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Official Languages Annual Report 2010–11

Volume 1 Official Languages Support Programs



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Message from the Minister



Linguistic duality is at the heart of our national identity and our two official languages are an advantage for Canadians and our business, both at home and abroad. This is why the Government of Canada continues to make every effort to encourage the use of our two official languages and support the development of official-language minority communities.

As Minister of Canadian Heritage and Official Languages, I encourage all departments and agencies in our government to work together with the parties concerned to achieve this objective and to foster the growth of English and French across the country.

Our government's achievements in 2010–11 speak to our intent to do just that. For instance, various cultural, artistic and heritage projects were implemented in many communities in Canada through the Cultural Development Fund. In so doing, the federal government gave Canadians opportunities to access community activities and services in their language.

In collaboration with provincial and territorial governments, Canadian Heritage has continued supporting the establishment of community environments that favour language, identity and cultural development of official language minority communities. Our support has contributed to the growth of the community schools network in New Brunswick as well as the Community Learning Centres in Quebec.

In presenting the 2010–11 achievements of the Official Languages Support Programs and designated federal institutions, this annual report showcases the measures the Government of Canada is taking to fulfill its leadership role in promoting our two official languages and supporting official-language minority communities.

The Honourable James Moore, P.C., M.P.

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Introduction

Official Languages Support Programs

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

The Official Languages Annual Report 2010–11 consists of two volumes. Volume 1 describes achievements of the Department of Canadian Heritage's Official Languages Support Programs (OLSPs), while Volume 2 presents results achieved by designated federal institutions. Both cover the period from April 1, 2010 to March 31, 2011.

Volume 1: Official Languages Support Programs

With an annual budget of \$340 million, the OLSPs are the largest federal government activity dedicated to supporting official-language minority communities (OLMCs) and promoting official languages in Canadian society. The scope of the OLSPs includes not only the dollar amounts invested, but also the direct link with the constitutional and quasi-constitutional obligations set out in the *Canadian Charter of Rights and Freedoms* and the OLA.

The very structure of OLSPs reflects the OLA's dual commitment, namely to ensure the development and vitality of Canada's English- and French-speaking minorities and to promote the full recognition and use of English and French in Canadian society.

The Official Languages Support Programs Branch (OLSPB) manages the various OLSP components and sub-components in conjunction with the Department's regional offices, partners from all the provinces and territories, 33 designated federal institutions and 392 community organizations.

OLSPs comprise two funding programs.

The first is Development of Official-Language Communities, which has two components:

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

The second is Enhancement of Official Languages, which also has two components:

- Promotion of Linguistic Duality – seeks to increase the number of Canadians who fully understand and appreciate the benefits of linguistic duality, while promoting full recognition of English and French in Canadian society.
- Second-Language Learning – 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 to teachers in this field in every province and territory.

The 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

to settle conflicts out of court. Moreover, it helps advance and clarify Canadians' language rights when test cases are involved and dispute resolution efforts have not resolved matters.

In addition to its grants and contributions, the Department commits resources to research. Statistical surveys and selected research lead to the acquisition of relevant data on the vitality of OLMCs in Canada.

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

Volume 2 of the Official Languages Annual Report presents outcomes achieved by federal institutions designated under the 1994 Accountability Framework for the Implementation of Sections 41 and 42 (Part VII) of the OLA.

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

This annual report therefore paints a clear picture of 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 following table presents data of the first official language spoken by Canadians per province and territory.

Province/territory	English-speaking population		French-speaking population		Total population per province
Newfoundland and Labrador	497,913	99.5%	1,935	0.4%	500,610
Prince Edward Island	129,033	96.1%	5,130	3.8%	134,205
Nova Scotia	869,563	96.1%	32,225	3.6%	903,090
New Brunswick	483,843	67.2%	235,130	32.7%	719,650
Québec	994,725	13.4%	6,373,226	85.7%	7,435,900
Ontario	11,230,380	93.4%	537,595	4.5%	12,028,895
Nunavut	26,610	90.7%	425	1.4%	29,325
Manitoba	1,080,228	95.3%	43,120	3.8%	1,133,515
Saskatchewan	935,868	98.1%	14,850	1.6%	953,850
Alberta	3,154,380	96.9%	62,790	1.9%	3,256,355
British Columbia	3,891,890	95.5%	61,735	1.5%	4,074,385
Yukon	28,890	95.7%	1,185	3.9%	30,195
Northwest Territories	39,725	96.8%	1,005	2.4%	41,055
Total	23,363,053	74.8%	7,370,350	23.6%	30,733,403

Note: The data is from Statistics Canada's 2006 Census of Population and refers to the first official language spoken by Canadians.

Development of Official-Language Communities Program

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

In 2010–11, the Department invested some \$224 million in this cause and worked jointly with all the provinces and territories as well as with 33 federal institutions and 392 community organizations.

Community Life Component

Community Life

1. Targeted results

- Allow Canada's Anglophone and Francophone minority communities to develop and thrive.
- Improve their ability to live in their own language and participate fully in Canadian society.

2. Means

- Collaborate with the community sector to support community development initiatives and infrastructure.
- Collaborate 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.

3. Examples of achievements

- Through the Cultural Development Fund, the Centre culturel franco-manitobain put in place a Francophone program as part of "Culture Days/Les journées de la culture," which enabled artists and organizations to share their talents with English- and French-speaking clientele; the project also led to partnerships between organizations.
- In Saskatchewan, La Troupe du Jour inc. (LTDJ) signed a funding agreement for the creation of the Centre de production théâtrale, which provides a production and creation space for both the LTDJ and Saskatchewan's entire artistic and cultural community. It prompted cooperation between many partners and theatre companies in Saskatoon.
- A partnership between several Ontario and Quebec organizations led to the implementation of a website project called "Roxy et Max s'animent," intended for young Francophones aged 14 to 25 in minority communities, aimed at strengthening ties between Francophone communities.

The Community Life Component has five sub-components:

- Cooperation with the Community Sector
- Intergovernmental Cooperation on Minority-Language Services
- Cultural Development Fund
- Strategic Fund
- Young Canada Works (sub-component covered under “Other funding activities”)

In 2010–11, Canadian Heritage invested approximately \$56 million in this component for the creation and improvement of activities and services that contribute to the long-term development of OLMCs.

Many initiatives funded involved community and cultural activities offered by community organizations. Financial support was also provided 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; these communities are made up of Anglophones in Quebec and Francophones outside Quebec.

Many organizations throughout the country try to create and sustain community environments in their language. Canadian Heritage, through grants and contributions, supports close to 400 of them.

In 2010–11, the Department invested more than \$34 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 successes made possible through this financial assistance.

Community initiatives

The Conseil jeunesse provincial de la Nouvelle-Écosse (CJPNE) received support from Canadian Heritage to organize a youth summit and adopt a youth plan, *Plan de société jeunesse*. The summit was held as part of the annual meetings of the Fédération acadienne de la Nouvelle-Écosse on October 22 and 23, 2010. It established contact between some 30 young people and 90 representatives of Acadian and Francophone organizations. The summit was a forum for discussions on various issues, such as retention, differences and similarities between generations, pride, new media, education and politics. It was also an opportunity to identify solutions and explore collaborative projects.

