Patrick Borbey

President of the Public Service Commission of Canada

Appearance at the Standing Committee on Official Languages

December 8, 2020  
Ottawa

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# Notice of meeting

Standing Committee on Official Languages (LANG)

43rd Parliament, 2nd Session

Meeting 10

Tuesday, December 8, 2020, 3:30 p.m. to 5:30 p.m.

Room 425, Wellington Building, 197 Sparks Street

Webcast

Impact of the COVID-19 Pandemic on the Government’s Ability to Deliver Information in Both Official Languages

Witnesses

3:30 p.m. to 4:30 p.m.

Office of the Commissioner of Official Languages

• Raymond Théberge, Commissioner of Official Languages

• Pierre Leduc, Assistant Commissioner, Policy and Communications Branch

• Ghislaine Saikaley, Assistant Commissioner, Compliance Assurance Branch

• Pascale Giguère, General Counsel, Legal Affairs Branch

4:30 p.m. to 5:30 p.m.

Association de la presse francophone

• Linda Lauzon, Director General

East Island Network for English Language Services

• Fatiha Gatre Guemiri, Executive Director

Community Health and Social Services Network

• Jennifer Johnson, Executive Director

Public Service Commission

• Patrick Borbey, President

• Susan Dubreuil, Acting Director General, Personnel Psychology Centre

# Speaking Notes for Patrick Borbey

President of the Public Service Commission of Canada

On the

*Impact of the COVID-19 pandemic on the government’s ability to deliver information in both official languages*

House of Commons’

Standing Committee on Official Languages

December 8, 2020

4:30pm to 5:30pm

Check against delivery

## Introduction

Mr. Chair, thank you for inviting me to appear before the Committee today. I want to begin by acknowledging that we are on the unceded traditional territory of the Algonquin Anishinabeg people.

I am pleased to have in attendance with me my colleague Susan Dubreuil, acting Director General of the Personnel Psychology Centre.

I would like to share what my organization has done to quickly adapt and ensure that our obligations under the *Official Languages Act* were respected during the pandemic. I will also discuss actions the Public Service Commission (PSC) took to ensure that departments and agencies were able to staff bilingual positions, including those in response to the COVID-19 crisis. Finally, I will provide some data on public service staffing that I hope the committee will find useful for its study.

What the PSC has done to quickly adapt and ensure that obligations under the *Official Languages Act* were respected during the pandemic

To respect our obligations under the *Official Languages Act* (Act) during the pandemic, the PSC quickly adapted to changing circumstances. The department took action, both internally with its employees, in accordance with Part V of the *Official Languages Act* as well as in communications and services with its clients and with the public, in accordance with Part IV of the Act.

Since last March, all communications with employees have continued to be in both official languages (OL) simultaneously. This includes frequent email messages from myself, COVID-19 updates, and any other internal communications to employees.

Over the past 9 months, we held three virtual bilingual all-staff meetings. We have been finding innovative solutions to deliver these events with simultaneous interpretation. In my role as leader of the organization, I raise official languages obligations with my executive management team on a regular basis, and I insist that employees have the right to write and speak in their preferred official language.

When dealing with the public, all communications with Canadians have continued to be in both official languages, and released simultaneously in both French and English.

This includes the content on our website and social media, answering public inquiries, and providing information sessions to job seekers. Prior to, and throughout the pandemic, I have ensured that, when invited to participate in any event, I always deliver my remarks in both official languages.

In response to the pandemic, the PSC has partnered with Health Canada, in establishing an inventory of volunteers to support provinces, territories and the Canadian Red Cross in their urgent health services human resource needs. All materials were bilingual and communications with Canadians were in the official language of their choice.

The safety, security and well-being of our clients and employees is critical to our service delivery and in designing new staffing and assessment solutions, but never at the expense of the *Official Languages Act*.

Organizations’ responsibilities regarding official languages within the federal public service

There are several organizations with responsibilities regarding official languages within the federal public service.

In accordance with the *Public Service Employment Act*, Deputy Heads are responsible for establishing official language proficiency as an essential qualification required for the work to be performed. They are also accountable for ensuring their employees meet the official language requirements of their positions.

The Office of the Chief Human Resources Officer, part of the Treasury Board Secretariat, is responsible for policies related to languages in communications and services to the public, as well as official languages in the workplace. They are also responsible for establishing second official language qualification standards.

The PSC’s primary role is in the assessment of official languages, including the provision of second language evaluation (SLE) tests.

For the assessment of proficiency in the second official language for bilingual positions, the PSC Appointment Policy requires that all departments and agencies in the core public administration use PSC tests. These second language evaluations are administered in PSC test centres across the country, as well as in selected departments and agencies. In addition, our tests are widely used by separate employers such as the Canada Revenue Agency and the Canadian Armed Forces.

These second official language tests ensure that merit is met with respect to staffing bilingual positions so that Canadians can be served in the official language of their choice, and public servants can work in the official language of their choice.

On an annual basis, the PSC conducts or oversees more than 100 000 second language tests. Our databases hold over 4 million test results, the majority of which are second language test results.

There are close to 86 000 bilingual positions in the federal core public administration, not counting separate agencies. This represents 43% of all core public administration positions.

Actions the PSC took to ensure that other agencies and departments were able to staff critical positions related to COVID-19

The pandemic has impacted government operations in many areas. In our case, it has affected the capacity to conduct in-person second language evaluation testing.

The PSC promptly put in place two temporary policy measures and supporting guidance. They provide more flexibility to departments and agencies in assessing second language requirements for appointments to bilingual positions. Both measures are meant to ensure that merit with regard to official languages and linguistic obligations provided by the Official Languages Act are respected.

These measures allowed Deputy Heads to recruit the bilingual talent needed to support efforts related to COVID-19 or to ensure the effective functioning of the Government of Canada.

A Pulse Survey with organizations was conducted to obtain feedback on these temporary measures and to give us a sense of their use.  The Survey showed that 90% of respondents indicated that the two measures were useful to respond to their staffing needs.

Furthermore, the PSC implemented new virtual Second Language Interviews for oral proficiency. These are administered remotely by PSC assessors to candidates in their own homes. Over 5 000 virtual interviews have been administered as of November 20th, 2020.

We also launched unsupervised internet testing to evaluate second language reading and writing skills. These tests are performed online by candidates in their home.

We recognize that remote internet testing is the way of the future for second language evaluations. We are working diligently to incrementally enhance our remote testing to better meet the needs of departments and agencies, as well as those of Canadians who will no longer have to travel to our offices for tests. This is a priority for the PSC.

The PSC also continues to ensure that our tests are accessible to all Canadians, including those with disabilities. All new second language evaluations are reviewed by test development experts for accessibility and fairness. They are also available in multiple formats to accommodate the needs of diverse test takers.

I should note that we have informed the Office of the Official Languages Commissioner prior to implementing these measures.

Information regarding official languages

Before I close, let me share with you some interesting information and statistics on official languages and public service staffing.

The public service attracts bilingual candidates and we continue to see improvements to that effect. The percentage of candidates to externally advertised job opportunities who identify themselves as bilingual has increased from 37.5% in 2018-2019 to 38.4% in 2019-2020. And there are bilingual candidates in all parts of the country, not just in the National Capital Region.

We are also successful in attracting applicants from Official Language Minority Communities across the country. Last year, 10.8% of applicants to public service positions were from these communities, significantly above their representation in the Canadian population, which is 6.9%.

These results are a demonstration of the PSC’s commitment to official languages. In 2019-2020 alone, the PSC participated in 48 events with Official Language Minority Communities across the country to promote our recruitment programs. These included career fairs at bilingual or minority language academic institutions, as well as information sessions with official language community organizations and business groups.

These events help promote linguistic duality, enable the PSC to better understand the needs of these communities, and encourage their members to apply to federal public service jobs.

## Conclusion

Linguistics duality is a fundamental value of the public service and is at the core of our merit-based, impartial staffing system. This is the responsibility of all federal organizations and all public servants. We recognize that the pandemic has brought many challenges to the delivery of programs and services to Canadians. We are committed to developing and deploying solutions that will protect and promote bilingualism and linguistic duality across the federal public service.

I am pleased to answer your questions.

Thank you.

# Measures taken by the PSC to promote OL during the pandemic

1. On March 20, 2020, the Commissioner of Official Languages wrote to all federal OL champions to remind them of the importance of communicating in both OL. The Human Resources Management Directorate (HRMD), along with OL co-champions, posted *Update at the PSC* messages to remind employees of the importance to respect OL in time of pandemic.
2. The PSC made a particular effort during the pandemic to ensure that communication materials were released or posted simultaneously and of equal quality in both OL, including special measures throughout Q1 (April 1 to June 30, 2020):

* Overtime by available editors, translators, web coders, social media staff, Parliamentary affairs staff, media officers, strategic communications advisors, managers, Director and Director General;
* Translation and editing done by qualified personnel in all teams and levels within Communications;
* New processes to handle internally distributed editing and translation work;
* New contract with a private translation firm capable of responding to timeliness and quality requirements (ongoing); and
* Continued engagement with senior management to obtain consensus and approval on re-prioritizing and/or deferral of less urgent work (ongoing).

1. The PSC ensured that Canadians would continue to be served in both OL during the pandemic:

* The PSC conducts regular monitoring of Second Language Evaluation (SLE) results for its employees in bilingual positions. This monitoring is conducted by the Human Resources Management Directorate (HRMD).
* Each Vice-President of the PSC receives a report concerning all employees, identifying OL test results that have expired or do not meet the profile of the position.
* Management and managers must then take the necessary measures to ensure that their employees meet the language requirements of their position.
* Two monitoring exercises roughly correspond to the pandemic period: the February 2020 monitoring and the August 2020 monitoring.
* The monitoring of SLEs gives us a good indication whether resources need to be reallocated to front-line services so that Canadians can continue to be served in both OL.

1. The PSC had identified official languages considerations as part of its Business Continuity Plan or its Emergency Communications Plan ahead of the pandemic.

* Official languages considerations are built into the structure of the PSC’s Business Continuity and Business Resumption Plan, which includes its Emergency/Crisis Communications Plan, via its governance. This applies to the version of the BCP (2015) that was in place in March 2020, as well as the recently updated BCP.

1. The organization ensured that translation and editing services during the pandemic were used consistently, including using special measures throughout Q1 (April 1 to June 30, 2020)

* Overtime by available editors, translators, web coders, social media staff, Parliamentary affairs staff, media officers, strategic communications advisors, managers, Director and Director General;
* Translation and editing done by qualified personnel within the entire Communications directorate;
* New processes to handle internally distributed editing and translation work;
* New contract with a private translation firm capable of responding to timeliness and quality requirements (ongoing); and
* Continued engagement with senior management to obtain consensus and approval on re-prioritizing and/or deferral of less urgent work (ongoing).

1. Of note, the PSC is currently completing the departmental self-assessment against the OCOL OL Maturity Model even though it is not required by the Office of the Commissioner of Official Languages to do so. We expect the analysis to be complete this winter, which will allow to identify any required actions to be added to our 2021-2022 people management activities.
2. Following the Executive Management Committee (EMC) meeting on August 27th, 2020, the President of the PSC invited employees to find alternative ways to promote bilingual meetings in remote work context. Here are two ideas that have been identified and are in development:

* Tips for conducting bilingual meetings could be included when we send an invitation to a meeting on TEAMS;
* Creation of wallpapers on TEAMS with information on good practices for conducting bilingual meetings.

# Background information on Second Language Evaluation (SLE) Temporary Measures

* In normal circumstances, the PSC Appointment Policy requires all departments and agencies to use PSC tests for the assessment of proficiency in second language for all appointments to bilingual positions.
* PSC tests are administered in PSC test centers across the country, as well as in departments and agencies
* The pandemic situation has had an impact on government operations in many areas; in our case, it has affected PSC and departments’ capacity to conduct in-person testing.
* The PSC has therefore taken steps to provide additional flexibility so that departments and agencies can continue to meet their needs to staff bilingual positions.
* The Office of the Official Language Commissioner was consulted on the proposed measures before they were implemented.
* On March 24, 2020, the PSC implemented 2 temporary policy measures for the assessment of second official language qualifications for appointments to bilingual positions. These measures are currently available until March 31, 2021.
* Deputy heads are **exempted** from the requirement to use PSC’s second language evaluation (SLE) tests when assessing second language proficiency (reading, writing and oral).
* The alternate tests used by departments and agencies must respect the [guiding principles established](https://www.canada.ca/en/public-service-commission/information-human-resources-specialists/guiding-principles-for-alternate-methods-sle-tests.html) by the PSC.
* This measure is similar to a pilot that the PSC started a few years ago with a few departments, allowing hiring managers to assess themselves oral interaction proficiency of candidates in their second official language.
* Extension of the validity period of expired SLE results for all appointments.
* For all appointments over 12 months, appointees must have their official language proficiency confirmed through PSC SLE tests within 24 months of the appointment.
* A similar measure was used at the time of the Deficit Reduction Action Plan (DRAP) (from April 2012 to March 2015), when the federal government had to proceed with workforce adjustment. This measure facilitated the reappointment of persons who were laid off or declared surplus.
* Departments and agencies will be asked to report on the use of these measures in their regular annual reporting to the PSC.
* Both measures are meant to ensure that merit with regard to official languages and linguistic obligations provided by the *Official Languages Act* are respected. The deputy head must ensure that their institution is able to continue to communicate and serve Canadians and public servants in both official languages, to supervise bilingual employees in bilingual regions in the official language of their choice and to create a work environment conducive to the use of both official languages.

