome by a mad desire to leave. I wanted to go much further than the places I already knew. The advantage of living in such a large country is that you can completely uproot yourself in one summer. That’s exactly what the Young Canada Works program offered me. I went off to the Far West to a town that, at the time, was completely unknown to me. ... I was welcomed by a warm community; an unexpected but valiant Francophonie hidden in the depths of the mountains. It was my job at the Société Francophone de Maillardville that brought me a lot closer to the history of our people as well as the culture arising from it today. I was able to work on various projects in my field of study and use, for the first time, some of my professional skills. It is precisely this diversity of tasks that made the work so interesting. ... After a little more than three months, I have to leave my new home, which I miss already. However, I am leaving with a sense of accomplishment, having fully experienced this adventure, and with great pride that I belong to this beautiful country we call Canada. I am heading back East with the bright eyes of a young woman who brings with her the memories of an unforgettable summer.”

Myriam Baril-Tessier, YCW participant, August 2011

Complementary Support for Language Learning

Canadian Heritage funds three national language learning and development programs for young Canadians. These programs, which contribute to the achievement of OLSP objectives, are administered by the Council of Ministers of Education, Canada.

The Odyssey program gives young language monitors a greater appreciation of Canada’s cultural diversity while enhancing and supporting learning in the classroom. In 2011–12 a total of 301 English- and French-speaking language monitor positions were filled across the country. These monitors, who work as teacher assistants, also encourage young students to improve their knowledge of the target language and culture.

The Explore program offers young Canadian students second-language-learning bursaries, allowing students take five-week courses offered by Canadian educational institutions. In 2011–2012 Explore made it possible for 7,800 students to improve their knowledge of the second language as well as their knowledge and understanding the culture inherent to this language.

"I want to thank you for giving my son, Thomas Lavigne...a bursary under the Explore program to the Université du Québec à Chicoutimi. ...He has learned so much in the past five weeks. His French is amazing; I can't believe it!..."

Marylin McGillivray, Thomas Lavigne's mother, Explore program bursary recipient

"Explore is a program that really changed my life. It allowed me to explore the other half of my Canadian identity and meet my Franco-Canadian brothers and sisters around the country....the Explore program is a real gem..."

Carolyn Greve, Explore program bursary recipient

Lastly, the Destination Clic program offers bursaries to young Francophones aged 14 to 15 from provinces where French is the minority official language to help them develop their skills in their mother tongue and enhance their knowledge and understanding of the Francophone culture. Three-week summer courses are offered at Université de Moncton and Université du Québec à Trois-Rivières. In 2011–12, one hundred or so bursaries were awarded.

Complementary Activities to Help Achieve Program Objectives

Coordination of the Federal Commitment

Under section 42 of the *Official Languages Act*, Canadian Heritage coordinates the implementation, by federal institutions, of the government commitment to promote the full recognition and use of both English and French in Canadian society, and to enhance the vitality of official-language minority communities (OLMCs).

Coordination of the Federal Commitment

Targeted result

- All federal institutions contribute to the development of OLMCs and the promotion of English and French in Canadian society in a coordinated manner.

Means

- Raise awareness among federal institutions of their obligations with respect to the development of OLMCs and promotion of official languages, as well as related issues.
- Foster networking at the national and regional levels and exchange good practices.
- Enhance interdepartmental coordination and collaboration between government and community partners.
- Ensure accountability for the implementation of sections 41 and 42 of the Act.

Examples of achievements

- Development and implementation of a new interdepartmental coordination approach: reporting for the implementation of section 41 has been expanded to all federal institutions and data collection has been aligned with that of the Treasury Board Secretariat.
- Strengthened dialogue between federal institutions and English-speaking communities in Quebec.

Canadian Heritage guides, counsels and supports all federal institutions through awareness, coordination and networking activities as well as various tools, including a GCPEDIA Web page and a virtual community of practice, Gateway 41.

The Department's achievements in interdepartmental coordination for 2011–12 are detailed in Volume 2 of the *Official Languages Annual Report*, which is also available online on the Canadian Heritage website at http://www.pch.gc.ca/pgm/lo-ol/annual_reports-eng.cfm.

Research

The Canadian Heritage OLSPB commits resources to research aimed at achieving the goals of its Development of Official-Language Communities and Enhancement of Official Languages programs. In 2011–12 the Department worked to gather relevant data through ad-hoc research and statistical surveys. The Department also continued to consolidate the various databases it possesses and refine the methods used in its analyses.