Young people were also the focus of the initiative “Tisser des liens” proposed by the Fédération des aînées et aînés francophones du Canada (FAAFC). Through intergenerational awareness workshops, this project inspired young people to get involved in their community, developed their leadership skills and helped bridge the generations to make the transfer of Francophone heritage and culture easier. The workshops were held in four provinces, Ontario, Nova Scotia, Prince Edward Island and Newfoundland and Labrador, and resulted in nine community projects, including an intergenerational play. The initiatives reached 210 young people and 194 seniors directly.

The Alliance des radios communautaires du Canada (ARC du Canada) received financial support for its project “Les radios communautaires...professionnelles.” This initiative involved the design of a professional information kit and DVD to enhance the image of community radio, position it as a preferred partner in national ad campaigns, and extend its reach. The project gave partners, such as government departments and agencies and advertising agencies, the opportunity to tune into the

potential of community radio, which can reach hundreds of thousands of Francophones and Francophiles across Canada.

Arts and culture

Through a three-year agreement, Canadian Heritage provided financial support for the implementation of New Brunswick's Global Strategy for the Integration of Arts and Culture into Acadian Society as well as the implementation of many individual projects brought forward by community partners. These included *La valise culturelle*, a handbook for municipal elected officials and managers with specific tools for incorporating arts, culture and heritage into municipal activities; *Le théâtre à l'école*, a theatre production manual for schools; and a touring grants program for New Brunswick.

In Saskatchewan, the project "Plaines de gospel – un projet de chorale fransaskoise" brought together the province's Francophone choirs for a series of gospel performances. By providing instruction for rehearsals leading to a collective show, the initiative helped to break the isolation caused by distance and inject new life into the region's choirs. A performance was held in Gravelbourg during the Solstice Festival and another in Saskatoon during the Rendez-vous fransaskois. Radio-Canada produced two shows based on these performances, put on by 80 choir members; DVD copies were also produced and sold to the public.

In Newfoundland and Labrador, Canadian Heritage provided financial support to Troupe Têatro to create "La bête à sept têtes." This theatre troupe, which has been around for ten years, writes, administers and produces plays in French for Newfoundland and Labrador's Francophone and Francophile public. The troupe puts on one play a year, with its most recent productions being shown to an audience of 1,000 for an entire week. These shows make it clear that working and creating in French is not only possible, but also desirable, even in a province with a proportion of Francophones as low as 0.4%.

In response to the remarkable growth of Francophone artistic and cultural activities in the province, the Fédération des francophones de Terre-Neuve et du Labrador created and implemented a five-year strategic plan (2011–16). This joint plan with Réseau de développement économique et d'employabilité (RDÉE-TNL) aims to better target the network's actions. The initiative brought together dozens of Francophone artists and artisans from all across the province.

Training and education

In cooperation with the Government of Yukon, the Service d'orientation et formation des adultes (SOFA), a one-stop shop for French-language services in such fields as education and professional development, offered courses in French as a second language. These courses were offered to parents of children from mixed families and the region's residents. SOFA plans to offer 16 sessions of French courses per year and aims to reach 155 students.

Cultural Development Fund

The Cultural Development Fund has the following objectives:

- 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;
- 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 supported close to 100 non-profit community organizations as well as provincial and territorial governments in the implementation of structuring cultural, artistic and heritage initiatives.

Since its creation, the Cultural Development Fund has led to the implementation of initiatives all across the country and in a wide range of artistic disciplines. The Fund attracted the interest of rural community organizations that were looking to revitalize their local communities and helped them reach young people through cultural and artistic activities. The following paragraphs contain some specific examples of achievements.

In Quebec, the Committee for Anglophone Social Action (CASA) put in place an intergenerational education project to create an alphabet book based on regional heritage themes entitled *G is for the Gaspé: An Alphabet of the Gaspésie*. Five elementary schools in the Eastern Shores School Board, four seniors' organizations and various artists worked on this project under the supervision of an expert panel on education, history and arts and culture. This illustrated book has raised the English-speaking community's awareness of the cultural and artistic life of the Gaspé by offering elementary school students an educational cultural tool in English. The book was also distributed in school libraries, museums and community organizations, as well as at book fairs and heritage and tourist sites.

The Fédération culturelle de l'Île-du-Prince-Édouard, in partnership with the Commission scolaire de langue française, the Department of Education and six regional committees of the Société Saint-Thomas-d'Aquin, moved ahead with a cultural education integration project. Various school and community activities were designed to support the development of the province's Francophone and Acadian communities and contribute to building strong communities rich in culture and heritage. The lasting ties forged between the various organizations and schools will lead to more specific actions and will enhance the community's vitality overall.

In Manitoba, the Cultural Development Fund supported the Centre culturel franco-manitobain in developing a Francophone program as part of "Culture Days/Les journées de la culture." The Centre brought together artists and cultural, arts and heritage organizations from Manitoba's French-speaking community that joined forces to carry out 34 activities, reaching an audience of over 6,800. These activities, which took place in both urban and rural areas, gave artists and organizations the opportunity to showcase their talent to a Francophone clientele as well as the English-speaking majority. The project also led to partnerships between organizations from both language groups.

The "Homecoming 2010" initiative offered French-language programming for celebrations marking Manitoba's 140th anniversary. Many cultural events, including a large outdoor concert, a television production, a historical tour and writing, art and magic workshops served as opportunities for the province's Francophones to forge lasting ties with Manitoba's entire community. Over 300 Francophone artists took part in some 50 events in as many communities, and 30 or so community partnerships were created to produce these activities.

Manitoba's "Activités dans le Jardin de sculptures" project raised the profile of the province's Francophone and Francophile artists and sculptors by giving them increased exposure. Put in place by the Maison des artistes visuels francophones, this project involved six exhibitions by professional artists, in addition to workshops for the public and emerging artists. Four permanent sculptures were planted in the Sculpture Garden while the project was underway. The Maison des artistes estimates that close to 1,000 people have visited the site.

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 2010–11, the Department invested over \$16 million in this sub-component of the Development of Official-Language Communities Program. The following paragraphs provide examples of these accomplishments.

Early childhood

In Manitoba, a funding agreement supported the coordination and further development of eight Centres de la petite enfance et de la famille (CPEF). This agreement contributed to the operations of existing CPEFs and made it possible to open a new centre in Notre-Dame-de-Lourdes as well as two satellite centres in Winnipeg. The CPEFs contribute to the expansion of French-language services and provide significant support to families in Manitoba's Francophone communities. The centres also support community vitality by fostering a sense of identity among young Francophones.

Arts and culture

In Saskatchewan, La Troupe du Jour inc. (LTDJ) signed a funding agreement for the creation of the Centre de production théâtrale, which provides a production and creation space for both the LTDJ and Saskatchewan's entire artistic and cultural community. The Centre includes a workshop, rehearsal halls, storage rooms, a costume stylist, offices and meeting rooms that meet performing arts needs. Some rooms are also available for Saskatchewan's French community. Overall, the Centre helps revitalize the Riversdale neighbourhood where it is located. Since its opening, partnerships with Saskatoon's theatre troupes have grown exponentially.

Youth

A partnership between several Ontario and Quebec organizations led to the implementation of a website project called "Roxy et Max s'animent," intended for young Francophones aged 14 to 25 in minority communities, aimed at strengthening ties between Francophone communities. A dynamic and technologically advanced artistic creation tool, the website offers free distance training in animation. The transfer of specialized knowledge to minority communities stimulates these communities, reasserts the identity of young Francophones, encourages the use of French in creative areas that are in demand, and reaffirms French as the language of creation and of the future.