Supporting tools

* The PSC has implemented and promoted guidance and hands-on toolkits on how to develop second language reading, writing and oral tests.
* Questions and answers and other tools have been developed to help managers and human resources specialists.

# Second Language Evaluation

## 1. Moved to remote fulfillment of e-test orders.

PSC shifted staff to remote work and continued to fill departmental orders for its standard e-tests to departments able to administer the tests at their own test centres (e.g. Canadian Forces).

## 2. Implemented new remote oral test.

* PSC implemented new Second Language Interviews (for oral) which are administered remotely by PSC assessors to candidates in their own homes. Over 5000 interviews have been administered as of November 20.
* Shortly, PSC will release a new version of these interviews with portable results, valid for 5 years. This new release responds directly to feedback received from departments about the need for portable test results.

3. New UIT reading and writing tests**.**

* The PSC launched new unsupervised reading & writing tests for staffing processes posted to the Public Service Recruitment System on GC Jobs.
* Departments (HR users) can invite job applicants to take these tests remotely in their own homes. PSC has approved the use of these tests on over 319 processes as of November 15th.
* PSC also heard from departments regarding their interest in having these tests expanded to other uses. Consequently, we piloted a new service with several departments and will soon offer more widely UIT testing for language training, students, non-ads, updating test results, etc.

## 4. PSC Onsite Testing Centres

* PSC recently opened its test centre in Halifax and will progressively resume the administration of its standard supervised reading and writing tests in this centre. Test administration services in other PSC test centres will resume when it is safe to do so.

# Volumes - Second Language Evaluations

**Test of Reading Comprehension**

|  |  |  |  |
| --- | --- | --- | --- |
| **Test of Reading Comprehension** | **2018-2019** | **2019-2020** | **April 1 to October 31, 2020** |
| Online | 29,616 | 29,383 | 1,710 |
| Paper | 1,708 | 1,971 | 65 |
| SLE UIT (New-Covid) | 0 | 0 | 1,350 |
| **Total** | **31,324** | **31,354** | **3,125** |

**Test of Written Expression**

|  |  |  |  |
| --- | --- | --- | --- |
| **Test of Written Expression** | **2018-2019** | **2019-2020** | **April 1 to October 31, 2020** |
| Online | 35,906 | 36,192 | 2,056 |
| Paper | 1,732 | 2,144 | 69 |
| SLE UIT (New-Covid) | 0 | 0 | 1,966 |
| **Total** | **37,638** | **38,336** | **4,091** |

**Oral Proficiency Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Oral Proficiency Test** | **2018-2019** | **2019-2020** | **April 1 to October 31, 2020** |
| TOP/MTOP | 30,497 | 31,111 | 39 |
| SLE interview (New-Covid) | 0 | 0 | 4,159 |
| **Total** | **30,497** | **31,111** | **4,198** |

# Recent engagement with Official Languages Minority Communities

In the current fiscal year, engagement with Official Languages Minority Communities (OLMCs) has been impacted by the pandemic with the complete cessation of in-person outreach events. While it has been challenging for organizations to adjust to completely virtual outreach forums, the Public Service Commission (PSC) continues to reach out to OLMC academic institutions and associations to promote careers in the federal public service and to provide information sessions on how to apply.

Examples of outreach events in 2020-2021 include:

* On June 4, 2020, the PSC partnered with Canadian Heritage and participated in the *Forum Communautaire*, hosted by the *Fédération des francophones de la* *Colombie*-*Britannique*, where an information session on employment and bilingualism in the federal public service was offered.
* On August 20, 2020, an information session on employment in the federal public service was given in Toronto, in partnership with Connecture Canada. Approximately 75 people attended, the majority of whom were mid-career individuals. Connecture Canada is a group that focuses on the promotion and development of open environments that encourage francophone immigrants and bilingual individuals to explore opportunities for their careers.
* On November 13, 2020, the PSC attended a career event for francophone universities in the Atlantic Region at the Université Sainte-Anne in Nova Scotia. Fifteen students attended an information session where we explained how to effectively apply to the federal public service. Attendees were largely foreign students.

In 2019-2020, the PSC participated in 48 external events related to OLMCs across Canada, with the objective of promoting careers in the federal public service and providing information to job seekers on how to apply. These included career fairs at bilingual or OLMC academic institutions, information sessions with official language community organizations and business groups. A total of 4,476 participants were present at these events. Examples of events include:

* an information session for business students at the *Université de Sainte Anne* in Nova Scotia
* a career fair in Halifax for bilingual high school student employment opportunities
* the John Abbott College job fair in Montreal
* an OL targeted career fair at York University in Toronto
* a Speed Staffing career fair, organized by *La Société de développement économique Colombie-Britannique*
* *Le Forum Local* (Vancouver and Victoria), organized by *Français pour l’avenir*
* the Quebec Community Groups Network (QCGN), funded by Heritage Canada
* the annual *Rendez-Vous de la Francophonie* celebrations
* a presentation to a group of francophone businesses in Charlottetown in partnership with the Canada Revenue Agency (CRA)
* presented at Voice of English-Speaking Quebec, in partnership with Veterans Affairs Canada
* an information session at Bishop’s University in Quebec, with CRA and Service Canada.

**Other information**

In 2020-2021, the PSC continues to:

* Actively participate in OL interdepartmental committees such as the Federal Council Official Language Committees and sub-committees in all five PSC regions across Canada, to exchange best practices, lessons learned, and to explore interdepartmental partnership opportunities for outreach to OLMCs.
* Ensure that all national outreach events are organized and scheduled to offer sessions in both official languages, and to respond to questions from the public in the OL of their choice. In addition, the PSC ensures that promotional material at information sessions and career events are always available in both languages.

# Key Points

Applicant data:

* In 2019-2020, the first official language of 76.5% (310,339) of applicants to external processes was English whereas 23.5% (95,567) was French. This is roughly consistent with previous years.
* When we consider the public service’s ability to attract bilingual candidates we continue to see improvement.
* The proportion of self-assessed bilingual[[1]](#footnote-1) applicants to the public service increased from 37.5% in 2018-2019 to 38.4% in 2019-2020.
* Within our student programs we also see a significant share of bilingual applicants.
* The proportion of self-assessed bilingual applicants to the Federal Student Work Experience Program (FSWEP) program was 41.2% in 2019-2020, down slightly from 43.4% in 2018-2019.
* The percentage of Official Language Minority (OLM) applicants[[2]](#footnote-2) to the public service in 2019-2020 was 10.8%, slightly lower than a year prior, 11.4% in 2018-2019, but well above the departmental target of 6.9% (based on OLM representation in the Canadian population).

Bilingual positions:

The following information comes from the [TBS Annual Report on Official Languages 2018–19](https://www.canada.ca/en/treasury-board-secretariat/services/values-ethics/official-languages/reports/annual-report-official-languages-2018-2019.html#ToC14):

* As of March 31, 2019, the percentage of bilingual positions under the Core Public Administration (CPA) was 42.7% (85,857).
* In the fiscal year 2018-2019, 94.8% of employees in bilingual positions under the CPA met the position language requirements.
* The majority of bilingual positions are found in Quebec – excluding the National Capital Region (where 67.1% of positions are bilingual), in the National Capital Region (where 65.1% of positions are bilingual), and in New Brunswick (where 49.9% of positions are bilingual).

# Unique Applicants (External) to the public service by first official language and fiscal year

**Key Observations:**

In 2019-2020, the first official language of 76.5% (310,339) of applicants to external processes was English whereas 23.5% (95,567) was French. This is roughly consistent with previous years. This is roughly consistent with previous year. These calculations exclude unknowns (1,768).

Slightly more than 3/4 of unique applicants were anglophones and slightly less than 1/4 were francophones.

**Outlier Analysis:**

No significant variance from previous year.

**Unique Applicants (External) to the public service by first official language and fiscal year**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Year | Anglophone | Francophone | Unknown | Total |
| 2010-2011 | 137,095 | 52,640 | 113 | 189,848 |
| 2011-2012 | 164,147 | 58,147 | 63 | 222,357 |
| 2012-2013 | 116,563 | 35,713 | 66 | 152,342 |
| 2013-2014 | 133,756 | 43,015 | 0 | 176,771 |
| 2014-2015 | 148,426 | 54,691 | 0 | 203,117 |
| 2015-2016 | 176,137 | 63,819 | 0 | 239,956 |
| 2016-2017 | 183,959 | 67,990 | 14,267 | 266,216 |
| 2017-2018 | 221,628 | 78,916 | 23,832 | 324,376 |
| 2018-2019 | 329,482 | 100,578 | 2,648 | 432,708 |
| 2019-2020 | 310,339 | 95,567 | 1,768 | 407,674 |

**Federal Student Work Experience Program**

|  |  |
| --- | --- |
| Year | Total |
| 2016-2017 | 14,267 |
| 2017-2018 | 23,832 |
| 2018-2019 | 2,648 |
| 2019-2020 | 1,768 |

**Share of Unique Applicants (External) to the public service by first official language and fiscal year**

|  |  |  |
| --- | --- | --- |
| Year | Anglophone | Francophone |
| 2010-2011 | 72.3% | 27.7% |
| 2011-2012 | 73.8% | 26.2% |
| 2012-2013 | 76.5% | 23.5% |
| 2013-2014 | 75.7% | 24.3% |
| 2014-2015 | 73.1% | 26.9% |
| 2015-2016 | 73.4% | 26.6% |
| 2016-2017 | 73.0% | 27.0% |
| 2017-2018 | 73.7% | 26.3% |
| 2018-2019 | 76.6% | 23.4% |
| 2019-2020 | 76.5% | 23.5% |

**Source(s)**

fiscaldb.psrs\_applications\_2010\_2011, fiscaldb.psrs\_applications\_2011\_2012, fiscaldb.psrs\_applications\_2012\_2013, fiscaldb.psrs\_applications\_2013\_2014, fiscaldb.psrs\_applications\_2014\_2015, fiscaldb.psrs\_applications\_2015\_2016, fiscaldb.psrs\_applications\_2016\_2017, fiscaldb.psrs\_applications\_2017\_2018, fiscaldb.psrs\_applications\_2018\_2019, fiscaldb.psrs\_applications\_2019\_2020

**Technical Notes:**

Includes organizations subject to the Public Service Employment Act.

Applicant data refers to information on selected characteristics (e.g. geographical area and educational profile) for applicants to externally advertised processes.

Excludes applications for cancelled advertisements.

# Self-assessed language proficiency of external applicants, by fiscal year

**Key Observations:**

The percentage of self-assessed bilingual applicants to the public service increased from 37.5% in 2018-2019 to 38.4% in 2019-2020. This excludes applicants to the Federal Student Work Experience Program.

The percentage of self-assessed bilingual applicants to the FSWEP program decreased from 43.4% in 2018-2019 to 41.2% in 2019-2020.

**Outlier Analysis:**

No significant variance from previous year.