Research

Targeted results

- Improve our understanding of issues relating to linguistic duality, second-language learning and OLMCs in Canada.

Means

- Conduct data collection and analysis activities.
- Disseminate data.
- Help direct policies and programs.

Examples of achievements

- Development of a reference framework on factors that contribute to community vitality.
- Roundtables on minority-language education and culture.
- Study on the postsecondary aspirations of students attending English-language schools in Quebec.

The OLSPB research unit participates in many research networks within the government and with external organizations. Most notably, it is a member of the Coordinating Committee on Official Languages Research, the Canadian Heritage Departmental Research Committee, the Citizenship and Heritage Research Network, the Canadian Institute for Research on Linguistic Minorities Program Committee, and the Réseau de la recherche sur la francophonie canadienne.

In 2011–12 the OLSPB continued to acquire and analyze data from multiple sources, including its own department, other departments, Statistics Canada, and the private and community sectors. The OLSPB also developed a reference framework describing factors that contribute to community vitality. This reference framework provides a common language to understand the issues faced by various OLMCs. In so doing, it could identify community needs, better guide actions, explain their relevance and measure their impact. Based on the factors compiled, vitality is expressed by:

- Individuals with a sense of belonging to the language community who have individual aspirations and adopt relevant behaviours;
- A community with collective leadership and mobilizing capacity;
- An environment that offers the possibility of receiving an education in your own language, provides recreational and cultural activities in your own language, includes the presence of institutions and an active offer of services, offers the possibility of participating in the economic and social development of the community, and encourages the visibility of the language;
- Relationships with the majority that lead to its adherence to linguistic duality and cooperation between the two language groups, recognition and respect of language rights, and influence within the majority institutions;
- The communities' ability to be part of a broader language environment;

- Demographic and demolinguistic renewal through natural population growth, immigration and language practices that ensure the retention and transmission of the language.

Other research activities carried out this year include:

- A study on sources of funding for client organizations to gain a better understanding of the financial context within which the organizations work;
- A study on the impact of school community centres on the development and linguistic vitality of OLMCs.

Work has gone into developing an official languages geographic information system. The “Communities in Context” initiative has allowed researchers to analyze the socio-economic and demolinguistic evolution of official-language populations, thus gaining a better understanding of regional realities as they relate to factors such as education levels and labour force participation. This has provided useful data to program officers who analyze client proposals.

The growing ability to integrate data from various sources such as census, public opinion research, and administrative data has improved the relevance of research findings. The collection of recurring data implies a greater trend-tracking ability among Department policy analysts and researchers.

Program Management

Continued Improvement in Program Delivery

Canadian Heritage put in place various support, monitoring and assessment mechanisms for ongoing improvement in OLSP delivery. In 2011–12 the OLSPB Operational Practices Unit (OPU) assisted the Ontario and Quebec regions in testing the Grants and Contributions Modernization Initiative for the analysis and recommendation process applicable to 2012–13 funding applications submitted under the Development of Official-Language Communities Program, Cooperation with the Community Sector sub-component (Community Life). This initiative focuses on affordable technological improvements, a simplified file handling process using a risk-based approach, and the standardization of activities for all programs.

