



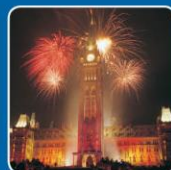
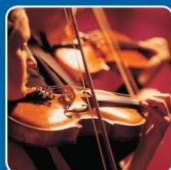
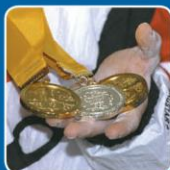
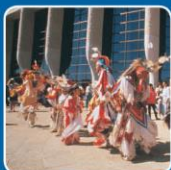
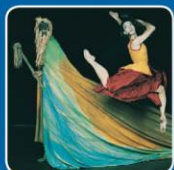
Canadian  
Heritage

Patrimoine  
canadien

Canada



# Official Languages Annual Report 2013-14



Web Site: [www.pch.gc.ca/eng/1359466462083](http://www.pch.gc.ca/eng/1359466462083)

*Également disponible en français sous le titre **Patrimoine canadien, Rapport annuel sur les langues officielles 2013-2014** à l'adresse suivante : [www.pch.gc.ca/fra/1359466462083](http://www.pch.gc.ca/fra/1359466462083)*

© Her Majesty the Queen in Right of Canada, 2015  
ISSN 1716-6543  
Catalogue no. CH10-2014-1

# Message from the Minister



As we approach the 150<sup>th</sup> anniversary of Confederation in 2017, Canadians have an excellent opportunity to celebrate everything that makes Canada such a remarkable country. French and English—our national languages that are at the core of our identity—are a wonderful example of this. They are part of our history, our daily lives and our future. Our Government is proud to promote them and support the development of official-language minority communities throughout the country.

As Minister of Canadian Heritage and Official Languages, I am pleased to present the achievements of the Official Languages Support Programs of the Department of Canadian Heritage and the accomplishments of some 170 federal institutions in the field of official languages in 2013-14.

During that period, we implemented the *Roadmap for Canada's Official Languages 2013-2018*, which represents our Government's commitment to our national languages in three specific sectors: education, immigration and communities. It provides us with the tools for taking concrete action in these areas that are important to Canadians.

We also renewed our cooperation with our partners in education by signing a new memorandum of understanding with the Council of Ministers of Education, Canada, as well as bilateral agreements with the provinces and territories to support instruction in the minority language and teaching of the second language.

The *Annual Report on Official Languages 2013-14* provides more detailed information on our Government's efforts to promote Canada's national languages. Canadian society is made richer by these languages, and our responsibility is to ensure that all Canadians can benefit from and take pride in them.

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



# Table of content

<b>Introduction</b>	<b>1</b>
<b>Linguistic duality: A benefit to all Canadians</b>	<b>3</b>
The Government of Canada supported the learning of English or French by Canadians	3
The Government of Canada supported the development of tools that encourage more effective learning of English or French as a second language	6
The Government of Canada supported the development of bilingual provincial and territorial services and non-governmental services	7
The Government of Canada helped Canadians understand their language rights and ensure that these rights are recognized	8
The Government of Canada helped its two main language communities get to know each other better	9
<b>Minority communities: An important asset for Canada</b>	<b>11</b>
The Government of Canada supported activities that enable minority communities to receive an education in their language	11
The Government of Canada supported the delivery of innovative methods and tools for minority-language education	12
The Government of Canada took steps to attract and integrate immigrants into Francophone minority communities	13
The Government of Canada supported the economic development of minority communities	14
The Government of Canada took steps to showcase the culture, art and heritage of minority communities	15
<b>Concrete actions to improve the effectiveness of measures undertaken by federal institutions</b>	<b>18</b>
Federal institutions contributed to improving official-language coordination within the federal system	18
Federal institutions have improved their capacity to strengthen linguistic duality	19
<b>Conclusion</b>	<b>21</b>
<b>Appendix 1 - Actual spending of the initiatives of the Roadmap for Canada's Official Languages 2013-2018 for 2013-14</b>	<b>22</b>
<b>Appendix 2 - Official Languages Support Programs (Canadian Heritage) - Targeted Results and Program Components</b>	<b>24</b>
<b>Appendix 3 - Breakdown of Expenditures by Province and Territory 2013-14</b>	<b>25</b>
<b>Appendix 4 - Breakdown of Expenditures by Program Component 2013-14 (Canadian Heritage)</b>	<b>26</b>
<b>Appendix 5 - Education Expenditures 2013-14 (Canadian Heritage)</b>	<b>27</b>
<b>Appendix 6 – School Enrolment Data</b>	<b>28</b>



# Introduction

Canada's two official languages are part of our history and our national identity. They help define who we are as Canadians, provide important socio-economic and cultural opportunities, and help to establish Canada's strong place in the world.

At this time, 23 percent of Canada's population identifies French as its first official language spoken, versus 75 percent for English. In addition, nearly six million Canadians now say that they are able to carry on a conversation in English and French — double the number recorded when the *Official Languages Act* was passed in 1969.

Now as then, the Government of Canada considers the some 34 million Anglophones and Francophones living in Canada who are unilingual, bilingual or multilingual, as well as the official-language minority communities established in this country, to be a significant benefit.

Linguistic duality is an asset that Canada, its people and its businesses can leverage to further develop economically, culturally and socially.

This report presents what the Government of Canada did in 2013-14 to strengthen its two official languages and make them a driver of development for all Canadians.

This report is divided into three main sections:

- The first provides an overview of the actions undertaken by the Government of Canada in 2013-14 to improve Canadians' proficiency in their second official language, increase access to services in English and French in the provinces and territories, and help our country's two major communities—Anglophone and Francophone—understand each other better.
- The second describes the measures implemented by the Government of Canada in the areas of education, immigration, economic development and culture to support official-language minority communities, maintain their vitality, and, ultimately, ensure that they are actively involved in the development of the regions where they are established.
- The third looks at the practices adopted by the Government of Canada in 2013-14 to increase the effectiveness and efficiency of its activities to promote English and French and foster the growth and the development of minority communities.

This report demonstrates that, through landmark initiatives such as the *Roadmap for Canada's Official Languages 2013-2018: Education, Immigration, Communities*, Canada, more than ever finds itself in a better position to bring to life the vision introduced in the *Official Languages Act*. But also, it is now well positioned to face the challenges of globalization and increase prosperity for all Canadians.

***Canadians have repeatedly triumphed over long odds to forge a great country, united and free. It is a story we recall with wonder and recount with pride. A story of how different provinces founded a federation in which our distinct strengths advance our unity. A federation in which Canada's two national languages position us uniquely in the world; where Francophones thrive and celebrate a unique culture, in solidarity with fellow Canadians.***

***Speech from the Throne,  
October 16, 2013***

**Roadmap for Canada's Official Languages 2013-2018: a tool towards tangible benefits**

*With an unprecedented \$1.1 billion in funding, the Roadmap for Canada's Linguistic Duality 2008-2013, promoted the marked advancement of English and French across the country. Its success prompted the Government of Canada to inject the same level of funding into a new five-year strategy called the Roadmap for Canada's Official Languages 2013-2018, the three pillars of which are education, immigration and communities.*

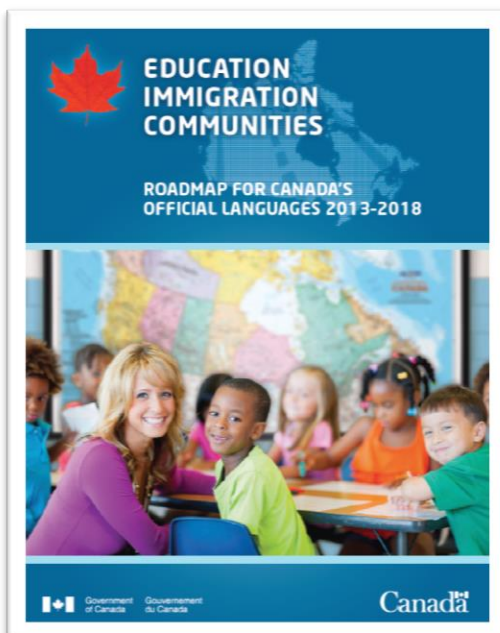
*The Roadmap for Canada's Official Languages 2013-2018 includes 28 initiatives and involves 14 different federal institutions including Canadian Heritage, responsible for its coordination (see Appendix 1 for 2013-14 financial information for the Roadmap for Canada's Official Languages 2013-2018).*

*This significant investment aims to build on the gains achieved in linguistic duality over these past five years. It continues to promote a further increase in the number of bilingual Canadians, the strengthening of ties between Anglophones and Francophones, improvements in the language abilities immigrants need to integrate seamlessly into the workforce, and greater vitality of official-language minority communities. The year 2013-14 was the first year of implementation of this horizontal initiative.*

*Through its official languages support programs, Canadian Heritage also manages a portion of the funding for initiatives described in the Roadmap for Canada's Official Languages 2013-2018 (see Appendices 2, 3, 4, 5 and 6 for detailed information on these programs).*



**Announcement of the Roadmap for Canada's Official Languages 2013-2018**



*This being said, the Roadmap for Canada's Official Languages 2013-2018 is not the only instrument used by the Government of Canada to promote English and French in the country. All federal institutions have the responsibility to take positive measures to promote English and French and to support the development of minority communities.*



## Linguistic duality: A benefit to all Canadians

We live in an age of strong competition where regional and domestic growth increasingly depends on the ability to compete in international markets, attract and retain skilled workers, and produce quality goods and services.

To better address these challenges, Canada can rely on its two official languages. English and French are ranked as the first and third most useful languages for doing business in the world. They are also among the five most frequently spoken languages internationally, with over one billion English speakers and 210 million French speakers. However, for Canadian citizens, businesses and workers to be able to take full advantage of the benefits of linguistic duality, it is important to continue to place a greater emphasis on the value of linguistic duality so that English and French are spoken more and more frequently in each region of the country.

Here are some examples activities carried out by the Government of Canada in 2013-14.

### The Government of Canada supported the learning of English or French by Canadians

In the 2011 Census, 17.5 percent of Canadians reported being bilingual, compared with only 12.2 percent 50 years ago. Statistics also show that proficiency in English and French opens doors for Canadian businesses. For example, the bilingual capacity of many of New Brunswick's businesses explains why the province exports considerably more to Francophone countries than its economic position within Canada would suggest. Data further indicates that Canadian employers' value workers who are able to speak both official languages.