**Self-assessed language proficiency of unique applicants to Jobs Open to the Public, Post-Secondary Recruitment Program, Research Affiliate Program, and Recruitment of Policy Leaders Initiative, by fiscal year**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 139,685 | 37.5% | 121,970 | 38.4% |
| Unilingual | 232,822 | 62.5% | 195,342 | 61.6% |
| Total | 372,507 | 100.0% | 317,321 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants within each recruitment program**

**Self-assessed language proficiency of unique applicants within each recruitment program Job-opportunity open to the public**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 135,128 | 37.4% | 115,317 | 38.0% |
| Unilingual | 226,488 | 62.6% | 187,921 | 62.0% |
| Total | 361,616 | 100.0% | 303,238 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Post-Secondary Recruitment (PSR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 8,427 | 46.4% | 12,363 | 49.8% |
| Unilingual | 9,725 | 53.6% | 12,451 | 50.2% |
| Total | 18,152 | 100.0% | 24,814 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Recruitment of Policy Leaders (RPL)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 1,018 | 57.2% | 1,555 | 53.6% |
| Unilingual | 761 | 42.8% | 1,362 | 46.7% |
| Total | 1,779 | 100.0% | 2,917 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Research Affiliate Program (RAP)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 1,080 | 43.2% | 1,258 | 41.5% |
| Unilingual | 2,605 | 56.8% | 1,772 | 58.5% |
| Total | 4,585 | 100.0% | 3,030 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

Table A

Self-assessed working ability in Canada's Official Languages of unique FSWEP applicants

**Self-assessed working ability in Canada's Official Languages of unique FSWEP applicants**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Undeclared | 2,156 | 2.9% | 2,146 | 2.0% |
| English Only | 38,796 | 51.7% | 58,418 | 54.9% |
| French Only | 1,454 | 1.9% | 1,944 | 1.9% |
| Bilingual \* | 32,537 | 43.4% | 43,866 | 41.2% |
| Total | 74,979 | 100.0% | 106,424 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants overall to Jobs Open to the Public, Post-Secondary Recruitment Program, Research Affiliate Program, and Recruitment of Policy Leaders Initiative, by home region, by fiscal year**

**Alberta**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 5,095 | 14.8% | 5,097 | 14.7% |
| Unilingual | 29,324 | 85.2% | 29,513 | 85.3% |
| Total | 34,419 | 100.0% | 34,610 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**British Columbia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 4,293 | 13.5% | 3,762 | 14.8% |
| Unilingual | 27, 406 | 86.5% | 21,692 | 85.2% |
| Total | 31,699 | 100.0% | 25,454 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Manitoba**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,333 | 15.9% | 2,032 | 15.8% |
| Unilingual | 12,332 | 84.1% | 10,813 | 84.2% |
| Total | 14,665 | 100.0% | 12,845 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**National Capital Region**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 35,507 | 60.7% | 30,808 | 59.9% |
| Unilingual | 22,955 | 39.3% | 20,609 | 40.1% |
| Total | 58,462 | 100.0% | 51,417 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**New Brunswick**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 7,536 | 55.4% | 6,938 | 57.5% |
| Unilingual | 6,078 | 44.6% | 5,127 | 42.5% |
| Total | 13,614 | 100.0% | 12,065 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Newfoundland and Labrador**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 991 | 12.4% | 821 | 12.7% |
| Unilingual | 6,979 | 87.6% | 5,641 | 87.3% |
| Total | 7,970 | 100.0% | 6,462 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Northwest Territories**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 119 | 22.0% | 115 | 22.7% |
| Unilingual | 422 | 78.0% | 391 | 77.3% |
| Total | 541 | 100.0% | 506 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nova Scotia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,481 | 18.3% | 2,239 | 19.4% |
| Unilingual | 11,056 | 81.7% | 9,290 | 80.6% |
| Total | 13,537 | 100.0% | 11,529 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nunavut**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 79 | 21.1% | 73 | 20.1% |
| Unilingual | 296 | 78.9% | 291 | 79.9% |
| Total | 375 | 100.0% | 364 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Ontario (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 19,313 | 18.2% | 16,385 | 19.8% |
| Unilingual | 87,070 | 81.8% | 66,182 | 80.2% |
| Total | 106,383 | 100.0% | 82,567 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Outside Canada**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,160 | 23.0% | 2,262 | 23.8% |
| Unilingual | 7,220 | 77.0% | 7,238 | 76.2% |
| Total | 9,380 | 100.0% | 9,500 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Prince Edward Island**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 797 | 23.1% | 737 | 21.9% |
| Unilingual | 2,652 | 76.9% | 2,628 | 78.1% |
| Total | 3,449 | 100.0% | 3,365 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Quebec (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 57,778 | 86.8% | 49,671 | 86.6% |
| Unilingual | 8,770 | 13.2% | 7,677 | 13.4% |
| Total | 66,548 | 100.0% | 57,348 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Saskatchewan**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 1,085 | 9.8% | 943 | 10.6% |
| Unilingual | 9,961 | 90.2% | 7,987 | 89.4% |
| Total | 11,046 | 100.0% | 8,930 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Yukon**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 118 | 28.2% | 96 | 26.7% |
| Unilingual | 301 | 71.8% | 263 | 73.3% |
| Total | 419 | 100.0% | 359 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants to Jobs Open to the Public, by home region, by fiscal year**

**Alberta**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 4,917 | 14.7% | 4,891 | 14.5% |
| Unilingual | 28,516 | 85.3% | 28,733 | 85.5% |
| Total | 33,433 | 100.0% | 33,624 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**British Columbia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 4,094 | 13.3% | 3,466 | 14.2% |
| Unilingual | 26,727 | 86.7% | 20,909 | 85.8% |
| Total | 30,821 | 100.0% | 24,375 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Manitoba**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,284 | 15.9% | 1,974 | 15.7% |
| Unilingual | 12,119 | 84.1% | 10,594 | 84.3% |
| Total | 14,403 | 100.0% | 12,568 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**National Capital Region**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 34,373 | 60.7% | 28,942 | 59.6% |
| Unilingual | 22,225 | 39.3% | 19,654 | 40.4% |
| Total | 56,598 | 100.0% | 48,596 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**New Brunswick**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 7,387 | 55.3% | 6,816 | 57.6% |
| Unilingual | 5,969 | 44.7% | 5,016 | 42.4% |
| Total | 13,356 | 100.0% | 11,832 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Newfoundland and Labrador**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 948 | 12.1% | 780 | 12.3% |
| Unilingual | 6,890 | 87.9% | 5,542 | 87.7% |
| Total | 7,838 | 100.0% | 6,322 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Northwest Territories**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 116 | 21.8% | 113 | 22.7% |
| Unilingual | 417 | 78.2% | 384 | 77.3% |
| Total | 533 | 100.0% | 497 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nova Scotia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,360 | 17.9% | 2,144 | 19.1% |
| Unilingual | 10,802 | 82.1% | 9,064 | 80.9% |
| Total | 13,162 | 100.0% | 11,208 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nunavut**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 78 | 21.0% | 70 | 19.5% |
| Unilingual | 294 | 79.0% | 289 | 80.5% |
| Total | 372 | 100.0% | 359 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Ontario (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 18,561 | 18.0% | 15,183 | 19.4% |
| Unilingual | 84,511 | 82.0% | 63,121 | 80.6% |
| Total | 103,072 | 100.0% | 78,304 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Outside Canada**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,019 | 23.0% | 1,966 | 23.0% |
| Unilingual | 6,757 | 77.0% | 6,593 | 77.0% |
| Total | 8,776 | 100.0% | 8,559 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Prince Edward Island**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 762 | 22.7% | 694 | 21.2% |
| Unilingual | 2,601 | 77.3% | 2,574 | 78.8% |
| Total | 3,363 | 100.0% | 3,268 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Quebec (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 56,045 | 86.8% | 47,262 | 86.5% |
| Unilingual | 8,554 | 13.2% | 7,405 | 13.5% |
| Total | 64,599 | 100.0% | 54,667 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Saskatchewan**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 1,070 | 9.8% | 920 | 10.6% |
| Unilingual | 9,810 | 90.2% | 7,783 | 89.4% |
| Total | 10,880 | 100.0% | 8,703 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Yukon**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 114 | 27.8% | 96 | 27.0% |
| Unilingual | 296 | 72.2% | 260 | 73.0% |
| Total | 410 | 100.0% | 356 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants to the Post-Secondary Recruitment Program (PSR), by home region, by fiscal year**

**Alberta**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 237 | 17.3% | 353 | 22.3% |
| Unilingual | 1,132 | 82.7% | 1,227 | 77.7% |
| Total | 1,369 | 100.0% | 1,580 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**British Columbia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 253 | 21.6% | 415 | 26.6% |
| Unilingual | 916 | 78.4% | 1,143 | 73.4% |
| Total | 1,169 | 100.0% | 1,588 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Manitoba**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 97 | 18.7% | 108 | 18.2% |
| Unilingual | 423 | 81.3% | 484 | 81.8% |
| Total | 520 | 100.0% | 592 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**National Capital Region**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2,416 | 60.4% | 3,907 | 62.8% |
| Unilingual | 1,584 | 39.6% | 2,312 | 37.2% |
| Total | 4,000 | 100.0% | 6,219 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**New Brunswick**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 214 | 64.8% | 271 | 65.6% |
| Unilingual | 116 | 35.2% | 142 | 34.4% |
| Total | 330 | 100.0% | 413 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Newfoundland and Labrador**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 55 | 23.3% | 52 | 22.1% |
| Unilingual | 181 | 76.7% | 183 | 77.9% |
| Total | 236 | 100.0% | 235 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Northwest Territories**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2 | 66.7% | 7 | 50.0% |
| Unilingual | 1 | 33.3% | 7 | 50.0% |
| Total | 3 | 100.0% | 14 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nova Scotia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 129 | 30.6% | 155 | 29.0% |
| Unilingual | 292 | 69.4% | 380 | 71.0% |
| Total | 421 | 100.0% | 535 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nunavut**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 2 | 50.0% | 5 | 62.5% |
| Unilingual | 2 | 50.0% | 3 | 37.5% |
| Total | 4 | 100.0% | 8 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Ontario (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 1,078 | 21.7% | 1,878 | 27.4% |
| Unilingual | 3,892 | 78.3% | 4,985 | 72.6% |
| Total | 4,970 | 100.0% | 6,863 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Outside Canada**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 161 | 25.8% | 323 | 32.9% |
| Unilingual | 462 | 74.2% | 660 | 67.1% |
| Total | 623 | 100.0% | 983 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Prince Edward Island**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 15 | 23.8% | 24 | 30.0% |
| Unilingual | 48 | 76.2% | 56 | 70.0% |
| Total | 63 | 100.0% | 80 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Quebec (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 3,725 | 89.9% | 4,804 | 90.6% |
| Unilingual | 419 | 10.1% | 496 | 9.4% |
| Total | 4,144 | 100.0% | 5,300 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Saskatchewan**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 42 | 14.3% | 61 | 14.3% |
| Unilingual | 251 | 85.7% | 365 | 85.7% |
| Total | 293 | 100.0% | 426 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Yukon**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 1 | 14.3% | 0 | 0.0% |
| Unilingual | 6 | 85.7% | 8 | 100.0% |
| Total | 7 | 100.0% | 8 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants to the Research Affiliate Program (RAP), by home region, by fiscal year**

**Alberta**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 77 | 19.7% | 49 | 18.3% |
| Unilingual | 313 | 80.3% | 219 | 81.7% |
| Total | 390 | 100.0% | 268 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**British Columbia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 83 | 20.9% | 41 | 24.4% |
| Unilingual | 314 | 79.1% | 127 | 75.6% |
| Total | 397 | 100.0% | 168 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Manitoba**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 24 | 20.5% | 15 | 24.6% |
| Unilingual | 93 | 79.5% | 46 | 75.4% |
| Total | 117 | 100.0% | 61 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**National Capital Region**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 688 | 58.3% | 330 | 55.4% |
| Unilingual | 493 | 41.7% | 266 | 44.6% |
| Total | 1,181 | 100.0% | 596 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**New Brunswick**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 83 | 53.9% | 47 | 44.8% |
| Unilingual | 71 | 46.1% | 58 | 55.2% |
| Total | 154 | 100.0% | 105 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Newfoundland and Labrador**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 20 | 33.9% | 19 | 32.8% |
| Unilingual | 39 | 66.1% | 39 | 67.2% |
| Total | 59 | 100.0% | 58 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Northwest Territories**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 4 | 44.4% | 2 | 66.7% |
| Unilingual | 5 | 55.6% | 1 | 33.3% |
| Total | 9 | 100.0% | 3 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nova Scotia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 56 | 30.1% | 28 | 26.2% |
| Unilingual | 130 | 69.9% | 79 | 73.8% |
| Total | 186 | 100.0% | 107 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nunavut**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 0 | 0.0% | 3 | 75.0% |
| Unilingual | 2 | 100.0% | 1 | 25.0% |
| Total | 2 | 100.0% | 4 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Ontario (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 339 | 31.4% | 233 | 30.4% |
| Unilingual | 741 | 68.6% | 533 | 69.6% |
| Total | 1,080 | 100.0% | 766 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Outside Canada**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 54 | 19.4% | 58 | 19.9% |
| Unilingual | 224 | 80.6% | 233 | 80.1% |
| Total | 278 | 100.0% | 291 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Prince Edward Island**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 34 | 39.5% | 36 | 47.4% |
| Unilingual | 52 | 60.5% | 40 | 52.6% |
| Total | 86 | 100.0% | 76 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Quebec (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 505 | 88.6% | 389 | 85.7% |
| Unilingual | 65 | 11.4% | 65 | 14.3% |
| Total | 570 | 100.0% | 454 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Saskatchewan**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 9 | 13.2% | 8 | 11.3% |
| Unilingual | 59 | 86.8% | 63 | 88.7% |
| Total | 68 | 100.0% | 71 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Yukon**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 4 | 50.0% | 0 | 0.0% |
| Unilingual | 4 | 50.0% | 2 | 100.0% |
| Total | 8 | 100.0% | 2 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants to the Recruitment of Policy Leaders (RPL) Initiative, by home region, by fiscal year**