Appendix 1 – Breakdown of Expenditures by Province and Territory 2011–12

	Development of Official-Language Communities					Enhancement of Official Languages			TOTAL
	Community Life			Minority-Language Education	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Sub-total	
	Cooperation with the Community Sector	Intergovernmental Cooperation on Services	Sub-total						
Newfoundland and Labrador	1,081,945	525,000	1,606,945	1,301,551	2,908,496	136,710	2,724,295	2,861,005	5,769,501
Prince Edward Island	847,400	1,562,500	2,409,900	2,120,732	4,530,632	112,200	1,076,602	1,188,802	5,719,434
Nova Scotia	1,855,300	1,400,000	3,255,300	5,442,225	8,697,525	160,630	4,057,680	4,218,310	12,915,835
New Brunswick	3,011,002	1,800,000	4,811,002	17,097,444	21,908,446	160,865	5,339,248	5,500,113	27,408,559
Quebec	4,038,514	400,000	4,438,514	48,132,208	52,570,722	40,000	18,406,662	18,446,662	71,017,384
Ontario	5,055,079	1,720,000	6,775,079	64,617,678	71,392,757	324,450	24,090,634	24,415,084	95,807,841
Manitoba	2,852,770	1,400,000	4,252,770	8,686,999	12,939,769	149,330	5,540,451	5,689,781	18,629,550
Saskatchewan	2,437,190	820,000	3,257,190	5,515,078	8,772,268	157,730	4,369,526	4,527,256	13,299,524
Alberta	2,907,520	650,000	3,557,520	5,802,216	9,359,736	189,290	9,553,609	9,742,899	19,102,635
British Columbia	2,819,097	740,000	3,559,097	7,009,572	10,568,669	333,760	10,367,846	10,701,606	21,270,275
Northwest Territories	517,440	1,900,000	2,417,440	1,382,850	3,800,290	93,040	1,601,705	1,694,745	5,495,035
Yukon	538,560	1,750,000	2,288,560	1,235,800	3,524,360	-	1,097,100	1,097,100	4,621,460
Nunavut	233,280	1,450,000	1,683,280	772,885	2,456,165	-	649,746	649,746	3,105,911
National (including panCanadian and inter-regional projects)	7,316,690	177,000	7,493,690	200,000	7,693,690	2,226,097	-	2,226,097	9,919,787
Sub-total	35,511,787	16,294,500	51,806,287	169,317,238	221,123,525	4,084,102	88,875,104	92,959,206	314,082,731
National Programs:									
- Explore and Destination Clic				828,670	828,670		15,740,656	15,740,656	16,569,326
- Odyssey				1,784,743	1,784,743		5,079,655	5,079,655	6,864,398
- Cooperation with the Non-Governmental Sector / Education				1,790,572	1,790,572		880,000	880,000	2,670,572
- Young Canada Works	1,641,677		1,641,677		1,641,677		1,851,575	1,851,575	3,493,252
Sub-total	1,641,677		1,641,677	4,403,985	6,045,662		23,551,886	23,551,886	29,597,548
Language Rights Support	1,142,230	-	1,142,230	-	1,142,230	353,838	-	353,838	1,496,068
Total	38,295,694	16,294,500	54,590,194	173,721,223	228,311,417	4,437,940	112,426,990	116,864,930	Overall Total 345,176,347

Appendix 2 – Breakdown of Expenditures by Program Component 2011–12

Development of Official-Language Communities		Enhancement of Official Languages	
Community Life	Total	Promotion of Linguistic Duality	Total
Cooperation with the Community Sector	33,401,008	Appreciation and Rapprochement	3,423,755
Intergovernmental Cooperation on Minority-Language Services	16,294,500	Promotion of Bilingual Services	230,451
Cultural Development Fund	2,110,779	Support for Interpretation and Translation	313,401
		Events	116,495
		Translation	429,896
Young Canada Works	1,641,677	Sub-total	
Total – Community Life	53,447,964	Total - Promotion of Linguistic Duality	4,084,102
Minority-Language Education		Second-Language Learning	
Intergovernmental Cooperation for Minority-Language Education	169,317,238	Intergovernmental Cooperation for Second-Language Learning	88,875,104
Complementary Support for Language Learning	2,613,413	Complementary Support for Language Learning	20,820,311
Cooperation with the Non-Governmental Sector	1,790,572	Cooperation with the Non-Governmental Sector	880,000
		Young Canada Works	1,851,575
Total – Minority-Language Education	173,721,223	Total – Second-Language Learning	112,426,990
Language Rights Support Program		Language Rights Support Program	
Alternative Dispute Resolution	379,430	Information and Promotion	353,838
Legal Remedies	762,800		
Total – Language Rights Support	1,142,230	Total – Language Rights Support	353,838
TOTAL – Development of Official-Language Communities	228,311,417	TOTAL – Enhancement of Official Languages	116,864,930

OVERALL TOTAL (Grants and contributions)	345,176,347
Program Administration Cost	8,427,717