Since increasing the acquisition of both official languages assists in rendering our businesses and our citizens more prosperous, in 2013-14 the Government of Canada continued to support provinces and territories in the creation of an English and French second-language learning continuum for Canadians.

Certainly, one of the major highlights in this respect in 2013-14 was the signing of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018* between Canadian Heritage and the Council of Ministers of Education, Canada. Under this protocol, the Government of Canada is committed to injecting into English and French second-language instruction \$87 million per year, or over \$434 million by 2017-18.

#### ***Government of Canada signs 13 bilateral agreements***

***The signing of the Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018 was followed by the conclusion of 13 bilateral agreements between Canadian Heritage and the provincial and territorial governments. Each agreement defines the action plan that the province or territory intends to implement within the next five years to create more opportunities for their young people to use their second official language.***

In Canada, education comes under provincial jurisdiction. The Government of Canada therefore supports the provinces and territories to intervene at all levels of the English and French second-language learning continuum, from kindergarten to the post-secondary level.

In 2013-14, for example, Canadian Heritage supported the implementation of immersion programs in public kindergarten in Prince Edward Island. These immersion programs are seeing a record number of parents wishing their children to learn French as a second language. The funding provided by Canadian Heritage to the Government of Prince Edward Island will help the province develop and implement new early immersion programs in schools in the Charlottetown suburbs and improve the instruction techniques used to teach French to kindergarten children.

Canadian Heritage also provided funding to the Society for Educational Visits and Exchanges in Canada (SEVEC). As a result of this funding, over 2,200 bilingual youth exchanges were organized, where groups of young Canadians who primarily spoke one official language were paired with groups who primarily spoke the other official language.

### ***Promoting linguistic duality in Canada***

***To increase the number of young bilingual Canadians, it is important to provide students with opportunities to develop their proficiency in their second language. However, it is also important to increase awareness among parents and children (particularly immigrants) that being bilingual is beneficial and that learning English or French as a second language can be done while acquiring other key competencies.***

***For such reason, Canadian Heritage supports organizations such as Canadian Parents for French, whose core mission is the promotion and advancement of linguistic duality in Canada. In 2013-14, funding received from Canadian Heritage in 2013-14 helped Canadian Parents for French, Ontario Branch hold a conference on Pathways to Bilingual Success that attracted over 500 French immersion students to Windsor. Canadian Parents for French Ontario also concluded an agreement with Groupe Média TFO that will facilitate access to high-quality educational products and services for students learning French as a second language. In addition, the Ontario Branch signed a five-year agreement with the Assemblée de la francophonie de l'Ontario to carry out projects that will help Anglophones learning French to use French outside the classroom.***

At the elementary and secondary educational level, Canadian Heritage provided, for example, support from 2013-14 to 2015-16 for a new French second-language learning program at the Princess Alexandra School in Hay River, Northwest Territories. Over the same period, it will also help implement a late immersion program (starting in grade 7) for students at Weledeh School in Yellowknife.

At the post-secondary educational level, the Government of Canada is supporting the development of programs and courses enabling students to increase proficiency in their second language. In 2013-14, for example, Justice Canada provided significant multi-year funding to the University of Manitoba's Faculty of Law (Robson Hall) to increase its capacity to offer courses in French to its students.

Because language exchanges and immersion in a different official-language community are among the most effective ways of becoming proficient in a second language, Canadian Heritage and the Council of Ministers of Education, Canada, also decided to renew the Explore Program for the next five years as part of the *Protocol for Agreements for Minority-Language Education and Second Language Instruction 2013-2014 to 2017-2018*.

The Explore Program continues to offer students aged 16 and older an opportunity to receive a bursary of over \$2,000 to study English or French as a second language, for five weeks, at one of a number of affiliated Canadian educational institutions. It is estimated that by 2017-18, more than 7,000 young Anglophones and Francophones per year will have been able to sign up to the Explore Program to strengthen their bilingualism and learn about the culture of the other linguistic community in Canada.

In 2013-14, Canadian Heritage and its partners (the Association francophone des municipalités du Nouveau-Brunswick, Conseil de la coopération de la Saskatchewan, Fédération des chambres de commerce du Québec, Conseil de la coopération de l'Ontario, Fédération de la jeunesse canadienne-française and Éducentre College in British Columbia) continued to implement the Young Canada Works program in both official languages.

### ***Breeding ground for bilingual young Canadians***

***The Young Canada Works program in both official languages helps students find summer employment that will enable them to contribute to the development of minority communities and improve their proficiency in their second official language. It also gives recent young graduates an opportunity to complete an international internship of four to 12 months that will enable them to use their language skills abroad. In 2013-14, more than 250 young people took part in the “Summer Jobs” component of Young Canada Works and its international component.***

***“We see how immigrants enrich us. They bring with them the tools we need. Knowing French and English will help them become part of the labour market as well as our communities. Requiring immigrants to know French or English is not only in the interests of Canadians, it is in the interests of the immigrants.”***

***The Honourable Shelly Glover,  
Minister of Canadian Heritage and  
Official Languages***

Lastly, each year numerous adults immigrate to Canada without the necessary English or French language skills that would enable them to overcome the challenges of daily life and enter the workforce in their province or territory of residence. To help them, the *Roadmap for Canada’s Official Languages 2013-2018* contained provisions for Citizenship and Immigration Canada to invest \$120 million over five years to train thousands of newcomers in terms of language learning. For example, this program enables improved employability by closing the gaps in English as the second language of Francophone immigrants who decide to settle outside of Quebec

## The Government of Canada supported the development of tools that encourage more effective learning of English or French as a second language

Improvement in Canadians' official languages proficiency depends in part on the ability of people to gain access to second-language courses or on opportunities to practice their language skills, as well as on the advancement of teaching and evaluation methods used in Canadian institutions.

In 2013-14, Canadian Heritage helped the Ontario government facilitate improvement in the abilities of teachers who teach French as a second language to Anglophone students. Fifteen specialists in this field worked with 15 school boards to transmit to more than 700 teachers the skills they need to design better courses, organize learning activities based on concrete situations and give effective feedback to students.

Under the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018* signed with the Council of Ministers of Education, Canada, Canadian Heritage also continued to support the hiring of monitors whose first official language is taught as a second language at the schools at which they work (these monitors can transmit aspects of their culture to students and assist teachers in the classroom). From now until 2017-18, the Government of Canada will have invested more than \$35 million in implementing the Odyssey Program. In 2013-14, a total of more than \$7 million was invested, enabling the recruitment of more than 300 monitors to accompany thousands of students in their learning.

Given that second-language learning is also an online activity, Canadian Heritage assisted TV5 to enhance the Francolab portal and create Francolab junior portal in 2013-14. From 2012-13 to 2013-14, the number of subscribers to Francolab rose by 200 percent.

Similarly, Canadian Heritage helped the University of Moncton launch an online laboratory that enables Francophone students planning to enrol or attending the institution's Edmundston, Moncton and Shippagan campuses to develop their knowledge of English.

Public Works and Government Services Canada added more than 400 new articles or language features to the Language Portal of Canada ([www.noslangues-ourlanguages.gc.ca](http://www.noslangues-ourlanguages.gc.ca)), a Web site that Canadians and foreigners visited nearly four million times in 2013-14 in order to continue to master how they express themselves in English or in French.

***“If you do a study on second-language learning, you have to measure the level of French because our students are learning French in immersion or French schools and they think they speak enough of the language to get jobs in the public service, for example. But when they apply for jobs, some do not pass the tests. We are failing them. That is why I encourage the provinces to implement a system to measure the level of French.”***

***The Honourable Shelly Glover, Minister of Canadian Heritage and Official Languages***

To improve the evaluation methods implemented across the country, Canadian Heritage helped the Canadian Association of Second Language Teachers organize information sessions on a shared reference framework for languages in Canada's educational institution, including universities. This framework helps teachers provide each student with English- or French-as-a-second-language courses adapted to their level of knowledge. It also enables organizations to better identify the language skills of the people they are recruiting or hiring.

### **Concrete evaluation of results**

***With the awareness-building and promotional efforts of stakeholders like the Canadian Association of Second Language Teachers, a shared reference framework for languages is now systematically applied in the institutions of New Brunswick and Nova Scotia. Seeing the benefits that such certification provides, the number of students seeking to obtain a certificate aligned with this framework is also rapidly increasing. In 2013, more than 900 young people in the Ottawa-Carleton region worked toward their Diplôme élémentaire de langue française, compared to only 84, three years earlier.***

## **The Government of Canada supported the development of bilingual provincial and territorial services and non-governmental services**

Improving the offer of bilingual services across the country encourages economic development. It contributes to creating an environment in which Anglophones and Francophones can develop and tap into their full potential. It can also, in some cases, contribute to the mobility of Anglophone and Francophone workers and business people in the country and render them more at ease with respect to moving with their family from one region to the other.

In 2013-14, such considerations led Canadian Heritage to sign 13 new bilateral agreements for the provision of services in the minority language with the provincial and territorial governments. For example, the agreement reached between the Department and Prince Edward Island will assist this Atlantic province to roll-out the implementation of its new *French Language Services Act* (December 2013). Funding provided by Canadian Heritage will also help fulfil obligations that arise from the coming into effect of the legislation.

Canadian Heritage has helped the provinces and territories increase the quantity and quality of the health and social services offered across their jurisdictions in the minority language. The Department supported the efforts made by the Quebec Department of Health and Social Services to review its programs to provide better access to front-line services in English, better publicize the services offered to Anglophones, and encourage English-language professionals and institutions to use information technology to increase their productivity and the quality of care provided to patients.

In 2013-14, the Government of Canada also helped various non-governmental organizations develop the offer of services in English and French from coast to coast to coast.

Canadian Heritage continued to provide support to the organizing committee of the Canada Games in Sherbrooke to ensure that linguistic duality was properly taken into account during this major summer event. The event proved to be a sweeping success from both a sport and language perspective. Participation to the organizing committee of the Games from Quebec's Anglophone community through organizations such as the Townshippers Association, Bishops University and Champlain College, enabled recruitment of a record number of bilingual volunteers and ensured that the athletes, their families and spectators had access to quality services in English and French throughout the entire event.