**Alberta**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 38 | 38.0% | 44 | 25.1% |
| Unilingual | 62 | 62.0% | 131 | 74.9% |
| Total | 100 | 100.0% | 175 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**British Columbia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 48 | 34.8% | 83 | 30.1% |
| Unilingual | 90 | 65.2% | 193 | 69.9% |
| Total | 138 | 100.0% | 276 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Manitoba**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 5 | 23.8% | 17 | 37.0% |
| Unilingual | 16 | 76.2% | 29 | 63.0% |
| Total | 21 | 100.0% | 46 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**National Capital Region**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 256 | 71.3% | 454 | 70.2% |
| Unilingual | 103 | 28.7% | 193 | 29.8% |
| Total | 359 | 100.0% | 647 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**New Brunswick**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 12 | 66.7% | 27 | 60.0% |
| Unilingual | 6 | 33.3% | 18 | 40.0% |
| Total | 18 | 100.0% | 45 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Newfoundland and Labrador**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 11 | 50.0% | 9 | 30.0% |
| Unilingual | 11 | 50.0% | 21 | 70.0% |
| Total | 22 | 100.0% | 30 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Northwest Territories**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 0 | 0.0% | 0 | 0.0% |
| Unilingual | 0 | 0.0% | 1 | 100.0% |
| Total | 0 | 0.0% | 1 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nova Scotia**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 13 | 46.4% | 19 | 54.3% |
| Unilingual | 15 | 53.6% | 16 | 45.7% |
| Total | 28 | 100.0% | 35 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Nunavut**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 0 | 0.0% | 0 | 0.0% |
| Unilingual | 2 | 100.0% | 1 | 100.0% |
| Total | 2 | 100.0% | 1 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Ontario (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 222 | 36.9% | 319 | 34.3% |
| Unilingual | 379 | 63.1% | 612 | 65.7% |
| Total | 601 | 100.0% | 931 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Outside Canada**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 38 | 48.1% | 61 | 48.8% |
| Unilingual | 41 | 51.9% | 64 | 51.2% |
| Total | 79 | 100.0% | 125 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Prince Edward Island**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 0 | 0.0% | 2 | 66.7% |
| Unilingual | 3 | 100.0% | 1 | 33.3% |
| Total | 3 | 100.0% | 3 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Quebec (except NCR)**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 368 | 96.8% | 515 | 92.1% |
| Unilingual | 12 | 3.2% | 44 | 7.9% |
| Total | 380 | 100.0% | 559 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Saskatchewan**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 7 | 25.9% | 5 | 11.6% |
| Unilingual | 20 | 74.1% | 38 | 88.4% |
| Total | 27 | 100.0% | 43 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Yukon**

| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| --- | --- | --- | --- | --- |
| Bilingual \* | 0 | 0.0% | 0 | 0.0% |
| Unilingual | 1 | 100.0% | 0 | 0.0% |
| Total | 1 | 100.0% | 0 | 0.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Self-assessed language proficiency of unique applicants to Jobs Open to the Public, Post-Secondary Recruitment Program, Research Affiliate Program, and Recruitment of Policy Leaders Initiative, by advertisement tenure, by fiscal year**

**Indeterminate**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| Bilingual \* | 26,260 | 37.9% | 20,964 | 40.2% |
| Unilingual | 43,046 | 62.1% | 31,246 | 59.8% |
| Total | 69,306 | 100.0% | 52,210 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Multiple**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| Bilingual \* | 101,189 | 38.2% | 90,868 | 38.6% |
| Unilingual | 163,993 | 61.8% | 144, 677 | 61.4% |
| Total | 265,182 | 100.0% | 235,545 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Seasonal**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| Bilingual \* | 24 | 8.8% | 105 | 46.9% |
| Unilingual | 248 | 91.2% | 119 | 53.1% |
| Total | 272 | 100.0% | 224 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

**Term**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Language Proficiency | Count  2018-2019 | Percent  2018-2019 | Count 2019-2020 | Percent 2019-2020 |
| Bilingual \* | 12,212 | 32.4% | 10,042 | 34.2% |
| Unilingual | 25,535 | 67.6% | 19,300 | 65.8% |
| Total | 37,747 | 100.0% | 29,342 | 100.0% |

\*A bilingual applicant is defined as an individual that self-assessed their language proficiency as intermediate or higher in both official languages.

Source(s):

fiscaldb.psrs\_advertisements\_2018\_2019, fiscaldb.psrs\_advertisements\_2019\_2020, fiscaldb.psrs\_applications\_2018\_2019, fiscaldb.psrs\_applications\_2019\_2020

Technical Notes:

Includes organizations subject to the Public Service Employment Act.

An inventory advertisement that spans more than one fiscal year and for which at least one application is received during the given fiscal year will be counted as an advertisement in the same fiscal year.

Standard and alternative job advertisements that close within the fiscal year that are not cancelled will be reported in that same fiscal year.

An alternative advertisement that used the same identification number in multiple fiscal years is counted multiple times.

Regional breakdowns are not available for the Federal Student Work Experience Program applicants.

# Summary of Implementing Section 91 of the Official Languages Act:

A Systemic Problem (November 2020)

## Context

* The Office of the Commissioner of Official Languages of Canada (the Office of the Commissioner) regularly receives a high volume of complaints under section 91 of the Act.
* Section 9 states that language requirements of federal public service positions must be established objectively for staffing actions.
* The Commissioner of Official Languages of Canada (the Commissioner) called for an in-depth analysis in order to: determine the scope of the problem behind the high volume of complaints; identify its causes; and propose solutions.
* This report contains the results of that analysis and the Commissioner’s recommendations to help federal institutions resolve the problem.
* The Public Service Commission (PSC), one of four main stakeholders responsible for implementing section 91 of the Act, is mentioned throughout the report.

## Key highlights of the report

Analysis of the problem

* 616 investigations completed between April 1, 2014, and March 31, 2020 were reviewed. These investigations relate to 713 complaints.
* The difference between the 616 and 713 is explained by the fact that an investigation may involve several complaints on similar or identical issues.
* The period covering six fiscal years between April 2014 and March 2020 was identified as critical due to the large volume of complaints filed under section 91 of the Act, as well as the significant proportion of the total volume of complaints filed with the Office of the Commissioner that they represent.
* The review of the admissible complaints filed revealed that most were founded (i.e. language requirements of one or more positions had not been established objectively in approximately 93% of the incidents described).
* Approximately 90% of complaints founded under section 91 of the Act were in the National Capital Region, linked to the fact that it is the region where most federal public servants work, most federal institutions have their head offices, and most staffing actions occur.

## Overview of the findings of the Office of the Commissioner’s analysis

* A significant number of complaints were filed with the Office of the Commissioner under section 91 of the Act, and the vast majority of them were founded.
* The problem is not limited to one institution; rather, it affects many, making it a widespread issue throughout the public service.
* Although most of the positions targeted by the complaints were in the National Capital Region (approximately 90%), there were also others in other designated bilingual regions, such as New Brunswick and parts of Ontario and Quebec (7%) and a few in regions designated as unilingual for language-of-work purposes (3%).
* The 664 founded complaints covered a wide range of positions, but it is worth noting the large volume involving positions in the following classifications: 30.4% CS (Computer Systems), 17.6% AS (Administrative Services), 10.7% EC (Economics and Social Science Services), 5.6% PM (Program Administration), and 5% FI (Financial Management). Furthermore, over half of the founded complaints processed involved supervisory positions.
* Investigations into managers’ assessments of the language requirements of positions revealed many recurring problems, ranging from rationales based on principles that deviate from an objective assessment, using inaccurate work descriptions when establishing language requirements, and basing assessments on operational needs.
* The report offers the conclusion that there is a widespread, systemic problem in the federal public service when it comes to implementing section 91 of the Act that has an impact both on the delivery of services to the public under Part IV and on respect for the language-of-work rights of federal public servants under Part V of the Act.

## Interviews with federal institutions on implementing section 91 of the Act

* Over the 6-year period, 45 federal institutions were the subject of at least one founded complaint under section 91, 17 of which in particular stood out based on the analysis.
* Because of the high volume of complaints filed against them under section 91 of the Act since 2014, five federal institutions were identified with whom interviews were conducted between April and July 2019: the Canada Border Services Agency, Correctional Service Canada, the Department of National Defence, Health Canada and Shared Services Canada.
* The report highlights the importance of putting the number of complaints received about these institutions into perspective in relation to the size of these organizations and the number of staffing actions carried out there.
* The purpose of the interviews was to learn about: how section 91 was implemented in these institutions; what measures they had in place; and to give the institutions an opportunity to express the specific difficulties they are facing.

## Overview of the findings of the Office of the Commissioner’s interview process

* Several internal mechanisms, guidelines and tools have been put in place only recently or are in the process of being put in place for the purpose of responding to the issues raised in the official languages-related complaints.
* The report points out that there is no consistency in the measures institutions have put in place for establishing language requirements.
* Findings also show that there is a general lack of internal training on the subject, and institutions are relying almost solely on the Canada School of Public Service.
* The interviews and investigation process highlighted the relevance of official languages personnel (usually HR personnel with OL responsibilities) when establishing the language requirements of positions, given that they generally have the greatest expertise on the subject.
* Another finding from the interviews was the institutions’ view that the Treasury Board’s policies, standards and tools need to be revised.
* Furthermore, a need was identified among institutions to raise employees’ and managers’ awareness of the reason for language requirements.
* Lastly, it was found that the challenges institutions are experiencing recruiting bilingual employees are having an impact on how language requirements are being established for positions.

## Interviews with stakeholders on implementing section 91 of the Act

* Key stakeholders identified at the beginning of the analysis (Treasury Board of Canada Secretariat, Canada School of Public Service and the PSC) were interviewed because of their central role in implementing section 91 within the public service and other organizations subject to the Act.
* Several findings were drawn from the information obtained from the representatives of the Treasury Board of Canada Secretariat, notably the gaps in its framework for federal institutions.
* The report recognized the limited role of the PSC, however did encourage the PSC to “take note of the issue and its importance, and to use all reasonable means at its disposal, given its mandate, to monitor federal institutions’ implementation of the Act and to support the Treasury Board and the deputy heads in their respective roles and responsibilities”.
* As a result of the interview with the Canada School of Public Service, a few conclusions were drawn about the training on implementing section 91 of the Act that revealed gaps in the training for managers, for those responsible for official language programs, and for human resources advisors in terms of assessing the language requirements of positions.

## Conclusions

* According to the report, assessing the language requirements of positions in the public service is an important responsibility that federal institutions—and managers, in particular—have to shoulder, and it requires the same level of diligence and effort as any other essential qualification of the position.
* As stated in the report, when the language requirements of positions are not assessed properly, the result is a workforce that is insufficiently bilingual to fully meet the institution’s obligations to the public.
* It is stated that it also invariably leads to a work environment that is not conducive to the effective use of both official languages and where one language, at best, is accommodated.
* The analysis has shown that there are gaps between what should be done and what is being done in institutions in regards to the implementation of section 91 of the Act.
* The Office of the Commissioner’s review of the investigations and interviews with institutions showed that the shortcomings in the system governing the assessment of language requirements make it a systemic problem.

## The Commissioner’s recommendations

* Within two years of the date of this report, that the Treasury Board of Canada:
* reviews its policies and tools on establishing the language requirements of positions; and
* reviews (along with the Canada School of Public Service) the courses the latter provides on section 91 of the Official Languages Act to ensure that the training is sufficient according to the needs identified in this report.
* Within two years of the date of this report, that federal institutions:
* adopt internal policies, procedures and tools, or review those already in place, on establishing the language requirements of positions, taking into account the issues raised in this report;
* implement a control mechanism to ensure that managers understand the policies, follow the procedures, use the tools and consult their official languages personnel when establishing the language requirements of positions;
* conduct regular assessments of the language requirements of positions and of the policies, procedures and tools, and remedy any shortcomings;
* ensure that official languages personnel and delegated managers take the appropriate training; and
* develop and implement a plan to increase awareness among managers and employees of section 91 of the Official Languages Act.

# The Office Of The Commissioner of Official Languages Summary

## Context

* On September 29th, 2020, the Commissioner of Official Languages (OL), Raymond Théberge, released his 2019-2020 annual report.
* In October 2020, The Commissioner of Official Languages also released a report entitled, *A Matter of Respect and Safety: The Impact of Emergency Situations on Official Languages.*
* The annual report acknowledges that 2019-2020 was the 50th anniversary of the Official Languages Act, and that the Act is currently being modernized.
* The annual report also outlines the presence of a systemic problem involving the language requirements of positions in the federal public service.
* The Emergency Situations report highlights that the COVID-19 health crisis has accentuated recurring language-of-work problems for federal employees.
* The Public Service Commission was not mentioned in this year’s *Annual Report*.

## Key highlights of the annual report

Modernization of the *Official Languages Act*

* The Commissioner is asking that the modernization process result in legislation that can adapt to a new reality, one where services are no longer concentrated in one geographic area and are sometimes available only on-line.
* The Commissioner found that federal institutions would like the rules to be easier to understand so that they can apply them more effectively in their activities.
* In the wake of his national consultations, the Commissioner published a position paper in May 2019 on modernizing the Act that set out 18 recommendations in three priority areas.
* A relevant Act that reflects contemporary Canadian society and fully embraces linguistic duality by, for example, strengthening access to both the federal justice system and the Supreme Court of Canada, the country’s highest court, in English and French;
* A dynamic Act that takes evolving information technologies and new occupational realities into account, and is subject to regular review;
* A strong Act that ensures more effective official languages governance within federal institutions and gives the Commissioner more enforcement powers to improve compliance.

