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**CONSULTATIONS
PANCANADIENNES
SUR LES LANGUES
OFFICIELLES 2016**

**2016
CROSS-CANADA
OFFICIAL LANGUAGES
CONSULTATIONS**



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BACKGROUND AND OVERVIEW OF THE PUBLIC CONSULTATIONS

On June 17, 2016, the Minister of Canadian Heritage (the Minister), the Honourable Mélanie Joly, announced the launch of the Cross-Canada Official Languages Consultations 2016 (the Consultations). These consultations were intended as a first and important step in her commitment to develop a new multi-year action plan for official languages. The Consultations ended on December 8, 2016.

Prior to the public consultations, pre-consultations were held (May 17, 2016 in French, and May 19, 2016 in English) with representatives from key stakeholder organizations for official language minority communities (OLMCs) to discuss and improve the proposed approach. These two meetings were chaired and led by the Parliamentary Secretary to the Minister of Canadian Heritage (the Parliamentary Secretary), Mr. Randy Boissonnault. These two meetings were productive and gave representatives a chance to contribute to the process.

The Consultations were split up into components, including a large public component in which Canadians, interested parties and stakeholders took part.

It was in this context that 22 roundtables were held across Canada from June to November 2016 with 352 participants. For each roundtable, the media attended and were welcome as observers, and six of them were interactive and webcast live on the Internet.

An online survey also gave Canadians a chance to share their views on official languages. When the survey ended on December 8, some 6,375 people had taken part. Canadian Heritage (PCH) also received and catalogued more than 100 briefs and written submissions from organizations and interested individuals.

To expand the Consultations, the Minister also encouraged members of Parliament to hold their own local consultation sessions. A number of MPs held town halls in their respective ridings and sent the Minister a report of the discussions with the citizens they represent.

On December 8, 2016, in Ottawa, initial findings from the Consultations were presented to the heads of networks of organizations that represent minority communities and work to promote linguistic duality. The event, which was chaired by the Minister and her Parliamentary Secretary, was attended by 117 people.

The following pages report on the public component of the Cross-Canada Official Languages Consultations 2016 and presents key findings from the roundtables, the online survey, and various briefs and written submissions received by PCH.

The information and expertise collected and shared for this process will be used in coming months to develop the Action Plan for Official Languages, which will come into force in April 2018.

ROUNDTABLES

Twenty-two bilingual roundtables with simultaneous interpretation were held across Canada, in provincial and territorial capitals and in key cities for English and French minority communities. The roundtables brought together official language minority community stakeholders, second-language learning advocates, as well as public, private, and non-profit sector stakeholders who work with the general public.

A total of 352 participants attended the roundtables, which were open to the media and the general public. Over 130 observers attended the roundtables [see list of participating organizations by table, Annex A].

The roundtables were chaired by the Minister or her Parliamentary Secretary. Ministers Bardish Chagger ([Small Business and Tourism](#)), Ralph Goodale (Public Safety and Emergency Preparedness), Marie-Claude Bibeau (International Development and La Francophonie), Scott Brison (Treasury Board), Dominic Leblanc (Fisheries, Oceans and the Canadian Coast Guard), and Kent Hehr (Veterans Affairs and Associate Minister of National Defence) were also present at some of

them. Several MPs from all parts of Canada also attended the roundtables.

To encourage public participation, six roundtables were webcast live on the Internet so Canadians could follow or watch the discussions and comment online. The webcast fostered the participation of the Canadian public in discussions at the roundtables. The roundtables also generated considerable social media activity, especially on Twitter: #Lang2016.

All roundtables used certain key issues as a starting point, though discussion was not limited to these. All discussions were recorded and transcribed for analysis to help develop the next multi-year action plan for official languages.

The roundtable discussions, along with feedback received via webcast or Twitter (#lang2016) during the roundtables, helped identify issues and challenges, potential lines of action, and success stories—all of which can be used to develop the next multi-year action plan for official languages.

The following is a **thematic overview of comments heard** during the roundtables held from June to November 2016.



