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Canada

Evaluation of the Official Languages Support Programs (2008-09 to 2012-13)

Office of the Chief Audit and Evaluation Executive
Evaluation Services Directorate

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List of acronyms

CEFRL	Common European Framework of Reference for Languages
CMEC	Council of Ministers of Education, Canada
ESD	Evaluation Services Directorate
FERC	Funding Evaluation and Recommendations Committee
GCIMS	Grants and Contributions Information Management System
MCCF	Ministerial Conference on the Canadian Francophonie
OLA	Official Languages Act
OLMC	Official Language Minority Community
OLSP	Official Languages Support Programs
OLSPB	Official Languages Support Programs Branch
PCH	Department of Canadian Heritage

Executive Summary

Program description

The Official Languages Support Programs (OLSPs) are the federal government's largest departmental official languages initiative. OLSPs are divided into several components, which fall under two main programs:

- Development of Official-Language Communities; and
- Enhancement of Official Languages.

Through these programs and their components, PCH provides financial support to provincial and territorial governments, as well as to certain stakeholder's organization, to support minority-language education, second-language learning and service and program offering in both official languages. In addition, responsibilities related to federal interdepartmental coordination, research and the promotion of linguistic duality complete the list of activities undertaken by the program.

Evaluation objectives and methodology

Background and objectives

An evaluation conducted in 2009 led to recommendations entirely implemented to date. To ensure relevance for the evaluation of the Roadmap for Canada's Linguistic Duality, the current evaluation of the OLSPs was undertaken to update the results of the 2009 evaluation. The Roadmap represents a $1.1billion investment over five years (2008-2009 to 2012-2013), covering 32 initiatives led by 15 federal departments and agencies. The funds allotted to the OLSPs represent more than half of the amount invested in the Roadmap, which is $ 601.5 million. The current evaluation is limited to OLSP components that were partially or fully funded by the Roadmap.

The OLSP evaluation was conducted by PCH's Evaluation Services Directorate and is based on an evaluation framework developed in accordance with the Treasury Board's Policy on Evaluation. The evaluation thus explores the relevance of OLSPs and their performance in relation to their expected intermediate results for the period from 2008-2009 to 2012-2013

Lines of investigation

The results of this evaluation are based on the following sources:

- Document review to gather the information required to conduct the study;
- Literature review and secondary data analysis to study in greater depth the issues addressed by the OLSPs;

- Interviews of key stakeholders; and,
- Case studies on initiatives funded under the Cultural Development Fund and on the vitality of the OLMCs.

Constraints and limitations

- Overall, the data used in the evaluation are from the 2006 Census. However, when available, data from the 2011 Census were considered in the evaluation.
- The OLSP's own funds and those allocated under the Roadmap are not accounted for separately. It is therefore difficult to assess the efficiency with which the funds originating from one or the other of these sources of funding are administered.
- Certain data concerning the Quebec OLMCs are not available.

Findings from lines of investigation

Relevance

The OLSPs are directly linked to the federal government's constitutional and legislative official-language obligations. Both programs constitute an appropriate contribution for meeting some of the needs expressed by the OLMCs in terms of their development and vitality. Moreover, the OLSPs help meet the needs of Canadians wishing to develop knowledge of their second official language.

During the evaluation period, two new subcomponents were added to the OLSPs: the Cultural Development Fund and the Youth Initiatives. The first component meets a genuine need to enhance the culture, art and heritage offering in the OLMCs.

The OLSPs support PCH's mandate under the OLA. In addition to the responsibilities it has in common with all federal departments and agencies, PCH assumes a unique role, particularly in terms of support to provinces and territories in the minority-language education and second-language learning fields.

Performance (effectiveness)

Overall, the OLSPs produce positive results.

***Development of Official-Language Communities* Program**

The components of this program have contributed to:

- Increased offering of programs and activities to further minority-language education;
- Outreach and recruitment of more students within the minority-education system;
- Increased access by the OLSPs to programs and services in their language, by the provinces and territories and by community organizations. Cooperation continues to improve among all partners (provincial and territorial governments and community groups) in terms of coordinating their efforts in this regard.

Enhancement of Official Languages Program

The components of this program allowed:

- A greater number of Canadians given the opportunity to gain practical knowledge of the two official languages. Enrolment in second-language learning programs is still high, particularly in immersion programs, for which the upward historical trend continued during the evaluation period;
- Progress in measuring second-language learning, thereby improving the evidence concerning knowledge levels attained by young Canadians taught using various second-language education models;
- To undertake certain steps to update the dialogue on linguistic duality. OLSP's activities all promote linguistic duality. Progress was achieved in supporting dedicated activities on promoting linguistic duality.

Performance (efficiency and economy)

The OLSPB was able to invest the financial resources of the OLSPs as forecasted. Moreover, the administrative costs associated with the OLSPs were low and maintained at about 3 percent of the total budget. The streamlining of the accountability process was also specifically emphasized by the organizations working in OLMCs. The number of reports was reduced, particularly for the provinces and territories, and the information required for each report was more targeted.

Recommendation

During the last five years, important efforts were invested by intergovernmental partners in the development of a systematic and consistent national measure of the level of acquired knowledge in second language by students. These efforts included measurement pilot projects showing generally positive results. Still, some work is required to ensure that the measure of the level of acquired knowledge is operationalized in all provinces and territories.

It is therefore recommended that:

- the OLSPs encourages setting up an intergovernmental mechanism to facilitate dialogue and the exchange of best practices, in particular when related to measurement of the level of acquired linguistic knowledge in second language.

Original signed by

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Richard Willan
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Department of Canadian Heritage

1. Introduction and context of the evaluation

This document is the report on the evaluation of the Official Languages Support Programs (OLSPs) for the period from 2008-2009 to 2012-2013.

The first part of the report describes the OLSPs as well as the larger context in which they have evolved, particularly those aspects relating to the Roadmap for Canada's Linguistic Duality ("the Roadmap"). The evaluation objectives and issues are also presented.

1.1 Official Languages Support Programs

1.1.1 Overview of programs

OLSPs is one of the largest grants and contributions programs of the Department of Canadian Heritage (PCH) and the federal government's most important official languages initiative. It is made up of a number of components, which fall under two main programs:

- Development of Official-Language Communities; and
- Enhancement of Official Languages

Through these two programs and their respective components, PCH provides financial assistance to the provincial and territorial governments as well as to organizations, with the goal of supporting minority-language education, second-language learning and the delivery of programs and services in both official languages. It also carries out responsibilities in the area of federal interdepartmental coordination, research and the promotion of linguistic duality

1.1.2 Program activities

The evaluation includes the OLSP components that were partially or fully funded by the Roadmap[1]. Figure 1 illustrates, for each of the two main programs, the OLSP components that are covered by the evaluation. The evaluation was conducted in the broader context of the evaluation of the Roadmap.

[1] Announced in June 2008 by the Government of Canada, the Roadmap represents an investment of 1.1 billion dollars over five years (2008-2009 to 2012-2013) in 32 initiatives driven by 15 federal departments and agencies. The Roadmap is a horizontal initiative that aims to enhance and expand government action in order to increase and make accessible the benefits of linguistic duality.

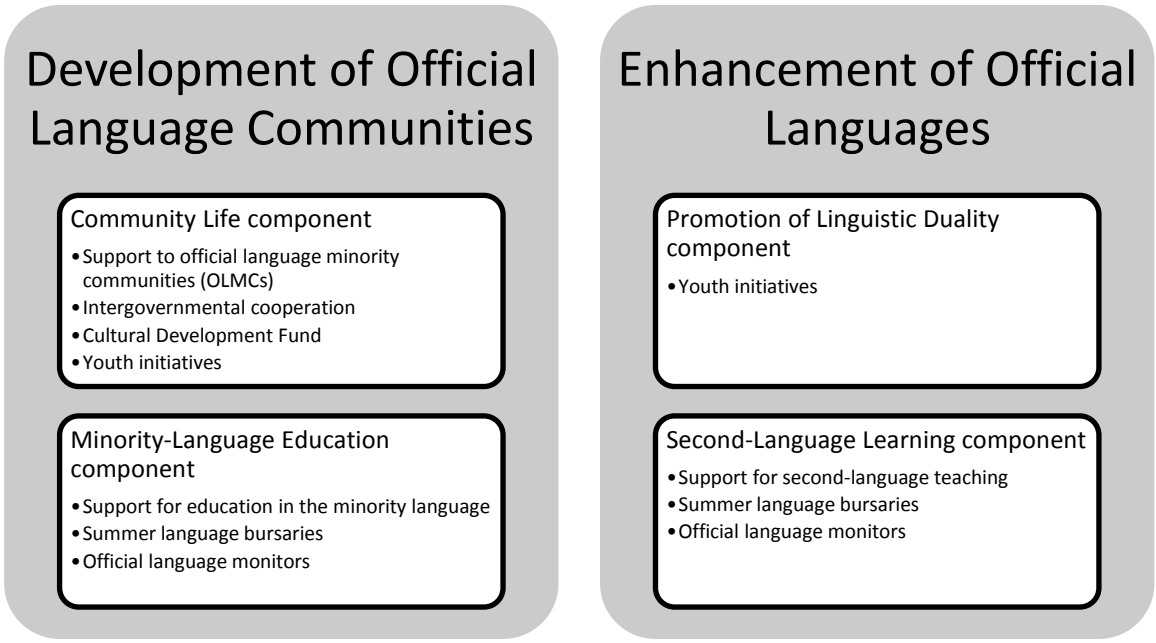

Figure 1

Table 1 briefly describes each of these components.

Table 1: OLSP initiatives under the Roadmap	
Components	**Subcomponents of OLSP considered as Roadmap initiatives**
Community Life	**Support to official language minority communities (OLMCs)** Aims to encourage community organizations to become envolved by reinforcing their ability to take action to make measurable gains in long-term community development, as well as to encourage innovation and excellence.
	Intergovernmental Cooperation Aims to help provincial and territorial governments offer provincial, territorial and municipal servicesin the language of the OLMC, as well as the necessary infrastructures to provide these services.
	Youth Initiatives Give OLMC youth the opportunity to regularly use their minority language during various activities taking place outside of school and to make using their minority language a daily habit. Emphasis is placed on strengthening activities related to radio and other community media to encourage young people to participate in cultural and community activities
	Cultural Development Fund Aims to support the development and expansion of the OLMCs through projects and initiatives of a cultural, artistic and heritage nature.
Minority-Language Education	**Support to Education in the Language of the Minority** Seeks to improve the offer of programs and activities by provinces and territories relating to official-language minority education (Anglophones in Quebec and Francophones outside of Quebec) at all educational levels. It also seeks to increase the production and sharing of knowledge, as well as develop methods and innovative tools to support education in the minority official language.
	Summer Language Bursaries Enable Canadians to discover another region of Canada while learning French. The

Table 1: OLSP initiatives under the Roadmap	
Components	**Subcomponents of OLSP considered as Roadmap initiatives**
	Explore Program is an intensive three-week language course with numerous opportunities for educational and cultural exchanges.
	Official Language Monitors The Odyssey program offers a full-time work experience in another province or territory, and to share the culture while making a difference in the lives of youth in the host community.
Promoting Linguistic Duality	**Youth Initiatives** Encourage young people to use their second language, and offer opportunities to hear their second language spoken outside of school. Young people from the majority population are the target group for these initiatives.
Second-Language Education	**Support to Second-Language Education** Seeks to improve the delivery of provincial and territorial programs and activities that focus on the teaching of English or French as a second official language, at all levels of instruction. It also seeks to increase the production and sharing of knowledge, and the development of methods and innovative tools to support second-language education.
	Summer Language Bursaries The Explore Program offers five weeks of discovery, meetings and discussions in situations conducive to learning a second language.
	Official Language Monitors (See description above).
Source: Administrative data provided by the Department of Canadian Heritage.	

OLSPs represent approximately 55% of the total investment under the Roadmap, or 601.5 million dollars, administered by OLSPB.

1.1.3 Expected results

The OLSPs seek to achieve a series of immediate, intermediate and final outcomes, which are illustrated in the two logic models in Annex A of this report. The present evaluation of the OLSPs focuses specifically on the achievement of intermediate outcomes.

In the case of the Development of Official-Language Communities Program, the expected intermediate outcomes are as follows:

- Increased OLMC access to quality education in their language in their community.
- Increased OLMC access to programs and services, in their language, offered by federal departments and agencies, provinces, territories and municipalities, and community organizations.

In the case of the Enhancement of Official Languages Program, the intermediate outcomes are as follows:

- A larger number of Canadians have a working knowledge of both official languages.A larger number of Canadians have a better understanding and appreciation of the benefits of official languages.