The Commissioner also provided the following recommendations:

* Make legislative amendments to Part IV of the Act to clarify the obligations of federal institutions that serve the public, and clarify the provisions regarding the obligation to make an active offer;
* Ensure that language of work rights (Part V) are more consistent with the obligations regarding communications with and services to the public as set out in Part IV of the Act and in the Regulations; preserve language-of-work rights in regions designated as bilingual for language-of-work purposes; and maintain an updated list of those regions;
* Make regulations under Part VII to clarify the concept of “positive measures” and other key concepts in order to support the development and vitality of official language communities;
* Add compliance mechanisms, such as the power to impose administrative monetary penalties for violations of the Act and the opportunity to enter into enforceable agreements with federal institutions to encourage them to comply voluntarily with the Act and to implement its recommendations;
* Ensure clear, centralized and coordinated official languages governance;
* Coordinate the implementation of a government-wide action plan on official languages;
* Require a regular review to ensure that the Act is keeping pace with changes in society, technology and case law.

## Overview of the findings of the Office of the Commissioner’s survey

* In March 2019, the Office of the Commissioner surveyed federal employees in regions designated as bilingual for language of work purposes.
* The purpose of the survey was to gain insights into the levels of linguistic insecurity federal employees who have the right to work in the official language of their choice are experiencing in the workplace in their first or second official language; and to identify strategies and ways to address potential challenges.
* The nearly 11,000 responses that were received through the survey greatly exceeded expectations and showed that official languages and linguistic security are major concerns for federal employees.

## Language of Work

* The number of complaints received and investigated under section 91 of the Act since 2014 shows that there is a systemic problem involving the language requirements of positions in the federal public service. The Office of the Commissioner is currently conducting an in-depth analysis of this issue.
* A review of the results of the 2019 Public Service Employee Survey, based on respondents’ first official language, showed that there is a significant satisfaction gap between English-speaking and French-speaking respondents when it comes to the use of official languages in the workplace.
* Survey results also showed that, when employees were asked how comfortable they felt preparing written materials in the official language of their choice, the gap between the two language groups across the public service had narrowed to 22% from 26%, where it had remained steady from 2008 to 2017.
* With regard to the question on how comfortable employees felt about using the official language of their choice at meetings, results showed that the gap between the two language groups has stayed the same at 17% since 2014.
* The 2019 survey featured two new questions related to official languages:
  + The first asked specifically whether senior managers of federal institutions use both official languages in their interactions with employees, to which 75% of French-speaking respondents and 71% of English-speaking respondents answered in the affirmative;
  + The second question asked whether a lack of access to language training in the second official language had adversely affected respondents’ career progress over the previous 12 months. A total of 13% of English-speaking respondents and 8% of French-speaking respondents said that it had.

## Federal Institutions and Official Languages

* In 2019–2020, the Commissioner received a total of 1,361 admissible complaints, a 25% increase compared with 2018–2019.
* Nearly half of the complaints received in July were made by the travelling public, while most of the complaints received in October were about the federal election.
* In June 2019, the Commissioner officially launched a new tool created by his office called the Official Languages Maturity Model. Just over 40 federal institutions were selected to take part in the Model’s diagnostic review exercise over a three-year period. The tool enables institutions to compile a complete picture of their maturity in terms of official languages. It also provides them with a roadmap to achieving full maturity.
* According to the report, awareness and understanding of language rights and obligations continues to be an issue for the public and for federal institutions, so the Office of the Commissioner released a new tool consisting of a series of interpretation bulletins that explain the Act and its Regulations.

## Pandemic

* Commissioner called on all leaders to communicate clearly with all members of the public in both official languages in order to make themselves understood and to convey information that is essential to ensuring everyone’s health and safety.
* On March 20, 2020, the Commissioner wrote to all federal official languages champions to remind them of the importance of communicating in both official languages.
* The Commissioner has received complaints about federal government communications during the pandemic and is currently analyzing the facts. He will be studying all of these issues in the coming months.

At the PSC, the Human Resources Management Directorate, along with the OL co-champions, posted messages in Le Point to remind employees of the importance to respect official languages in time of pandemic:

### Appeal of the ruling in Dionne

On July 3, 2019, the Federal Court handed down its ruling on the provisions of the Act concerning the language of work in federal institutions.

The complainant, who works in the Montréal region, alleged that his language-of-work rights had been violated because he had been forced to work in English with his unilingual English-speaking colleagues at the Toronto office. The Court dismissed the application, maintaining that no violation had taken place.

* The Commissioner was disappointed with this ruling, which involves several major issues regarding the interpretation of language rights, and decided to appeal the decision. Their office has appealed the Court’s decision.

## Official Languages in Canadian Society

* In February 2019, the Office of the Commissioner released its study, *Accessing opportunity: A study on challenges in French-as-a-second-language education teacher supply and demand in Canada*. The study found that there are major challenges associated with French second language teacher supply and demand, which limits the opportunities for some Canadians to gain a French language education.
* Provinces and territories are continuing to face significant teacher recruitment and retention challenges, not only in French second language programs, but also in French language schools in official language communities.

## Francophone immigration targets

* According to the Report, progress has been made, but the targets that were set for French-speaking newcomers, are still far from being achieved, and there are still ongoing issues with Francophone immigration.
* Immigration continues to be the key factor in maintaining the demographic weight of Francophone minority communities on both national and regional levels.

# Key Highlights: The Impact Of Emergency Situations On Official Languages Report

## Overview

* This report is the result of an in-depth analysis of emergencies that occurred between 2010 and 2020 and provides an overview of Canadians’ official languages experiences during these types of situations.
* It also identifies potential solutions to improve the federal government’s compliance with its official languages obligations in its communications with Canadians.
* To encourage large-scale mobilization, the Commissioner wants heads of communications in federal institutions to consider whether they are making effective use of official languages and whether official languages are fully integrated into their operations.

## Methodology

* The Commissioner’s office developed a questionnaire and posted it on their website from June 8 to 26, 2020, to gather information on the public’s experience with official languages during emergency situations.
* The report also draws on a review of relevant studies, data and documents from a variety of sources, including health and legal experts, and on a review of media coverage, publications from community and sectoral organizations, government publications and observations from many years of collaboration with various federal institutions.
* They defined “emergency situation” as one or more events, often of a temporary nature, that are characterized by the urgency to act because they involve risks to the health, safety, life or property of the Canadian public.

The PSC has no service fitting the Office of the Commissioner of Official Languages’ definition of “emergency situations.”

* The questionnaire on official languages in emergency situations received more than 2,228 responses from across Canada. Francophones in general and English-speaking Quebecers responded at rates exceeding their relative weight in the general population.

## Findings of the questionnaire

* While the questionnaire focused specifically on the federal government, many respondents made comments indicating that they were concerned with language issues at the provincial/territorial or municipal level.
* Out of a total of 2,228 respondents, 379 (17%) said they had difficulties accessing public health or safety information in the official language of their choice in past emergencies; and 528 (24%) reported similar difficulties during the current COVID-19 pandemic.
* Among respondents who said they had experienced difficulty obtaining public health or safety information from federal institutions in their preferred official language during the current COVID-19 pandemic, 8% cited unilingual press conferences when asked to describe the incidents in which they had had difficulties.
* Francophone respondents from outside Quebec also said they were discouraged by the lack of French in press conferences given by various provincial governments across the country.

## Language of work

* According to the report, the COVID-19 health crisis also accentuated recurring language of work problems for federal employees.
* Francophone federal public servants working in designated bilingual regions outside Quebec and English-speaking federal public servants working in designated bilingual regions in Quebec reported receiving unilingual e-mails and briefing notes and participating in teleconferences on COVID-19 held only in one language.
* The report mentions the Borbey-Mendelsohn report from 2017, which found that “employees do not always feel free to use the language of their choice” and that this experience was “the least positive” for French-speaking public servants who work either in the National Capital Region or in other designated bilingual regions.
* The report indicated that many federal institutions lacked formal guidelines for communications with the public or with employees during emergencies.
* It noted that federal institutions’ failure to meet their official languages obligations in emergency situations highlights what appears to be recurring and widespread compliance problems;
* The Commissioner’s office found, through an analysis of problematic situations, that federal institutions are aware that they should provide communications in both official languages but perceive it as an unnecessary slowdown when urgent messages need to be issued, and so they sometimes forgot translation for the sake of being expeditious;
* A recommendation is made that departments and agencies make more effective use of public servants’ language skills as a viable alternative.
* The Commissioner has observed, based on a large volume of complaints against a large number of federal institutions that section 91 is being applied incorrectly.
* The report indicates that virtually all failures to meet the section 91 obligation are the result of managers’ underestimating the level of bilingual proficiency required for the positions they are staffing or their disregard for the need for bilingualism despite the fact that the tasks and duties of the position require it.
* The Commissioner points out in the report that the federal government did make an effort to meet its language obligations during the COVID-19 pandemic and that his recommendations are often well received by federal institutions that have strayed.

## Recommendations

The report provided the following overarching recommendations:

* Department and agencies must have and maintain a sufficiently bilingual workforce at all times that is able to perform essential tasks such as supervising staff in designated bilingual regions and communicating with the public in both official languages in areas where there is significant demand.
* In addition, it noted that by treating one of Canada’s official languages as a language of translation, federal institutions expose themselves to translation delays.
* The report suggested that this could be addressed through new approaches to staffing, workplace culture and emergency procedures that increase bilingual capacity and harness the power of bilingual staff—for example, by drafting information in English and French at the same time.
* It suggested that an effective emergency response in both official languages is dependent on federal employees whose abilities to speak one or both official languages are in line with the demands of their position, as required by section 91 of the Act.
* To address this issue, it is recommended that federal managers must consistently establish accurate minimum skill levels in terms of official languages and enforce these minimums when hiring new staff or assigning roles within the public service.
* At the end of the report, the Commissioner offered three concrete recommendations:

## Recommendation 1

* That the Translation Bureau and federal institutions develop and implement an action plan to ensure that appropriate tools and structures are in place to facilitate the drafting and simultaneous delivery of emergency communications of equal quality in both official languages.

## Recommendation 2

* That Treasury Board, with support from deputy heads and heads of communications, implement a strategy within 18 months of the date of this report in order to ensure that:
* the formal communications plans and procedures for emergency or crisis preparedness of each federal institution are reviewed;
* where appropriate, formal plans and procedures are amended to include clear directives to ensure that communications of equal quality are issued in both official languages simultaneously in emergency or crisis situations;
* all managers and public servants involved in emergency and crisis communications are trained in how to implement the plans and directives regarding emergency communications in both official languages;
* the effectiveness of the measures taken by federal institutions in response to this recommendation is assessed.

## Recommendation 3

* That within one year of the date of this report, the Privy Council Office and Public Safety Canada, in consultation with Canadian Heritage, develop a strategy to encourage, support and work with the various levels of government to integrate both official languages in communications during emergency or crisis situations.

Considering the message on the Office of the Commissioner of Official Languages’ *Annual Report* in Le Point as well as the Treasury Board Secretariat (TBS) asking related questions in the Management Accountability Framework, HRMD proposes the following recommendations:  
HRMD OL Subject Matter Expert (SME) analyses the report to identify actions that are relevant to a) the entire Commission, and b) specific units in the organization (i.e. Security, Communications);

* SME to Inform OL Champions of these planned actions;
* SME to follow-up with OPIs on the identified actions and advise them that we will report on these actions to TBS;
* Publish a message in Le Point on the importance of bilingual emergency communications, OL advice and what actions the PSC is taking (end of November);
* Continued monitoring, keep OL Committee informed;
* Insert actions in our 2021-22 planning if required (also considering results of the OL Maturity Model).

# Summary of Canadian Heritage Annual Report on Official Languages 2018-2019

## Context

* On October 6th, 2020, Canadian Heritage released its *Annual Report on Official Languages 2018-2019*.
* The Report states that the government has set an objective to increase the national bilingualism rate from 17.9% to 20% by 2036.
* The PSC was not mentioned in the report, and there are no significant findings directly related to our mandate.

**Key highlights**

## Overview

* Work is being done to revise the Official Languages Regulations, the goal of which is to expand access to bilingual services for Canadians across the country.
* The report included a reminder of the Action Plan 2018-2023: Investing in Our Future, launched on March 28, 2018, which focuses on three main pillars: strengthening our communities; strengthening access to services; and promoting a bilingual Canada.

## Amendments to the Official Languages

* Effective July 2019, Official Languages Regulations were amended to:
* recognize the growing diversity of communities;
* protect the bilingual designation of certain existing federal offices;
* designate more than 600 new bilingual offices;
* streamline the language of service to the public in embassies and consulates by designating as bilingual the offices of Immigration, Refugees and Citizenship Canada in these locations;
* ensure a comprehensive analysis of the Regulations ten years after the adoption of the proposed amendments and every ten years thereafter, along with a requirement that the President of the Treasury Board table that analysis in Parliament.

## Launch of a Review with a view to modernizing the Official Languages Act

* In March 2019, the Minister responsible for Official Languages and La Francophonie began the process of reviewing the Act with a view to modernizing it.
* Minister Joly held some 20 forums and round tables, in every province and territory. Participants were encouraged to: consider the engagement, development and vitality of communities; the role of federal institutions; the promotion of culture and bilingualism; official languages and Canada’s place in the world; and official languages in the digital age.