BILINGUALISM, RAPPROCHEMENT, AND THE CANADIAN FRANCOPHONIE

- **Living in French everywhere in Canada.** Themes raised at the roundtables included the importance of creating living areas and spaces, both physical and virtual/digital, where Francophones living in minority communities, Francophone immigrants settling in Francophone communities, Francophiles and people learning French as a second language can gather, meet one another and have discussions.
- The Canadian Francophonie, relations between Quebec and Canada's Francophone minority communities, and the role of the Government of Canada in regards to Quebec's language situation were discussed at some roundtables.
- **French, a public language.** Participants said it is necessary to find various ways to make French more visible in the public space across Canada in order to make it a public language. Making French more visible in Canada's public spaces would give Francophones and Francophiles a greater sense of pride and belonging, which would eventually help improve the vitality of French-language minority communities. Among other things, it would allow to better reach young people and newcomers whose first official language spoken is French while creating multiple opportunities for learners of French as a second language to discover and appreciate the richness of the French language and culture.
- Greater visibility for French throughout Canada would promote rapprochement between neighbouring minority and majority communities, between minority communities themselves, and between Francophones in Quebec and elsewhere in Canada—which could in time reduce linguistic insecurity for Francophones in and outside Quebec, all of whom are sensitive to their linguistic minority status in Canada and North America.
- **Promotion of bilingualism and the two official languages.** Strong leadership from the Government of Canada is needed to: promote, to the general public, a shared vision of linguistic duality as a Canadian value rooted in our identity and history; make French- and English-language majorities aware of the existence, contributions, and language rights of minority communities; and raise awareness of the benefits of bilingualism and foster greater appreciation of the cultures of the other official language. The idea of a federal campaign to promote bilingualism to the general public was frequently cited as a preferred mechanism. It was also suggested that we make it easier to promote and support bilingualism among majority-language public and private organizations and businesses.
- **Learning the second official language.** The offer of learning opportunities clearly has not kept up with growing demand in many regions, especially for French second-language learning. All children and young people who want learn the second official language should have a chance to do so anywhere in Canada. More resources are needed, in particular more qualified French-second-language teachers. Mobility barriers between provinces and territories pose a problem for teacher recruitment.
- French-language cultural content is not sufficiently integrated in French-second-language instruction. These links would make second language learning more attractive and interesting than its mere academic or career benefits. We must create more training opportunities to practise and experience French outside school or training spaces, so that young people and adults have access to cross-

cultural experiences that foster greater appreciation of the realities of the second official language and rapprochement between English-speakers and Francophones. Disseminators of French cultural content (broadcasters, festivals, theatres, etc.) could play a greater role in this regard.

- Exchange, scholarship, language monitor, internship, and work experience programs should be expanded and provide more places. Support for an online second-language learning service was also suggested. Other participants called for greater support for partnerships between organizations promoting second-language learning and rapprochement between English-speakers and Francophones and those representing OLMCs.
- **Culture.** Disseminators of majority-language cultural content would want to be able to create projects and set up partnerships with cultural stakeholders of the minority in order to expose their publics more to the richness and diversity of cultural products in the other official language.

- The use of Information and Communication Technology (ICT) and the Web, as well as the shift to digital technology, present superb opportunities—especially if they help support the innovation, creation and dissemination of local cultural content, the promotion of artists, and the preservation of the communities’ heritage.

- It is hoped that the Government of Canada will support the promotion and dissemination of more minority-language cultural content to the majority-language public, including to help reduce language barriers and foster rapprochement. *(Cultural and media stakeholders who took part in the roundtables were encouraged to participate in large numbers to public consultations on Canadian content in a digital world.)*

- **Immigration and diversity.** For many newcomers who were already multilingual, learning the second official language made sense and was not perceived as a burden. However, they don’t understand why some Canadians show persistent resistance to bilingualism.

ENGLISH-SPEAKING AND FRENCH-SPEAKING MINORITY COMMUNITIES: COMMON ISSUES

- **Funding and community development.** A number of stakeholder organizations in various fields (community development, health care, justice, literacy, immigration, heritage and culture, women’s groups, etc.) noted that their current base funding was no longer sufficient. Some have had to shut down or are in precarious situations. Organizations are struggling to maintain services and cannot reach all members of the communities they represent. The situation is similar for organizations that promote linguistic duality and encourage

people to learn the second official language. The potential for growth and development of minority communities is therefore compromised by a lack of capacity and sufficient resources.

- It was proposed that the government of Canada support the set up of community foundations in order to make the organizations more financially autonomous.
- Project funding and the administrative burden for funding applications and

reporting is causing fatigue within organizations. Recruiting the next generation of staff and volunteers is also an issue. Several stakeholders called for multi-year, stable and predictable base funding. Of particular note was a comment that some organizations may no longer have a reason to operate, and that base funding could be reviewed for community network organizations.