The success of "Roxy et Max s'animent" even earned the project a spot at the 2011 Gold Award Winners of the International Academy of Visual Arts, a professional visual arts association that promotes innovation in traditional and interactive media.

Community initiatives

Under the Canada–Nova Scotia Agreement on French-language Services 2009–10 to 2012–13, an interactive workshop was set up by Nova Scotia's Office of Acadian Affairs. Entitled "Acadie at a Glance: The Acadians of Nova Scotia and French-language Services," this six-hour workshop is offered to federal and provincial employees to inform them and raise their awareness of the provincial government's commitment to developing and offering services in French. The workshop was also offered to health professionals in regional health authorities in cooperation with the Nova Scotia Health Network. Since December 2009, "Acadie at a Glance" and its French counterpart "Coup d'œil sur l'Acadie" were offered to more than 200 participants.

The Canada–Nova Scotia Agreement also led to the development of a cost-shared French-language advertising program to help designated public institutions promote government services in French. Headed by Communications Nova Scotia and the Office of Acadian Affairs, the program covers certain costs of French-language advertising in the province's Francophone media. Through the program,

Nova Scotia's Acadians and Francophones became better informed about provincial government services, programs and initiatives, and Francophone community media enjoyed higher advertising revenues.

Lastly, Prince Edward Island signed a funding agreement enabling the implementation of its strategy to enhance the provision of French-language services and strengthen ties between Francophones and Francophiles. This three-year agreement will allow the province to continue its process to identify opportunities for exchanges between target groups, provide mechanisms for Francophiles and Acadians to integrate into the French-speaking community, and contribute to the vitality of the Francophonie on the Island.

Minority-Language Education Component

Minority-Language Education

1. Targeted results

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

2. Means

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

3. Examples of achievements

- In Alberta, an agreement led to the creation of the Campus Saint-Jean's College, which will be offering French-language college-level programs to meet labour market needs in that province and in Western Canada.
- In Nova Scotia, the "Grandir en français" program aims to contribute to the overall development of children before they start school.
- In Quebec, Canadian Heritage supports infrastructure projects for improved access to vocational and technical training for the English-speaking network across the province.
- The Fédération nationale des conseils scolaires francophones (FNCSF), through the Tripartite Committee, made it possible for education departments to join forces on a francization project as well as one on French school recruitment, retention and development.

The Minority-Language Education Component aims to give OLMC members greater access to a quality education system in their language within their community. In 2010–11, Canadian Heritage invested close to \$167 million in initiatives under this component.

Intergovernmental Cooperation

The Intergovernmental Cooperation sub-component aims to help provincial and territorial governments give English- and French-speaking Canadians in minority communities the opportunity to receive education in their language, from kindergarten to high school. The 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 2010–11, Canadian Heritage invested over \$162 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.

The following paragraphs provide examples of activities funded under agreements between Canadian Heritage and the provinces and territories.

Training and education

The New Brunswick Community College, in cooperation with the Réseau des cégeps et des collèges francophones du Canada, established a national college consortium in 2006 with a view to meeting French-language education resource needs. From 2009 to 2011, the consortium developed over 50 projects and tools, translated over 200 training modules and digitized many educational resources. This project helps maintain and improve post-secondary education programs in New Brunswick and throughout Canada.

In Alberta, an agreement led to the creation of the Campus Saint-Jean's College, which will be offering French-language college-level programs to meet labour market needs in that province and in Western Canada. The project targets young French-speaking adults who need retraining and high-school graduates who want to continue their post-secondary education in French. In this way, it fills a major gap in all of Western Canada.

In New Brunswick, the Faculty of Administration at Université de Moncton developed a unique tool: a software application that simulates stock market trading. Future securities traders are introduced to the reality of stock exchanges, as the simulator proposes various economic scenarios to which they must react. A first in French in the Maritimes, this project enhances the learning experience of students taking finance and other related specializations.

To respond to its ever-growing clientele, the Commission scolaire de langue française de l'Île-du-Prince-Édouard decided to increase the number of extracurricular activities and courses it offers in order to increase its retention rate. Further to this initiative, a specialized program project was put in place at École François-Buote. The school now offers a selection of courses that are a better fit for the region's Francophone clientele in terms of needs and interests. This program will enable students to gain specialized knowledge and skills and to explore various career options.

Under the Canada-Quebec Agreement on education, the Community Learning Centres (CLC) network improvement project contributes to the implementation and coordination of 11 new CLCs. These will improve community networks and partnerships in order to maintain and enhance educational services provided to the English-speaking minority in Quebec. These centres will serve as the hub for English-language education and community development by enabling greater use of school facilities and providing diversified services and activities.

Early childhood

In designing and implementing its language development policy, Ontario launched a full-time learning program for children aged four to five that will add 41 points of service, in other words, 1,000 childcare spaces in schools. This initiative aims to create teaching and learning conditions conducive to the protection, development and transmission of the French language and culture. As part of the implementation of this new program, French-language school boards have identified a shortage of early childhood educators in their schools. The Canada–Ontario Agreement therefore made it possible to design strategies and forge partnerships so as to increase enrolment in the Early Childhood Education program at Collège Boréal and Cité collégiale. In 2010–11, 194 students enrolled in the two-year programs offered by these colleges, while 168 registered through the Apprenticeship.

In Nova Scotia, the “Grandir en français” program, an initiative of the province’s Conseil scolaire acadien (CSAP), aims to contribute to the overall development of children before they start school. The program focuses on the development of languages skills in children. The first phase, implemented in 13 of the 19 schools, was a resounding success. Phase II expanded the offer to urban regions; since 2009, four schools in Greater Halifax belong to the program. The project thus contributes to the achievement of the CSAP’s main goal to attract and keep more students in Francophone schools.

Infrastructure

In Quebec, Canadian Heritage supports infrastructure projects for improved access to vocational and technical training for the English-speaking network across the province. In 2010–11, this support led to infrastructure construction or renovation, as well as the acquisition of specialized equipment. Eight new vocational and technical training programs were added in the Lester B. Pearson and Eastern Shores school boards as well as in the Heritage, Dawson and Champlain colleges. These projects give students access to modern equipment and training tailored to labour market requirements.

In British Columbia, the construction of a new school with space for 100 students from kindergarten to Grade 7 was a major addition for Campbell River. With Canadian Heritage’s participation, the school is able to provide community facilities – daycare, preschool space and community offices – and the gym was adapted to hold theatrical and musical performances. Many of the services offered in this school are the only ones available in French in the region.

The Government of Prince Edward Island sought the Department’s cooperation to add a community centre to a school being built as part of a construction project. The Centre acadien du Grand-Rustico is home to the Conseil acadien de Rustico, which includes an early childhood centre and a cultural development office. The school and the community share the gym and library, among other facilities. The Centre’s purpose is to be a meeting place for all Francophones in the region, through cultural activities and community initiatives.

Lastly, in Manitoba, the Saint-Georges community school expansion project added a gym and multi-purpose room. These new facilities, available as of January 2010, are accessible by school and community clientele. This expansion also increases the number of students enrolled in the Saint-Georges community school, while giving the entire Francophone community of Saint-Georges and the surrounding towns a place to meet and take part in community and cultural activities.