## Supporting community stakeholders

* Francophones in minority communities represented only 3.8% of the Canadian population in 2016 (6.1% in 1970).
* The report calls for decisive action to be taken: otherwise, Statistics Canada predicts that this proportion will be only 3% by 2036.
* The Action Plan 2018–2023 aims to stabilize this proportion at 4% and to enhance the vitality of English speaking communities in Quebec, especially those outside Greater Montréal.

## Contracting and employment opportunities

* The report highlighted the work of two federal agencies that introduced innovative approaches to attracting bilingual applicants.
* In 2018–2019, Natural Resources Canada (NRC) had to meet organizational needs and fill bilingual positions. The Department therefore incorporated its recruitment strategies and communications activities into its obligations under Part VII of the Act.
* This decision led NRC to participate in various career fairs at Ontario’s Francophone post-secondary institutions to recruit students in fields as diverse as communications, engineering and scientific research.
* The Atlantic Canada Opportunities Agency (ACOA) provided $25,000 under the Economic Development Initiative (EDI) to RDÉE Newfoundland and Labrador to hold an annual bilingual conference on careers and entrepreneurship requiring post-secondary education.
* The event, intended for Francophone and French immersion high school students, was held in two locations, on the east and west coasts of the island: no fewer than 753 very specific students attended the conference, which represents a considerable increase in the number of participants compared to previous years.

## Increasing Francophone immigration

* The Government has set a representation objective of 4% Francophones in minority communities outside Quebec. Canadian Heritage notes that immigration will play a decisive role in helping the government meet this objective.
* The Action Plan 2018–2023 targets an increase in the proportion of Francophone immigrants outside Quebec, to reach 4.4% of all immigrants by 2023.
* The Service Delivery Improvement Program (SDIP) at Immigration, Refugees and Citizenship Canada (IRCC) aims to test new service delivery models, identify what works best and thereby increase the effectiveness of the Settlement Program. It represents a dedicated source of funding of over $30 million per year.
* In 2018–2019, the SDIP program funded close to 100 regional projects in various fields. Its priorities include coming up with new ways to help newcomers learn English or French. The initiatives supported include the following:
* The Guide and Training for the Integration of Newcomers and Francophiles in our Community, a project carried out by the Coopérative d’intégration francophone de l’Île-du-Prince-Édouard, which led to the development of a reference document that will provide useful information to various categories of stakeholders involved in the settlement of immigrants.
* The project *Développement des connaissances et de la capacité d’apprentissage des langues en ligne en milieu de travail* et *Aider les clients à faire la transition vers le marché du travail* carried out by Colleges Ontario aimed to boost knowledge and capacity for online language learning in the workplace.
* The project *Recherche sur l’accès aux services d’établissement en français et leur utilisation par les immigrants francophones en Colombie-Britannique* will study access to and use of services by Francophone newcomers. The project is being carried out by the Fédération des francophones de la Colombie-Britannique.

## FPT immigration action plan

* 2018–2019 marked the beginning of the new Federal/Provincial/Territorial Action Plan for Increasing Francophone Immigration Outside of Quebec.
* The Action Plan outlines the concrete actions that will be taken to attract, integrate and retain Francophone immigrants in Francophone minority communities.
* It centres on three strategies for collaboration: championing Francophone immigration; collaborating on the areas of employment, accessible services and inclusive communities; and reporting on progress.

## Strengthening access to services

* The Action Plan 2018–2023 injects $20 million over five years in early learning and child care in French outside of Quebec.
* Justice Canada undertook to implement a new activity for the translation of judgments and other legal texts.
* Health Canada received $5 million over five years to expand the foundations of and services offered under its Official Languages Health Program.

## Support for minority language education

* In 2018–2019, Canadian Heritage disbursed just over $183 million under its initiatives to support minority language education, including just over $178 million transferred to the provinces and territories, through bilateral agreements and projects, to support the considerable efforts made by these administrations in minority language education.

## Promotion of official languages

* In the Action Plan 2018–2023, the government set an objective to increase the national bilingualism rate from 17.9% to 20% by 2036, mainly through an increase in the bilingualism rate of Anglophones outside Quebec from 6.8% to 9%.
* The 2018–2019 year saw the launch of several new initiatives, including the hiring of new teachers and the enhancement of various existing programs.

## Promotion of linguistic duality in Canada

* The creation of a National Table on French as a Second Language was explored with provincial and territorial governments and key stakeholders in the area of French second-language learning, including Canadian Parents for French, the Canadian Association of Immersion Professionals, the Canadian Association of Second Language Teachers and French for the Future.
* The purpose of this Table would be to: discuss common issues; facilitate the sharing of information, expertise, winning practices and solutions; and promote cooperation and collaboration among members.
* In 2018–2019, through the Explore intensive immersion program, no fewer than 5,901 young Francophones were given an opportunity, over five weeks, to develop their skills in their second official language by discovering another region of Canada.
* The Language Portal of Canada offers all Canadians a wide range of free writing tools, games and Government of Canada resources on various aspects of official languages.
* In 2018–2019, to help Canadians better communicate in both official languages, the Portal team created 3,332 new items, including games, articles, blog posts and social media messages.

# Official Language Exemptions

**Only persons appointed on a non-imperative basis to a bilingual position may be exempted from meeting official language proficiency requirements.**

Both imperative and non-imperative staffing are the responsibility of the Treasury Board Secretariat (TBS).

Imperative staffing is the norm:

“Bilingual positions are staffed by candidates who meet the language requirements at the time of their appointment to the position, except in exceptional staffing situations”, according to the *Directive on Official Languages for the Management of People* (section 5.2.3).

Exceptional situations where non-imperative staffing may be used are as follows:

* limited pool of bilingual candidates due to the highly specialized nature of the duties and knowledge of the position;
* insufficient number of applications received from members of either official language community.

Imperative staffing is mandatory for bilingual positions in the following situations (section 6.3.4) :

* for a limited period of time;
* for a position requiring technical or specialized language skills;
* for a bilingual position that is essential to provide service to the public or employees in both official languages.

In organizations subject to the *Public Service Employment Act*, imperative staffing is mandatory for executives except in the following situations (Appendix 2) :

* following a process open to the public to fill an indeterminate position;
* to an EX-01 level position;
* to a position in a unilingual region that does not involve the supervision of employees located in a bilingual region and occupying bilingual positions, or positions with different language requirements.

The choice of a non-imperative process must be justified in writing by the manager, who must ensure that measures are taken to ensure that the bilingual functions of the position are provided.

The TBS Directive stipulates that the provisions of the *Public Service Official Languages Exclusion Approval Order* apply when non-imperative staffing is used. The Directive specifies that these exclusions also apply to non-imperative transfers

**There are special circumstances where a unilingual person is excluded from meeting the merit requirement for official language proficiency in a non-imperative appointment.**The *Public Service Official Languages Exclusion Approval Order*, which is administered by the Public Service Commission (PSC), sets out three circumstances:

* an undertaking by a unilingual person to become bilingual within two years of the non-imperative appointment, by means of language training at public expense (section 3), with the possibility of an extension of two additional years if the criteria are met (*Public Service Official Languages Appointment Regulations*, section 7); and
* medical reasons due to a long-term and recurring physical, mental or learning impairment that prevents the person from acquiring, through language training and accommodation, the official language proficiency required for the bilingual position (section 4); and
* eligibility for an immediate annuity under the *Public Service Superannuation Act* within two years of his or her non-imperative appointment to a bilingual position and who submits his or her irrevocable resignation (section 5)

The *Public Service Official Languages Appointment Regulations* also clarify the roles and responsibilities of deputy heads in the context of an agreement to become bilingual (sections 4, 5, 6 and 7).

The PSC is solely responsible for approving requests for exclusion on medical grounds, following receipt of a recommendation from Health Canada or the Canadian Hearing Society.

The other two exemptions are the responsibility of deputy heads. Deputy heads must report these annually to the PSC through the Appointment Delegation and Accountability Instrument, Appendix D.

**Statistical Data on Exemptions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Year** | **Approved Medical Exemptions** | **Commitment to become bilingual over more than 2 years\*** | **Eligibility for Immediate Annuity** | **Non-Imperative Appointments\*\*** |
| **2019-2020** | 1 | 100 | 5 |  |
| **2018-2019** | 2 | 55 | 5 |  |
| **2017-2018** | 5 | 31 | 8 |  |
| **2016-2017** | 0 | 31 | 6 |  |
| **2015-2016** | 1 | 39 | 5 |  |
| **2014-2015** | 7 | 44 | 3 | 100 |
| **2013-2014** | 3 | 64 | 4 | 126 |
| **2012-2013** | 5 | 134 | 2 | 143 |
| **2011-2012** | 6 | 201 | 2 | 243 |
| **Total Over 9 Years** | 31 | 730 | 40 |  |
| **Average per Year** | 3 | 81 | 4 | 153 |

\*The PSC does not receive statistical data on commitments to become bilingual which meet the initial two-year period.

\*\* We stopped asking this question in 2014-2015 to reduce administrative burden

# Members Profile Standing Committee on Official Languages

**December 2020**

Emmanuel DubourgBourassa, QC (Liberal)   
Language Preference: French

Chair  
[Emmanuel Dubourg](https://emmanueldubourg.libparl.ca/about/?lang=en)

Fellow Chartered Professional Accountant with an Executive Master of Business Administration, Emmanuel Dubourg was a manager in the federal public service for 20 years. An international tax and audit consultant, as well as a guest speaker, he taught at several institutions before making the jump first to Quebec politics in 2007 and then to federal politics in 2013.   
  
Academic and professional background   
• Master’s in Business Administration (Executive MBA), 2000   
• Member of three professional accounting associations, 1987 (CA, CGA, CMA)   
• Bachelor’s in Accounting, UQÀM, 1985   
• Certificate in computerized management, 1984   
Professional experience   
• Manager, Canada Revenue Agency, (CRA) 1987-2007   
• Adviser, Office of the Deputy Commissioner and Office of the Assistant Deputy Minister at CRA   
• Guest speaker, Ordre des comptables professionnels agréés du Québec, 2006 and 2007   
• Professor, Université du Québec à Montréal since 2004, and Université du Québec en Outaouais, 2006   
• International tax and audit consultant, 2000-2002   
• Teacher, Institut des Hautes études, Mali, 2001   
• Teacher, CEGEP Montmorency, 1987-1990   
• Auditor, Coopers & Lybrand CA, cabinet de CA, 1985-1987   
Political experience   
• Elected Liberal Member of Parliament for Bourassa in 2013, re-elected in 2015 and 2019   
• Chair of the Standing Committee on Official Languages of Canada, 2020   
• Member of Canada-China Special committee, 2020   
• Member of the National Security and Intelligence Committee of Parliamentarians, 2017-2019   
• Member of the Ethics and Privacy Committee   
• Parliamentary Secretary to the Minister of National Revenue, 2015-2017   
• Critic for Economic Development – Quebec Region, 2014-2015   
• Critic for National Revenue, 2013-2015   
• Elected Liberal Member of the National Assembly for Viau in 2007, re-elected in 2008 and 2012   
• Parliamentary Assistant of two Finance ministers, 2008-2012   
• Vice-Chair of the Committee on Culture, 2007   
• Parliamentary Assistant to the Minister of Employment and Social Solidarity, 2007 Select achievements   
• Co-chair, Black Leaders Government Summit, 2016   
• Chair, Underground Economy Committee, 2016   
• Bill C-691 on family business transfer taxation, 2015   
• Co-chair of the Liberal Party of Canada's annual convention, 2014   
• Co-founder, CPA-Without-Borders, 2012   
• Government action coordinator following the earthquake in January 2010 in Haiti   
• Launched “Rencontres du bourg” on immigrant employment   
• Responsible for the tour on “Ageing of the Population and Retirement”   
• Investment for artificial soccer fields   
• MP sponsor for medical care of sickle cell disease   
Honours   
• Great Ambassador, Ordre des comptables professionnels agréés du Québec, (FCPA, FCA) 2014   
• Recipient, “Excellence in Politics” Trophy, African Canadian Achievement Awards, 2016   
• Recipient, Prix Paul-Déjean, Haïti Consulate, Montreal, 2015   
• Honours, Network of African Professionals, 2015   
• Recipient, Queen Elizabeth II Jubilee Medal, 2013   
• Top 20 Diversity personalities, 2013   
• Recipient, Performance Award, Université du Québec à Montréal, 2006   
• Recipient, Emeritus Certified Accountant, 2006   
• Laureate, Black History Month, 2006   
• Recipient, Governor General of Canada Medal, 1992   
• Recipient, Innovation and Excellence Award, Canada Revenue Agency, 1992   
  
His slogan is “Avèw Map Maché,” (“By your side.”)

**Topics raised by Mr. Dubourg in the House of Commons or at committee that is of interest to the Public Service Commission.**

* Black business owners
* Black Canadians

**House of Commons**

**Black business owners**

* September 30, 2020  
  Mr. Speaker, the government acknowledges that a long history of racism, discrimination and prejudice against Black people has had a serious impact on these communities.  
    