Canadian Heritage supported organizations such as the Canadian Hospice Palliative Care Association so as to ensure that the 830 participants to a conference could attend sessions and workshops in the official language of their choice. It helped the Earth Rangers Foundation create a French-language version of its documents and its Web site, "Éco Héros," aiming to raise awareness among parents and children of the importance of biodiversity.

Canadian Heritage has also contributed to the Community Volunteer Income Tax Program so that it could expand its services in British Columbia and in the Atlantic region and increase the number of service counters where Francophones can get the help they need in their language of choice in order to properly complete their income tax return.

Moreover, the Department also supported the efforts of the Association franco-yukonnaise to promote access to bilingual services in Yukon. In the context of this project, the Association signed agreements with the following seven organizations that are active in the territory: the Dawson City Museum, the Miles Canyon Historic Railway Society, the Transportation Museum, the Yukon Invasive Species Council, the Yukon Literacy Coalition, the Yukon Wildlife Preserve and Volunteer Bénévoles Yukon. Each agreement produced tangible benefits. For example, the agreement linking the Association franco-yukonnaise with the Transportation Museum has resulted in the first entirely bilingual permanent exhibit in the territory ("Yukoners Take to the Air / Les Yukonnais prennent leur envol"). With the Association's support, Volunteer Bénévoles Yukon designed a practical guide to facilitate the organization of events that are held in both English and French in Yukon. As well, the Dawson City Museum created historical records that will be used to highlight the territory's Francophone presence.

For its part, Marine Atlantic helped the Fédération des francophones de Terre-Neuve et du Labrador run an advertising campaign aiming to raise the profile of businesses that offer services in French in the province.

## **The Government of Canada helped Canadians understand their language rights and ensure that these rights are recognized**

In 2013-14, Canadian Heritage continued to provide funding of up to \$1.5 million for the implementation of the Language Rights Support Program by the University of Ottawa. More specifically, this program's objectives are to "promote awareness of language rights through public education, offer access to alternative dispute resolution processes to settle disputes out of court, and support litigation that helps advance and clarify constitutional language rights when test cases are involved and dispute resolution efforts have not resolved matters." The Program has facilitated the Information Hub on Constitutional Language Rights, an educational and interactive Web site that explains to Canadians whether they can use English or French in the courts, in Parliament or when dealing with the public administration.

On a similar note, Justice Canada helped the Ontario Justice Education Network organize training sessions on the language of justice for French-speaking newcomers and for Francophone at-risk youth in minority communities. These sessions aim to help youth to better understand the justice system.



In 2013-14, the Government of Canada also contributed to improving citizens' access to justice in French and English by helping stakeholders in this area strengthen their capacity to use both languages. For example, in the context of the *Roadmap for Canada's Official Languages 2013-2018*, Justice Canada supported a project from the provincial court of New Brunswick to allow Anglophone judges from the provinces and territories to participate, in the Acadian Peninsula, in intensive sessions to learn and practice French legal terminology.

## The Government of Canada helped its two main language communities get to know each other better

The Government of Canada undertakes a number of actions each year to assist Francophones and Anglophones in getting to know each other better and become more familiar with each other's culture.

In 2013-14, Ô Canada recruited 5,000 young people to create and put on a unique show highlighting the impact of the presence of Francophones in Canada, some of the major moments in their history, the importance of French in the world, and the relevance of learning French for youth and immigrants. In total, over 45,000 Anglophone and Francophone students from 120 elementary and secondary schools in British Columbia, Alberta, Saskatchewan, Ontario and Yukon attended these performances, which consisted of a mix of musicals, game shows and history lessons.

Other federal institutions have also funded activities aiming to help Canadians improve their knowledge and proficiency of their second official language and of Canada's other language community.

In Quebec City, Citizenship and Immigration Canada supported the Anglophone community organization, Voice of English-Speaking Quebec, in the organization of the Fall Fest 2013 / Fête d'automne 2013. Held in September 2013 at St. Vincent Elementary School, this event gave the residents of the Quebec City region the opportunity to become familiar with the culture of the English, Irish, Scottish, German, Filipino, Peruvian, Cuban, Romanian, Bulgarian and other communities located there. About 750 people took part in these festivities, which took the form of food tastings and various shows and contributed to the strengthening of ties between Anglophones and Francophones in Quebec City.

***"...I would like French to be totally normal everywhere. By that, I mean that nobody would be surprised to hear someone speaking French."***

***The Honourable Shelly Glover, Minister of Canadian Heritage and Official Languages***



*Mosaïka – Sound and light show 2013*

For its part, in 2013-14, the National Capital Commission continued to present Mosaïka, a sound and light show on Parliament Hill on summer evenings. Mosaïka promotes linguistic duality and illustrates how various groups, including Francophone and Anglophone communities, have contributed to shaping our country. In the summer of 2013, approximately 220,000 to 275,000 people attended the show. Moreover, it is estimated that, approximately one million people have seen the show since 2010 (50 percent of whom were visitors from outside the National Capital Region).

In Alberta, Canadian Heritage helped the Société du centre scolaire communautaire de Calgary and its partners engage 240 students from Francophone schools and immersion classes so they could participate in creating a collective work of art on linguistic duality. This activity rendered linguistic duality more visible in Calgary and improved how Calgarians view linguistic duality.

Canadian Heritage also helped bring together Francophones and francophiles in the Northwest Territories through the arts. The Department helped the Association franco-culturelle de Yellowknife to pilot the creation of a comic book and a play on the northern history of Francophones and Anglophones with the help of French-speaking and English-speaking participants.

Lastly, in cooperation with the Société francophone de Maillardville, Parks Canada organized the Francophone festival "Vive les voyageurs!" in Fort Langley, a historic site in British Columbia. This show helped Canadian and foreign visitors to Canada get to know Francophone culture through music, theatre and culinary activities.

In summary, the Government of Canada has undertaken a number of actions in 2013-14 to ensure the full recognition of English and French in Canadian society. In particular, these actions have encouraged an increasing number of Canadians to learn English or French as a second language, contributed to improving the offer of services in both official languages, helped Canadians better understand and exercise their language rights, and helped bring Francophone and Anglophone communities together. At the end of the day, these actions helped ensure that Anglophones and Francophones felt more comfortable living and settling anywhere in the country.

The Government of Canada intends to stay the course in 2014-15 so that Canada's two language communities can fully benefit from linguistic duality and draw on it to grow in all spheres of activity, in particular the economic sphere.



## Minority communities: An important asset for Canada

Although the majority of Francophones in Canada live in Quebec, more than a million Francophones belong to Francophone minority communities across the country (from British Columbia, to Newfoundland and Labrador, to the Northwest Territories). In addition, even though Anglophones primarily live outside of Quebec, they represent close to 14 percent of Quebec's population. Minority communities make Canada a more diversified and richer country on a social and cultural level.

There are a significant number of Canadians and newcomers in minority communities able to contribute to our country's prosperity. Minority communities also have dynamic workers and entrepreneurs who, through their bilingualism, are able to act as a bridge between the regions they live in and external markets. Furthermore, the existence of minority communities promotes the geographic mobility of Canadian workers and their families, who know that they can relocate to many areas of the country and live in their language of choice.

In compliance with Part VII of the *Official Languages Act*, the Government of Canada remained actively committed in 2013-14 to enhancing the vitality of minority communities in Canada.

***“As a Canadian citizen who had the honour of representing our country abroad, I know how much it counts for us and for Canada to be part of these two great networks in the world, established by the two major global languages—French and English. It is an asset and a strength. It makes Canada unique. By definition, it makes us global.”***

***The Honourable Chris Alexander, Minister of Citizenship and Immigration***

### The Government of Canada supported activities that enable minority communities to receive an education in their language

One of the highlights of 2013-14 year was the signing, of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018*, between Canadian Heritage and the Council of Ministers of Education, Canada. This protocol stipulates that the Government of Canada will contribute close to \$149 million per year (more than \$743 million over five years) to the provinces and territories to provide minority-language education to young people from minority communities. Following the signing of this significant agreement, Canadian Heritage and the 13 provincial and territorial governments negotiated bilateral agreements enabling the Government of Canada to support each province and territory in educating tens of thousands of students from minority communities.

In concrete terms, the funding provided by the Government of Canada in 2013-14 contributed to improving the situation of minority communities at each stage of the learning continuum.

Canadian Heritage also helped minority communities in the North. Support was provided to Les Petits Nanooks daycare centre in Iqaluit to develop and organize activities that promote language development in children aged 2 to 5 of fully or partially French-speaking couples in this Nunavut city. Meanwhile, across the country, National Defence Military Family Resource Centres supported the improved access to child care services in English and French for young children of the members of this federal institution.

Canadian Heritage also supported the "Scientifiques à l'école" project, the French adaptation of "Scientists in School", developed to foster interest of kindergarten and elementary students in the field of science and technology. The 170 workshops organized by "Scientists in School" in minority community schools in Ontario, the 369 workshops it offered in French immersion classes, and the activities it has carried out for festivals such as the Festival d'Orléans, the Festival franco-ontarien and the Festival de la Saint-Jean, helped raise awareness among some 20,000 children of the importance of science and technology. It should be noted that all of the 137 teachers involved said they were very satisfied with this initiative.

Furthermore, Canadian Heritage renewed the Destination Clic program that awards summer bursaries to Francophone students in Grades 8 and 9 attending a Francophone school outside of Quebec. This program allows them to take an intensive French course in a Francophone institution in Ottawa, the province of Quebec or Moncton, thereby enhancing their knowledge of their mother tongue and Francophone culture. In 2013-14, 140 young people benefitted from this program.

Various activities undertaken in 2013-14 also aimed to overcome youth disengagement and school dropout. Canadian Heritage, in partnership with organizations such as the Eric T. Webster Foundation and Reitmans Canada also supported the Girls Action Foundation's Proud to Be Here project, which enabled some 50 young English-speaking girls from Greater Montreal to take part in journalistic content production and dissemination activities. It is believed that students from disadvantaged backgrounds will be more likely to actively engage with the Anglophone minority community and be encouraged to stay in school.