Cooperation with the Non-Governmental Sector

The Cooperation with the Non-Governmental Sector component, through which Canadian Heritage invests \$2 million, aims to increase the production and dissemination of knowledge, methods and tools that support minority-language education. Contribution agreements are concluded directly with organizations that work in the field of education. The projects proposed must be in line with the organization's mandate and objectives, be of national scope or interest, be innovative, and be consistent with the objectives of the Minority-Language Education Component. The following paragraphs provide specific examples of accomplishments in this area.

Technologies and identity building

The Canadian Teachers' Federation (CTF) undertook a review of literature on current social concerns regarding technology and learning. This analysis was followed by a survey of young users to better understand the context in which they use technology and the effect it has on them building their Francophone identity.

The report on the use of technologies is a tool for promoting community and educational activities with youth. The study revealed that French-language schools must have new teaching strategies that involve technologies, especially from a creative standpoint. The complete results of this study will be shared with all Francophone school boards as well as CTF partners.

Follow-up on the Education Stakeholders Summit

To follow up on the 2005 Education Stakeholders Summit for the implementation of section 23 of the *Canadian Charter of Rights and Freedoms* in minority communities, the Fédération nationale des conseils scolaires francophones (FNCSF) created a Tripartite Committee, whose work led to consultations between all education partners (minority school boards, provincial and territorial departments of education, federal representatives and communities). These consultations will help members of official-language minority communities obtain services tailored to their needs and allow them to live and grow in their language within a consolidated network of institutions.

French school recruitment, retention and development are the focus of this project, which has yielded good results and led to increasing collaboration. Nation-wide projects also emerged from the Tripartite Committee's meetings. Departments of education joined in on the francization project to produce online training modules for minority-language education. This initiative was developed by the CTF and supported by the Ontario Ministry of Education.

Enhancement of Official Languages Program

In 2010–11, 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.

Promotion of Linguistic Duality Component

Promotion of Linguistic Duality

1. Targeted results

- Promote a greater understanding and appreciation of the benefits of linguistic duality in Canada.
- Encourage the full recognition of English and French in Canadian society.

2. 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.

3. Examples of achievements

- Canadian Parents for French – Prince Edward Island (CPF-PEI) conducted a project to promote the benefits of bilingualism, stressing the importance of using both official languages in the workplace and at job fairs.
- The International Exchange for the Performing Arts received financial support to provide interpretation services during the *Plateforme CINARS 2010* event.
- The Independent Living Resource Centre received assistance for the translation into French of its website and communication tools in order to raise awareness and increase its visibility in the Francophone community. A total of 15,000 copies of the translated documents were printed and distributed in Greater Sudbury.
- Financial support was provided for hosting the International Symposium called *Language Planning in Capitals and Urban Environments: Practices and Challenges* in March 2010.

The Promotion of Linguistic Duality component has two main goals. First, it aims to help organizations in various sectors undertake or continue activities that promote greater understanding and appreciation of the benefits of linguistic duality among Canadians and build stronger ties between members of both language groups. It also encourages the offer of services in both official languages in order to build bilingual capacity in non-government organizations.

In 2010–11, Canadian Heritage invested over \$4 million in the Promotion of Linguistic Duality component. Close to \$500,000 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

The Department funded projects aimed at increasing Canadians' appreciation of the value of linguistic duality. These projects were also meant to promote closer ties between Anglophones and Francophones, while highlighting the Francophone cultural context in Canada. In 2010–11, Canadian Heritage supported various projects totalling \$3.8 million.

CPF-PEI provides support and resources to anyone interested in French as a second language. In 2010-11, the organization carried out a project to promote the benefits of bilingualism, focussing primarily on the importance of using both official languages in the workplace and at job fairs.

The project was preceded by a study to determine the attitude of students enrolled in French immersion. The results of this study showed that 94% of students had their future career in mind when deciding to continue their education in French immersion. Moreover, 86% of these students will be looking for a job that will allow them to work in French.

CPF-PEI therefore produced a series of brochures on the advantages of bilingualism, distributed to job fair organizers, exhibitors and participants. As a result of CPF-PEI's efforts, two companies expressed interest in offering awards or grants to students, while six other companies are considering the possibility of offering co-op internships for bilingual students.

Support for Interpretation and Translation

The Support for Interpretation and Translation sub-component aims to assist organizations that encourage the participation of Canadians in both official language at public events and to increase the number of documents available in both official languages. The following paragraphs provide examples of where organizations received funding.

The International Exchange for the Performing Arts received financial support to provide interpretation services during the *Plateforme CINARS 2010* event, held in Montreal from November 15 to 21, 2010. The event brought together artists, broadcasters, producers and observers around three main activities—shows, exhibitions and workshops—to further the visibility of Canadian artistic producers. The event drew 6,235 participants, most of whom were French-speaking.

The Independent Living Resource Centre looked to the Department for assistance with the translation into French of its website and communication tools. The goal was to raise awareness and increase its visibility in the Francophone community by offering French-language programs and services in Sudbury and the neighbouring area. A total of 15,000 copies of the translated documents were printed and distributed in Greater Sudbury.

Promotion of Bilingual Services

The Promotion of Bilingual Services sub-component aims to encourage various non-governmental organizations particularly volunteer organizations to provide services in English and French and to share their best practices in that area through innovative projects or initiatives.

Financial support was provided for hosting the International Symposium called *Language Planning in Capitals and Urban Environments: Practices and Challenges* in March 2010. Organized by the Official Languages and Bilingualism Institute of the University of Ottawa in partnership with the Office of the Commissioner of Official Languages, the City of Ottawa, and Canadian Heritage, the Symposium was

attended by researchers and municipal officials from the six officially bilingual cities, namely four European (Biel-Bienne, Brussels, Barcelona and Helsinki) and two Canadian (Moncton and Ottawa).

The Symposium had four goals:

- initiate a dialogue at the municipal level to share the experiences of bilingual cities as they relate to language planning;
- discuss practices that contribute to the appreciation and promotion of the language of minority communities;
- explore the advantages and challenges of urban bilingualism on economic development, human welfare and inter-group relations; and
- lay the foundations for a network of experts and practitioners on the bilingual situation of capital and urban communities.

Second-Language Learning Component

Second-Language Learning

1. Targeted results

- Promote a working knowledge of both official languages.

2. 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;
 - support teacher training and professional development.
- Facilitate access to a range of cultural enrichment activities.
- Encourage the pursuit of post-secondary learning.

3. Examples of achievements

- Nova Scotia received support to set up experimental classes to maintain enrolment in the core French program for Grades 10 to 12.
- The Continuing Education Division (CED) of the Université de Saint-Boniface, in Manitoba, put forward a project to combine all services and facilities related to the teaching of French as a second language under one section.

This 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 2010–11, Canadian Heritage invested over \$112 million in initiatives under the Second-Language Learning component.

Intergovernmental Cooperation

In recent years, close to four million English-speaking students were enrolled in majority schools. More than half of them were enrolled in French as a second language and over 310,000 were enrolled in French immersion. During the same period in Quebec, close to one million 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 2010–11, Canadian Heritage invested \$88 million in these agreements, which resulted in many initiatives in support of second official language instruction. The following paragraphs outline the achievements reached through intergovernmental cooperation.