1.1.4 Program resources and management

The financial resources associated with the OLSP components that form the subject of the present evaluation come from two distinct sources. The first consists of regular funds, called recurrent funds in the table, that are available to the OLSPs. The second source is funding provided under the Roadmap. In this category are "recurrent" funds corresponding to the amounts that these programs previously received under the Action Plan for Official Languages 2003-2008 and funds invested in two new initiatives, the Cultural Development Fund and the Youth Initiatives.

Table 2 presents the total planned budget allocation for OLSP initiatives under the Roadmap, by budget source.

Table 2: Total planned budget allocation for OLSP components under the Roadmap (RM), 2008-2013

Initiatives	Outside RM ($M)	RM recurrent ($M)	RM new ($M)	Total budget ($M)	Under RM (%)
Support to OLMCs	178.0	22.5	0	200.5	11.3
Intergovernmental Cooperation	63.0	22.5	0	85.5	26.5
Youth Initiatives	0	0	12.5	12.5	100.0
Cultural Development Fund	0	0	14.0	14.0	100.0
Support to Minority-Language Education	554.0	280.0	0	834.0	33.6
Summer Language Bursaries	48.0	40.0	0	88.0	45.5
Official Language Monitors	20.0	20.0	0	40.0	50.0
Support to Second-Language Instruction	208.0	190.0	0	398.0	47.7
Total	1,070.0	575.0	26.5	1,671.5	36.0

The OLSPs are administered by the Official Languages Support Programs Branch (OLSPB). Among other things, OLSPB is responsible for negotiating agreements for grants or contributions with all OLSP recipients, including the provinces and territories, as well as with non-profit organizations.

1.2 Evaluation context, objectives and issues

In addition to the present evaluation of the OLSPs, other evaluations have been conducted by the partner departments and agencies that have received funds under the Roadmap. The findings of this OLSP evaluation, along with those of other initiatives, form part of the horizontal evaluation of the Roadmap conducted by PCH.
The first objective of the OLSP evaluation is to provide an update on the evaluation of these programs conducted in 2009.[2] At that time, PCH carried out an evaluation of all activities

[2] The summative evaluation of OLSPs is available online at the following address:

undertaken within the context of OLSPs. Based on the work done in 2009, the department adopted a targeted approach for the present evaluation in order to avoid duplication of the previous work.

The present evaluation complies with the parameters established in the Treasury Board's Policy on Evaluation. It also addresses a series of evaluation questions that are set out in Annex B.

1.3 Structure of the report

The report is divided into six sections, including this introduction. Section 2 describes the method used in the evaluation of OLSPs. Section 3 presents the main findings based on the information and data gathered in the course of the evaluation. Section 4 sets out the conclusions concerning each of the themes, Section 5 presents recommendations, and Section 6 sets out OLSPB's response and action plan.

2. Method

This section briefly describes the process that led to the development of this methodological approach, the research methods selected, and the limits of the evaluation. A more detailed description of the methodology may be found in Annex C.

2.1 Evaluation design

The evaluation was conducted by PCH's Evaluation Services Directorate. Data collection was structured in such a way as to permit a data triangulation approach.

2.2 Data sources

The data gathered for the purposes of the evaluation came from three main sources.

Analysis of documents, data and other papers

Three types of documentary sources were reviewed:

- Documents produced in support of OLSP administration were consulted. These documents (see Annex D) include the OLSP Integrated Results-based Management and Accountability Framework and Risk-based Audit Framework, internal strategic documents and action plans, previous audit and evaluation reports, departmental performance reports, and PCH's Official Languages Annual Reports;

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http://www.pch.gc.ca/pgm/em-cr/evaltn/2009/index-eng.cfm

- Data bases established by the OLSPs and their partners in order to follow up on the activities that they support, the outputs generated, their incidence and the environment in which they are evolving; and
- Papers produced on the basis of research and observation conducted outside of federal institutions. This source was complementary to other sources of data, allowing us to explore the needs and expectations of OLSP recipients and stakeholders.

Interviews with key stakeholders and focus groups

- A total of 86 stakeholders were consulted in the course of 80 semi-structured interviews and some group interviews.
- A range of OLSP stakeholders were consulted by this means, including representatives of PCH, the majority of provinces and territories, and the community sector (see Annex C).
- Where opinions are reported, the following determinants are used:
  - less than half of key stakeholders: "some";
  - at least half of the key stakeholders: "the majority"; and,
  - all of the key stakeholders: "all".

Case studies

Nineteen case studies were conducted as part of the evaluation:

- Ten case studies were conducted on initiatives funded through the Cultural Development Fund (see Annex E).
- Nine case studies looked at the vitality of OLMCs in order to understand how the vitality of the community is expressed and the incidence of actions supported under the Roadmap, including OLSPs (see Annex C).

2.3 Limits of the evaluation

Overall, the implementation of the selected research methods produced the data and information needed in order to adequately address the issues identified for the purposes of the evaluation. Nevertheless, it should be noted that certain limits were encountered in the course of the evaluation process:

- Census data: When necessary, the evaluation drew on census data concerning official languages from the 2006 census. Wherever possible, data from the 2011 census was also used.
- The OLSP's own funds and those allocated under the Roadmap are not accounted for separately. It is therefore difficult to assess the efficiency with which the funds originating from one or the other of these sources of funding are administered.
- Certain data concerning the analysis of the situation of OLMCs in Quebec are not available.

3. Key findings

This section presents the findings drawn from the evaluation. The information is organized under the themes of relevance of OLSPs, alignment with the priorities and roles of the federal government, the achievement of intermediate outcomes by the OLSPs, and their efficiency. A final subsection looks specifically at the follow-up to recommendations made in the 2009 evaluation of OLSPs.

3.1 Relevance

The relevance of OLSPs was analyzed in terms of two main questions:

- Does a rationale for these programs still exist in the current Canadian context?
- Do the OLSPs still meet the needs of Canadians?

3.1.1 Rationale for OLSPs

The rationale for OLSPs in the current Canadian context arises directly out of the federal government's constitutional and legislative commitments.

Section 16 of the *Canadian Charter of Rights and Freedoms* affirms that English and French are the official languages of Canada. In order to promote the use and the progress toward equality of the two official languages, Parliament adopted the *Official Languages Act (*OLA*)*, which places specific responsibilities on the federal government and, more particularly, on the Minister of Canadian Heritage and Official Languages.

Section 43 of the OLA establishes the responsibility of the Minister of Canadian Heritage and Official Languages to take "such measures as that Minister considers appropriate to advance the equality of status and use of English and French in Canadian society", including measures to:

- "enhance the vitality of the English and French linguistic minority communities in Canada and support and assist their development;
- encourage and support the learning of English and French in Canada;
- foster an acceptance and appreciation of both English and French by members of the public;
- encourage and assist provincial governments to support the development of English and French linguistic minority communities generally and, in particular, to offer provincial and municipal services in both English and French and to provide opportunities for members of English or French linguistic minority communities to be educated in their own language; and
- encourage and assist provincial governments to provide opportunities for everyone in Canada to learn both English and French."

It is on the basis of this legislation that PCH concludes agreements with the provincial and territorial governments concerning minority-language education, second-language learning,

and the delivery of provincial, territorial and municipal services in both official languages. It is also on this basis that PCH concludes grants and contributions agreements with the organizations offering services and activities that promote and enhance Canada's linguistic duality.

All representatives of provincial and territorial governments, as well as the non-profit organizations consulted as part of this evaluation, emphasized the important role played by OLSPs in the advancement of linguistic duality. Their perceptions were that in the absence of OLSPs, there would be significant declines in the area of official languages. According to the majority of stakeholders, many services and activities related to official languages would not exist without the support of the OLSPs.

3.1.2 Needs of Canadians

The OLSPs respond to needs expressed by OLMCs as well as by majority linguistic communities.

In his report published in 2008, Lord[3] identified the needs that should be emphasized by the next horizontal strategy. Among those addressed by OLSPS, we note in particular:

- minority-language education;
- second-language learning;
- postsecondary education;
- arts and culture ;
- promotion of linguistic duality;
- community media; and,
- cooperation with the provinces and territories.

In cooperation with the provinces and territories, the OLSPs have made it possible to maintain a system of minority-language education as well as programs for the teaching of second languages. They have also facilitated access to postsecondary education for OLMCs.

Through the Cultural Development Fund, the OLSPs have met an identified need to enhance the cultural vitality of the OLMCs. The case studies confirm that nine out of ten projects would not have been able to proceed without the financial contribution of OLSPs. According to the formative evaluation[4], the Fund meets a real need for enhanced cultural, artistic and heritage offerings within OLMCs.

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[3] Lord, Bernard. (2008). *Report on Government of Canada Consultations on Linguistic Duality and Official Languages*. Ottawa: Canadian Heritage.
[4] Dallaire, C. (2012). *Cultural Development Fund: Mid-Term Formative and Prospective Evaluation*, Ottawa.

3.2 Alignment with federal government and PCH priorities

As noted in subsection 3.1 of this report, the OLA requires the federal government to implement measures in support of linguistic duality, a commitment which applies to all federal institutions. Section 43 of the Act further assigns a special role to PCH with respect to implementation of measures aimed at promoting linguistic duality, including entering into agreements under the OLSPs.

Section 41 of the OLA requires all federal departments to be actively engaged in the implementation of official languages commitments:

> 41. (1) The Government of Canada is committed to
> (a) enhancing the vitality of the English and French linguistic minority communities in Canada and supporting and assisting their development; and
> (b) fostering the full recognition and use of both English and French in Canadian society.
>
> (2) Every federal institution has the duty to ensure that positive measures are taken for the implementation of the commitments under subsection (1). For greater certainty, this implementation shall be carried out while respecting the jurisdiction and powers of the provinces.

The objectives of OLSPs are thus directly aligned with the priorities of the federal government and, by extension, those of PCH. On this last aspect, we note that the OLSPs contribute directly to one of the three strategic objectives of PCH, which is that "Canadians share, express and appreciate their Canadian identity" and, more specifically, to program activity 6, "Official Languages."[5]

3.3 Harmonization with the role of the federal government

PCH fulfills its obligations with respect to the promotion of linguistic duality through the division of powers, which gives the provinces a central role in a number of matters covered by OLSPs.

The OLSPs operate in several areas that fall exclusively under the jurisdiction of the provincial and territorial governments. This is the case notably for minority-language education, second-language instruction and the delivery of provincial and territorial services. OLSPs are based on the principle that these activities entail "additional costs" and that it is in the interests of the federal government to assume a part of these costs.

The OLSPs themselves and in particular the agreements entered into with provincial and territorial governments are structured in such a way as to ensure that the federal government's objective of official languages promotion is reconciled with the division of powers. Under these agreements, no federal intervention can take place without the approval

[5] Canadian Heritage. (2012). *Report on Plans and Priorities 2012-2013*. Ottawa, p. 5.

of the provincial or territorial government concerned. At the time the evaluation was undertaken, all provinces and territories had signed agreements with the federal government.

Some of the stakeholders consulted as part of the evaluation emphasized that this context requires PCH to adopt a negotiated approach with regard to federal objectives in the area of OLSPs. It is in light of this context that the results of the OLSPs were analyzed and are presented in the following section.

3.4 Achievement of results

The analysis of the results is structured along the lines of the two main OLSP programs (Development of Official Language Communities and Enhancement of Official Languages) and the intermediate outcomes associated with each one.

3.4.1 Results related to the Development of Official-Language communities program

The results of the Development of Official-Language Communities program are concerned with education in the minority language and access to services in the minority language.

3.4.1.1 Minority-language education component

Investments in minority-language education under OLSPs should lead to greater access for OLMCs to quality education in their language and in their community. In support of this intermediate outcome, the investment in OLSPs aims at three immediate outcomes, which are:

- increase in the delivery of programs and activities in the minority language,
- increase in dissemination of and access to innovative tools and methods for minority-language education, and
- increase in the proportion of Canadians in minority communities receiving their education in their first official language.

The majority of provincial and territorial stakeholders consulted as part of this evaluation indicated that the contribution of the OLSPs allowed them to establish new daycare, junior kindergarten and kindergarten programs in minority-language communities. During the period covered by the evaluation, new programs of this kind were created in Nova Scotia, Quebec, Ontario, Manitoba and British Colombia, among others.

At the primary and secondary levels, the OLSP contribution is focused mainly on curriculum development. The aim of provincial and territorial governments is to offer education that reflects the linguistic, cultural and identity-based objectives of their OLMCs. This entails an approach that differs from that used in majority communities. According to the majority of the stakeholders consulted, the OLSPs continued to offer financial assistance for the development of new curricula for students, new instructional tools, and teacher training programs. It is for these purposes that that the OLSPs provide support.