Similarly, Canadian Heritage helped the Quebec English Language Arts Network (ELAN) continue the implementation of the Yeah! project with support from partners such as the English Montreal School Board, the National Centre for Dance Therapy and the Segal Centre. The Yeah! project has served to create an online centre for the dissemination of information on how artistic activities can be used to overcome the disengagement of at-risk Anglophone youth in Quebec and motivate them to focus more on school.

The Government of Canada also contributed to increasing the number of post-secondary courses offered to students from minority communities in their language. In 2013-14, for example, Correctional Service Canada helped the University of Moncton offer a French-language minor in criminology, providing this post-secondary institution and its students with access to the expertise of its personnel.

Similarly, the launch of the *Roadmap for Canada's Official Languages 2013-2018* made it possible to continue implementation of Health Canada's Official Languages Health Contribution Program. This key initiative demonstrated tangible results in 2013-14, as 727 individuals studying in French in post-secondary institutions outside Quebec earned a degree in the health sciences field.

## **The Government of Canada supported the delivery of innovative methods and tools for minority-language education**

As with all segments of society, minority communities can benefit from adopting new ways of doing things both inside and outside of the classroom, just as they can benefit from pooling their educational resources.

In 2013-14, this led Canadian Heritage to continue its support towards the creation and sharing by Alberta Francophone school teachers of exam questions and tests from Grades 3 to 11. This initiative, based on leading-edge scientific knowledge, also involved the general distribution of a database to facilitate the online sharing of these questions and tests and their virtual administration. Five new common exams were added to the 26 exams already used in 34 Francophone schools in Alberta. 450 teachers were also trained how to use the new database.

In Nova Scotia, Canadian Heritage helped the Conseil scolaire acadien provincial establish a program to integrate approximately ten school development officers into 11 French-language schools in the province. These officers are responsible for developing and supporting activities to promote French at school, ensuring the promotion of French-language education in Nova Scotia, and strengthening existing ties between the school, parents and the minority community.

Canadian Heritage also helped the Government of the Northwest Territories deploy the technology infrastructure required to offer online post-secondary and continuous learning courses to Francophones in the territory.

## **The Government of Canada took steps to attract and integrate immigrants into Francophone minority communities**

Attracting and integrating a growing number of immigrants into Francophone minority communities should have a positive effect on demographics and will also help enhance the socio-economic and cultural vitality of those communities.

The Government of Canada addressed this important issue for the future of minority French-language communities as one of the three pillars of the *Roadmap for Canada's Official Languages 2013-2018*. This five-year plan states that Citizenship and Immigration Canada will provide some \$29.5 million over five years to support the growing number of French-speaking immigrants settling in minority communities. It also provides for the expansion of Destination Canada, which is an annual job fair held in a number of international capitals to present Canada, and Francophone minority communities in particular, as areas where French-speaking immigrants would benefit from settling.

In 2013-14, Citizenship and Immigration Canada and Service Canada also supported the implementation of the Premier Choix program of the Economic Development Council for Manitoba Bilingual Municipalities. This initiative enables Francophone immigrants between the ages of 15 and 30 who move to this province to participate in training workshops and acquire some of the skills they need to find and maintain meaningful employment. Youth participating in the Premier Choix activities learn, for example, how to write a résumé that will interest potential employers, more effectively manage their time, prepare for job interviews, develop their leadership skills and become part of professional networks. Approximately 85 to 90 percent of Premier Choix participants are ultimately successful in obtaining employment.

### ***Francophone immigration in Atlantic Canada***

***Citizenship and Immigration Canada invested in the continuation of a project known as “Liant l’immigration économique à nos succès” (LIENS) [linking economic immigration with our success] through the Prince Edward Island Réseau de développement économique et d’employabilité (RDÉE). This project has helped promote a better understanding of the importance of Francophone immigration to the public and to businesses in the province. It has also given Francophone immigrant entrepreneurs opportunities to forge ties with experienced entrepreneurs. In the field, LIENS has made it possible to organize a major forum on economic immigration, host workshops and lunch-and-learn sessions, and organize internships for Francophone newcomers.***

The Department of Foreign Affairs, Trade and Development Canada also contributed to the recruitment of future Francophone immigrants by implementing Canada's International Education Strategy. Its principal purpose is to present Canada as a destination of choice to the most promising minds abroad so that they may choose to study, to conduct research, and possibly, immigrate to Canada. In 2013-14, the department collaborated with the University of Alberta's Campus Saint-Jean to encourage institutional agreements between this Francophone entity and post-secondary institutions in the Americas. These agreements could help attract foreign students wishing to study the French language or to study in French in Alberta.

## The Government of Canada supported the economic development of minority communities

The overall vitality of minority communities depends partly on their economic vitality, that is, their ability to create businesses which are competitive nationally and internationally, and to keep them in their community. The Government of Canada took many steps in 2013-14 to help Anglophone and Francophone businesses in these communities be more competitive.

To that end, the Government of Canada helped economic stakeholders in the communities work together and foster ties with their trading partners. As part of the Economic Development Initiative, a *Roadmap for Canada's Official Languages 2013-2018* initiative which Industry Canada and the regional economic development agencies are implementing, the Canadian Northern Economic Development Agency (CanNor) supported, for example, the creation of a discussion table where all Francophone economic development organizations in northern Canada have a seat. For its part, the Atlantic Canada Opportunities Agency (ACOA) supported the creation of a Canada-France organization, the Economic Information Observatory, which publishes information bulletins on economic topics of interest to businesses in Atlantic Canada, as well as those on the French archipelago, Saint-Pierre-et-Miquelon. The aim of this strategic project, which is to facilitate bilateral trade between these two regions, should primarily benefit the Francophone and Acadian communities in the Atlantic region.

In 2013-14, the Government of Canada also contributed to ensuring that entrepreneurs obtained the tools and resources they need to start up and succeed in business. To that end, as part of the *Roadmap for Canada's Official Languages 2013-2018*, Employment and Social Development Canada renewed the Enabling Funds for Official Language Minority Communities, which supports the development of their economy and their human resources. The Canada Economic Development for Quebec Regions Agency (CED) supported the Community Loan Fund, a non-profit organization which provides Anglophone entrepreneurs with coaching services in the Laurentians in Quebec.

Western Economic Diversification (WED) Canada assisted Francophone economic development organizations provide Francophone businesses and Francophone entrepreneurs in the four western provinces of Canada with services, guidance and training. The Federal Economic Development Agency for Southern Ontario (FedDev Ontario) supported the efforts made by Entreprise Ontario Canada, a provincial organization which promotes government programs and services for businesses, to establish partnerships with organizations active in the Franco-Ontarian community. For its part, the Trade Commissioner Service of the Department of Foreign Affairs, Trade and Development Canada carried out awareness and training activities for SMEs in the various minority communities in Canada with a view to providing export assistance.

The development of the touristic potential of minority communities received a great deal of attention in 2013-14. Industry Canada contributed to the Réseau de développement économique et d'employabilité Canada (RDÉE Canada) and to the Community Economic Development and Employability Corporation to ensure that they developed strategies that can be used to promote tourism in minority communities. The Canadian Tourism Commission signed an agreement with RDÉE Canada to encourage tourists to visit Francophone communities in Canada. The Commission also added two members from Quebec's Anglophone community to the group of Canadian businesses recognized for providing tourists with Canadian Signature Experiences. The ACOA partnered with the Commission du tourisme acadien du Canada atlantique to enhance tourism in this region by developing a Signature Experience (Expérience Acadie). Finally, CanNor funded the development of [www.lenordcanadien.ca](http://www.lenordcanadien.ca), a portal to promote tourism in the region.

## The Government of Canada took steps to showcase the culture, art and heritage of minority communities

The sustainable development of minority communities and the personal growth of the Canadians who live in those communities stem in large part from the development and vitality of their culture, artists and heritage.

To that end, the Fédération culturelle canadienne-française and Canadian Heritage, the National Arts Centre, Telefilm Canada, the Canada Council for the Arts, the National Film Board, and the Canadian Broadcasting Corporation renewed the *Entente de collaboration pour le développement des arts et de la culture des communautés francophones en situation minoritaire pour la période 2013-2018*.

***All of the signatories to the Entente de collaboration pour le développement des arts et de la culture des communautés francophones en situation minoritaire recognize the importance of arts and culture to the development of minority communities.***

***The signatory federal institutions have pledged to organize activities that: enhance the visibility of Francophone minority artists, artistic and cultural organizations, and industries; support their ability to create new works and develop markets; improve their proficiency with digital technologies; prepare for succession in arts and culture, etc.***

The Government of Canada supported various tangible projects in 2013-14 to create and distribute content reflecting the culture of minority communities.

In 2013-2014, the Canadian Radio-television and Telecommunications Commission (CRTC) reaffirmed its commitment to the implementation of section 41 of the Official Languages Act. For example, the CRTC renewed or issued new orders to maintain and increase the delivery of television service accessible to all minority communities in the country. They are television stations TV5, Unis, ARTV, RDI, CBC News Network, AMI-TV Français and Cable Public Affairs Channel (CPAC). The distribution orders for these services are positive measures that enhance the vitality of minority communities. English-speaking minority community will continue to benefit from access to a high-quality news and information service (CBC News Network), which will certainly contribute to the development and the vitality of this community.

The CRTC also implemented, at the time of the renewal of English and French television and radio services licences of the Canadian Broadcasting Corporation, positive measures under the form of licence conditions which, taken together, will mean that the Canadian Broadcasting Corporation will provide services to minority communities that will reflect their specific circumstances and needs.

VIA Rail Canada financially supported projects carried out by Francophone cultural organizations, such as Winnipeg's *Cercle Molière*, and Toronto's *Théâtre français*. Activities such as the ceremony for the presentation of the Sheila and Victor Goldbloom Distinguished Community Service Award were equally supported for the Anglophone minority community.

***“Artists working in official language minority communities have important things to say to the world. The [Canada] Council for the Arts has, long supported the work of these artists, and through our participation in the Roadmap for [Canada’s] Official Languages 2013-2018, we can now do even more in ensuring their voices are heard across Canada and abroad.”***

***Mr. Robert Sirman, Director and CEO of the Canada Council for the Arts***



The Government of Canada also supported various development projects for cultural, artistic and heritage succession in minority communities. As an example, Canadian Heritage implemented the Young Canada Works in Heritage Organizations. Through this project, 32 museums and related heritage organizations from Francophone minority communities, and 30 museums and related heritage organizations representing Anglophone minority communities, were able to obtain the funding required to hire summer students in 2013-14.