Under one of these agreements, Nova Scotia received support to set up experimental classes to maintain enrolment in the core French program for Grades 10 to 12. This initiative involves applying the intensive French program model in communication strategies to core French classes in order to improve students' skills. School counsellors from the Nova Scotia Department of Education noted positive changes among both teachers and students in these experimental classes. These changes primarily affect teaching practices, performance and success in core French and, in particular, lead to a better attitude and more openness toward second-language learning.

In Newfoundland and Labrador, a project was implemented to improve technical support for revamping core French and both early and late French immersion in Grades 7 to 12. The objective is to increase student participation in French-as-a-second-language (FSL) programs and improve the retention rate in these programs. The project involves a series of collaborative sessions offered to teachers on incorporating new technologies in the classroom.

The Continuing Education Division (CED) of the Université de Saint-Boniface, in Manitoba, put forward a project to combine all services and facilities related to the teaching of French as a second language under one section. The CED will thus be able to accommodate more learners in more modern facilities that are adapted to their learning needs. The new Language Training Centre will develop teaching material and teacher support. This provincial project targets a varied clientele, including public servants, young Anglophones and teachers themselves.

In Ontario, the Ministry of Education is carrying out a project using the Common European Framework of Reference for Languages to improve students' FSL skills. This Framework gives teachers access to innovative methods and tools so that they can offer students stimulating learning opportunities and enhance their appreciation for the French language and French culture in Canada and around the world.

Cooperation with the Non-Governmental Sector

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

For example, following the 2008 survey that shed light on the reasons why immersion and second-language teachers leave the profession in the first years of teaching, the Canadian Association of Immersion Teachers (CAIT) offered five days of professional development designed specifically for new immersion teachers. A total of 262 new teachers attended the sessions in St. John's, Calgary, Hamilton, Harrison Springs and Ottawa. The goal of the project was to improve FSL services offered by the provinces and territories. The sessions addressed such issues as critical teaching, Internet research and Francophone cultural resources available in the target regions. The project also led to the development of a virtual teaching resource kit and the creation of an online networking system, used by over 70% of participants already.

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.

In September 2009, Canadian Heritage entrusted management of the LRSP to the University of Ottawa, which administers the program through a partnership between the Official Languages and Bilingualism Institute (OLBI) and the Faculty of Law. The Department concluded a three-year contribution agreement with the University of Ottawa, committing the University to conduct program activities and report annually on their results. The Minister then appointed a panel of experts tasked with guiding the work of the LRSP and selecting cases to receive financial support.

The 2010–11 fiscal year was the first full year of operations for the LRSP and was marked by the development of a series of administrative measures aimed at supporting the program's implementation.

The LRSP was also involved in various information and promotion activities to increase awareness of the program itself as well as Canadians' language rights. These activities included a national roundtable and four regional consultations, newspaper articles and television and radio interviews, funding and publication of an impact study, and information booths at various conferences and meetings.

The LRSP created and launched its website, with an average of 500 visitors per month. This website is a key communication tool for sharing information on language rights with Canadians. The LRSP's annual reports for 2009–10 and 2010–11 are available at <http://www.padi-lrsp.uottawa.ca/>.

Young Canada Works

Young Canada Works (YCW), a joint initiative of Canadian Heritage and Human Resources and Skills Development Canada, is part of the Government of Canada's Youth Employment Strategy (YES), which aims to help young Canadians between the ages of 16 and 30 obtain career-related information and acquire skills that will help them find and keep jobs.

Two YCW programs are administered by the OLSPB: 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.

These jobs also allow young people to discover a new region of Canada while developing a network in an OLMC.

In 2010–11, YCW created 701 jobs:

- 307 jobs where the first official language is used to develop an OLMC. Of these jobs, 173 were intended to offset the exodus from these communities and 33 were created to integrate newly arrived young Francophones into the host Francophone minority community.
- 394 jobs where students had a chance to use their second official language. Of these, 154 were created to practise basic skills in the second official language.

YCW BCEF 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 internships, which range from 4 to 12 months, young Canadians work on projects that help to promote language industries and develop international youth networks.

In 2010–11, the YCW BCEF offered 16 international internships that enabled participating interns to perfect their fluency in English and French, while developing the necessary skills to help them enter the labour market. Four of these internships were in OLMCs, whereas the other 12 gave participants the opportunity to work in educational institutions and language industries.

The YCW BOL and YCW BCEF programs give young Canadians a chance to practise their second language through enriching work experiences or internships, while contributing to the development of linguistic duality and minority communities in priority areas.

Complementary Support for Language Learning

Canadian Heritage funds three national language learning and development programs for young Canadians. These programs, administered by the Council of Ministers of Education, Canada, all help to achieve OLSP objectives.

The Odyssey program aims to enhance and support official-language learning in the classroom by giving participants the opportunity to work as language assistants in a school setting. For nine months, the participants discover a Canadian region while providing assistance to teachers. Language assistants promote the learning of either French as a first language or French and English as a second language, and contribute other cultural perspectives. In 2010–11, over 301 Anglophone and Francophone participants from all over Canada had enriching experiences through the Odyssey program.

The Destination Clic program offers bursaries to young Francophones between the ages of 14 and 15 from a province where French is the minority official language to help them develop their French language skills. This program is also a way for them to discover the realities of various Francophone communities in Canada. Courses are offered in the spring and summer at Université de Moncton and Université du Québec à Trois-Rivières. In 2010–11, a hundred or so bursaries were awarded.

Lastly, the Explore program offers second-language-learning bursaries. Students take five-week courses offered in the spring or summer to improve their skills in one of the two official languages and their understanding of that language group's culture. In 2010–11, Explore accepted over 7,900 students into the program.

Other Activities to Help Achieve Program Objectives

Coordination of the Federal Commitment

Under section 42 of the Official Languages Act (OLA), Canadian Heritage, through its Interdepartmental Coordination Directorate (ICD), coordinates the implementation by federal institutions of the government's commitment to foster the full recognition and use of both English and French in Canadian society, and to enhance the vitality of official-language minority communities. The following pages highlight key achievements in coordination of the federal commitment.

Ongoing Dialogue with Multiple Partners

Networking and coordination of federal partners

At the national and regional levels, Canadian Heritage facilitated discussions between numerous federal institutions through networks dedicated to the implementation of section 41 of the OLA. For instance, in preparation for the Symposium sur les langues officielles organized by the Assemblée de la francophonie de l'Ontario, the Department met communities with its federal partners. This meeting helped prepare federal stakeholders for continued dialogue and work with community representatives.

In Nova Scotia, Canadian Heritage invited the Canadian Museum of Immigration at Pier 21, a new federal institution, to join the Network of Regional Coordinators responsible for the Implementation of Section 41 of the OLA. The Department's national and regional offices guided this new institution in promoting official languages and supporting the development of OLMCs.

The Network of Regional Coordinators responsible for the Implementation of Section 41 of the OLA continued to meet regularly to exchange best practices, discuss common issues and identify courses of action. The June 2010 meeting focused on the promotion of Canada's bilingual image on the international stage. Organized in partnership with Foreign Affairs and International Trade Canada, this meeting enabled those federal institutions with international mandates to showcase their contribution to the promotion of official languages. They are a major asset for Canada in its international role as it relates to immigration, peacekeeping, security and development.

Moreover, the ICD once again partnered with Treasury Board and the Council of the Network of Official Languages Champions to hold the Forum on Official Languages Good Practices. In 2010, Justice Canada, Health Canada and Environment Canada presented their good practices in relation to section 41 of the OLA. The Forum is the only opportunity for key federal stakeholders in charge of official languages (e.g., champions, heads of official languages and national coordinators) to address common issues. This dialogue contributes to the adoption of a common and consistent vision for the implementation of the OLA across the federal government.