  Business communities rely on informal support systems or family members, friends and other Black business owners for help. The pandemic has highlighted and magnified the inequalities that Black business owners face. As the throne speech acknowledged, there is work still to be done.

I congratulate my government for announcing the new $211-million Black entrepreneurship program. The Prime Minister of Canada, the member of Parliament for Papineau, met with several members of Black communities.

**Black Canadians**

* February 3, 2020Mr. Speaker, Saturday was the first day of Black History Month 2020. I look forward to participating in events that celebrate and honour the legacy of black Canadians in Canada.  
    
  This year's theme is “Canadians of African Descent: Going Forward, Guided by the Past”. Let us learn more about the important role of black Canadians.  
    
  Could the Minister of Diversity and Inclusion and Youth please update the House on the efforts our government has taken to invest in black communities?

**Committee**

* Nil

Steven BlaneyBellechasse—Les Etchemins—Lévis, Qc (Conservative)   
Language Preference: French

Vice-Chair

[Steven Blaney](https://www.conservative.ca/team-member/steven-blaney/)

**Steven Blaney** was born in Sherbrooke and he grew up in Sainte-Marie-de-Beauce. Steven lives in Lévis, and he’s married to Marie Bouchard, they have two kids, William-Antoine and Alexandra. He graduated from Sherbrooke University and became a civil engineer in 1988 and he completed a Master’s Degree in Business Administration in Lévis in 2012.

After he completed his studies, he’s worked as a consultant, an entrepreneur developing urban infrastructure and environmental technology. Steven has been an active member of the most important group of environment professionals in in Canada, ‘’Réseau Environnement’’, and he presided over the Chapter of Québec-Chaudière-Appalaches from 2003 to 2006.

Elected for the first time to the House of Commons in 2006, he was re-elected in 2008 and in 2011 as MP for Bellechasse–Les Etchemins–Lévis. Steven Blaney wants to contribute to the sustainable development of his riding. He’s proud to represent such a dynamic and diversified community, and he dedicates himself with passion to the service of his constituents.

Following his first election, Steven Blaney was appointed Vice-President of the Quebec Conservative Caucus. In October 2008, he became the President. He was a member of several House Commitees including; Indian Affairs, Transport, Infrastructure and Communities. Given how important the Afghanistan Mission was, Steven joined the Defence Committee and participed on a trip to Kandahar in January 2006. On May 31th, 2007, Steven Blaney was given the responsibility to preside over The Standing Committee on Official Languages aimed at promoting linguistic duality everywhere in the country. Steven was also a member of the Canada-France Interparliamentary Association.

Following the 2011 elections, Steven Blaney was appointed Veterans Affairs Minister. In February 2013, he received the additional responsibility of ‘’La Francophonie’’. In July 2013, Steven Blaney becomes Public Safety and Emergency Preparedness Minister.

**Topics raised by Mr. Blaney in the House of Commons or at committee that is of interest to the Public Service Commission.**

* Official language Act

**House**

**Official Language Act**

* November 25, 2020  
  We were both at the Standing Committee on Official Languages meeting yesterday. We passed a motion stating that the modernization plan must be tabled this year. All the communities that belong to the Fédération des communautés francophones et acadienne du Canada and the Quebec Community Groups Network, including your own community, are calling for modernization.
* The French language, one of our two linguistic engines is facing some significant challenges. The decline of the French language affects our linguistic duality and goes to the very heart of our Canadian identity, which is why this debate is so important.
* We are facing many challenges when it comes to the language, whether it is the spoken language, language of work, language of instruction or language of signage.
* We have also submitted solid recommendations for modernizing the Official Languages Act. These are five elements for ensuring that across the country, not just in Quebec, linguistic minority communities and the anglophone community can continue to move forward to maintain our linguistic vitality and linguistic duality which, as I was saying, is an integral part of our Canadian identity.

**Committee**

* Nil

Mario BeaulieuLa Pointe-de-l'Île, Qc (Bloc-Québécois)   
Language Preference: French

Vice-ChairBio not available.

Former leader of the Bloc-Québécois.

**Topics raised by Mr. Beaulieu in the House of Commons or at committee that is of interest to the Public Service Commission.**

* Federally regulated businesses
* Bill 101
* French in the federal public service
* Work in French

**House**

**Federally regulated businesses**

* November 25, 2020  
  Will the government choose to act by voting with the Bloc Québécois to apply Bill 101 to federally regulated businesses?
* Then he brought in the Official Languages Act at a time when francophones were suffering significant economic discrimination and when French was very much in retreat. When it comes to official languages programs, all the money goes exclusively to supporting English.
* Second, the principle behind the Official Languages Act runs counter to Bill 101, which is based on a model focused more on collective and territorial rights, meaning that, in a given territory, there needs to be a common language in order to integrate newcomers. In contrast, the Official Languages Act model promotes institutional bilingualism and sends newcomers the message that they can adopt the language of their choice.
* The federal government is constantly pushing for the services to be in English. People tell themselves that they are in Canada, where the majority speaks English, and they believe that they have the choice to be served in French or in English. There is no doubt that those who are more drawn to English tend to choose that language and we only manage to attract people who are already francophone.

**Bill 101**

* November 17, 2020  
  In the Speech from the Throne, the government promised to protect French in Quebec, but the Official Languages Act encourages services in English and institutional bilingualism. That is why the federal government constantly guts Bill 101.
* According to a recent Leger poll, two-thirds are worried about the state of French in Quebec and would support laws to better protect their common language. That being said, it is fairly clear that not every Quebecker is worried about this. The hon. member for Saint-Laurent, who prefers English to French, thinks everything is fine.
* There is only one official language in Quebec, only one language that is under threat, and that is French.
* Will the government finally wake up after 50 years? Will it apply Bill 101 to federally regulated businesses and make knowledge of French a requirement for citizenship in Quebec?

**French in the federal public service**

* October 27, 2020  
  Mr. Speaker, the pandemic is a convenient scapegoat for the declining use of French in the federal public service. The shift to remote meetings was all it took for French to disappear from both meetings and documents. Public servants are sounding the alarm because their work environment is going downhill.
* Francophones are not second-class citizens. How will the government ensure that francophones in the federal public service can work in French?

**Work in French**

* February 4, 2020  
  All Quebeckers have the right to work in French, Mr. Legault is demanding that federally regulated businesses be subject to Bill 101.

**Committee**

Nil

René ArseneaultMadawaska—Restigouche, NB (Liberal)   
Language Preference: French / English

[Rene Arseneault](https://pm.gc.ca/en/parliamentary-secretaries/rene-arseneault)

Parliamentary Secretary to the Minister of Economic Development and Official Languages (Atlantic Canada Opportunities Agency and Official Languages)

Madawaska—Restigouche

René Arseneault was first elected as the Member of Parliament for Madawaska—Restigouche in 2015.

A lifelong resident of the community and father of three, Mr. Arseneault has a deep understanding of local issues and the interests of his fellow residents.

A lawyer specializing in corporate law and civil litigation for more than 20 years, Mr. Arseneault established his own practice in 1996 with his spouse, Michèle Pelletier. He is fully bilingual, and a singer-songwriter and musician. He has also been involved in youth sports development for many years, specifically as a soccer and volleyball coach and assistant coach, and as a volunteer with the Jeux de l’Acadie.

From a young age, Mr. Arseneault has been involved in his community. Throughout his career, he has never hesitated to provide pro bono legal services to organizations in his region dedicated to economic, cultural, and community development.

In the 42nd Parliament, Mr. Arseneault was a member of the Special Joint Committee on Physician-Assisted Dying. He also sat on the Standing Committee on Industry, Science and Technology, the Standing Committee on Official Languages, and the Standing Committee on Public Accounts.

Mr. Arseneault holds a Bachelor of Social Sciences with a major in Economics and a minor in Political Science, and a Bachelor of Laws from the Université de Moncton.

**Topics raised by Mr. Arseneault in the House of Commons or at committee that is of interest to the Public Service Commission.**

* Acadian assimilation
* Public Service / Public Servants

**House**

**Acadian assimilation**

* November 25, 2020  
  As an Acadian, I am well aware that my community unfortunately has a head start on Quebec when it comes to linguistic assimilation and the decline of the French fact, at least in our respective communities.

**Public Service / Public Servants**

* November 17, 2020
* Madam Speaker, it goes without saying that official languages are at the heart of who we are as a country and that respect for our official languages is vitally important to our government, including in times of crisis.
* Our commitments aim to deliver federal services in accordance with official languages obligations, as well as to create and maintain a work environment that is conducive to the use of English and French.
* One thing is clear: The COVID-19 crisis exposed a number of challenges we need to overcome, especially when it comes to communications with and services to the public. The federal public service adapted, and practices evolved very rapidly.
* Innovative practices were introduced, and we expect them to remain in place and have a more permanent influence on how the public service does things. These include decentralized work organization, new communication needs, the use of digital collaboration platforms, and so on.
* I commend my colleague from Mégantic—L'Érable, and I want to assure him and all members of the House that we will keep working closely with the Commissioner of Official Languages and his officials to protect the language rights of Canadians and public servants in this unprecedented time.
* We believe Canadians are proud to know that they have the right to learn and speak their official language and to make it a part of their identity. The same goes for the public service. As Canadians and as Acadians, we also recognize that French and English are at the very core of our identity and that they are tools we can use to build bridges between us all.
* Our government and public servants are taking proactive measures to ensure respect of our two official languages. We react quickly and firmly to compliance issues and remind federal institutions of their official languages obligations.  
  **Committee**
* Nil

Niki AshtonChurchill—Keewatinook Aski, Man. (NDP)   
Language Preference: English

[Niki Ashton](https://nikiashton.ndp.ca/)

Niki was first elected as MP for Churchill–Keewatinook Aski in 2008 when she was 26, and lives in her hometown of Thompson. She serves as the NDP’s Critic for Transport, and Deputy Critic for Women and Gender Equality.

Niki believes in true reconciliation with Indigenous peoples. She is proud to work to bring together Indigenous peoples, students, labour, the LGBTQI2S+ community, and women in the pursuit of justice.

Niki is a strong voice in Ottawa for change because she’s unafraid of challenging the status quo. She’s fought hard to end crushing student debt, expand health care to include pharmacare and dental coverage, and protect the environment.

**Topics raised by Ms. Ashton in the House of Commons or at committee that is of interest to the Public Service Commission.**

**House**Nil

**Committee**

* Nil

Marc DaltonMeadows—Maple Ridge, BC (Conservative)   
Language Preference: English

[Marc Dalton](https://www.conservative.ca/team-member/marc-dalton/)

Marc is a high school teacher who has served two terms as a Member of the Legislative Assembly advocating for his constituents. Marc was raised in a Royal Canadian Air Force family. He also served in the Canadian Armed Forces and is a member of the Royal Canadian Legion, Branch 88. Marc is Indigenous (Métis) and was Parliamentary Secretary to the Minister of Aboriginal Relations in one of his portfolios. He has a Bachelor’s Degree in French and History and a Master’s Degree in Educational Leadership, both from Simon Fraser University.

On his mother’s side, Marc is French-Canadian and speaks the language. He was designated President of the non-partisan Assemblée Parlementaire de la Francophonie and was the Legislative representative for British Columbia’s Francophones at both provincial and national events. Since his youth, Marc has volunteered for non-profit organizations such as with our local food bank and the Salvation Army as an outflow of his desire to support people. He is active in his local community church and is a former pastor.

Marc is proud of his public record standing up for residents and getting things accomplished locally and provincially: a new school in Albion, four-laning of Highway 7 between Maple Ridge and Mission, funding for many local organizations, housing for low-income seniors, an MRI machine for Ridge Meadows Hospital, more ambulances, a fitness tax break for families with children, restoration of school-busing and the list goes on. Marc is known for his tenacity and genuine concern for people. Marc gets things done and his years of experience as an MLA will help him to more effectively serve the residents of Maple Ridge and Pitt Meadows as a Conservative Member of Parliament.  
Marc has been married to his wife Marlene for thirty-four years. They have three adult children.

**Topics raised by Mr. Dalton in the House of Commons or at committee that is of interest to the Public Service Commission.**

**House**

* Nil

**Committee**

* Nil

Terry DuguidWinnipeg South, Man. (Liberal)   
Language Preference: English / French

[Terry Duguid](https://pm.gc.ca/en/parliamentary-secretaries/terry-duguid)

Parliamentary Secretary to the Minister of Economic Development and Official Languages (Western Economic Diversification Canada) and to the Minister of Environment and Climate Change (Canada Water Agency)

Winnipeg South

Terry Duguid was first elected as a Member of Parliament for Winnipeg South in 2015.

With a diverse background in civic government, business, and environmental leadership, Mr. Duguid has shown a strong commitment to public service throughout his career. In 1997, he founded Sustainable Developments International, a firm specializing in environmental management, sustainable development, transportation, and international affairs consulting. In 2000, he was named Chairman of the Manitoba Clean Environment Commission, and, in 2004, he became President and CEO of the International Centre for Infectious Diseases, a non-profit research organization he helped to create.

In addition to his professional career, Mr. Duguid has devoted considerable time and effort to his community. He served as Executive Director of the Manitoba Climate Change Task Force in 2001, as Chair of the Nature Task Force in 2003, and as a member of the Manitoba Emissions Trading Task Force in 2004.