OLSPs have also contributed to the establishment of new primary and secondary schools, including a number of school community centres (31 are currently in place) in Francophone OLMCs. Nearly 30 community centres have also been created in Quebec. The majority of OLMC representatives consulted as part of this evaluation underlined the importance they place on this type of institution, which reflects the community role of schools in minority-language communities.

Over the years, OLSPs have contributed to the development of a primary and secondary education system for minority-language communities that serves some 95,000 pupils in Quebec and more than 145,000 in the other provinces. Almost all members of OLMCs have access to a primary or secondary school in the language of the minority within a radius of 25 km from their homes. Annex F of this report provides detailed data on school enrolment by province and territory.

Advances have been made at the postsecondary level as well. Since 2008, new postsecondary institutions have been established to better serve, in particular, communities living outside of major urban centres. For example, Ontario's Collège Boréal opened a campus in Timmins, while Université Ste-Anne in Nova Scotia opened a new campus in Halifax. Along the same lines of facilitating access to postsecondary education in the minority language, the province of Newfoundland and Labrador created a bursary program to allow Francophones from the province to study at Francophone institutions elsewhere in Canada. In Canada, 86% of OLMCs have access to a postsecondary institution within a radius of 50 km from where they live (this rate is 79% if one considers only OLMCs outside Quebec).

The contribution of OLSPs to postsecondary education has helped to expand the range of programs offered online. Some of the stakeholders consulted indicated that this approach is particularly important in order to allow postsecondary institutions in minority communities to offer a sufficiently competitive range of programs, given that they have historically occupied rather limited program niches. The delivery of online courses, which has expanded considerably during the period covered by the evaluation, aims to respond to this concern. It is worth noting that this trend is also reflected in some secondary schools, which are offering an increasing number of online courses.

Challenge

The consultations conducted for this evaluation indicated that the expectations of students and parents concerning access to a wide range of programs constitute a challenge for some OLMC schools. The OLSPs have helped to expand the range of programs available, but expectations in this area remain high.

3.4.1.2 Community life component

OLSP investment should lead to greater access by OLMCs to programs and services delivered in their language by the provinces, territories, municipalities and community

organizations. In support of this intermediate outcome, OLSP investment is aimed at achieving the following two immediate outcomes:

- Greater capacity on the part of the different partners to structure the development of OLMCs; and
- The development, improvement and delivery of activities and services in the minority language by community organizations, the provincial and territorial governments and municipalities.

To facilitate understanding, the information on services in the minority language is organized under three headings: community cooperation, services and activities delivered by community organizations, and services delivered by the provincial, territorial and municipal governments.

Community cooperation

The OLSPs financially support more than 350 organizations delivering activities and services in every OLMC across the country.

In 2010 and 2011, PCH signed "cooperation agreements" with each of the organizations representing the OLMCs. The approach adopted through the cooperation agreements had the effect of making organizations working in the OLMCs accountable, while maintaining PCH's accountability for the financial resources invested under the OLSPs. There is now in each province and territory a Funding Evaluation and Recommendations Committee (FERC), made up of members selected on the basis of their knowledge and their participation in the OLMC's development. The process associated with this committee is as follows:

- The FERC reviews all the financial support applications in the light of the total envelope allocated to the province or territory and makes recommendations to PCH; and
- PCH reviews the funding applications and the FERC's recommendations, and submits recommendations to the Minister of Canadian Heritage and Official Languages.

The latter is responsible for making the final decision concerning the funding to be awarded to the organizations, in keeping with the cooperation agreements.

The work of the FERCs is facilitated by an overall development plan (the precise name of this plan differs from one region to the next, but its purpose remains the same) prepared by each OLMC. These plans identify the OLMC's specific needs and the action priorities identified by the community.

Services delivered by community organizations

The OLSPs have maintained the funding provided in various community activity sectors, such as cultural, artistic and heritage activities. Two new initiatives have been launched, and

they are the subject of a more detailed examination in this subsection of the report: youth initiatives and the Cultural Development Fund.

Youth initiatives

Youth initiatives are unique in having been funded for only one fiscal year: 2009-2010. It is thus impossible to comment on the impact of these initiatives since the information available at the time of the evaluation was limited to the activities and to the outputs that emerged from them.

We note in this regard that $12.5 million was invested in these initiatives and that they supported 155 projects involving different themes related to culture and identity development in minority environments and linguistic duality. The list of funded activities includes youth rallies, sporting and cultural activities, exchanges between Francophones, Francophiles and Anglophones, and the establishment of community spaces.

The stakeholders consulted as part of this evaluation had a favourable opinion of projects of this nature, because they enable young Canadians to better understand Canada's linguistic duality.

Cultural Development Fund

A new component announced under the Roadmap, the Cultural Development Fund has enabled OLSPs to provide more direct support for community building through arts and culture. At the time of the evaluation, there were projects funded by the Cultural Development Fund in every province and territory except Nunavut. A total of 150 initiatives were funded during the first three fiscal years of the Fund (2009-2010 to 2011-2012).

A recent formative and prospective evaluation of the Cultural Development Fund indicates that the Fund responds to a need to increase cultural, artistic and heritage offerings within OLMCs.[6] The evaluation points out that the activities funded to date have been aimed at engaging the community directly in cultural activities, rather than at activities focussed on the dissemination of artistic products. This formative evaluation concludes by emphasizing that strategies can be put forward to balance these two objectives.

This evaluation has made it possible to gather new perspectives on the Cultural Development Fund. The consultation of the stakeholders indicates that this initiative, while recognized as a recent component, contributes to OLMC vitality in the following areas:

- OLMC identity building,
- Sharing the culture and history of OLMCs,
- Establishing places for meeting and creating,
- Setting up direct collaborations between organizations working in the cultural sector.

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[6] Dallaire, C. (2012). *Cultural Development Fund: Mid-Term Formative and Prospective Evaluation*, Ottawa.

Case studies indicate that activities funded by the Cultural Development Fund contribute to these results by enhancing the community's visibility via new cultural showcases, by opening the door to new partnerships, by enabling artists to acquire new knowledge and by promoting local development.

A challenge facing the Cultural Development Fund is that it is often the only funding source for the projects that are chosen, making them particularly vulnerable. Some of the stakeholders consulted also noted that the concept of "culture" is especially broad and that this can lead to differing interpretations of this component's objective.

Other types of activities funded

Besides these two new components, the OLSPs have funded other types of activities and services delivered by community groups, in keeping with the overall development plans. One area that attracted special attention during the period covered by the evaluation is that of community media. Most respondents indicate that the OLMCs have better access to community media in their own language. Thus, OLSP support has underpinned the establishment of 27 community radio stations serving new OLMCs, as well as a network of 74 community newspapers.

The support for community media has helped make them more accessible for OLMCs. Thus, at the time of the evaluation, it was estimated that 92% of Anglophone communities in Quebec were living near (within 25 km of) a minority organization that broadcasts by radio or distributes a community newspaper. Of all Francophones living in the other provinces, 66% were within the same range, although there were major differences (see Annex G).[7]

Services delivered by the provincial and territorial governments

Recognizing the close relationship between the provincial and territorial governments and the citizens whom they serve, the OLSPs have historically provided the former with financial support so that they can deliver a range of services in the minority language or expand the existing range. In this area, the OLSPs are characterized as financial levers, because the initiatives benefit from joint funding from the two levels of government.
During the period covered by the evaluation, some of the provincial and territorial stakeholders who were consulted emphasized the important contribution of the Ministerial Conference on the Canadian Francophonie (MCCF)[8], whose operation is supported financially by the OLSPs. This dialogue table enables participants to share best practices or information on innovative projects aimed at promoting linguistic duality.

[7] Source: Canadian Heritage. (2011). *Données sur la couverture des organismes minoritaires qui diffusent à la radio ou distribuent un journal communautaire* (Excel spreadsheets). Ottawa.
[8] The MCCF is an intergovernmental organization that includes the federal, provincial and territorial ministers responsible for the Canadian Francophonie.

Among the initiatives that emerged during the period covered by the evaluation, we note the establishment of new single-windows in Manitoba and Saskatchewan. These enable the municipal, provincial, territorial and federal governments to deliver bilingual services under one roof.

Challenges

A specific challenge affecting the development of official language communities has been identified: the delivery of services in the minority language involves a large number of players. The establishment of coordinating structures, such as the cooperation agreements and the MCCF, is aimed at making it easier to align the activities in each of the OLMCs and make them complementary. However, this is an objective that requires constant vigilance, since the risk of overlap remains real. This challenge is especially important, given that a growing number of organizations receive funding in the areas of immigration, health, justice or economic development from various federal departments. This multiplication of funding sources requires tighter coordination, both locally and nationally.

3.4.2 Results related to the Enhancement of Official Languages

The outputs related to the Enhancement of Official Languages program cover second-language learning and the promotion of linguistic duality.

3.4.2.1 Second-language learning component

OLSP investment in second-language learning should enable a larger number of Canadians to gain a practical knowledge of both official languages. In support of this intermediate output, OLSP investment is aimed at achieving the following immediate outputs:

- expanding the delivery of provincial and territorial programs and activities aimed at the learning of English and French as a second official language;
- increasing knowledge of, access to and dissemination of innovative methods and tools for teaching English and French as a second official language;
- increasing the number of Canadians who learn English or French as a second official language and become familiar with the culture that it conveys.

We begin by noting that the trends in enrolment in second-language programs are positive. The proportion of young Canadians enrolled in second-language programs in schools of the majority across Canada remained stable between 2008-2009 and 2009-2010 (at around 53.5%). During the same period, the proportion of young Anglophones outside Quebec enrolled in immersion programs rose slightly (from 7 to 7.3%). In absolute figures, the number of students enrolled in immersion rose 3.5% in a single year.[9]

[9] Annex F of this report provides detailed data on the numbers of students in second-language instruction programs in each province and territory.

The development of new second-language teaching strategies is an area where progress was seen during the period covered by the evaluation. The majority of stakeholders emphasized the importance of improving second-language core programs,[10] in which the majority of young Canadians participate (between 85 and 90% of young people enrolled in a second-language program take part in core programs). These programs are the target of most of the criticisms levelled by stakeholders in the education field, because they supposedly do not enable the young people enrolled in them to acquire sufficient knowledge of the other official language.

Accordingly, the OLSPs have financially supported initiatives and pilot projects aimed at modifying the pedagogical approach in the core programs, particularly through experimenting with different forms of so-called "intensive" programs. These programs make it possible to intensify the second-language learning periods. They are intended to be a compromise between traditional core programs and immersion programs. These experiments have involved both Francophones in Quebec and Anglophones in the rest of the country.

Another area where major outputs have emerged is that of second-language learning measurement. Before the Roadmap, second-language programs (core, intensive or immersion) included no systematic, consistent national measure of the level of second-language knowledge acquired by the student. Most of the stakeholders emphasized that sustained efforts have been made to change this situation:

- First, the expected outcomes of the Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2009-2010 to 2012-2013, signed by the federal government and the Council of Ministers of Education, Canada (CMEC) (the protocol forms the basis for OLSP agreements on education signed by the federal government and each province and territory), include the acquisition of measurable second-language skills by students.
- Over the past five years, most provinces and territories have looked at how the language skills of students in the various second-language programs are evaluated. At various places across the country, pilot projects have been carried out based on the Common European Framework of Reference for Languages (CEFR),[11] and these have produced generally positive results.

Significant progress has thus been achieved on this file, and all governments have committed to continuing their efforts in this direction. However, work remains to be done before this learning measure is operational in all provinces and territories.

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[10] There are essentially three types of programs in the field of second-language learning. The term "core program" refers to second-language instruction that is largely the same as instruction in any other school subject. The term "intensive program" refers to more concentrated second-language instruction, which can be delivered through intensive blocks of instruction. Finally, the term "immersion program" refers to instruction in which most or all subjects (except the first-language course) are taught in the second language.

[11] The Common European Framework of Reference for Languages (CEFR) is the tool adopted by several provincial and territorial ministers to measure second-language learning. Among other things, a CEFR certificate can be used by the students who receive them to apply for admission to European universities.

Another major mark of progress has been the expansion of immersion programs delivered at the postsecondary level. Some of the stakeholders consulted highlighted the efforts made by the University of Ottawa. With support from OLSPs, it has gone from having five programs that could be attended in immersion mode to 58 programs providing specific training in the arts, health sciences, management and social sciences, as well as a series of bidisciplinary programs.