Good practices and specific results of federal action are also shared in the publication *Bulletin 41-42*. One of the 2010–11 issues focussed on the cooperation between various federal institutions and Francophone communities in Canada to organize and hold the Vancouver 2010 Olympic and Paralympic Winter Games, as well as many initiatives for English-language communities in Québec.

The goal of the Official Languages Northwest Territories (NWT) Session was to raise awareness of the OLA among officials from various federal departments in the NWT. At the request of Connexion Aurore, the NWT network of young public servants, as well as the NWT Federal Council, Canadian Heritage and the Office of the Commissioner of Official Languages presented Parts IV, V, VI and VII of the OLA.

The session clarified the various parts of the OLA and led to discussions on their implementation. It also gave participants a chance to learn more about issues such as service to the public, equitable service and cooperation with the Francophone community.

Dialogue with communities

Canadian Heritage also created opportunities for dialogue with OLMCs. In October 2010, it invited the Network of National Coordinators responsible for the Implementation of Section 41 of the OLA to meet with representatives of Francophone communities in the Yukon, the Northwest Territories and Nunavut. In addition to giving participants an opportunity to identify avenues for cooperation in the years to come, the discussions revealed the real progress made since a similar meeting in 2006. For instance, the National Film Board of Canada (NFB) now works more closely with Francophone organizations and media in the three territories to extend its reach to Francophone filmmakers in the North. Through this cooperation, these filmmakers now regularly participate in the Tremplin competition, an initiative for Francophone filmmakers from minority communities launched by the NFB in cooperation with Société Radio-Canada. In fact, a filmmaker from Nunavut and another from the Yukon won the competition in 2008.

Canadian Heritage facilitates meetings with communities in the regions. In New Brunswick, for instance, the Department organized a dialogue day with the Francophone community as part of the Federal Council's Official Languages Week from January 24 to 28, 2011. The meeting also underscored good practices that produced tangible results for the community and within federal institutions.

Moreover, in 2010-11, the Department conducted a series of consultations and negotiations with OLMC representatives in each province and territory. These meetings identified the priorities and key tools Canadian Heritage uses to support development in these communities.

Fostering Leadership

In its efforts to guide and support federal institutions, Canadian Heritage encourages leadership at all levels. In 2010–11, it worked with Treasury Board to draft a guide for new deputy heads of small federal institutions, particularly the section dealing with the institutions' official-languages roles and responsibilities.

The ICD also continued to work with the Council of the Network of Official Languages Champions, in cooperation with Treasury Board. In 2010–11, in addition to the Forum on Official Languages Good Practices, the ICD contributed to a training session for new champions and the annual champions' meeting to inform participants of OLMC issues. Moreover, the ICD created a Champion's Guide on section 41 of the OLA to better equip champions to exert influence in their institutions with a view to incorporating the implementation of section 41 of the OLA to a greater extent into their corporate culture.

The ICD also produced a new 41 Coordinator's Guide to provide better guidance to national and regional coordinators in their role as agents of change within their institution. These new guides complement other guidance and awareness tools Canadian Heritage makes available to federal institutions.

Incorporation of Section 41 into Corporate Culture

In cooperation with federal institutions, the ICD continued to analyze memoranda to Cabinet to ensure they take into account the impacts of proposed initiatives on official languages. The federal institutions concerned are therefore more informed about their section 41 obligations and take the section into account when making decisions on policies, programs and services.

In the same vein, the ICD worked with Treasury Board to review the Guide to Preparing Treasury Board Submissions. This review will provide greater direction in considering section 41 obligations in program development, implementation and assessments.

Follow-up on the Study on the Implementation of Section 41 in the Federal Administration

The Study on the Implementation of Section 41 of the OLA in the Federal Administration laid the groundwork for a new interdepartmental approach, developed by the ICD in 2010–11 for implementation in 2011–12 and 2012–13. Based on the success of the current approach, the new one will mobilize all federal institutions in terms of their potential to contribute to community development and the promotion of official languages, make them accountable and have them produce a complete overview of results, and ensure more consistent implementation of the OLA.

Research

The Official Languages Support Programs Branch (OLSPB) invests resources in research to achieve the objectives of its Development of Official-Language Communities and Enhancement of Official Languages programs. In 2010–11, 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 analysis.

Research

1. Targeted result

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

2. Means

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

3. Examples of achievements

- Roundtable on second-language learning.
- The study entitled *Schooling and Cultural Autonomy. A Canada-Wide Study in Francophone Minority Schools*.

Through its research unit, the OLSPB 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 2010–11, 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. Research team members act somewhat like “information brokers,” signing third-party licence agreements that facilitate client and partner access to Statistics Canada data. The team’s activities further the knowledge of Branch program officers, and of federal departments and agencies that lack the same official-language research capabilities.

Below are some examples of research activities conducted in 2010–11:

- Development of an integrated institutional database connected to the departmental database on grants and contributions programs. This initiative will provide an analysis of the linkages between departmental programs and community vitality.
- Development of a series of proximity measures for analyzing the proportion of official-language minority populations with access to various types of institutions and those living further away from institutions.

Lastly, in addition to these specific projects, work has gone into developing an official languages geographic information system. The “Communities in Context” initiative has allowed sector 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

The Department put in place various support, monitoring and assessment mechanisms for ongoing improvement in OLSP delivery, including the Operational Practices Unit (OPU).

The mandate of the OPU is four-fold:

- **Liaison** – The OPU plays a vital role in liaison and collaboration with the Centre of Expertise (CoE) for Grants and Contributions, to ensure programs are managed taking into account the CoE due diligence guidelines.
- **Directives** – The OPU develops directives, procedures and work tools for effective OLSP management in respect of due diligence.
- **Training, procedures and work tools** – The OPU ensures that directives and tools developed by the CoE meet OLSPB needs and is also responsible for adapting them as needed for the OLSPs and providing training to officers.
- **Recipient audits** – The OPU follows up on the recommendations of audits conducted by the OLSPs in conjunction with the recipient compliance audit services.

The OPU also administers an electronic library containing work tools and directives for all official languages officers and managers. The library provides better access to programs as it helps ensure that the processing of applications is consistent from one region to the next.

In 2010–11, the OPU once again made improvements to funding allocation processes. These changes are meant to reduce application processing times and the administrative burden, and to provide recipients with confirmation of funding earlier in the year.

The improvements include two application deadlines for 2011–12 under the Cooperation with the Community Sector sub-component, the continuous promotion of multi-year funding, the promotion of direct deposits, and the implementation of a new standard contribution agreement based on the level of risk. Moreover, the OPU encourages the staggering of multi-year agreements within regional offices to reduce variations in the annual volume of applications.

The OPU is actively involved in the modernization initiative that is being carried out as a pilot project in Ontario and Quebec. It also attends meetings and liaises with the regions and the CoE.