### ***New funding programs were created***

***New funding programs were launched in 2013-14. In the wake of the announcement of the Roadmap for Canada's Official Languages 2013-2018, Canadian Heritage created the Community Cultural Action Fund, which strives to increase the visibility of cultural actors in minority situations. The Canada Council for the Arts, a Canadian Heritage portfolio organization, received \$2.75 million over five years to implement a strategy which will enable artists and artistic organizations in official-language community minorities to develop and expand their access to new Canadian and foreign markets.***

***The Canada Media Fund, which Canadian Heritage and Canadian cable and satellite service providers support, created the Anglophone Minority Incentive. The Incentive supports the production of minority English-language films and television programs in Quebec.***

Similarly, Canadian Heritage assisted the Réseau national des galas et de la chanson implement the "Jamais trop tôt" [Never too soon] project, which saw 24 Francophone singers between 14 and 17 years of age travel to Granby (home of the renowned Festival international de la chanson de Granby), rehearse for one week under the supervision of professionals, and perform in a show before an audience of some 2,000 members, half of whom watched on-line. Note that the songs performed by the participants were composed by young Francophones over the course of some one hundred writing workshops held by the Réseau and its partners in French-language schools in Canada.

The Canada Arts Training Fund supported theatre professionals by funding institutions dedicated to their artistic development. In response to opinions expressed in the community, the Fund, for example, funded an intensive development placement for Francophone theatre artists with the Banff Centre (a Canadian centre internationally recognized for its artistic innovation), the National Theatre School of Canada and the Association des théâtres francophones of Canada.

In 2013-14, the Government of Canada also supported the completion of projects that will allow minority communities' organizations to adopt new production and distribution technologies for cultural content. Canadian Heritage assisted Envol 91.1 FM, the only French-language community radio station in Manitoba, by replacing its obsolete broadcasting equipment with leading edge technology. This will mean, among other things, that Envol 91.1 FM will be able to reach its listeners regardless of weather conditions.

Canadian Heritage and its various partners, including the Centre de la Francophonie des Amériques, the Secrétariat aux Affaires intergouvernementales canadiennes du Québec and the Fondation Radio-Enfant also supported the Conseil Jeunesse francophone de la Colombie-Britannique and its partners, such that some 60 Francophone students were able to learn more about the radio, digital and multi-media production sectors. During this project, the 14 to 25-year-old students produced 20 radio vignettes lasting 30 hours, and covered four community events, such as, the Festival d'hiver de Prince George, on the Web site laboite.fm.

Canadian Heritage also supported the cultural and artistic members of Francophone minority communities in their efforts to enhance their mastery of information technology. The Fédération culturelle canadienne-française “Développement de capacités - Web et médias sociaux” project started with the development of an overview of digital use in the targeted sector. Then classroom and virtual training workshops were held and participants were offered customized support. A total of 71 people and 65 Francophone minority artistic or cultural organizations participated in this project and increased their ability to effectively use the Web and information-sharing and networking tools, such as Twitter.

In 2013-14, the Government of Canada also actively engaged in the community sector to compensate for the fact that access to arts and culture is particularly challenging in several minority communities due to factors such as size or distance from major centres. For example, Canadian Heritage helped the Fédération des aînés franco-albertains to organize a tour by L’Ensemble des sages theatre group and the Mélodie D’amour choir in a dozen rural Francophone communities in Alberta. Some 1,500 people attended the performances of these two groups, which are exclusively made up of elderly Francophone artists.

Through the Museum Assistance Program, Canadian Heritage also helped the Art Gallery of Sudbury create a bilingual travelling exhibit on the artistic work of Lynn Johnston, author of the acclaimed cartoon strip, “For Better or For Worse.”

The Government of Canada supported a number of projects in 2013-14 to celebrate the history of minority communities and their many achievements. Canadian Heritage helped the Société historique de Saint-Boniface to continue to document the history of Francophone schools in Manitoba for future generations. Last year, the work consisted of gathering oral histories from 32 teachers, school trustees, officials or parent committee members and making them available on the website of the Société historique.

Fisheries and Oceans Canada supported a similar project, Gaspesian Memories, to place value on the Anglophone presence in several towns and cities in this region of Quebec, as well as on key sectors of its economy, such as fishing, mining and agriculture. One of the objectives of this federally-produced documentary was to build Anglophone Gaspesians’ sense of belonging to their minority community and to strengthen their identity. Canadian Heritage also supported the organization of the Louisbourg 300 event by the Société Saint-Pierre de Nouvelle-Écosse. The commemoration of the founding of Ile Royale (present-day Cape Breton) with Louisbourg as its capital was used to highlight the culture and pride of thousands of Acadians and Francophones who currently live in Nova Scotia.

In conclusion, minority communities in Canada have the potential to contribute in various ways to the development of our country and to each of its regions. In 2013-14, the Government of Canada and federal institutions carried out many actions to promote these communities and enhance their vitality. Ultimately, the actions taken with respect to education, immigration, economy, culture and health contribute to strengthening minority communities and Canada as a whole.

***“We are united by our official languages and arts and culture. They allow us to forge an identity and share our stories throughout the country. English and French are integral to our history, our identity and our future.”***

***The Honourable Shelly Glover,  
Minister of Canadian Heritage  
and Official Languages***

## Concrete actions to improve the effectiveness of measures undertaken by federal institutions

Over the years, the Government of Canada has increased its capacity to promote English and French and support minority communities. In 2013-14, Canadian Heritage and the federal institutions continued to implement practices that helped them to be increasingly effective and efficient in this regard. Here are a few examples of what was undertaken.

### Federal institutions contributed to improving official-language coordination within the federal system

Achieving linguistic duality in Canadian society requires good horizontal coordination across the federal system.

The *Official Languages Act* applies to all federal institutions. It also assigns specific responsibilities to some of these institutions for official-languages coordination for certain parts of the *Official Languages Act*, namely, the Treasury Board Secretariat for Parts IV, V and VI (Language of service to the public, language of work and representation of Anglophones and Francophones in the public service) and Canadian Heritage for Part VII (Advancement of English and French). Justice Canada is responsible for providing legal advice to the Treasury Board Secretariat and Canadian Heritage, as well as to all federal institutions on issues pertaining to the *Official Languages Act*.

To ensure continuous improvement of the current framework, Canadian Heritage has launched a review of the current official languages governance structure in collaboration with key official-languages players, such as the Treasury Board Secretariat and Justice Canada. This review, which was announced in the *Roadmap for Canada's Official Languages 2013-2018*, is currently under way. Over the next few years, it will ensure improved coordination of the work of federal institutions on official languages issues.

In 2013-14, Canadian Heritage also undertook activities that allowed representatives from federal institutions to acquire and share valuable knowledge on official languages. In doing so, the Department organized meetings of the members of the Network of Resource Persons Responsible for the Implementation of Section 41 of the *Official Languages Act*, in May 2013, in Ottawa. This forum helped generate new momentum with respect to the promotion of English and French by the federal institutions. In the same vein, Canadian Heritage co-organized the Good Practices Forum on Official Languages with the Treasury Board Secretariat and the Council of the Network of Official Languages Champions in December 2013. Canadian Heritage also updated the guide, *Making your Organization Bilingual*, in 2013-14. This tool helps federal institutions and representatives from the public, private and voluntary sectors seeking to establish a bilingual culture to improve the services they offer in both languages.

Improving linguistic duality also hinges on evaluating the actions taken in this regard. In 2013-14, Canadian Heritage and the Treasury Board Secretariat completed the first cycle of joint data collection on official languages began in 2011-12. This three-year exercise made it possible to conduct a comprehensive update on the actions applied by more than 170 federal institutions to promote English and French in Canadian society and foster the vitality of Francophone et Anglophone minority communities in Canada. Canadian Heritage and the Treasury Board Secretariat have initiated a review of this collection process in order to identify means to further refine its methodology.



## Federal institutions have improved their capacity to strengthen linguistic duality

Several federal institutions undertook innovative actions in 2013-14 to build their capacity in order to adequately take into account the part of the *Official Languages Act* relating to the advancement of English and French in Canada.

For example, the Canada Revenue Agency helped instill a “Part VII lens” among its employees by encouraging 8,000 of them to complete the online course *Official Languages and You*, which includes a section on the promotion of English and French. In the same vein, this federal institution continued to encourage its leaders to use instruments such as the *Manager’s Guide for Implementing Part VII of the Official Languages Act* in the decision-making process.

Western Economic Diversification Canada ensured the evaluation of projects submitted to it by using the “Official Languages Lens,” a tool that allows the federal institution to measure the impacts of a proposal on Francophone minority communities before deciding whether or not to support it.

Some federal institutions decided to work cooperatively to promote linguistic duality in Canadian society. For example, Natural Resources Canada, Agriculture and Agri-Food Canada, and other federal departments with a scientific vocation gathered their officers responsible for official languages in a community of practice to exercise collective leadership on the advancement of English and French, explore the challenges they face together and jointly define actions that could have a lasting impact on minority communities. Specifically, this group of practitioners will identify ways to strengthen the positioning of French in the scientific research community.

Extensive consultations were held with the minority communities to identify initiatives aimed at fostering their growth and development.

The Citizenship and Immigration Committee - Francophone minority communities (CIC - FMCs Committee) was created in December 2013. This committee advises Citizenship and Immigration Canada on strategic directions to follow in Francophone minority immigration, highlights the importance of this issue in the Department and in Francophone minority communities, and ensures appropriate consideration of the file by other federal institutions and other levels of government.

Finally, the CRTC continued its activities with the CRTC - Official-Language Minority Community (CRTC - OLMC) discussion group, which is a forum for exchanges, communication and collaboration allowing the group to identify how to maximize the participation of minority communities in CRTC’s public processes.

Lastly, Canadian Heritage, the Government of the Northwest Territories and other partners supported the completion of Défi 35, a broad consultation of Francophones and Francophiles of the territory, which, among other things, made it possible to get a better sense of their reality and identify their expectations and concerns.