Most of the stakeholders from the provincial and territorial governments emphasized that the OLSPs have helped strengthen the abilities of teachers working in the field of second-language learning, through new teaching tools and specialized training.

3.4.2.2 Knowledge of the official languages and appreciation of linguistic duality

The OLSPs have contributed to knowledge of the official languages and to appreciation by Canadians of linguistic duality.

According to the 2011 census,[12] the number of people who said they could hold a conversation in both of Canada's official languages grew by almost 350,000 between 2006 and 2011, to 5.8 million Canadians. The bilingualism rate went from 17.4% in 2006 to 17.5% in 2011.

In addition, a study done in 2010[13] showed that 60% of Canadians were in favour of bilingualism (the figure was 47% in 2005). Support is highest, at 90%, in the province of Quebec.

3.4.2.3 Promotion of linguistic duality component

The investment by OLSPs in promoting linguistic duality should provide an increased proportion of Canadians with a better understanding and appreciation of the benefits of linguistic duality. In support of this intermediate outcome, the investment by the OLSPs seeks the following immediate outcomes:

- Increased participation in activities to promote linguistic duality and to bring Canadians closer together;
- Enhancement of the importance of the French language and culture in Canada;
- Increased delivery of services in both official languages by non-governmental organizations;
- Sharing and showcasing of Canadian expertise relating to official-language policy and education, at home and abroad.

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[12] Statistics Canada, http://www12.statcan.gc.ca/census-recensement/index-eng.cfm.
[13] Environics Research Group. (2010). *Focus Canada 2010 – Detailed Data Tables*. (Bilingualism English/French, questions 20, 23, 24 and 25).

The activities undertaken by the OLSPs promote linguistic duality. The progress made in minority-language education, second-language learning, and activities and services offered in both official languages contributes to the vitality of linguistic duality in Canada.

The evaluation focussed on the activities undertaken with the assistance of OLSPs whose main goal is to promote linguistic duality; that is, activities that consistently seek to inform and raise awareness among Canadians of the presence of and benefits associated with Canada's linguistic duality. The results of the evaluation indicate that some progress has been made in that regard.

Steps have therefore been taken within PCH itself to update the discourse on linguistic duality. This is seen as necessary in light of Canada's sociodemographic evolution. Some stakeholders noted that the experience gained with the Roadmap, in which several components of linguistic duality are represented, should contribute to this reflection.

Some representatives of organizations working in minority settings also pointed out the importance they attribute to this step in hopes of seeing a more direct promotion of duality among Canadians so that they better understand linguistic duality and the advantages associated with it, and point to the popularity of immersion programs to underline the interest in linguistic duality, particularly among language majorities. According to these stakeholders, that interest should be supported and encouraged.

3.5 Efficiency and economy

For the purposes of this evaluation, the topic of efficiency has been approached from two angles: appropriate allocation of invested resources and effectiveness of the accountability process.

3.5.1 Ressource allocation

Data on actual spending by OLSPs were available for the first four fiscal years: 2008-2009 to 2011-2012. Those data, presented in Annex H, indicate that the expenditures forecast in the budget framework announced when the Roadmap was implemented have been fully respected. The planned and actual amounts therefore coincide for each of the first three fiscal years. It should be noted here that the OLSPs have been in place for over four decades and that they are based to a large extent on agreements signed for four- or five-year periods.

In addition, the administrative costs of the OLSPs were low, sit at about 3% of the total amounts invested in the OLSPs. This ratio decreased in the first three fiscal years of the Roadmap from 3.15% in 2007-2008 to 2.78% in 2009-2010.

3.5.2 Accountability process

In terms of accountability, PCH has simplified the process, and this has been well received by the federal, provincial, territorial and community stakeholders. Most stakeholders consulted for the evaluation noted the following improvements:

- Greater sensitivity to the efforts required owing to more rigid accountability.
- Reporting templates that are easier to understand and use.
- Reduced number of deliverables whose usefulness is unclear.
- An accountability strategy focusing more on outcomes than on listing all activities undertaken.

Generally speaking, most of the representatives of the provincial and territorial governments consulted for this evaluation reported that they were satisfied with the changes to the accountability process. Most community stakeholders consulted also welcomed the changes made thus far; some would like to see the efforts at simplification continue over the next few years. Some of the stakeholders consulted also stressed that the amount of information required by PCH is still significant and could be further simplified.

3.5.3 Funding allocation process

The Department implemented a structure to simplify the funding allocation process. As mentioned above, PCH signed "cooperation agreements" in 2010 and 2011 with each of the organizations representing the OLMCs. Those agreements help coordinate the efforts by community organizations and PCH to:

- Identify community development issues;
- Establish priorities for action and intended outcomes;
- Target intradepartmental, interdepartmental, and intergovernmental interventions;
- Benefit from community knowledge in guiding financing decisions and formulating public policies and programs;
- Optimize administrative processes and assess the degree of cooperation between the parties.

3.6 Follow-up on 2009 recommendations

This last subsection concerning the findings of the evaluation focuses on the follow-up by PCH on the five recommendations contained in the 2009 summative evaluation report on OLSPs and that were accepted by the Department.

- *Recommendation 1*: That the Department of Canadian Heritage review the support it currently provides to community groups through cooperation agreements and contribution agreements. The Department's support should more adequately reflect the involvement of other federal institutions and other levels of government. The Department should also endeavour to simplify the approval process for funding individual projects.

The new cooperation agreements and accompanying funding agreements better reflect the broader environment in which the organizations operate, particularly the fact that they are called upon to work together with a greater number of federal departments, as well as with the provincial and territorial governments and, in some cases, municipal governments.

- *Recommendation 2*: That the Department of Canadian Heritage make measuring learning with respect to second-language programs a priority in the next Protocol and accompanying bilateral agreements. This initiative should include all second language programs: core, intensive and immersion programs.

PCH made measuring second-language learning an objective of the Protocol for Agreements for Minority-Language Education and Second-Language Instruction 2009-2010 to 2012-2013. The provinces and territories are now responsible for implementing that objective, since this issue falls squarely within their legislative jurisdiction. This evaluation indicates that progress has been made in that direction, but there is still much to be done to make this measure operational throughout Canada.

- *Recommendation 3*: That the Department of Canadian Heritage include clauses respecting cooperation between participants in the bilateral agreements associated with each OLSP component. These clauses should especially encourage closer cooperation between minority-language and second-language education participants.

Under the Protocol for Agreements for Minority-Language Education and Second-Language Instruction, the federal government, as well as the provinces and territories, have expressed their desire "to promote dialogue and mutual understanding between French- and English-speaking communities." The results framework linked to the Protocol also refers to "numbers of exchanges between linguistic groups." The groundwork has therefore been laid for this coming-together. This is an objective that is still being implemented by the P/Ts.

- *Recommendation 4*: That the Department of Canadian Heritage intensify efforts to promote both official languages. These efforts should be based on updated discourse regarding the promotion of the two official languages, taking into account the context of increasing plurilingualism at the national and international levels. These

promotional activities should be undertaken in close cooperation with other federal institutions, as well as the provincial and territorial governments and community groups.

As indicated in this evaluation, PCH has undertaken activities to update its discourse regarding promotion of the two official languages and to thus collaborate more directly in enhancing them. This work must continue to ensure full implementation of this recommendation.

- *Recommendation 5*: To ensure continuous evaluation of the results of the OLSPs that involve the provincial and territorial governments (minority language services, minority language education and second-language instruction), that the Department of Canadian Heritage move away from annual reports on results in favour of cyclical evaluations carried out by the recipients concerned. This approach would make it possible to base performance measurement on the results of OLSP activities, rather than on an exhaustive list of activities undertaken, thereby facilitating production of more timely reports.

PCH simplified the accountability process applicable to the provinces and territories. Reports are now submitted in a new form every two years. The evaluation indicates that this new approach better meets the expectations of the Department, as well as those of its provincial and territorial partners.

4. Conclusions

This last section of the report presents the conclusions of the evaluation resulting from the lines of inquiry.

In terms of relevance:

- The OLSPs meet several needs of OLMCs and of Canadians seeking to acquire a second official language.
- The Cultural Development Fund is relevant and addresses expressed needs relating to cultural development in a minority setting.
- As concerns the Youth Initiatives, this evaluation could not clearly establish their relevance.
- The OLSPs reflect the mandate entrusted to PCH under the OLA. In addition, the approach taken by PCH has allowed it to assume its role while respecting the sharing of responsibility that gives a leading role to the provincial and territorial governments in many of the areas covered by the OLSPs.
- Moreover, the OLSPs are consistent with governmental priorities and, by extension, with those of PCH.

In terms of performance:

Overall, the OLSPs are achieving their objectives and posting positive results. With respect to the "Development of Official Language Communities" program, the OLSPs have helped to:

- Increase the delivery of programs and activities aimed at minority-language education;
- Raise awareness of and attract more students to the minority-education system; and
- Increase access by OLMCs to programs and services offered in their language by the provinces and territories, as well as by community organizations. Closer cooperation has been established between the various partners (PCH, provincial and territorial governments and community groups) to coordinate their efforts in this regard.

With respect to the "Enhancement of Official Languages" program, the OLSPs have:

- Helped increase the proportion of Canadians able to acquire practical knowledge of the two official languages. Participation in second-language learning programs remains significant, especially in the immersion programs in which the historical growth trend continued during the period covered by the evaluation;
- Helped ensure progress in measuring second-language learning so that stronger evidence can be obtained on the level of knowledge achieved by young Canadians participating in the different second-language teaching models; and
- Taken steps to update the discourse on linguistic duality. However, the Department has not undertaken any activities that have directly impacted the promotion of linguistic duality.

In terms of efficiency:

The OLSPB has been able to invest the financial resources of the OLSPs according to the forecast budget allocation. In addition, the administrative costs linked to the OLSPs were low and have been kept to approximately 3% of the total budget.

Progress has been made with respect to improving the accountability process. The number of reports has been reduced, especially for the provinces and territories, and the information required for each report has become more focused.

Follow-up on 2009 recommendations

PCH has followed up on the five recommendations included in the 2009 summative evaluation report on the OLSPs. The provinces and territories now have a leading role to play in fully achieving those recommendations, in particular those relating to the field of education.

5. Recommendation

During the last five years, important efforts were invested by intergovernmental partners in the development of a systematic and consistent national measure of the level of acquired knowledge in second language by students. These efforts included measurement pilot projects showing generally positive results. Still, some work is required to ensure that the measure of the level of acquired knowledge is operationalized in all provinces and territories.

It is therefore recommended that:

- the OLSPs encourages setting up an intergovernmental mechanism to facilitate dialogue and the exchange of best practices, in particular when related to measurement of the level of acquired linguistic knowledge in second language.

6. Management response and action plan

Progress has been made in the area of second-language learning. However, activities aimed at measuring linguistic proficiency in particular require ongoing efforts. It is therefore recommended that:

- the OLSPs encourages setting up an intergovernmental mechanism to facilitate dialogue and the exchange of best practices, in particular when related to measurement of the level of acquired linguistic knowledge in second language.

Recommendation accepted.

The Protocol for Agreements for Minority-Language Education and Second-Language Instruction and related federal-provincial/territorial agreements will expire in March 2013.