Appendix 1 – Breakdown of Expenditures by Province and Territory 2010–11

	Development of Official-Language Communities				Enhancement of Official Languages				Total
	Community Life	Minority-Language Education	Language Rights Support	Sub-total	Promotion of Linguistic Duality	Second-Language Learning	Language Rights Support	Total	
Newfoundland and Labrador	1,608,745	1,301,551	-	2,910,296	136,710	2,684,295	-	2,821,005	5,731,301
Prince Edward Island	2,582,450	2,371,049	-	4,953,499	152,200	1,076,602	-	1,228,802	6,182,301
Nova Scotia	3,321,400	4,126,725	-	7,448,125	158,880	3,761,355	-	3,920,235	11,368,360
New Brunswick	5,195,170	16,963,444	-	22,158,614	182,065	5,611,873	-	5,793,938	27,952,552
Quebec	5,097,258	49,465,473	-	54,562,731	115,580	18,692,711	-	18,808,291	73,371,022
Ontario	7,456,139	59,867,678	-	67,323,817	294,450	24,391,650	-	24,686,100	92,009,917
Manitoba	4,626,605	7,162,149	-	11,788,754	209,330	5,711,051	-	5,920,381	17,709,135
Saskatchewan	3,896,133	3,463,018	-	7,359,151	149,330	4,685,014	-	4,834,344	12,193,495
Alberta	3,780,250	6,045,966	-	9,826,216	259,234	9,609,859	-	9,869,093	19,695,309
British Columbia	3,673,328	8,076,572	-	11,749,900	412,233	10,648,988	-	11,061,221	22,811,121
Northwest Territories	2,516,240	1,382,850	-	3,899,090	93,040	1,204,705	-	1,297,745	5,196,835
Yukon	2,338,560	1,235,800	-	3,574,360	-	992,100	-	992,100	4,566,460
Nunavut	1,713,000	772,885	-	2,485,885	-	649,746	-	649,746	3,135,631
National (including panCanadian and inter-regional projects)	7,953,601	4,585,237	1,167,230	13,706,068	2,220,477	22,443,490	257,770	24,921,737	38,627,805
Total	55,758,879	166,820,397	1,167,230	223,746,506	4,383,529	112,163,439	257,770	116,804,738	Overall Total 340,551,244

Appendix 2 – Breakdown of Expenditures by Program Component 2010–11

Development of Official-Language Communities				Enhancement of Official Languages			
Community Life	Regular Budget	Complementary Funds	Total	Promotion of Linguistic Duality	Regular Budget	Complementary Funds	Total
Cooperation with the Community Sector	30,271,805	4,050,000	34,321,805	Appreciation and Rapprochement	3,849,052		3,849,052
Intergovernmental Cooperation on Minority-Language Services	12,319,500	4,050,000	16,369,500	Support for Innovation	90,000		90,000
Cultural Development Fund		3,448,139	3,448,139	Support for Interpretation and Translation Events	306,673		306,673
Young Canada Works	1,619,435		1,619,435	Translation	<u>137,804</u>		<u>137,804</u>
Total - Community Life	44,210,740	11,548,139	55,758,879	Sub-total	444,477		444,477
				Total - Promotion of Linguistic Duality	4,383,529		4,383,529
Minority-Language Education				Second-Language Learning			
Intergovernmental Cooperation for Minority-Language Education	110,135,160	52,200,000	162,335,160	Intergovernmental Cooperation for Second-Language Learning	54,223,629	34,200,000	88,423,629
Complementary Support for Language Learning	1,408,189	1,245,600	2,653,789	Complementary Support for Language Learning	11,423,918	9,554,400	20,978,318
Cooperation with the Non-Governmental Sector	1,831,448		1,831,448	Cooperation with the Non-Governmental Sector	935,000		935,000
				Young Canada Works	1,826,492		1,826,492
Total - Minority-Language Education	113,374,797	53,445,600	166,820,397	Total - Second-Language Learning	14,185,410	43,754,400	112,163,439
Language Rights Support Program				Language Rights Support Program			
Alternative Dispute Resolution	616,649		616,649	Information and Promotion	257,770		257,770
Legal Remedies	550,581		550,581				
Total - Language Rights Support	1,167,230		1,167,230	Total - Language Rights Support	257,770		257,770
TOTAL - Development of Official-Language Communities	158,752,767	64,993,739	223,746,506	TOTAL - Enhancement of Official Languages	18,826,709	43,754,400	116,804,738

OVERALL TOTAL (grants and contributions)	340,551,244
Program Administration Cost	9,524,566

Appendix 3 – Education Expenditures 2010–11

Provinces / Territories	COMPONENT – Minority-Language Education			COMPONENT – Second-Language Learning		
	Regular Funds	Complementary Funds	Total	Regular Funds	Complementary Funds	Total
Newfoundland and Labrador	1,301,551		1,301,551	2,639,295	45,000	2,684,295
Prince Edward Island	1,545,732	825,317	2,371,049	1,076,602		1,076,602
Nova Scotia	3,896,725	230,000	4,126,725	3,761,355		3,761,355
New Brunswick	16,363,444	600,000	16,963,444	5,339,248		5,339,248
Quebec	46,525,473	2,940,000	49,465,473	18,406,662		18,406,662
Ontario	54,992,678	4,875,000	59,867,678	24,090,634		24,090,634
Manitoba	6,774,749	387,400	7,162,149	5,540,451	170,600	5,711,051
Saskatchewan	2,693,018	770,000	3,463,018	4,039,526	430,000	4,469,526
Alberta	5,310,966	735,000	6,045,966	8,894,859	715,000	9,609,859
British Columbia	6,036,572	2,040,000	8,076,572	10,067,846	360,000	10,427,846
Northwest Territories	1,148,148	234,702	1,382,850	939,407	265,298	1,204,705
Yukon	1,135,800	100,000	1,235,800	830,823	161,277	992,100
Nunavut	772,885		772,885	434,746	215,000	649,746
Council of Ministers of Education, Canada		100,000	100,000			
Total - Bilateral Agreements	148,497,741	13,837,419	162,335,160	86,061,454	2,362,175	88,423,629
<u>National Programs</u>						
Complementary Support For Language Learning						
- Explore and Destination Clic (Bursary)	836,472		836,472	15,898,662		15,898,662
- Odyssey (Assistants)	<u>1,817,317</u>		<u>1,817,317</u>	<u>5,079,656</u>		<u>5,079,656</u>
<i>Sub-total</i>	2,653,789		2,653,789	20,978,318		20,978,318
Cooperation with the Non-Governmental Sector		1,831,448	1,831,448		935,000	935,000
Young Canada Works					1,826,492	1,826,492
Total - National Programs	2,653,789	1,831,448	4,485,237	20,978,318	2,761,492	23,739,810
OVERALL TOTAL	151,151,530	15,668,867	166,820,397	107,039,772	5,123,667	112,163,439

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		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	157,686	67,252	42.6%	56	< 0.1%
2007-2008	72,109	43,868	60.8%	7,501	10.4%
2008-2009	70,641	42,601	60.3%	8,008	11.3%
2009-2010	69,665	41,743	59.9%	8,408	12.1%

Prince Edward Island

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	27,903	16,507	59.2%	304	1.1%
2007-2008	20,813	12,691	61.0%	4,246	20.4%
2008-2009	20,324	12,217	60.1%	4,237	20.8%
2009-2010	19,955	12,163	61.0%	4,197	21.0%

Nova Scotia

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	201,279	87,450	43.4%	46	< 0.1%
2007-2008	134,965	70,546	52.3%	14,683	10.9%
2008-2009	132,827	68,596	51.6%	15,055	11.3%
2009-2010	130,235	66,811	51.3%	15,069	11.6%