Appendix 3 – Education Expenditures 2011–12

	Minority-Language Education			Second-Language Learning			Total		
	Federal Funds	Share of Total Federal Funds	Provincial Funds	Federal Funds	Share of Total Federal Funds	Provincial Funds	Federal Funds	Share of Total Federal Funds	Provincial Funds
Intergovernmental Cooperation									
Student Participation	31,385,178	18.1%	39,251,410	11,987,338	10.8%	11,588,638	43,372,516	15.3%	50,840,048
Provision of Programs	57,829,611	33.3%	69,055,103	45,208,487	40.9%	96,400,056	103,038,098	36.2%	165,455,159
Student Performance	9,627,526	5.5%	13,736,199	4,505,882	4.1%	6,176,057	14,133,408	5.0%	19,912,256
Enriched School Environment	21,375,935	12.3%	47,821,521	7,199,991	6.5%	7,729,932	28,575,926	10.1%	55,551,453
Access to Postsecondary Education	30,732,926	17.7%	32,105,654	8,404,321	7.6%	8,813,119	39,137,247	13.8%	40,918,773
Support for Educational Staff and Research	18,366,062	10.6%	20,514,768	11,569,085	10.5%	13,812,796	29,935,147	10.5%	34,327,564
Sub-total	169,317,238	97.5%	222,484,655	88,875,104	80.4%	144,520,598	258,192,342	90.8%	367,005,253
National Programs									
Complementary Support for Language Learning:									
- Explore and Destination Clic (Bursary)	828,670	0.5%		15,740,656	14.2%		16,569,326	5.8%	
- Odyssey (Language assistants)	1,784,743	1.0%		5,079,655	4.6%		6,864,398	2.4%	
Cooperation with the Non-Governmental Sector:									
- Support for Education	1,790,572	1.0%		880,000	0.8%		2,670,572	0.9%	
OVERALL TOTAL	173,721,223	100%	222,484,655	110,575,415	100%	144,520,598	284,296,638	100%	367,005,253

Appendix 4 – Enrolment Data

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

Newfoundland and Labrador

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	157,486	67,252	42.7%	56	< 0.1%
2008-2009	70,372	42,601	60.5%	8,008	11.4%
2009-2010	69,410	41,743	60.1%	8,408	12.1%
2010-2011	68,463	40,930	59.8%	8,698	12.7%

Prince Edward Island

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	27,219	16,507	60.6%	304	1.1%
2008-2009	19,612	12,217	62.3%	4,237	21.6%
2009-2010	19,240	12,163	63.2%	4,197	21.8%
2010-2011	20,301	11,676	57.5%	4,426	21.8%

Nova Scotia

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	195,738	87,450	44.7%	46	< 0.1%
2008-2009	128,469	68,596	53.4%	15,055	11.7%
2009-2010	125,789	66,811	53.1%	15,069	12.0%
2010-2011	123,497	64,893	52.5%	14,948	12.1%

New Brunswick

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	109,572	73,430	67.0%	2,504	2.3%
2008-2009	77,288	42,843	55.4%	18,658	24.1%
2009-2010	75,974	46,911	61.7%	17,232	22.7%
2010-2011	74,579	46,379	62.2%	17,454	23.4%

Quebec

Year	Total Majority-Language School Population	Second Language	
		Enrolment	Percentage
1970-1971	1,339,933	855,330	63.8%
2008-2009	798,358	720,251	90.2%
2009-2010	784,892	702,989	89.6%
2010-2011	776,998	692,303	89.1%

Ontario

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	1,867,041	852,184	45.6%	12,363	0.7%
2008-2009	1,978,906	970,686	49.1%	167,215	8.4%
2009-2010	1,968,414	980,214	49.8%	176,291	9.0%
2010-2011	1,957,016	978,464	50.0%	186,042	9.5%

Manitoba

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	217,155	86,311	39.7%	1,290	0.6%
2008-2009	172,639	84,156	48.7%	18,563	10.8%
2009-2010	172,277	83,360	48.4%	19,103	11.1%
2010-2011	172,443	81,775	47.4%	19,734	11.4%

Saskatchewan

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1976-1977	217,965	57,023	26.2%	338	0.2%
2008-2009	162,863	60,673	37.3%	9,346	5.7%
2009-2010	163,752	58,144	35.5%	9,886	6.0%
2010-2011	164,710	55,870	33.9%	10,306	6.3%

Alberta

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1983-1984	447,759	120,868	27.0%	14,523	3.2%
2008-2009	558,797	174,798	31.3%	32,797	5.9%
2009-2010	562,414	178,706	31.8%	33,205	5.9%
2010-2011	567,515	184,201	32.5%	33,979	6.0%

British Columbia

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1979-1980	511,458	181,263	35.4%	3,141	0.6%
2008-2009	549,343	241,679	44.0%	42,471	7.7%
2009-2010	545,070	237,341	43.5%	43,959	8.1%
2010-2011	539,258	232,160	43.1%	44,845	8.3%