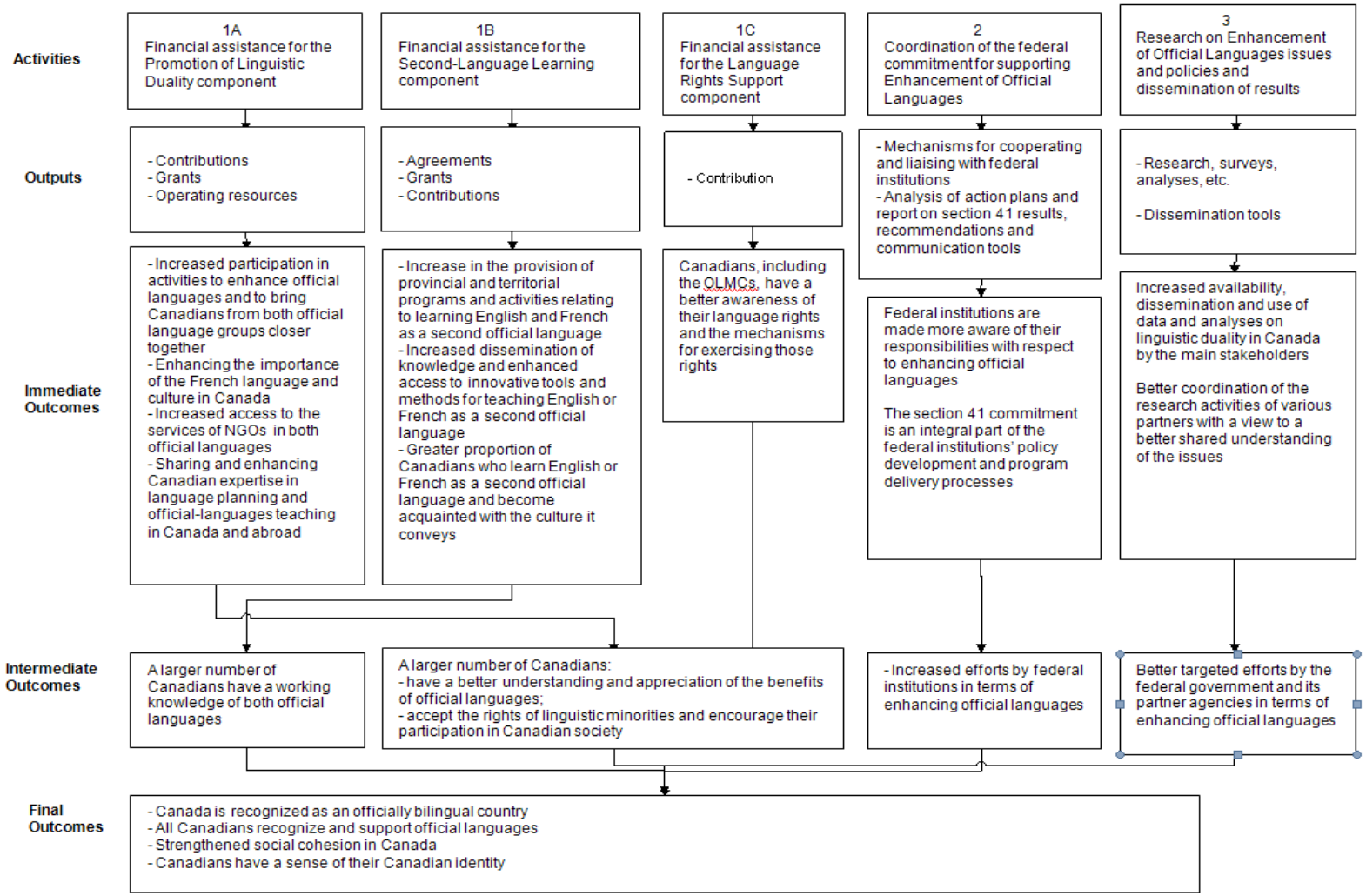
The Official Languages Support Programs (OLSPs) will take advantage of the discussions on renewing the Protocol and the bilateral agreements to encourage the provincial and territorial governments to include within these agreements a commitment to promote the sharing of best practices in areas in which they have a common interest, particularly the assessment of students' second-language proficiency skills.

The OLSPs will also hold discussions with representatives from the Council of Ministers of Education (Canada) in the fall of 2013 to discuss the form that may take such an intergovernmental mechanism for the sharing the best practices.

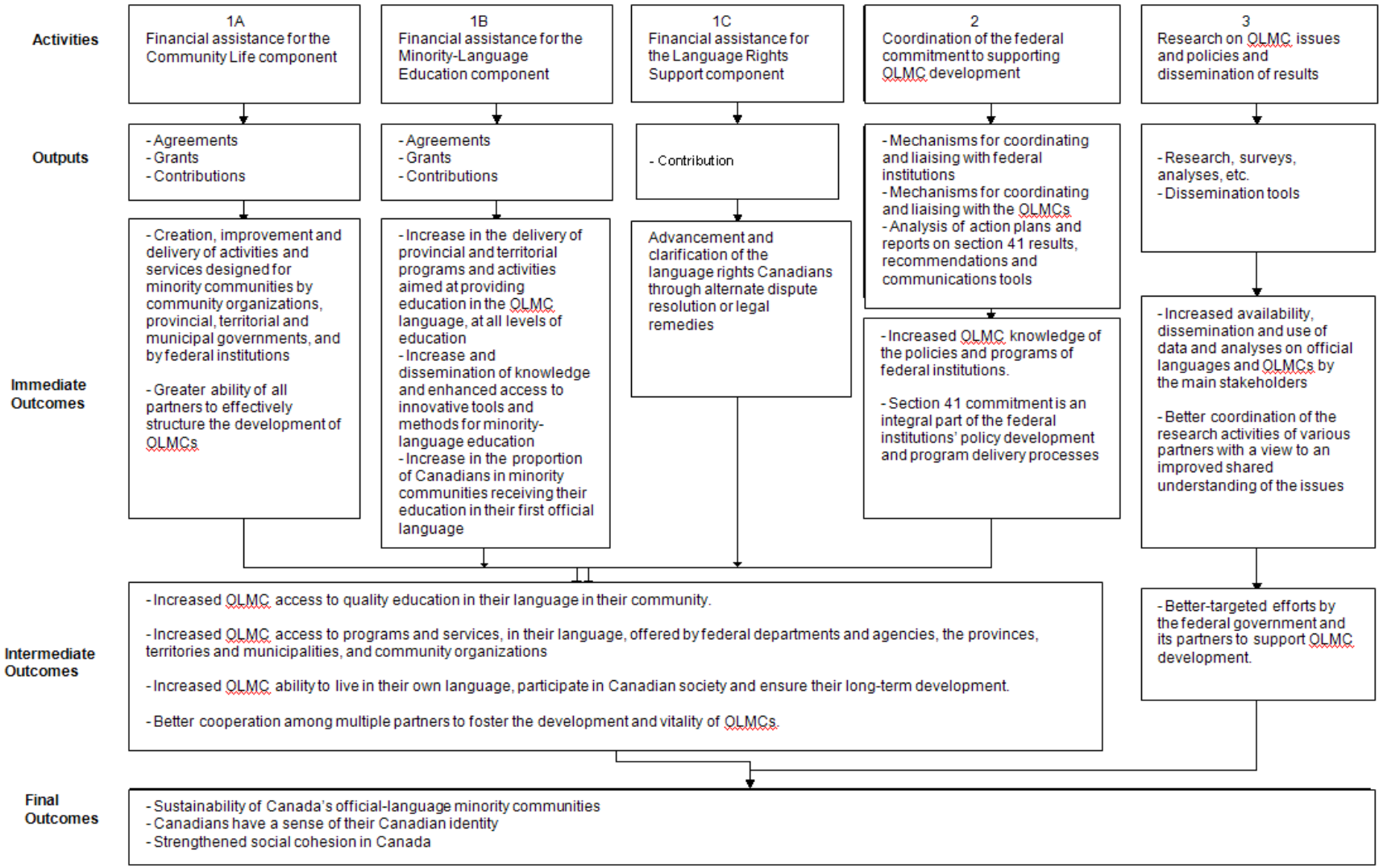
Implementation schedule: Discussions on the renewal of the intergovernmental collaboration in education will lead to the signing of the Protocol no later than June 30, 2013 and the conclusions the bilateral agreements by March 31, 2014. Discussions with representatives from CMEC will be held by December 2013.

Annex A: OLSP logic models

Logic Model – Enhancement of Official Languages Program



Logic Model – Development of Official-Language Communities Program



Annex B: Evaluation questions

OLSP evaluation questions		
Evaluation questions	**Indicators**	**Sources**
Relevance of programs		
1. Are the OLSPs still relevant today?	- Linkage between OLSPs and legal framework of official languages in Canada	- Document review
	- Perception of government and OLMC representatives and of other recipients	- Interviews - Discussion groups - Case studies - Expert panels
2. Do the OLSPs produce results that meet the current needs of Canadians? If so, which ones?	- Evidence of the needs indicated by the OLSPs - Evidence of new and relevant needs arising from the changing context	- Document review - Analysis of database and survey results - Literature review
	- Perception of government and OLMC representatives and other recipients	- Interviews - Discussion groups - Case studies - Expert panels
Harmonization of programs and government priorities		
3. To what extent are the OLSPs consistent with the priorities of Canadian Heritage and the federal government overall?	- Linkages between OLSP objectives and federal priorities - Linkages between OLSP objectives and PCH strategic outcomes	- Document review
	- Perception of PCH representatives	- Interviews
Harmonization of programs and government role and responsibilities		
4. Are the OLSPs consistent with the role and responsibilities of the federal government?	- Linkage between OLSPs and the federal government's role in official languages	- Document review
	- Perception of PCH representatives	- Interviews
Achievement of expected results		
5. To what extent and how have the OLSPs helped improve the OLMCs' access to quality education in their language, in their community?	- Number and proportion of OLMC members who are served by schools and postsecondary institutions in the minority language - Number and variety of P/T activities and programs focusing on minority-language education - Numbers and trends in student enrolment in the minority system - Comparison of educational attainment levels using the minority-majority index - Numbers and trends in enrolment in bursary and monitor programs	- Document and administrative file review - Analysis of database and survey results - Literature review
	- Perception of government and OLMC representatives	- Interviews - Discussion groups - Case studies - Expert panels

OLSP evaluation questions		
Evaluation questions	**Indicators**	**Sources**
6. To what extent has the "Community Life[14]" component of the OLSPs contributed to creating or improving the activities and services offered to the OLMCs?	- Number of grants and contributions allocated to OLMC organizations - Level of progress in the provision of activities and services to OLMCs in their language since 2008 - Number and proportion of OLMC members who live in communities served (or not served) by: Local / regional community development organizations Minority media (community radio) - Vitality indicators	- Document and administrative file review - Analysis of database and survey results - Case studies
	- Perception of government and OLMC representatives	- Interviews - Discussion groups - Case studies - Expert panels
7. To what extent have the Youth Initiatives contributed to the vitality of the OLMCs?	- Number of grants and contributions to OLMC organizations for youth projects - Number and proportion of young people from OLMCs who live in communities served by youth organizations funded by PCH	- Document and administrative file review - Analysis of database and survey results - Literature review
	- Perception of government and OLMC representatives	- Interviews - Discussion groups - Case studies - Expert panels
8. To what extent have new Roadmap investments in the Cultural Development Fund helped achieve the following results: - support and strengthen cultural and artistic action as well as cultural expression in OLMCs to stimulate their vitality? - promote the contribution of arts, culture and heritage to the sustainable development of OLMCs and Canadian society? - develop the arts, culture and heritage of OLMCs and promote them to Canadian society? - foster identity-building and a sense of belonging within Canada's OLMCs?	- Number of grants and contributions to OLMC organizations for cultural projects - Number of FPT and other signed agreements and approved special cultural projects - Number and proportion of OLMC members living in communities served (or not served) by arts and culture organizations (e.g., theatre, publisher)	- Document and administrative file review - Analysis of database and survey results
	- Perception of government and OLMC representatives	- Interviews - Discussion groups - Case studies - Expert panels
- give Canadians access to the richness of the OLMCs' culture, arts and heritage?		
9. To what extent have the Youth Initiatives contributed to activities to promote official	- Number of young people who participate in youth activities promoting second-language use or exposure	- Document and administrative file review - Analysis of database and

[14] Includes the following initiatives: Cooperation with the Community Sector, Youth Initiatives, Cultural Development Fund and Intergovernmental Cooperation

OLSP evaluation questions		
Evaluation questions	**Indicators**	**Sources**
languages?	- Number of projects that received grants and contributions	survey results
	- Perception of government representatives and recipients	- Interviews - Discussion groups - Case studies - Expert panels
10. Has federal second-language learning assistance helped maintain or increase the provision of programs and activities aimed at second-language learning?	- Number of programs/courses/classes/levels offered in the second language - Enrolment numbers and trends in second-language programs - Numbers and trends in enrolment in bursary and monitor programs	- Document and administrative file review - Analysis of database and survey results - Literature review
	- Perception of government representatives and recipients	- Interviews - Discussion groups - Expert panels
11. To what extent have OLSPs contributed to an increase in the proportion of Canadians who have knowledge of both official languages?	- Changes in the competency levels of Canada's two official languages by age group	- Document and administrative file review - Analysis of database and survey results - Literature review
	- Perception of government representatives and recipients	- Interviews - Discussion groups - Expert panels
12. To what extent have OLSPs contributed to an increase in the proportion of Canadians who have a better understanding and appreciation of the benefits of linguistic duality?	- Changes in Canadians' perceptions with respect to linguistic duality	- Document and administrative file review - Analysis of database and survey results - Literature review
	- Perception of government representatives and recipients	- Interviews - Discussion groups - Expert panels
13. Have the OLSPs had unforeseen impacts (positive or negative)?	- Evidence of unexpected results	- Document and administrative file review - Literature review
	- Perception of government and OLMC representatives and other recipients	- Interviews - Case studies - Discussion groups - Expert panels
Demonstration of program efficiency and savings		
14. Are the resources allocated to the programs[15] invested effectively and efficiently to optimize results?	- Program resource allocations in line with expected results - Comparison between estimated and actual costs - Administrative cost ratio	- Document and administrative file review
	- Perception of government representatives	- Interviews - Expert panels
15. What measures have the programs taken to lighten the reporting burden of partners while exercising results-driven management?	- Compilation of changes made to reporting mechanisms in contribution agreements and accords - Relevance of information and compliance with deadlines - Use of results in performance and accountability reports	- Document and administrative file review

[15] The resources include subsidies and contributions, as well as all direct program spending (salaries and operating and maintenance budget).