Some federal institutions recognized the fact that the advancement of English and French in Canadian society depended upon their actions and those of the third parties with whom they do business. For example, Public Works and Government Services Canada continued to collaborate with the Regroupement des gens d'affaires (RGA) de la Capitale nationale and the City of Ottawa in the delivery of information packages to encourage commercial tenants of the federal institution to provide services in both official languages, thereby contributing to the bilingual image of our nation's capital. With the support of Canadian Heritage, the RGA also continued to make progress on the "Business Assistance" project, which, since 2012-13, has focused on increasing the capacity of restaurants, shops and other businesses of the National Capital Region to serve their clients in both official languages. To meet this target, the RGA formed a merchant committee, organized roundtables, created information and awareness tools, and invited the media and head offices to speak about this issue and this groundbreaking project.

In 2013-14, Canadian Heritage issued an electronic bulletin on official languages to encourage sport organizations and major sport event organizers to take official languages more fully into account in their activities. The funding application packages provided by Canadian Heritage to organizations interested in submitting a project under the Commemorate Canada program encouraged them to involve minority communities in their activities and prepare to provide details on actions taken to promote linguistic duality.

### ***Rigorous management***

***Year after year, the Government of Canada ensures that taxes paid by Canadians are rigorously managed and used in ways that maximize their impact. In the Roadmap for Canada's Official Languages 2013-2018, the Government of Canada also committed to ensuring that the federal institutions involved in this initiative focus on the sound use of funds invested.***

***Government engagement has led several federal institutions to review some of their approaches in 2013-14. Canadian Heritage reviewed its management practices, which resulted in a 10 percent reduction in administration costs for the National Translation Program for Book Publishing. The National Research Council of Canada, a partner in the Roadmap for Canada's Official Languages 2013-2018, was also successful in achieving significant savings by consolidating staff in one building.***

To summarize, in 2013-14, the Government of Canada and federal institutions continue to explore ways by which to improve upon their due diligence activities in order to strengthen linguistic duality in Canada. In particular, the actions taken by Canadian Heritage, a central player in the governance of official languages, will position it well to play its key role with greater efficiency and effectiveness. As a result of the gradual development of a "Part VII lens", other institutions have increased capacity to support the minority communities and to promote English and French in Canadian society.

## Conclusion

The *2013-14 Annual Report on Official Languages* presents several of the actions that the Government of Canada has taken in the last fiscal year to comply with the *Official Languages Act*, support the vitality of minority communities and strengthen the use of English and French in all regions of Canada.

Four key conclusions can be drawn when reading this document. First, some key accomplishments were noted in the first year of the implementation of the *Roadmap for Canada's Official Languages 2013-2018*. The signature of the *Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2013-2014 to 2017-2018* was a pivotal event over the last year, as was the renewal of the *Entente de collaboration pour le développement des arts et de la culture des communautés francophones en situation minoritaire pour la période 2013-2018*.

Second, the numerous actions were undertaken by the Government of Canada in 2013-14 to ensure that the advancement of English and French were beneficial for all Canadians. Indeed, the strengthening of linguistic duality contributes to the development of minority communities in each of the regions of our country. It also furthers the development of its two linguistic communities. For example, measures to support young Canadians in learning their second official language, those adopted to improve immigrants' knowledge of English or French, and those implemented to better integrate minority communities into the economies of the regions where they are settled will all ultimately contribute to making Canada more productive and more competitive internationally.

Third, the Government of Canada's official languages measures remained highly consistent in 2013-14. For example, federal institutions continued to be strong supporters of growth in all sectors of activity—education, immigration, economy, culture and health—on which the growth and vitality of minority communities ultimately rests. They also took numerous measures which, taken together, have made it easier for Anglophone and Francophone workers and families to move and settle anywhere across in Canada.

Lastly, in 2013-14, the Government of Canada and all federal institutions continued to ensure greater effectiveness and efficiency of their actions in order to strengthen linguistic duality. Year after year, Canadian Heritage has maintained its major efforts to better coordinate the actions of federal institutions with respect to official languages. Various federal institutions have continued to work at strengthening their respective capacity to address the needs of minority communities and to design measures that can foster their growth and development as well as the equality of English and French languages.

The Government of Canada intends to stay on course in 2014-15. Most importantly, it will continue to implement the *Roadmap for Canada's Official Languages 2013-2018* and each of its three pillars (education, immigration and communities). The Government of Canada, federal institutions and their partners will continue to pursue meaningful action to ensure that the 2015 Pan/Parapan American Games in Toronto fully take into consideration Canada's official languages obligations in an appropriate manner.

Canada is only two years away from celebrations relating to the 150<sup>th</sup> anniversary of Confederation in 2017. In 2014-15, the Government of Canada will continue to ensure that the 2017 festivities accurately reflect one of the fundamental features of our country: its linguistic duality.

## Appendix 1 - Actual spending of the initiatives of the Roadmap for Canada's Official Languages 2013-2018 for 2013-14

Actual spending of the initiatives 2013-2014		
Federal Partners	Total allocated 2013-18 (in dollars)	2013-14
		Actual spending (in dollars)
<b>PILLAR 1 : EDUCATION</b>		
<b>Canadian Heritage</b>		
Support for minority language education	265,024,045	53,004,809
Support for second-language learning	175,024,045	35,004,809
Summer language bursaries	36,604,830	7,320,966
Official-language monitors	18,604,830	3,720,966
Exchanges Canada	11,250,000	2,250,000
<b>Health Canada</b>		
Training, networks and access to health services (education component)	106,500,000	18,929,302
<b>Justice Canada</b>		
Networks, training and access to justice services (education component, including internal services)	19,000,000	2,883,092
<b>Public Works and Governmental Services Canada</b>		
Language Portal of Canada	16,000,000	3,062,065
<b>National Research Council</b>		
Strengthening the language industry and technologies	10,000,000	2,000,000
<b>SUB-TOTAL PILLAR 1 : EDUCATION</b>	<b>658,007,750</b>	<b>128,176,009</b>
<b>PILLAR 2 : IMMIGRATION</b>		
<b>Citizenship and Immigration Canada *</b>		
Language training for economic immigrants	120,000,000	24,000,000
Immigration to official-language minority communities (including Support to Francophone immigration in New-Brunswick)	29,398,470	5,670,000
<b>SUB-TOTAL PILLAR 2 : IMMIGRATION</b>	<b>149,398,470</b>	<b>29,670,000</b>
<b>PILLAR 3 : COMMUNITIES</b>		
<b>Canadian Heritage</b>		
Support to official-language minority communities	22,262,275	4,452,455
Intergovernmental cooperation	22,262,275	4,452,455
Community Cultural Action Fund	10,000,000	0
Music Showcases Program for Artists from official-language minority communities	5,750,000	1,150,000
National Translation Program for Book Publishing	4,000,000	800,000

<b>Canada Council for the Arts</b>		
Market Access Strategy for Artists from official-language minority communities	2,750,000	248,820
<b>Health Canada</b>		
Training, networks and access to health services (communities component)	67,800,000	6,582,250
<b>Justice Canada</b>		
<i>Contravention Act Fund</i> (including internal services)	49,611,630	5,969,676
Networks, training and access to justice services (communities component, including internal services)	21,195,000	2,589,362
<b>Employment and Social Development Canada</b>		
Enabling Fund for official-language minority communities	69,000,000	13,730,000
Official-language minority communities Literacy and Essential Skills Initiative	7,500,000	1,500,000
Social Partnership Initiative in official-language minority communities	4,000,000	0
<b>Industry Canada</b>		
Economic Development Initiative for regional operations	1,600,000	62,534
<b>Federal Economic Development Agency for Northern Ontario (FedNor)</b>		
Economic Development Initiative	4,450,000	90,000
<b>Canada Economic Development for Quebec Regions (CED)</b>		
Economic Development Initiative	10,200,000	1,409,282
<b>Atlantic Canada Opportunities Agency (ACOA)</b>		
Economic Development Initiative	6,200,000	37,903
<b>Federal Economic Development Agency for Southern Ontario (FedDev)</b>		
Economic Development Initiative	4,450,000	45,060
<b>Western Economic Diversification Canada (WED)</b>		
Economic Development Initiative	3,200,000	110,000
<b>Canadian Northern Economic Development Agency (CanNor)</b>		
Economic Development Initiative	400,000	0
<b>SUB-TOTAL PILLAR 3 : COMMUNITIES</b>	<b>316,631,180</b>	<b>43,229,797</b>
<b>GRAND TOTAL</b>	<b>1,124,037,400</b>	<b>201,075,806</b>

\* The Government of Canada, through Citizenship and Immigration Canada, is investing \$29.4 million for the initiative "Immigration to official-language minority communities" as part of the *Roadmap 2013-2018*. A small variance of \$100,000 between the funding amount for Citizenship and Immigration Canada originally announced in the public document of the *Roadmap 2013-2018* in March 2013 and the amount listed. This change was made to reflect a budget review and will not affect Citizenship and Immigration Canada's capacity to deliver services to official language minority communities, as per the *Roadmap 2003-2018*. A similar level of support and similar results are expected to be achieved.