Yukon

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1984-1985	4,667	2,221	47.6%	186	4.0%
2008-2009	4,847	2,692	55.5%	568	11.7%
2009-2010	4,840	2,420	50.0%	602	12.4%
2010-2011 ^e	4,840	2,420	50.0%	602	12.4%

Northwest Territories

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1990-1991	14,016	4,360	31.1%	404	2.9%
2008-2009	8,569	2,616	30.5%	664	7.7%
2009-2010	8,372	2,517	30.1%	674	8.1%
2010-2011	8,377	2,496	29.8%	671	8.0%

Nunavut

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
2002-2003	8,861	-	n.a.	-	n.a.
2008-2009	9,227	-	n.a.	-	n.a.
2009-2010	8,987	-	n.a.	-	n.a.
2010-2011	8,797	-	n.a.	-	n.a.

Total – Canada

Students in majority-language school systems taking French as a second-language combined with students taking English as a second-language					
Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
1975-1976	4,942,538	2,252,995	45.6%	5,292	0.1%
2008-2009	4,539,290	2,423,808	53.4%	317,582	7.0%
2009-2010	4,509,431	2,413,319	53.5%	328,626	7.3%
2010-2011	4,487,040	2,391,147	53.3%	341,103	7.6%
Students in English-language system taking French second-language courses (Canada, less Quebec)					
1975-1976	3,787,194	1,501,756	39.7%	5,292	0.1%
2008-2009	3,740,932	1,703,557	45.5%	317,582	8.5%
2009-2010	3,724,539	1,710,330	45.9%	328,626	8.8%
2010-2011	3,710,042	1,698,844	45.8%	341,103	9.2%
Students in French-language system taking English second-language courses (Quebec)					
1975-1976	1,155,344	751,239	65.0%	n.a.	-
2008-2009	798,358	720,251	90.2%	n.a.	-
2009-2010	784,892	702,989	89.6%	n.a.	-
2010-2011	776,998	692,303	89.1%	n.a.	-

Enrolments in Minority-Language Education Programs

Newfoundland and Labrador

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	160,915	185	K à 12	0.1%
2008-2009	70,641	269	K à 12	0.4%
2009-2010	69,665	255	K à 12	0.4%
2010-2011	68,729	266	K à 12	0.4%

Prince Edward Island

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	30,622	796	K à 12	2.6%
2008-2009	20,324	712	1 à 12	3.5%
2009-2010	19,955	715	1 à 12	3.6%
2010-2011	21,162	861	1 à 12	4.1%

Nova Scotia

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	214,897	7,388	K à 12	3.4%
2008-2009	132,827	4,358	P à 12	3.3%
2009-2010	130,235	4,446	P à 12	3.4%
2010-2011	128,131	4,634	P à 12	3.6%

New Brunswick

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	175,912	60,679	K à 12	34.5%
2008-2009	108,407	31,119	K à 12	28.7%
2009-2010	106,394	30,420	K à 12	28.6%
2010-2011	104,421	29,842	K à 12	28.6%

Quebec

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	1,588,788	248,855	K à 11	15.7%
2008-2009	897,169	98,811	K à 11	11.0%
2009-2010	879,864	94,972	K à 11	10.8%
2010-2011	869,169	92,171	K à 11	10.6%

Ontario

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	2,022,401	111,455	K à 12	5.5%
2008-2009	2,070,736	91,830	K à 13	4.4%
2009-2010	2,061,390	92,976	K à 13	4.5%
2010-2011	2,051,865	94,849	K à 13	4.6%

Manitoba

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	246,946	10,405	K à 12	4.2%
2008-2009	177,962	5,323	K à 12	3.0%
2009-2010	177,500	5,223	K à 12	2.9%
2010-2011	177,679	5,236	K à 12	2.9%

Saskatchewan

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	247,332	765	K à 12	0.3%
2008-2009	164,025	1,162	K à 12	0.7%
2009-2010	164,988	1,236	K à 12	0.7%
2010-2011	166,005	1,295	K à 12	0.8%

Alberta

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1983-1984	448,835	1,076	K à 12	0.2%
2008-2009	564,051	5,254	K à 12	0.9%
2009-2010	567,979	5,565	K à 12	1.0%
2010-2011	573,198	5,683	K à 12	1.0%

British Columbia

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1979-1980	511,671	213	K à 12	<0.1%
2008-2009	553,564	4,221	K à 12	0.8%
2009-2010	549,438	4,368	K à 12	0.8%
2010-2011	543,723	4,465	K à 12	0.8%