OLSP evaluation questions		
Evaluation questions	**Indicators**	**Sources**
	- Perception of government and OLMC representatives	- Interviews - Case studies - Expert panels
16. Are there any more effective ways to achieve the same results?	- Evidence of other mechanisms that can be used to obtain similar results	- Document and administrative file review
	- Perception of government and OLMC representatives	- Interviews - Case studies - Expert panels
Follow-up on recommendations from 2009 summative evaluation		
17. To what extent have the recommendations made in the summative evaluation of the OLSPs in 2009 been implemented to date?	- Progress in implementing recommendations	- Document and administrative file review
	- Perception of government representatives	- Interviews

Annex C: Description of methodology

Document, data and literature analysis

The primary source of information was the documentation supporting OLSP management. The list of these reference documents includes, among other things, Treasury Board submissions, Integrated Results-based Management and Accountability Framework and Risk-based Audit Framework for OLSPs, texts of agreements, internal policy documents and action plans, previous evaluation and audit reports, departmental performance reports and PCH's annual reports on official languages.

The second primary source of background data was databases set up by the OLSPs and their partners to track delivery of the activities they support, as well as the outputs and effect of those activities and the environment in which they develop. Information was collected from the databases created by OLSPB and from survey data (secondary analyses). This approach enabled the OLSPB to integrate the administrative databases (SAP, GCIMS), along with additional information sources such as socio-demographic and institutional data from Statistics Canada.

The final source of background data was literature from research and observations conducted outside federal institutions. This source complemented the other data sources and made it possible to explore the needs and expectations of OLSP recipients and stakeholders. It was also used to explore the causal links between OLSP involvement and the expected results. The literature review covered the themes of community development, cultural and artistic development, minority-language education and second official language instruction.

Interviews with key stakeholders

Through 80 semi-structured interviews—mostly one-on-one, with some group interviews as well—a total of 86 stakeholders were consulted on the various themes covered by the evaluation. A wide range of OLSP stakeholders were contacted through this approach:

- Managers responsible for the implementation of PCH programs (6 interviews);
- Stakeholders responsible for implementing the agreements in the provinces, territories and municipalities, including French-language service coordinators (12);
- A representative from the Council of Ministers of Education, Canada (CMEC) (1);
- Provincial and territorial representatives in charge of minority-language education (10);
- Provincial and territorial representatives in charge of second-language instruction (10);
- OLSP representatives (27);
- Representatives of groups that promote linguistic duality (8);
- Recipients from the arts and culture sector (4);
- Recipients from the youth sector (2).

Through a letter from the Evaluation Services Directorate, the Department informed stakeholders of the evaluation exercise and invited them to participate. The key stakeholders were contacted by telephone to schedule appointments and they were sent the appropriate interview guide before the interview. Most interviews were conducted by telephone, although face-to-face meetings were held with some stakeholders in the National Capital Region.

Case studies

Two types of case studies were conducted as part of the evaluation. The first concerned initiatives funded under the Cultural Development Fund, while the second dealt with the vitality of the OLSPs.

Case studies on the Cultural Development Fund

This first series of case studies focused on 10 of the 150 projects funded by the Cultural Development Fund during the Fund's first three fiscal years (2009-2010 to 2011-2012). The established selection criteria considered the size of the funding allocated ("small" being under $25,000, "medium" being $25,000 to $99,999, and "large" being $100,000 or more), the theme, geographic coverage and project type (promotion of the arts and culture in several forms, such as festivals and exhibits, as well as a number of arts and culture niche areas).

Each case was studied mainly by way of a document review (funding applications, application analysis grid and recommendation, contribution agreement and activity reports) and interviews with the key people responsible for each project.

Characteristics of selected projects					
Recipient Organization	**Project Title**	**Fiscal Year**	**Region**	**Size**	**Number of Stakeholders Consulted[16]**
Association jeunesse fransaskoise	Fête fransaskoise	2009-2010	West	$95,000 / 3 years	2
Carrefour francophone de Sudbury	La rentrée culturelle	2009-2010	Centre Region	$75,000 / 2 years	2
Youth Employment Services	Business Skills for Creative Soul – YES Business Fair	2009-2010	Centre Region	$50,000 / 2 years	1
Regroupement des éditeurs canadiens-français	Nos accents s'animent	2009-2010	National	$59,000 / 3 years	2
Association canadienne-française de l'Alberta, Régionale D'Edmonton	Relance de la P'tite scène	2010-2011	West	$30,000 / 1 year	0
Centre communautaire francophone de Truro	Un élan culturel à Truro	2010-2011	East	$13,900 / 1 year	1
Réseau national des galas de la chanson	Jamais trop tôt	2011-2012	National	$270,000 / 2 years	1
Centre culturel franco-manitobain	Ensemble autour de la danse	2011-2012	West	$75,000 / 2 years	2
Quebec-Labrador Foundation (Canada) Inc.	In the Name of Cod	2011-2012	Centre Region	$60,000 / 2 years	0
Franco-Jeunes de Terre-Neuve et Labrador	CulTOUR francophone	2011-2012	East	$10,000 / 1 year	1
Total	**10 projects**	**2009-12: 4 2010-11: 2 2011-12: 4**	**National: 2 West: 3 Centre Region: 3 East: 2**	**Large: 4 Medium: 4 Small: 2 3 / one-year 5 / multiple-year**	**12 people consulted**

Case studies on the vitality of OLMCs

The second series of studies focused on the vitality of OLMCs in relation to the federal government support they receive under the Roadmap, including OLSPs. Though these case studies were conducted to evaluate the Roadmap, the study results were also used to evaluate the OLSPs.

The evaluation team learned of the work the OLSPB has been doing since 2010 to develop a framework for enhancing the vitality of OLMCs. Based on a document review and consultation with experts—primarily academics with a specialization in official languages and OLMCs—

[16] In some cases, representatives of the organizations concerned could not be reached.

the team developed a framework that structures the vitality factors to be considered in planning departmental action to enhance vitality. The findings from this framework were that vitality is demonstrated in the following ways:

- Demographic and demolinguistic renewal through natural population growth, immigration and language practices that ensure the retention and transmission of the language
- Individuals who have a sense of belonging to the language community, who consequentially have individual behaviours and aspirations
- A community with leadership and mobilizing capacity
- An environment that offers the possibility of receiving an education in your own language; provides recreational and cultural activities in your own language; includes the presence of institutions and an active offer of services; offers the possibility of participating in the economic and social expansion of the community; and encourages the visibility of language
- Relationships with the majority that lead to support of linguistic duality and cooperation between the two language groups, recognition and respect of language rights, and influence and authority within the majority institutions
- Lastly, the communities' ability to adapt in a broader language environment. (Canada, PCH, 2012)

The evaluation framework includes a series of vitality variables, along with indicators to observe in an actual OLMC in the context of case studies (see table below).

OLMC vitality factors and corresponding Indicators and variables profile			
VITALITY VARIABLES	**INDICATORS PERTAINING TO THE MINORITY LANGUAGE**	**SPECIFICATIONS**	**DATA SOURCE**[17]
A community that renews itself...			
1. Demographically	Type of setting (rural/urban, central/ peripheral)	D: According to Stats Can typology C: Based on self-categorization	D,C
	Total population and weight relative to the majority		D
	Demographic growth – MMI [18]		D
	Net migration – MMI	Migration and immigration	D
	How long immigrants stay	D: Registry data or census data C: Perception	D,C
	Number and relative weight of immigration – MMI		D,C
	Exogamy		D
	Ageing population	Youth/Elderly Index	D,C
	Retention of youth – MMI	Perceptions	C
2. Through its linguistic practices	Linguistic continuity		D
	Intergenerational transmission	D: Census data C: Perceptions	D,C
	Language of work	D: Census data C: Perceptions	D,C

[17] D = Statistical data; C= On-site consultations; O = On-site observation
[18] MMI = Minority/Majority Index.

OLMC vitality factors and corresponding Indicators and variables profile			
VITALITY VARIABLES	**INDICATORS PERTAINING TO THE MINORITY LANGUAGE**	**SPECIFICATIONS**	**DATA SOURCE[17]**
	Language spoken regularly in the home		D
	Knowledge of both official languages		D
Individuals who have...			
3. A sense of belonging to and solidarity with the language community	Linguistic self-identification	Include all categories of belonging used	C
	Cultural self-identification	Specify if cultural belonging cuts across the minority language or not	C
4. Resultant individual aspirations and behaviours	Language(s) spoken in the home	Most often and on a regular basis	D
	Children's language of instruction	Specify whether in the minority language or second language	D,C
	Participation in the OLMC's activities	Include all activity deemed related to the OLMC	C,O
	Volunteer involvement in the OLMC's organizations	Include all organizations considered "theirs"	C
	Caring in the community for OLMC members in need (the elderly, persons with disabilities, rape survivors, etc.)	Perception with regard to services offered and attitudes about this care	C
	Perception of the language's status	Status = Formal and informal recognition	C
	Perception of the language's future	30 years from now (a generation)	C
A community that has...			
5. Community leadership	Community vision and plan, and projects planned by the OLMC	All forms of strategies collectively established in the short, medium, and long terms	C
	Presence of OLMC advocacy/ representative organizations	Perception that there is one or more organizations that legitimately speak on behalf of the OLMC	C
	Inclusive governance (women, youth, seniors, new arrivals) of OLMC organizations	Proof and perceptions	C
	Level, variety, and sustainability of available funding sources	Perceptions of the development of available funding sources and variety thereof	C
	Number and quality of available human resources	Perceptions of the availability of qualified personnel for operating OLMC organizations	C
	Confidence in the OLMC advocacy/representative organizations	Perceptions of how the level of confidence of OLMC members toward the organizations representing them has evolved	C
6. Mobilizing capacity	Collective action on behalf of the OLMC	Examples of significant actions by OLMC members to the benefit of the community	C
	Use of social networks	Examples of use of social networks to mobilize OLMC members	C
	Participation in community action	Degree of participation by OLMC members	C
An environment that offers...			
7. Continuum of	Availability of and barriers to early	C: Perception of needs and	C,O

OLMC vitality factors and corresponding Indicators and variables profile			
VITALITY VARIABLES	**INDICATORS PERTAINING TO THE MINORITY LANGUAGE**	**SPECIFICATIONS**	**DATA SOURCE[17]**
minority language education	childhood services	challenges O: Visit to services	
	Quality of educational services available	Community's satisfaction with the facilities, programs, educational resources, teaching personnel and specialists	C
	Ability to attract children of rights holders	Perception of how well French-language schools attract students, French-as-a-second-language programs and English-language schools	C
	Academic success	Perception of students' opportunities for success, considering the educational services offered	C
	Collaboration between the school and the community	C: Perception of the school's openness to the community and the community's involvement in the school O: Visit to shared spaces	C,O
	Existence of measures for the integration of immigrants at school	Such as francization or cultural adaptation for students and parents, targeted consultation for new arrivals, etc.	C
	Access to postsecondary education	C: Perceptions on the availability and variety of programs offered, barriers to access, etc. O: Types of access (campus, classes, remote access points)	C,O
	Access to literacy resources	Types of resources, types of access, types of students targeted	C
8. Cultural, heritage, and recreational activities	Existence of dissemination means for promoting the culture, arts, and heritage	Cultural centre, auditorium and museum, games room, etc.	C,O
	Existence of the means for cultural and artistic creation in the OLMC	Theatre company, music group, entertainment networks, etc.	C,O
	Availability of TV channels	Package of TV channels on cable, public channels, etc.	C,O
	Openness to the expression of cultural diversity	Occasions for expressions of cultural diversity	C
	Existence of places of worship	Traditional or new services	C,O
	Access to cultural products	Radio stations, bookstores, libraries, concerts	C,O
	Existence of celebrations of the OLMC's language or culture	Festival, carnival, commemoration	C
9. Institutions and services operating in the minority language	Number and variety of institutions controlled by the OLMC	Institution: Government organization such as city hall, social services, and health institutions	C,O
	Number and variety of networks	All groups, associations, committees, clubs in which OLMC members participate and get together	C,O