Mr. Duguid has a lifelong interest in science and its role in the betterment of society. He earned first-class honours while obtaining his Bachelor of Science degree in Biology, and holds a Master of Environmental Design degree focused on tackling the crucial issues of water quality, ozone depletion, and acid rain.

He and his wife Linda have two daughters.

**Topics raised by Mr. Duguid in the House of Commons or at committee that is of interest to the Public Service Commission.**

**House**

* Nil

**Committee**

* Nil

Bernard GénéreuxMontmagny—L'Islet—Kamouraska—Rivière-du-Loup, QC. (Conservative)   
Language Preference: French / English

[Bernard Généreux](https://www.conservative.ca/team-member/bernard-genereux/)

Bernard Généreux and his wife Tracy have two children, Tristan and Kaïla, and are also grandparents to several wonderful grandchildren. While enjoying his family life, in 1993 his entrepreneurial spirit led him, with his associate, to create the company BASE 132.

A man close to the people and driven by the duty to serve, he was elected as mayor of the town of La Pocatière in 2005. Bernard Généreux started his career in federal politics soon after, and has since become part of the large conservative family for 12 years.

First elected from 2009 to 2011, he remained active in the Conservative Association and was re-elected in the 2015 elections as the MP for Montmagny—L’Islet—Kamouraska—Rivière-du-Loup. He was also a member of the board and executive committee of the Port of Quebec from 2011 to 2014. Recognizing his personal qualities and his leadership, his colleagues nominated him president of the Conservative Caucus of Quebec during his most recent term. He was also named Official Languages Critic.

Holding his name proudly, Mr. Généreux is known for being positive, open to others and involved in his area. He has been involved in several positions of honour relating to causes close to his heart, such as men’s health, end-of-life care, organ donation, and the fight against cancer.

**Topics raised by Mr. Généreux in the House of Commons or at committee that is of interest to the Public Service Commission.**

* Standing Committee on Official Languages
* Public Servants
* Bilingual bonus

**House**

**Standing Committee on Official Languages**

* November 25, 2020  
  I have been a member of the Standing Committee on Official Languages since 2009. I was not there from 2011 to 2015, but I came back in 2015 and I have been there since then.
* The Standing Committee on Official Languages made representations a number of times. Reports were submitted by both the House of Commons Standing Committee on Official Languages and the Standing Senate Committee on Official Languages. Many letters were sent to the minister, even in recent months. I found that out from various committee members, including the deputy chair and the chair.

**Public Servants**

* July 8, 2020  
  Can the President of the Treasury Board tell us how many public servants are currently working for the government?

**Committee**

**Bilingual bonus**

* November 13, 2020  
  On the other hand, even within the federal government, I see more and more public servants receiving bonuses or financial benefits because they achieve a fairly high bilingualism rating.
* This brings me to your maturity model. Is there a potential mechanism to ensure that, in a department where your maturity or self-assessment model is not being valued, some form of constraint or restriction can be imposed on some of the benefits that people with a certain pay scale or certain bonuses have for a service they're required to provide but may not be providing in many cases?

Marie-France LalondeOrléans, On. (Liberal)   
Language Preference: French

[Marie-France Lalonde](https://www.facebook.com/notes/955539774622825/)

Marie-France has called Orléans home for 19 years. She lives with her husband, daughter, and their three rescue cats. Before entering politics, Marie-France was a social worker at CHEO and the Ottawa Hospital. She also built, owned, and operated a retirement community here in Orléans. She proudly serves as Minister of Francophone Affairs and Minister of Community Safety and Correctional Services.

**Topics raised by Ms. Lalonde in the House of Commons or at committee that is of interest to the Public Service Commission.**

* Franco-Ontarians

**House  
Franco-Ontarians**

* September 25, 2020  
  Mr. Speaker, today, the Franco-Ontarian community comes together to celebrate and recognize the unique history of Franco-Ontarians and the key contributions they have made to Ontario and to our entire country.
* As a proud Franco-Ontarian, I want to join my colleagues in calling for everyone to celebrate our culture, our heritage and our French language. Let us continue to promote and recognize how much the francophone community has contributed to Ontario and to our country as a whole.

**Committee**

* Nil

Patricia LattanzioSaint-Léonard—Saint-Michel, Qc. (Liberal)   
Language Preference: English / French

[Patricia Lattanzio](https://patricialattanzio.libparl.ca/about/?lang=en)

Patricia Lattanzio was elected as Member of Parliament for Saint-Leonard – Saint-Michel in the 2019 federal election. She is a member of the Standing Committee on Official Languages, the Standing Committee on Access to Information, Privacy and Ethics, as well as the Special Committee on the COVID-19 Pandemic. As a mother of three, entrepreneur and community leader, Patricia works hard to ensure that her community thrives. Passionate about Canadian politics from a young age, Patricia began her studies in Political Science, obtaining a bachelor’s degree from McGill University. She later obtained a Bachelor of Law from the University of Quebec in Montreal. Driven by an entrepreneurial fiber, Patricia started her own legal firm where she counselled and represented members of her community on various legal matters.

In 2007, Patricia was elected as a trustee for the English Montreal School Board and then re-elected in 2014. As a trustee, she represented the English language minority community and, on its behalf, presented briefs before the Quebec National Assembly. From 2014 to 2019, Patricia was elected Chairperson of the Comité de gestion de la taxe scolaire de l’île de Montréal where she engaged the participation of and worked collaboratively with the chairpersons and commissioners of the five school boards on the island of Montreal.

In 2015, she was elected in a by-election and then re-elected in 2017 for a second term as a city councillor for the district of Saint-Leonard East. As a city councillor she advocated for her constituents on issues such as quality of environment, durability and sustainability of infrastructures and policies regarding the well-being of children. At Montreal City Hall, Patricia served as Vice-Chairman of the Commission on the Inspector General and was the Official Opposition Critic for files regarding Road and Water Infrastructures, Electrical Services, and Legal Affairs.

As a member of the Italian community, Patricia understands the importance of diversity and is committed to be the voice of all the cultural communities that form the beautiful mosaic that is the riding of Saint-Leonard - Saint-Michel.

**Topics raised by Ms. Lattanzio in the House of Commons or at committee that is of interest to the Public Service Commission.**

**House**

**Black History Month**

* **February 7, 2020**

Madam Speaker, in this Black History Month, and as a woman, I want to highlight the extraordinary contributions of a woman of Haitian origin who is not known to most people but is very popular in my riding of Saint-Léonard—Saint-Michel. I am referring to Felicidades Joseph.

**Committee**

Nil

Soraya Martinez FerradaMember of Parliament

Hochelaga, Qc. (Liberal)   
Language Preference: French / English

[Soraya Martinez Ferrada](https://pm.gc.ca/en/parliamentary-secretaries/soraya-martinez-ferrada)

Parliamentary Secretary to the Minister of Immigration, Refugees and Citizenship

Hochelaga

Soraya Martinez Ferrada was first elected as the Member of Parliament for Hochelaga in 2019.

A resident of the east end of Montréal since she came to Canada in 1980, Ms. Martinez Ferrada has deep roots in the community.

For over twenty years, she has gained experience in communications and project development through her involvement in community, cultural, and political action. She created the very first cultural and socio-professional integration program at TOHU, a unique example of sustainable development in Montréal.

Ms. Martinez Ferrada was involved in municipal politics for more than 10 years. In 2005, she was elected as a city councilor for Saint-Michel and was appointed to the Executive Committee as the Associate Advisor for Culture. From 2015 to 2018, she served as Chief of Staff and senior advisor to the Minister of Canadian Heritage.

**Topics raised by Ms. Martinez Ferrada in the House of Commons or at committee that is of interest to the Public Service Commission.**

* French in Montreal
* National Francophone Immigration Week
* Black History Month
* Francophone immigration

**House**

**French in Montreal**

* November 25, 2020  
  The use of French is declining in Montreal, and that worries me. It worries all of us here in the House. In Quebec, French is being used less as the primary language spoken or language of work. More and more stores are greeting customers in a language other than French. As a Montrealer, a Quebecker and a francophone, I find this worrisome.

**National Francophone Immigration Week**

* November 19, 2020  
  As members may know, November 1 to 7, 2020, was National Francophone Immigration Week, an opportunity to recognize the contributions of francophone newcomers and draw attention to the vitality of francophone communities outside Quebec.
* The government firmly believes that all newcomers, including francophone immigrants, contribute to Canada's vitality. As a result, we must create welcoming and inclusive communities for francophone newcomers and provide them with customized support in a timely manner so that they integrate into and build ties with these communities.
* I am proud of the measures that Canada has been taking to attract francophone immigrants, and despite the pandemic, I remain confident that francophone minority communities in Canada will continue to attract and welcome newcomers and help them integrate.

**Black History Month**

* February 4, 2020  
  Mr. Speaker, every February, Black History Month gives Canadians an opportunity to celebrate the heritage and contributions of the black community. Today, I would like to acknowledge some extraordinary black women who have helped create a diverse and inclusive Canadian society.

**Committee**

**Francophone immigration**

* March 12, 2020  
  As you said, governments and communities have set a goal of 4.3% francophone immigration by 2023. This is an ambitious challenge. I think the percentage is currently about 2.3% or 2.4% of the objective.
* Can you talk more about the government's policies for the integration of immigrants into minority language communities? What measures can we take to increase the number of immigrants entering the country? Not only do we need to work on integration in the communities, but above all we need to increase the number and the pool because the demographic weight of francophone communities is decreasing.

John WilliamsonNew Brunswick Southwest, On. (Conservative)   
Language Preference: English / French

[John Williamson](https://www.conservative.ca/team-member/john-williamson/)

John Williamson has over 20 years of experience in public policy research. He was the Member of Parliament for New Brunswick Southwest until 2015. Prior to his election to the House of Commons in 2011, Mr. Williamson worked as the Director of Communications in the Office of the Prime Minister.

In 2016, Williamson launched Canadians for Affordable Energy to promote the benefits of energy affordability. He was National Director of the Canadian Taxpayers Federation (CTF) from January 2004 to September 2008, and CTF Ontario Director from September 2002 to December 2003. He has also worked for the Atlantic Institute for Market Studies, is a past Fellow with the Manning Centre for Building Democracy and Senior Fellow with the Fraser Institute.

Williamson is a former National Post editorial writer and founding member of the newspaper’s editorial board. He graduated from McGill University with a bachelor’s degree and earned a master’s degree in economic history from the London School of Economics.

John is married to Commander Kelly Williamson, RCN, and splits his time between their home in Saint Andrews and wherever Kelly is serving (except the dangerous deployments).

John is a former National Post editorial writer (1998-2001) and founding member of the newspaper’s editorial board.

He has a master’s degree in economic history from the London School of Economics and earned a bachelor’s degree from McGill University after graduating from Fredericton High School.

In 2012, John met the love of his life, Kelly. Kelly Williamson is a Commander in the Royal Canadian Navy who has served both at sea and ashore and also worked with the Canadian Army, Special Operations Forces Command, and Canada’s Disaster Assistance Response Team. In 2018, Kelly was invested into the Order of Military Merit.

John & Kelly have a sweet baby girl: Charlotte Tessa Abbigail Williamson. She was born on July 2, 2020. They live in St. Andrews with the family’s Cairn terrier Teddy. Teddy is from Harvey, New Brunswick.

**Topics raised by Mr. Williamson in the House of Commons or at committee that is of interest to the Public Service Commission.**

**House**

* Nil

**Committee**

* Nil

# [Information for human resources specialists: Coronavirus disease (COVID-19)](https://www.canada.ca/en/public-service-commission/information-human-resources-specialists.html)

# [Questions and answers for human resources specialists: Coronavirus disease](https://www.canada.ca/en/public-service-commission/information-human-resources-specialists/questions-answers-human-resources-specialists.html)

# [(COVID-19)](https://www.canada.ca/en/public-service-commission/information-human-resources-specialists/questions-answers-human-resources-specialists.html)[New second language tests: Coronavirus disease (COVID-19)](https://www.canada.ca/en/public-service-commission/information-human-resources-specialists/second-language-evaluation-covid-19/new-second-language-tests-covid19.html)[Amended conditions for the use of COVID-related measures for second](https://www.canada.ca/en/public-service-commission/corporate/about-us/letters-heads-human-resources/conditions-use-covid-related-measures-20-14.html)

# [language assessment (20-14)](https://www.canada.ca/en/public-service-commission/corporate/about-us/letters-heads-human-resources/conditions-use-covid-related-measures-20-14.html)[New Public Service Commission unsupervised test of reading comprehension for level B or C (20-13)](https://www.canada.ca/en/public-service-commission/corporate/about-us/letters-heads-human-resources/new-unsupervised-test-reading-comprehension-level-b-c.html)

1. A bilingual applicant is defined as an individual that self-assessed their language proficiency *as intermediate or higher* in both official languages. [↑](#footnote-ref-1)
2. Official language minority applicants refers to French-speaking applicants outside of Quebec and English-speaking applicants within Quebec [↑](#footnote-ref-2)