Yukon

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1984-1985	4,697	30	K à 8	0.6%
2008-2009	5,005	158	K à 12	3.2%
2009-2010	5,010	170	K à 12	3.4%
2010-2011 ^e	5,010	170	K à 12	3.4%

Northwest Territories

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1990-1991	14,079	63	K à 11	0.4%
2008-2009	8,762	193	K à 11	2.2%
2009-2010	8,564	192	K à 11	2.2%
2010-2011	8,576	199	K à 11	2.3%

Nunavut

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
2002-2003	8,901	40	K à 12	0.4%
2008-2009	9,280	53	K à 12	0.6%
2009-2010	9,038	51	K à 12	0.6%
2010-2011	8,855	58	K à 12	0.7%

Total – Canada

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	4,687,813	440,528	-	9.4%
2008-2009	4,782,753	243,463	-	5.1%
2009-2010	4,750,020	240,589	-	5.1%
2010-2011	4,726,523	239,729	-	5.1%

Total – French Minority-Language Schools

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
1970-1971	4,066,643	191,673	-	4.7%
2008-2009	3,885,584	144,652	-	3.7%
2009-2010	3,870,156	145,617	-	3.8%
2010-2011	3,857,430	147,388	-	3.8%

Key to symbols:

K = Kindergarten

P = Primary

ELS = English as a second language

FLS = French as a second language

n.a. = data not available

e = Estimate (Estimated data has been provided for the missing figures in 2010–11 for the Yukon Territory. These figures are drawn from the 2009–10 release.)

Notes:

1. Minority-language figures for 1970–71 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). For second-language enrolment totals outside Quebec, the French immersion enrolments are included and are given separately as well. Students in French immersion in Quebec's English-language schools are not included in the second-language totals.
3. Second-language totals for 1977–78 do not include the Yukon or Northwest Territories, for which no data was available.
4. The enrolment data for second-language instruction and minority-language education does not include data from private schools and/or home schooling.

Source: Centre for Education Statistics, Statistics Canada

Appendix 5 – Official Languages Support Programs

– Targeted Results and Program Components

Development of Official-Language Communities	Enhancement of Official Languages
<p>Objective: To enhance the vitality of English and French linguistic minority communities in Canada and support and assist their development.</p>	<p>Objective: To promote the full recognition and use of English and French in Canadian society.</p>
Expected Outcomes	
<p>Medium Term</p> <ul style="list-style-type: none"> • Members of minority communities will: <ul style="list-style-type: none"> – have greater access to quality education in their own language, in their community; – have a greater access to programs and services offered, in their language, by federal departments and agencies, provincial and territorial governments, and municipalities; – improve their 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 coordinate 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. • Canadians share, express and appreciate their Canadian identity. • Social cohesion in Canada is increased. 	<p>Medium Term</p> <ul style="list-style-type: none"> • A greater proportion of Canadians will: <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 coordinate and target their efforts in this regard. <p>Long Term</p> <ul style="list-style-type: none"> • Canada is recognized as an officially bilingual country. • All Canadians recognize and support linguistic duality. • Canadians share, express and appreciate their Canadian identity. • Social cohesion in Canada is increased.

Three Program Components	
<p>Community Life</p> <ul style="list-style-type: none"> • Cooperation with the Community Sector • Intergovernmental Cooperation on Minority-Language Services • Cultural Development Fund • Young Canada Works <p>Minority-Language Education</p> <ul style="list-style-type: none"> • Intergovernmental Cooperation for Minority-Language Education • Complementary Support for Language Learning • Cooperation with the Non-Governmental Sector <p>Language Rights Support Program</p> <ul style="list-style-type: none"> • Alternative Dispute Resolution • Legal Remedies 	<p>Promotion of Linguistic Duality</p> <ul style="list-style-type: none"> • Appreciation and Rapprochement • Support for Interpretation and Translation • Promotion of Bilingual Services <p>Second-Language Learning</p> <ul style="list-style-type: none"> • Intergovernmental Cooperation • Complementary Support for Language Learning • Cooperation with the Non-Governmental Sector • Young Canada Works <p>Language Rights Support Program</p> <ul style="list-style-type: none"> • Information and Promotion
Complementary Activities	
<p>Coordination of the Federal Commitment</p> <p>Research</p> <p>Program Management</p>	