New Brunswick

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	163,385	73,430	44.9%	2,504	1.5%
2007-2008	110,288	60,371	54.7%	20,719	18.8%
2008-2009	108,407	42,843	39.5%	18,658	17.2%
2009-2010	106,394	46,911	44.1%	17,232	16.2%

Quebec

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1970-1971	1,588,788	855,330	53.8%	-	-
2007-2008	918,273	739,232	80.5%	-	-
2008-2009	897,172	720,260	80.3%	-	-
2009-2010	879,966	703,022	79.9%	-	-

Ontario

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	1,973,140	852,184	43.2%	12,363	0.6%
2007-2008	2,087,588	980,211	47.0%	162,321	7.8%
2008-2009	2,070,736	970,686	46.9%	167,215	8.1%
2009-2010	2,061,390	980,214	47.6%	176,291	8.6%

Manitoba

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	225,698	86,311	38.2%	1,290	0.6%
2007-2008	179,320	83,748	46.7%	18,214	10.2%
2008-2009	177,962	84,156	47.3%	18,563	10.4%
2009-2010	177,500	83,360	47.0%	19,103	10.8%

Saskatchewan

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	219,191	57,023	26.0%	338	0.2%
2007-2008	165,691	64,859	39.1%	9,114	5.5%
2008-2009	164,453	60,673	36.9%	9,346	5.7%
2009-2010	164,591	58,144	35.3%	9,886	6.0%

Alberta

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	441,070	131,274	29.8%	5,329	1.2%
2007-2008	559,118	169,756	30.4%	32,060	5.7%
2008-2009	564,051	174,798	31.0%	32,797	5.8%
2009-2010	567,979	178,706	31.5%	33,205	5.8%

British Columbia

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1976-1977	536,237	153,851	28.7%	862	0.2%
2007-2008	558,896	248,221	44.4%	40,996	7.3%
2008-2009	553,737	241,679	43.6%	42,471	7.7%
2009-2010	549,596	237,341	43.2%	43,959	8.0%

Yukon

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1983-1984	4,548	2,130	46.8%	171	3.8%
2007-2008	5,227	2,631	50.3%	540	10.3%
2008-2009	5,153	2,692	52.2%	568	11.0%
2009-2010	5,100	2,420	47.5%	602	11.8%

Northwest Territories

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1983-1984	12,901	3,500	27.1%	151	1.2%
2007-2008	9,048	2,807	31.0%	661	7.3%
2008-2009	8,762	2,616	29.9%	664	7.6%
2009-2010	8,564	2,517	29.4%	674	7.9%

Nunavut

Year	Total Majority-Language School Population	Second Language		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1999-2000	9,584	-	n.a.	-	n.a.
2007-2008	9,023	-	n.a.	-	n.a.
2008-2009	9,280	-	n.a.	-	n.a.
2009-2010	9,038	-	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		French Immersion	
		Enrolment	Percentage	Enrolment	Percentage
1975-1976	5,354,281	2,252,995	42.1%	5,292	0.1%
2007-2008	4,830,359	2,478,941	51.3%	311,055	6.4%
2008-2009	4,783,512	2,423,817	50.7%	317,582	6.6%
2009-2010	4,749,973	2,413,352	50.8%	328,626	6.9%
Students in English-language system taking French second language courses (Canada, less Quebec)					
1975-1976	3,979,372	1,501,756	37.7%	5,292	0.1%
2007-2008	3,912,086	1,739,709	44.5%	311,055	8.0%
2008-2009	3,886,333	1,703,557	43.8%	317,582	8.2%
2009-2010	3,870,007	1,710,330	44.2%	328,626	8.5%
Students in French-language system taking English second language courses (Quebec)					
1975-1976	1,374,909	751,239	54.6%	n.a.	-
2007-2008	918,273	739,232	80.5%	n.a.	-
2008-2009	897,179	720,260	80.3%	n.a.	-
2009-2010	879,966	703,022	79.9%	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 to 12	0.1%
2007-2008	72,109	251	K to 12	0.3%
2008-2009	70,641	269	K to 12	0.4%
2009-2010	69,665	255	K to 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 to 12	2.6%
2007-2008	20,813	694	1 to 12	3.3%
2008-2009	20,324	712	1 to 12	3.5%
2009-2010	19,955	715	1 to 12	3.6%

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 to 12	3.4%
2007-2008	134,965	4,256	P to 12	3.2%
2008-2009	132,827	4,358	P to 12	3.3%
2009-2010	130,235	4,446	P to 12	3.4%

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 to 12	34.5%
2007-2008	110,288	31,725	K to 12	28.8%
2008-2009	108,407	31,119	K to 12	28.7%
2009-2010	106,394	30,420	K to 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 to 11	15.7%
2007-2008	918,273	101,283	K to 11	11.0%
2008-2009	897,179	98,813	K to 11	11.0%
2009-2010	879,966	95,004	K to 11	10.8%

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 to 12	5.5%
2007-2008	2,087,588	91,071	K to 13	4.4%
2008-2009	2,070,736	91,830	K to 13	4.4%
2009-2010	2,061,390	92,976	K to 13	4.5%

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 to 12	4.2%
2007-2008	179,320	5,378	K to 12	3.0%
2008-2009	177,962	5,323	K to 12	3.0%
2009-2010	177,500	5,223	K to 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 to 12	0.3%
2007-2008	165,691	1,118	K to 12	0.7%
2008-2009	164,453	1,162	K to 12	0.7%
2009-2010	164,591	1,236	K to 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 to 12	0.2%
2007-2008	559,118	5,161	K to 12	0.9%
2008-2009	564,051	5,254	K to 12	0.9%
2009-2010	567,979	5,565	K to 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 to 12	<0.1%
2007-2008	558,896	3,964	K to 12	0.7%
2008-2009	553,737	4,221	K to 12	0.8%
2009-2010	549,596	4,368	K to 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 to 8	0.6%
2007-2008	5,227	141	K to 12	2.7%
2008-2009	5,153	158	K to 12	3.1%
2009-2010	5,100	170	K to 12	3.3%

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 to 11	0.4%
2007-2008	9,048	181	K to 11	2.0%
2008-2009	8,762	193	K to 11	2.2%
2009-2010	8,564	192	K to 11	2.2%

Nunavut

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
2002-2003	8,901	40	K to 12	0.4%
2007-2008	9,023	49	K to 12	0.5%
2008-2009	9,280	53	K to 12	0.6%
2009-2010	9,038	51	K to 12	0.6%

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%
2007-2008	4,830,359	245,272	-	5.1%
2008-2009	4,783,512	243,465	-	5.1%
2009-2010	4,749,973	240,621	-	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%
2007-2008	3,912,086	143,989	-	3.7%
2008-2009	3,886,333	144,652	-	3.7%
2009-2010	3,870,007	145,617	-	3.8%

Key to symbols:

K = Kindergarten

P = Primary

ESL = English as a second language

FSL = French as a second language

n.a. = data not available

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.

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 have an awareness of 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 have an awareness of their Canadian identity. • Social cohesion in Canada is increased.
Three Programs 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 • Cooperation with the Non-Governmental Sector • Young Canada Works <p>Language Rights Support Program</p> <ul style="list-style-type: none"> • Information and Promotion
Other Actions	
<p>Coordination of the Federal Commitment Research Program Management</p>	