OLMC vitality factors and corresponding Indicators and variables profile			
VITALITY VARIABLES	**INDICATORS PERTAINING TO THE MINORITY LANGUAGE**	**SPECIFICATIONS**	**DATA SOURCE**[17]
	Existence of community media	Newspapers, radio stations, Internet portals	C,O
	Range of services provided to the OLMC in its language by community organizations and various levels of government (federal, provincial, territorial, regional, and municipal)	Postal services, tax services, driver's license, registration	D,C,O
	Degree of innovation in delivery of services	Single window, etc.	C,O
	Access to social and health services		C,O
	Access to legal information and legal services	Documentation and awareness activities about language rights, tribunals	C,O
	Access to economic development and employability resources	Offices for assistance in economic development, job search and employment training centre	C,O
10. Minority language visibility	Presence in place names (odonyms)	Names of communities, neighbourhoods, streets, places, buildings, bodies of water	C,O
	Presence in public signage	Welcome signs to the community, road signage, in public buildings	C,O
	Presence in commercial signage	Advertisements, business names	C,O
	Presence on the Internet and social media	Web page, Facebook accounts and other	C
	Events in public space	Public events	C,O
11. Economic and social integration	Socio-economic status of the OLMC members (income, employment, level of education) compared to the majority – MMI		D
	Income spread in the OLMC – MMI		D
	Nature of the job market in and near the OLMC	Major employers and job sectors	D,C
	Existence of businesses/employers where the minority language is used	Perceptions on opportunities to work in the OLMC's language	C
	Existence of business networks	Unilingual or bilingual	C
	Existence and evolution of the creative economy	Businesses and jobs in libraries and archives, preservation of the cultural and natural heritage, performing arts, festivals, visual arts, artisans, publishing, media, audiovisual, music, advertising, architecture, design, education, and training[19]	D,C
	Existence and evolution of the community economy (cooperatives, social economy)	Businesses and jobs in cooperatives and social economy enterprises	D,C
	Existence and evolution of the knowledge-based economy	Businesses and jobs in the research and development sector, technology, postsecondary	D,C

[19] Statistics Canada. (2011). *Conceptual Framework for Culture Statistics*. Online: http://www.statcan.gc.ca/pub/87-542-x/2011001/c-g/cg05-eng.htm

OLMC vitality factors and corresponding Indicators and variables profile			
VITALITY VARIABLES	**INDICATORS PERTAINING TO THE MINORITY LANGUAGE**	**SPECIFICATIONS**	**DATA SOURCE[17]**
		education, professional offices (doctors, lawyers, consultants, etc.)	
Ability to be part of a larger linguistic environment is shown by...			
12. The majority's support and cooperation between the two linguistic groups	Number of community activities carried out jointly in the minority and majority languages		C
	Level of bilingualism among the majority neighbouring the OLMC	D: Census data C: Perception of the OLMC	D,C
	Number of students in second-language programs	D: School data C: Perceived interest among the majority	D,C
	Presence of the minority language in businesses	C: Perceptions O: Visits and attempts in high-traffic businesses	C,O
	Degree of linguistic insecurity in the OLMC	C: Perceptions O:	C,O
	Degree of majority media coverage of OLMC events	C: Perceptions O: Examples of media presence	C,O
13. Recognition and respect for language rights	Type of status given to the OLMC at the municipal, regional, and provincial levels	Municipalities and other regional bodies	C
	The majority's perceptions of the OLMC's language rights	Perceptions of majority and OLMC respondents	C
	The OLMC members' perceptions of their language rights		C
14. The OLMCs' influence and power in public institutions	Number of municipal, provincial, and federal elected officials from the OLMC	Perceptions of OLMC respondents	C
	OLMC members in leadership positions at public institutions	Perceptions of OLMC respondents	C
	Number of public employees (municipal, provincial, federal) from the OLMC	Perceptions of OLMC respondents	C
	Number of advisory bodies that include organizations from the OLMC	Consultations orchestrated by government officials, economic stakeholders, or others	C
	Evidence of changes brought about by the OLMC pursuant to its rights	Gains at the completion of claims, negotiations, mobilizations	C
Ability to be part of a larger linguistic environment, in other words...			
15. Francophones relate to a larger and stronger French-speaking community	Initiatives for activities promoting the community to other communities where French is spoken	Examples of tourism or other promotion outside the region	C
	Type of ties with provincial, cross-Canada, and international Francophone networks		C
	Twinning with other Francophone communities		C
16. Quebec's English-speaking community fully participates in Quebec society	Type of federal and provincial support for the vitality of the English-speaking community	Perceptions of recognition Examples of tangible investments	C
	Ways in which the community's Anglophone arts, culture, and	Same as variable 8	C

OLMC vitality factors and corresponding Indicators and variables profile			
VITALITY VARIABLES	**INDICATORS PERTAINING TO THE MINORITY LANGUAGE**	**SPECIFICATIONS**	**DATA SOURCE[17]**
	heritage are promoted		
	Type of participation in Quebec institutions	Examples of participation in linguistic, cultural, tourist, or other institutions that include the Francophone and Anglophone communities	C

This model was submitted to a panel of OLMC vitality experts for validation. After improvements were made, it was tested in nine OLMCs.

The selection of OLMCs was guided by the following criteria:

- Region of Canada
- OLMC size
- Relative weight in relation to the majority
- Relative population growth
- Language continuity index
- Relative weight of immigration and migration
- Rural or urban; central or peripheral

The OLMCs selected are listed in the table below.

OLMCs selected for the case studies		
OLMC	**Reason**	**Expert**
Summerside, PEI	Atlantic region, very small community, urban, traditional, culturally homogeneous, very small minority, declining population.	MD
Bathurst, NB	Atlantic region, small urban community, bilingual, culturally homogeneous, declining population.	MD
New Carlisle, QC	Quebec, very small rural community, traditional, culturally homogeneous, remote, bilingual, stable population.	MD
Beaconsfield, QC	Quebec, Montreal region, urban community, central, fusion of traditional and new (immigration) cultures, bilingual, growing population.	SG
Pontiac, QC	Quebec, small rural-urban community, central, bilingual, culturally homogeneous but migratory, growing population.	SG
Timmins, ON	Ontario, small urban community, remote, traditional, culturally homogeneous, bilingual, declining population.	PRA
London, ON	Ontario, large urban community, central, culturally homogeneous, very small minority, growing population.	PRA
Gravelbourg, SK	Western region, very small rural community, remote, bilingual, stable population, culturally homogeneous.	PRA

OLMCs selected for the case studies		
OLMC	**Reason**	**Expert**
Surrey, BC	Western region, large urban community, central, very small minority, growing population, culturally heterogeneous.	MJ

The evaluation team went on a three-day field visit to each community to conduct individual and group interviews with leaders and representatives of the groups identified as beneficiaries in the community, individuals who have helped implement federal initiatives, and reputable local observers and members of the neighbouring majority community. In addition, the team directly observed the space occupied by the minority community, including its institutions, educational facilities and public services, and the linguistic landscape (public and private signage), etc.

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Annex E: Description of Cultural Development Fund case studies

Association jeunesse fransaskoise: Fête fransaskoise

The Fête fransaskoise is a three-day event featuring concerts and social activities. The first Fête fransaskoise was held in 1980 and nearly every year thereafter until coming to a halt in 2004, when financial backers pulled out and organizer participation dropped. In 2009, the Fête fransaskoise was relaunched and an artistic component introduced to showcase recognized artists as well as emerging groups and artists. Although the priority focus was music, the artistic component also included other art forms such as theatre, dance, artwork, crafts and improv. The Association jeunesse fransaskoise used this approach in an effort to integrate newcomers and build relationships with the Métis community. The CDF provided one-time financial support to help the youth organization add the artistic component when this event was relaunched.

Carrefour Francophone de Sudbury: La rentrée culturelle

La rentrée culturelle is a week-long community festival planned around the return to school in the fall. The Carrefour Francophone de Sudbury implemented the project on behalf of the Regroupement des organismes culturels de Sudbury (ROCS) by staging concerts and cultural activities. During the week, the ROCS launched a calendar with all of the professional cultural events in the Sudbury area to foster cohesiveness in the community. The ROCS also created a website for all of this information. The objective was to "[translation] provide full public access to artistic and cultural productions and to young Francophones in a minority community."

Youth Employment Services: Business Skills for Creative Souls – YES Arts Fair

Launched under the Youth Employment Services' Artists Program, this project is a one-day event that supports entrepreneur artists and artists seeking employment within the specific context of English-language artists in Quebec. This event features workshops and discussions on various aspects of a career in the arts. Participants can also meet other artists in the community. The event also promotes the cultural products of these artists as a way to foster pride in and a sense of belonging to the community. The fair includes kiosks, performances and presentations by community leaders.

Regroupement des éditeurs canadiens-français: Nos accents s'animent

This project consists of a series of contests to promote books by writers who belong to the Regroupement des éditeurs canadiens-français (RÉCF). These contests were held with media partners (AFP and Radio-Canada) and community partners of the French-language OLMCs. The intent was to create a community of readers who would meet on the new RÉCF website, and in so doing, create social networks and communities of interest. The contests were in the form of games and questionnaires online and at book fairs, libraries and bookstores, and

targeted various age groups in the Francophone communities where RCF publishers are located (the West, Ontario and Acadia).

Association canadienne-française de l'Alberta (Régionale d'Edmonton): Relance de la p'tite scène

This project consists of weekly community arts meetings to provide places where Alberta's French-speaking artists can connect with Edmonton's Francophone community to make that community more sustainable and improve the ability of French-speaking Edmontonians to live in French. Another goal of the project is to increase cooperation among several community organizations. The artists are invited to perform every Friday in gathering places such as the Cité francophone (Edmonton's Francophone community centre).

Centre communautaire francophone de Truro: Concert series

This concert series, put on the Centre Communautaire francophone de Truro (CCFT) in cooperation with the École acadienne and the Centre Marigold[20], presents Francophone culture to Acadians in the area. Each concert is performed at the Acadian school and immersion schools in the area, and then in the community. The CCFT also worked with other Francophone organizations in the area to stage a more extensive tour of Nova Scotia for each artist or group.

Réseau national des galas de la chanson: Jamais trop tôt

The objective of the "Jamais trop tôt" project is to promote a sense of belonging and cohesiveness among young Francophones in OLMCs by encouraging them to discover the art of writing songs in French. To achieve this objective, the Réseau national des galas de la chanson, in partnership with the Festival international de la chanson de Granby (FICG) and the Réseau atlantique de diffusion des arts de la scène (RADARTS), Réseau Ontario (RO) and the Réseau des Grands Espaces (RGE), organized a performance of songs with lyrics written by high school students from Acadia, Ontario, Western Canada and Quebec. The approximately 20 songs performed were put to music by former FICG semi-finalists. The songs were performed by singers between the ages of 14 and 17 from a variety of OLMCs across Canada, and accompanied by a group of musicians and an artistic team. The goal of the project was to reach some 2,400 young people in minority communities. To encourage the youth to participate and compose songs in French, the Réseau national des galas de la chanson arranged a tour of professional authors, who visited classes in OLMCs in Acadia, Ontario, Western Canada and Quebec.

[20] A cultural centre in Truro.

Centre culturel franco-manitobain: Ensemble autour de la danse

This project has two related components. The first, a performance with some seven dance numbers by the Ensemble folklorique de la Rivière-Rouge,[21] incorporates traditional and contemporary choreography into the performances of musicians and singers. The project also includes an exhibit promoting various aspects of Manitoba's Francophone community. The vision was for a performance that could be repeated at rural and urban festivals. The Centre culturel franco-manitobain (CCFM) also used the funds to develop a French-language class on folk dancing and other types of dance for young people and families. The project's objective is to promote Manitoba's French-speaking community, not only among the area's Francophones, but also among Francophiles, Anglophones and newcomers. By offering dance courses in French, this project is also providing opportunities to learn various styles of dance in French, thereby furthering the objective of helping the Francophone community to live in French. This project was carried out in cooperation with community partners such as Entreprises Riel, the Festival du Voyageur, the Association culturelle franco-manitobaine, 233-allô, 100 Nons and the Conseil jeunesse provincial.

Québec-Labrador Foundation (Canada) Inc.: In the Name of Cod

The purpose of this project is to showcase the adaptation of the English-speaking rural communities along Quebec's Lower North Shore over the past 50 years following the decline of the cod fishing industry. Because this is considered part of the heritage of the OLMC in the area, the project is also aimed at preserving this history, which had always been passed down orally and never written down. Through this project, the Quebec Labrador Foundation (QLF) conducted a series of activities including the cultural mapping of the cod fishery, a booklet on the culture and history of the cod fishery (1961 to 2011), traditional activities for young people, an interactive website and a workshop in this regard, and a cod fishery "Antiques Roadshow." The QLF's aim was for these events to strengthen the vitality of the region's English-speaking community.