## Appendix 2 - Official Languages Support Programs (Canadian Heritage) - Targeted Results and Program Components

Development of Official-Language Communities	Enhancement of Official Languages
<p><b>Objective:</b> To enhance the vitality of English and French linguistic minority communities in Canada and support and assist their development.</p>	<p><b>Objective:</b> To promote the full recognition and use of English and French in Canadian society.</p>
<b>Expected Outcomes</b>	
<p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>• Members of minority communities will:               <ul style="list-style-type: none"> <li>– have greater access to quality education in their own language, in their community;</li> <li>– have a greater access to programs and services offered, in their language, provincial and territorial governments, municipalities and community organizations;</li> <li>– improve their ability to live in their own language, to participate in Canadian society and to ensure their long-term development.</li> </ul> </li> <li>• 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.</li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• The sustainability of official-language minority communities in Canada is guaranteed.</li> <li>• Canadians share, express and appreciate their Canadian identity.</li> <li>• A diverse society that promotes linguistic duality and social inclusion.</li> </ul>	<p><b>Medium Term</b></p> <ul style="list-style-type: none"> <li>• A greater proportion of Canadians will:               <ul style="list-style-type: none"> <li>– have a working knowledge of both official languages;</li> <li>– have a better understanding and appreciation of the benefits of linguistic duality;</li> <li>– accept the rights of linguistic minorities and encourage their participation in Canadian society.</li> </ul> </li> </ul> <p><b>Long Term</b></p> <ul style="list-style-type: none"> <li>• Canada is recognized as an officially bilingual country.</li> <li>• All Canadians recognize and support official languages.</li> <li>• Canadians share, express and appreciate their Canadian identity.</li> <li>• A diverse society that promotes linguistic duality and social inclusion.</li> </ul>
<b>Six Program Components</b>	
<p><b>Community Life</b></p> <ul style="list-style-type: none"> <li>• Cooperation with the Community Sector</li> <li>• Intergovernmental Cooperation on Minority-Language Services</li> <li>• Community Cultural Action Fund</li> <li>• Young Canada Works</li> </ul> <p><b>Minority-Language Education</b></p> <ul style="list-style-type: none"> <li>• Intergovernmental Cooperation</li> <li>• Complementary Support for Language Learning</li> <li>• Cooperation with the Non-Governmental Sector</li> </ul> <p><b>Language Rights Support Program</b></p> <ul style="list-style-type: none"> <li>• Alternative Dispute Resolution</li> <li>• Legal Remedies</li> </ul>	<p><b>Promotion of Linguistic Duality</b></p> <ul style="list-style-type: none"> <li>• Appreciation and Rapprochement</li> <li>• Support for Interpretation and Translation</li> <li>• Promotion of Bilingual Services</li> </ul> <p><b>Second-Language Learning</b></p> <ul style="list-style-type: none"> <li>• Intergovernmental Cooperation</li> <li>• Complementary Support for Language Learning</li> <li>• Cooperation with the Non-Governmental Sector</li> <li>• Young Canada Works</li> </ul> <p><b>Language Rights Support Program</b></p> <ul style="list-style-type: none"> <li>• Information and Promotion</li> </ul>
<b>Complementary Activities</b>	
<p>Research Program Management</p>	

## Appendix 3 - Breakdown of Expenditures by Province and Territory 2013-14

Official Languages Support Program (Canadian Heritage)									
Development of Official-Language Communities						Enhancement of Official Languages			TOTAL
Community Life Component			Minority- Language Education Component	Sub-Total	Promotion of Linguistic Duality Component	Second- Language Learning Component	Sub-Total		
Cooperation with the Community Sector	Intergovernmental Cooperation on Services	Sub-Total							
Newfoundland and Labrador	994,500	525,000	1,519,500	1,301,551	2,821,051	136,710	2,639,295	2,776,005	5,597,056
Prince Edward Island	817,000	1,562,500	2,379,500	1,675,732	4,055,232	112,200	1,456,602	1,568,802	5,624,034
Nova Scotia	1,726,200	1,400,000	3,126,200	6,396,725	9,522,925	147,630	3,761,355	3,908,985	13,431,910
New Brunswick	3,462,653	1,800,000	5,262,653	19,714,358	24,977,011	188,365	5,043,334	5,231,699	30,208,710
Quebec	3,766,220	400,000	4,166,220	46,675,473	50,841,693	143,063	18,406,662	18,549,725	69,391,418
Ontario	5,054,893	1,400,000	6,454,893	57,051,165	63,506,058	294,450	24,930,634	25,225,084	88,731,142
Manitoba	2,691,770	1,400,000	4,091,770	7,816,749	11,908,519	149,330	5,699,409	5,848,739	17,757,258
Saskatchewan	2,357,190	760,000	3,117,190	3,195,018	6,312,208	184,930	4,537,526	4,722,456	11,034,664
Alberta	3,019,290	650,000	3,669,290	6,170,966	9,840,256	203,440	9,434,859	9,638,299	19,478,555
British Columbia	2,689,220	700,000	3,389,220	6,948,572	10,337,792	303,760	10,457,846	10,761,606	21,099,398
Northwest Territories	749,690	1,900,000	2,649,690	1,474,050	4,123,740	72,340	1,354,105	1,426,445	5,550,185
Yukon	538,560	1,833,000	2,371,560	1,235,800	3,607,360	30,350	977,100	1,007,450	4,614,810
Nunavut	121,200	1,450,000	1,571,200	872,885	2,444,085	0	549,746	549,746	2,993,831
National (including panCanadian and inter-regional projects)	6,209,654	187,000	6,396,654	36,500	6,433,154	2,343,174	1,000	2,344,174	8,777,328
<b>Sub-Total</b>	<b>34,198,040</b>	<b>15,967,500</b>	<b>50,165,540</b>	<b>160,565,544</b>	<b>210,731,084</b>	<b>4,309,742</b>	<b>89,249,473</b>	<b>93,559,215</b>	<b>304,290,299</b>
<b>National Programs :</b>									
<b>- Complementary Support for Language Learning</b>									
o Explore				846,170	846,170		16,077,237	16,077,237	16,923,407
o Destination Clic				1,849,743	1,849,743		5,264,655	5,264,655	7,114,398
o Odyssey							964,270	964,270	2,626,720
<b>- Cooperation with the Non-Governmental Sector/ Education</b>				1,662,450	1,662,450		1,937,065	1,937,065	3,643,303
<b>- Young Canada Works</b>	1,706,238		1,706,238		1,706,238				
<b>Sub-Total</b>	<b>1,706,238</b>	<b>0</b>	<b>1,706,238</b>	<b>4,358,363</b>	<b>6,064,601</b>	<b>0</b>	<b>24,243,227</b>	<b>24,243,227</b>	<b>30,307,828</b>
<b>Language Rights Support Component</b>	1,195,930		1,195,930		1,195,930	304,070		304,070	1,500,000
	<b>37,100,208</b>	<b>15,967,500</b>	<b>53,067,708</b>	<b>164,923,907</b>	<b>Total 217,991,615</b>	<b>4,613,812</b>	<b>113,492,700</b>	<b>Total 118,106,512</b>	<b>Grand Total 336,098,127</b>



## Appendix 4 - Breakdown of Expenditures by Program Component 2013-14 (Canadian Heritage)

Official Languages Support Programs (Canadian Heritage)			
Development of Official-Language Communities		Enhancement of Official Languages	
Community Life	Total	Promotion of Linguistic Duality	Total
Cooperation with the Community Sector	31,565,999	Appreciation and Rapprochement	3,683,148
Intergovernmental Cooperation on Minority-Language Services	15,967,500	Promotion of Bilingual Services	221,553
Strategic Fund	2,632,041	Support for Interpretation and Translation Events	252,622
Community Cultural Action Fund	0	Translation	152,419
Young Canada Works	1,706,238	Sub- -Total	405,041
<b>Total - Community Life</b>	<b>51,871,778</b>	<b>Total - Promotion of Linguistic Duality</b>	<b>4,309,742</b>
Minority-Language Education		Second-Language Learning	
Intergovernmental Cooperation for Minority-Language Education	160,565,544	Intergovernmental Cooperation for Minority-Language Education	89,249,473
Complementary Support for Language Learning (Destination Clic and Odyssey)	2,695,913	Complementary Support for Language Learning (Explore and Odyssey)	21,341,892
Cooperation with the Non-Governmental Sector	1,662,450	Cooperation with the Non-Governmental Sector	964,270
		Young Canada Works	1,937,065
<b>Total - Minority-Language Education</b>	<b>164,923,907</b>	<b>Total - Second-Language Learning</b>	<b>113,492,700</b>
Language Rights Support		Language Rights Support	
Alternative Dispute Resolution	247,854	Information and Promotion	304,070
Legal Remedies	948,076		
<b>Total - Language Rights Support</b>	<b>1,195,930</b>	<b>Total - Language Rights Support</b>	<b>304,070</b>
<b>TOTAL - Development of Official-Languages Communities</b>	<b>217,991,615</b>	<b>TOTAL - Enhancement of Official Languages</b>	<b>118,106,512</b>

<b>OVERALL TOTAL (Grants and contributions)</b>	<b>336,098,127</b>
<b>Program Administration Cost</b>	<b>7,837,851</b>



## Appendix 5 - Education Expenditures 2013-14 (Canadian Heritage)

	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
<b>Intergovernmental Cooperation</b>									
Student Participation	31,301,357	19.0%	36,711,397	9,704,200	8.7%	9,847,571	41,005,557	14.8%	46,558,968
Provision of Programs	60,669,688	36.8%	84,364,696	46,161,141	41.4%	103,849,752	106,830,829	38.6%	188,214,448
Student Performance	8,403,695	5.1%	13,950,820	6,228,148	5.6%	7,220,949	14,631,843	5.3%	21,171,769
Enriched School Environment	15,361,021	9.3%	14,278,081	7,553,991	6.8%	7,719,418	22,915,012	8.3%	21,997,499
Access to Postsecondary Education	28,801,389	17.5%	28,623,092	9,223,147	8.3%	9,347,310	38,024,536	13.8%	37,970,402
Support for Educational Staff and Research	15,991,894	9.7%	16,763,553	10,378,146	9.3%	11,730,572	26,370,040	9.5%	28,494,125
<b>Sub-Total</b>	<b>160,529,044</b>	<b>97.4%</b>	<b>194,691,639</b>	<b>89,248,773</b>	<b>80.0%</b>	<b>149,715,572</b>	<b>249,777,817</b>	<b>90.4%</b>	<b>344,407,211</b>
<b>National Programs</b>									
Complementary Support for Language Learning :									
- Explore and Destination Clic (Bursaries)	846,170	0.5%	0	16,077,237	14.4%	0	16,923,407	6.1%	0
- Odyssey (Language assistants)	1,849,743	1.1%	0	5,264,655	4.7%	0	7,114,398	2.6%	0
Cooperation with the Non-Governmental Sector:									
- Support for Education	1,662,450	1.0%	0	964,270	0.9%	0	2,626,720	1.0%	0
<b>OVERALL TOTAL</b>	<b>164,887,407</b>	<b>100%</b>	<b>194,691,639</b>	<b>111,554,935</b>	<b>100%</b>	<b>149,715,572</b>	<b>276,442,342</b>	<b>100%</b>	<b>344,407,211</b>