Franco-jeunes de Terre-Neuve et Labrador: CulTOUR francophone

Created by the Franco-jeunes de Terre-Neuve et Labrador (FJTNL), this project promotes Francophone culture and art through a travelling art exhibit that tours the Francophone regions of Newfoundland and Labrador. The project targets children in French-language and immersion schools. The first part of the exhibit is a presentation on the origin of the exhibition and a video introducing the province's Francophone artists and craftspeople. The second part is a workshop given by a member of the cultural network on arts-related occupations and the realities of being a Francophone artist or craftsperson in Newfoundland and Labrador. The third part of the exhibit will be a giant art project showing the exhibit's route through the province. Students will have the opportunity to sign it or add a meaningful item or drawing to it.

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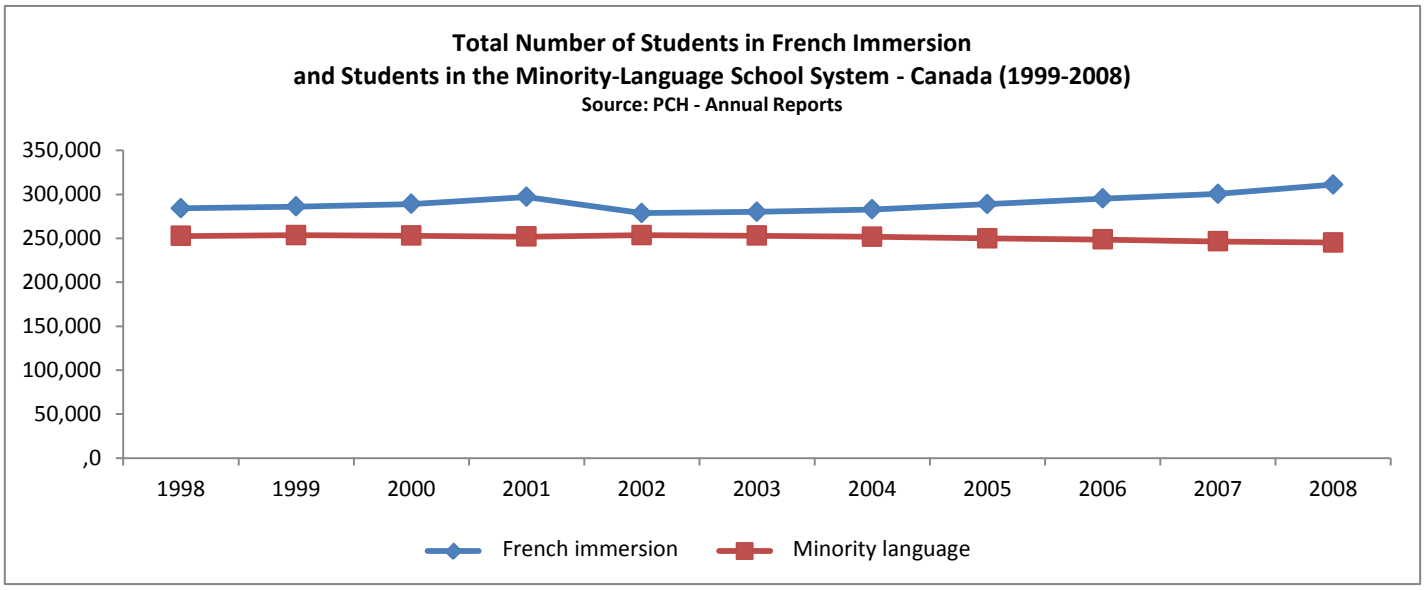
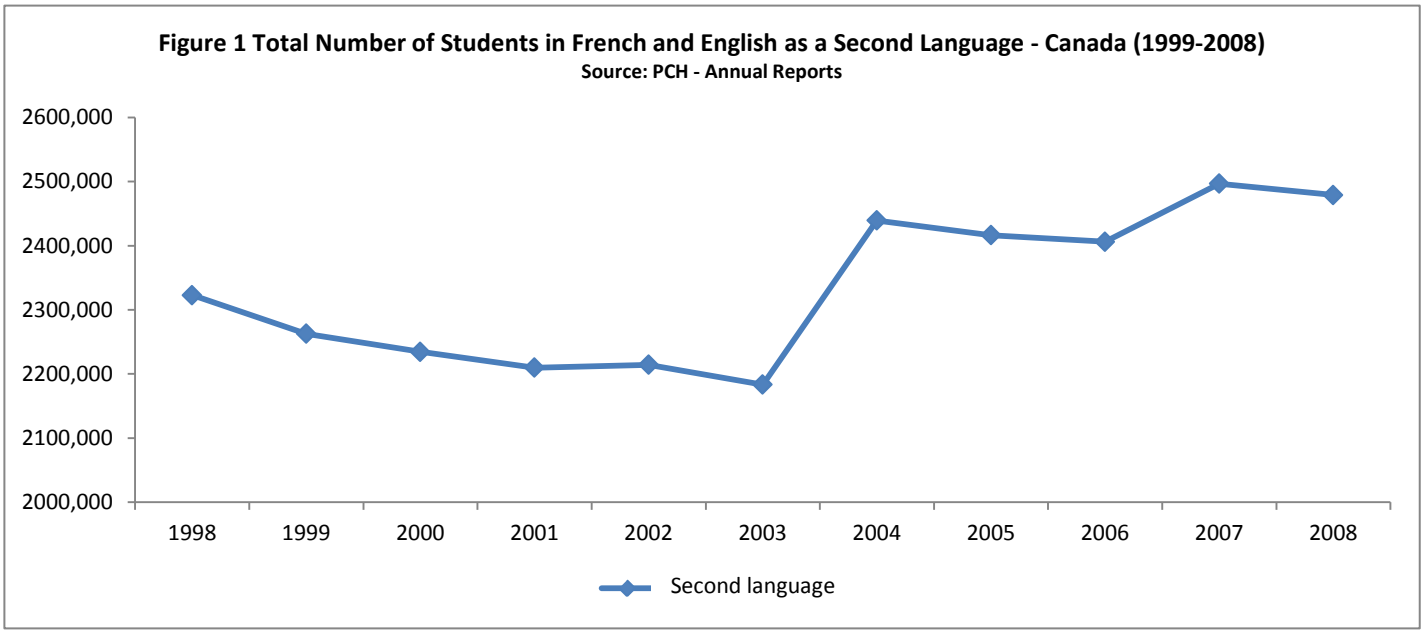
[21] L'ensemble folklorique de la Rivière Rouge, considered a "[translation] true ambassador of Manitoba's Francophone culture," is a dance troupe with firm roots in the community, having performed at concerts in the region for some 60 years. The troupe is made up of semi-professional adults and includes a troupe of teens.

Annex F: Second-language and first-language enrolments





		Second-Language and First-Language Enrolments					
		Total School Population	Enrolments – Minority System	Enrolments in Majority School System			
				Enrolments – Majority System	Enrolments - Immersion	Second-Language Enrolments (Regular Program)	Enrolments Not Registered in Second-Language Courses
Region	Year	Total	Total	Total	Total	Total	Total
Canada	2008-09	4,783,512	243,465	4,540,047	317,582	2,106,235	2,116,230
	2009-10	4,749,973	240,621	4,509,352	328,626	2,084,726	2,096,000
Newfoundland	2008-09	70,641	269	70,372	8,008	34,593	27,771
	2009-10	69,665	255	69,410	8,408	33,335	27,667
Prince Edward Island	2008-09	20,324	712	19,612	4,237	7,980	7,395
	2009-10	19,955	715	19,240	4,197	7,966	7,077
Nova Scotia	2008-09	132,827	4,358	128,469	15,055	53,541	59,873
	2009-10	130,235	4,446	125,789	15,069	51,742	58,978
New Brunswick	2008-09	108,407	31,119	77,288	18,658	24,185	34,445
	2009-10	106,394	30,420	75,974	17,232	29,679	29,063
Quebec	2008-09	897,179	98,813	798,366	-	720,260	78,106
	2009-10	879,966	95,004	784,962	-	703,022	81,940
Ontario	2008-09	2,070,736	91,830	1,978,906	167,215	803,471	1,008,220
	2009-10	2,061,390	92,976	1,968,414	176,291	803,923	988,200
Manitoba	2008-09	177,962	5,323	172,639	18,563	65,593	88,483
	2009-10	177,500	5,223	172,277	19,103	64,257	88,917
Saskatchewan	2008-09	164,453	1,162	163,291	9,346	51,327	102,618
	2009-10	164,591	1,236	163,355	9,886	48,258	105,211
Alberta	2008-09	564,051	5,254	558,797	32,797	142,001	383,999
	2009-10	567,979	5,565	562,414	33,205	145,501	383,708
British Columbia	2008-09	553,737	4,221	549,516	42,471	199,208	307,837
	2009-10	549,596	4,368	545,228	43,959	193,382	307,887
Yukon	2008-09	5,153	158	4,995	568	2,124	4,427
	2009-10	5,100	170	4,930	602	1,818	4,328
Northwest Territories	2008-09	8,762	193	8,569	664	1,952	5,953
	2009-10	8,564	192	8,372	674	1,843	5,855
Nunavut	2008-09	9,280	53	9,227	-	-	9,227
	2009-10	9,038	51	8,987	-	-	8,987

Source: PCH – Annual reports

Annex G: Minority population residing near an organization that broadcasts on radio or distributes a community newspaper

Minority population residing near (25 km or less) a minority organization that broadcasts on radio or distributes a community newspaper			
Region	**Total**	**Minority Organizations – Media***	
		Residing less than 25 km away	
		n	**%**
Canada	**2,120,990**	**1,686,285**	**79,5%**
Canada less Quebec	**1,026,805**	**677,880**	**66,0%**
Newfoundland and Labrador	1,920	865	45.1%
Prince Edward Island	5,105	2,860	56.0%
Nova Scotia	32,305	20,475	63.4%
New Brunswick	235,375	183,440	77.9%
Quebec	1,091,430	1,006,365	92.2%
Ontario	564,935	392,190	69.4%
Manitoba	43,170	28,385	65.8%
Saskatchewan	14,495	3,215	22.2%
Alberta	63,330	40,570	64.1%
British Columbia	66,170	5,880	8.9%
Yukon	1,240	975	78.6%
Northwest Territories	1,075	765	71.2%
Nunavut	440	300	68.2%

**Minority organizations, print or broadcasting media, operating (licensed for less than five years), members of the APF, ARC, QCNA and other independent newspapers and radio stations. The Radio-Canada station is excluded from this analysis.* Le Droit, Acadie Nouvelle *and* The Gazette *were included in this analysis.*

Source: Canadian Heritage (2011e). Data on coverage by minority organizations that broadcast on radio or distribute a community newspaper; from the Policy Research Group, Canadian Heritage; Excel tables provided on May 8, 2012.

Annex H: Planned and Actual Breakdown of OLSP Funding

Planned and actual breakdown of *Roadmap* funding, by OLSP initiative, in millions of dollars, by year											
OLSP Initiatives	**2008-2009**		**2009-2010**		**2010-2011**		**2011-2012**		**2012-2013**		**Total 2008-2013**
	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned	Actual	Planned
Support to official-language minority communities	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	n.a.*	*22.5*
Intergovernmental cooperation	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	n.a.	*22.5*
Support for minority-language education	56	56	56	56	56	56	56	56	56	n.a.	*280*
Youth Initiative[22]	0	0	12.5	12.5	0	0	0	0	0	n.a.	*12.5*
Cultural Development Fund	0	0	3.5	3.5	3.5	3.5	3.5	3.5	3.5	n.a.	*14*
Summer Language Bursaries	8	8	8	8	8	8	8	8	8	n.a.	*40*
Official-Language Monitors	4	4	4	4	4	4	4	4	4	n.a.	*20*
Support for minority-language education	38	38	38	38	38	38	38	38	38	n.a.	*190*
Total	**115**	**115**	**131**	**131**	**118.5**	**118.5**	**118.5**	**118.5**	**118.5**	**n.a.**	***601.5***
Source: Departmental Performance Reports * n.a.: not available											

[22] For the Youth Initiatives, Summer Language Bursaries and Official-Language Monitors, the amounts shown are a combination of the funds allocated under the Development of Official-Language Communities and Enhancement of Linguistic Duality programs.