## Appendix 6 – School Enrolment Data

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

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
<b>Newfoundland and Labrador</b>					
1983-1984	147,500	75,056	50.9%	970	0.7%
2010-2011	68,389	40,930	59.8%	8,698	12.7%
2011-2012	67,523	40,521	60.0%	9,003	13.3%
2012-2013	67,130	39,405	58.7%	9,118	13.6%
<b>Prince Edward Island</b>					
1983-1984	24,964	15,911	63.7%	1,833	7.3%
2010-2011	20,342	11,676	57.4%	4,426	21.8%
2011-2012	19,977	11,176	55.9%	4,366	21.9%
2012-2013	19,577	11,042	56.4%	4,415	22.6%
<b>Nova Scotia</b>					
1983-1984	172,770	95,201	55.1%	894	0.5%
2010-2011	123,497	64,893	52.5%	14,948	12.1%
2011-2012	120,769	63,297	52.4%	15,275	12.6%
2012-2013	117,726	61,513	52.3%	15,201	12.9%
<b>New Brunswick</b>					
1983-1984	98,284	70,289	71.5%	11,009	11.2%
2010-2011	74,579	64,121	86.0%	17,454	23.4%
2011-2012	73,124	63,224	86.5%	17,680	24.2%
2012-2013	71,955	63,080	87.7%	18,111	25.2%
<b>Quebec</b>					
1983-1984	937,725	591,918	63.1%	-	-
2010-2011	777,012	692,314	89.1%	-	-
2011-2012	774,375	684,764	88.4%	-	-
2012-2013	776,637	682,251	87.8%	-	-
<b>Ontario</b>					
1983-1984	1,682,302	909,290	54.1%	65,310	3.9%
2010-2011	1,957,016	978,464	50.0%	186,042	9.5%
2011-2012	1,946,437	975,935	50.1%	195,930	10.1%
2012-2013	1,932,498	972,208	50.3%	206,925	10.7%
<b>Manitoba</b>					
1983-1984	194,182	91,058	46.9%	9,090	4.7%
2010-2011	172,443	81,775	47.4%	19,734	11.4%
2011-2012	173,666	82,076	47.3%	20,490	11.8%
2012-2013	173,894	81,976	47.1%	21,214	12.2%

<b>Saskatchewan</b>					
1983-1984	200,362	52,324	26.1%	4,018	2.0%
2010-2011	162,720	50,852	31.3%	10,308	6.3%
2011-2012	164,186	49,027	29.9%	11,058	6.7%
2012-2013	167,048	47,587	28.5%	11,767	7.0%
<b>Alberta</b>					
1983-1984	447,759	120,868	27.0%	14,523	3.2%
2010-2011	567,515	184,201	32.5%	33,979	6.0%
2011-2012	571,833	175,559	30.7%	35,138	6.1%
2012-2013	588,139	178,856	30.4%	36,877	6.3%
<b>British Columbia</b>					
1983-1984	496,149	177,338	35.7%	9,807	2.0%
2010-2011	539,257	232,160	43.1%	44,845	8.3%
2011-2012	533,290	229,074	43.0%	46,386	8.7%
2012-2013	525,229	226,283	43.1%	47,849	9.1%
<b>Yukon</b>					
1984-1985	4,667	2,221	47.6%	186	4.0%
2010-2011	4,904	2,621	53.4%	589	12.0%
2011-2012	4,828	2,589	53.6%	580	12.0%
2012-2013	4,851	2,406	49.6%	587	12.1%
<b>Northwest Territories</b>					
1990-1991	14,016	4,360	31.1%	404	2.9%
2010-2011	8,379	2,496	29.8%	671	8.0%
2011-2012	8,289	2,436	29.4%	674	8.1%
2012-2013	8,111	2,506	30.9%	815	10.0%
<b>Nunavut</b>					
2002-2003	8,861	-	n.a	-	n.a
2010-2011	8,814	-	n.a	-	n.a
2011-2012	8,827	-	n.a	-	n.a
2012-2013	9,009	-	n.a	-	n.a

**Total - Canada**

Year	Total Majority-Language School Population	Second Language (including immersion)		French Immersion	
		Enrolment	Percentage (of total pop.)	Enrolment	Percentage (of total pop.)
<b>Students in majority-language school systems taking French as a second-language combined with students taking English as a second -language</b>					
1983-1984	4,401,997	2,199,253	50.0%	117,454	2.7%
2010-2011	4,484,867	2,406,503	53.7%	341,694	7.6%
2011-2012	4,467,124	2,379,678	53.3%	356,580	8.0%
2012-2013	4,461,804	2,369,113	53.1%	372,879	8.4%
<b>Students in English-language system taking French second-language courses (Canada, less Quebec)</b>					
1983-1984	3,464,272	1,607,335	46.4%	117,454	3.4%
2010-2011	3,707,855	1,714,189	46.2%	341,694	9.2%
2011-2012	3,692,749	1,694,914	45.9%	356,580	9.7%
2012-2013	3,685,167	1,686,862	45.8%	372,879	10.1%

Students in French-language system taking English second-language courses (Quebec)					
1983-1984	937,725	591,918	63.1%	n.a.	
2010-2011	777,012	692,314	89.1%	n.a.	
2011-2012	774,375	684,764	88.4%	n.a.	
2012-2013	776,637	682,251	87.8%	n.a.	

### Enrolments in Minority-Language Education Programs

Year	Total School Enrolment	Enrolment in Minority-Language Schools	Classes	Minority-Language Share of Total School Enrolment
<b>Newfoundland and Labrador</b>				
1983-1984	147,603	103	K to 12	0.1%
2010-2011	68,655	266	K to 12	0.4%
2011-2012	67,829	306	K to 12	0.5%
2012-2013	67,478	348	K to 12	0.5%
<b>Prince Edward Island</b>				
1983-1984	25,480	516	K to 12	2.0%
2010-2011	21,162	820	1 to 12	3.9%
2011-2012	20,831	854	1 to 12	4.1%
2012-2013	20,406	829	1 to 12	4.1%
<b>Nova Scotia</b>				
1983-1984	177,240	4,470	K to 12	2.5%
2010-2011	128,131	4,634	P to 12	3.6%
2011-2012	125,540	4,771	P to 12	3.8%
2012-2013	122,643	4,917	P to 12	4.0%
<b>New Brunswick</b>				
1983-1984	146,045	47,761	K to 12	32.7%
2010-2011	104,421	29,842	K to 12	28.6%
2011-2012	102,579	29,455	K to 12	28.7%
2012-2013	101,079	29,124	K to 12	28.8%
<b>Quebec</b>				
1983-1984	1,066,133	128,408	K to 11	12.0%
2010-2011	869,182	92,170	K to 11	10.6%
2011-2012	864,595	90,220	K to 11	10.4%
2012-2013	864,488	87,851	K to 11	10.2%
<b>Ontario</b>				
1983-1984	1,773,478	91,176	K to 12	5.1%
2010-2011	2,051,865	94,849	K to 13	4.6%
2011-2012	2,043,117	96,680	K to 13	4.7%
2012-2013	2,031,195	98,697	K to 13	4.9%
<b>Manitoba</b>				
1983-1984	199,743	5,561	K to 12	2.8%
2010-2011	177,679	5,236	K to 12	2.9%
2011-2012	178,919	5,253	K to 12	2.9%
2012-2013	179,921	5,397	K to 12	3.0%

<b>Saskatchewan</b>				
1983-1984	201,130	768	K to 12	0.4%
2010-2011	164,208	1,488	K to 12	0.9%
2011-2012	165,752	1,566	K to 12	0.9%
2012-2013	168,816	1,768	K to 12	1.0%
<b>Alberta</b>				
1983-1984	448,835	1,076	K to 12	0.2%
2010-2011	573,198	5,683	K to 12	1.0%
2011-2012	577,759	5,926	K to 12	1.0%
2012-2013	594,445	6,306	K to 12	1.1%
<b>British Columbia</b>				
1983-1984	497,312	1,163	K to 12	0.1%
2010-2011	543,722	4,465	K to 12	0.8%
2011-2012	537,889	4,599	K to 12	0.9%
2012-2013	529,972	4,743	K to 12	0.9%
<b>Yukon</b>				
1984-1985	4,697	30	K to 8	0.6%
2010-2011	5,086	182	K to 12	3.3%
2011-2012	5,037	209	K to 12	3.6%
2012-2013	5,049	198	K to 12	4.1%
<b>Northwest Territories</b>				
1990-1991	14,079	63	K to 11	0.4%
2010-2011	8,576	197	K to 11	2.3%
2011-2012	8,512	223	K to 11	2.6%
2012-2013	8,329	218	K to 11	2.6%
<b>Nunavut</b>				
2002-2003	8,901	40	K to 12	0.4%
2010-2011	8,872	58	K to 12	0.7%
2011-2012	8,905	78	K to 12	0.9%
2012-2013	9,086	77	K to 12	0.8%

<b>Year</b>	<b>Total School Enrolment</b>	<b>Enrolment in Minority-Language Schools</b>	<b>Classes</b>	<b>Minority-Language Share of Total School Enrolment</b>
<b>Total - Canada</b>				
1983-1984	4,682,999	281,002	-	6.0%
2010-2011	4,724,757	239,890	-	5.1%
2011-2012	4,707,264	240,140	-	5.1%
2012-2013	4,702,277	240,473	-	5.1%
<b>Total - French Minority-Language Schools</b>				
1983-1984	3,634,315	152,594	-	4.2%
2010-2011	3,855,575	147,720	-	3.8%
2011-2012	3,842,669	149,920	-	3.9%
2012-2013	3,837,789	152,622	-	4.0%

**Key to symbols:**

K = kindergarten

P = primary

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 1983-84 exclude Yukon, Northwest Territories and Nunavut, for which there were no minority-language schools in 1983-84. 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. Data on second-language enrollment for the French language minority system in New-Brunswick were not available.

3. Second-language totals for 1983-84 do not include Yukon or Northwest Territories, for which no data was available.

4. The base year has been changed from 1975-76 to 1983-84 to ensure more complete coverage.

5. 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