- The announcement by PCH of delegated authority to approve funding allocations of less than \$75,000 dollars and the use of multi-year grants has been well received.
- **Infrastructure.** A need for community spaces (some communities still have no meeting spaces), schools equal in quality to those of the majority, gymnasiums, daycares, and postsecondary institutions, as well as resources to integrate and use new technology and make the shift to digital was noted in many regions. Resources to maintain and upgrade current infrastructure and to procure equipment were also requested.
- **Community media.** It was noted that community media remain essential to the vitality of communities. They stressed that while the digital shift is important, the print version of community newspapers—which is still popular with aging or remote clientele—must be maintained. The decrease in advertising purchases by federal institutions has been very harmful to a number of community newspapers and radio stations, many of which have faced tough choices due to declining ad revenues. Some participants called for base funding for community media.
- **Government services and active offer of service.** Access to federal, provincial and municipal government services in the language of the minority remains a problem in various areas according to many

participants. The offer of provincial services in French was particularly insufficient. The active offer of services in French, whether visual and in person, is requested and seen as essential to encourage Francophones to request services in their own language (e.g., in federal, provincial or municipal offices, in hospitals). The private sector could also be encouraged to adopt and display an active offer of services in both official languages.

- **Intergovernmental cooperation and accountability.** There must be greater intergovernmental collaboration between the three levels of government.
- A number of stakeholders from OLMCs said accountability and reporting for intergovernmental agreements was not sufficiently transparent in the areas of education, health care, and the labour market, among other things. Representatives of the OLMCs want to know how the provincial and territorial governments spend the funds that are supposed to be allocated to services in the official language of the minority. All agreements between federal institutions and the provinces or territories should have more robust language provisions, and the federal government should ensure compliance with these clauses.
- **PCH's horizontal coordination role.** Some stakeholders pointed out the importance of PCH's role in the horizontal coordination of official languages in the federal government. They also said that all federal institutions must do their part to support the development of OLMCs and to ensure the services in both official languages.
- **Access to federal funding.** It remains hard for English-speaking and Francophone minority organizations to access the funding of certain federal programs due to systemic barriers. These funding programs should be more flexible to take into account the unique realities of OLMCs.

- **Technology.** ICT provides new interaction opportunities, especially for communications, collaboration and remote training. However, it remains complementary to other tools and cannot alone make up for a lack of resources. The use of translation technology was discussed at some roundtables. Some stakeholders noted that access to technology, especially high-speed Internet, was difficult in remote areas and the far North.
- **Health care.** Problems accessing health care services in the language of the minority, whether English or French, were discussed at some roundtables, though progress made in recent years was acknowledged. It was noted that successful models in this area could be replicated elsewhere. More efforts are needed to bridge gaps and to achieve true parity with the offer of services in the language of the majority. Access to home care, mental health care, and end-of-life care in the minority official language is essential, especially for seniors.
- **Youth and succession.** Many questions were raised. Notably: how to ensure the retention of young people in their community? How can we create a passion for identity and create a sense of pride, security and ease among minority youth so that they will get involved in their community? How could community organizations reach young people and give them a proper role as partners, co-creators and mobilizers.
- Several participants mentioned the difficulties for youth to access jobs in

French- and English-speaking minority communities, particularly outside the major urban centres. Access to employment opportunities for young people is essential to their retention and to the preservation and strengthening of the vitality of English- and French-speaking minority communities.

- **Economic development.** Since OLMCs contribute to the growth of Canada’s economy, we must continue investing in their potential—in particular by fostering entrepreneurship and employability (especially among young people), and by reducing barriers to the recognition of professional qualifications and to mobility between provinces and territories. Bilingualism is a clear asset for economic development, most notably in tourism, the language industry, and the business sector both at home and abroad. We need to continue and better support initiatives in all three areas.
- The Government of Canada should do more to support French as a language of business both at home and abroad.
- **Immigration and diversity.** Some newcomers were disappointed that they could not receive all services in the minority official language, based on the idea they had of Canada prior to their arrival. For the children of immigrants in some provinces and territories, access to minority-language schools is restricted. This is particularly problematic for francophone immigrants in minority settings.

KEY ISSUES RAISED BY REPRESENTATIVES OF FRENCH-SPEAKING COMMUNITIES OUTSIDE QUEBEC

- **“By and for”.** Some stakeholders stressed the need for governance of French-language minority institutions “by and for” communities.

- **Education.** The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is defective for various reasons, according to stakeholders in the minority-language education community. Some stakeholders said there needs to be a separate protocol for minority-language education, and that French-language school boards should be signatories to the next protocol and subsequent intergovernmental agreements on education. In this context, they would like consultation with OLMCs to be mandatory and provincial and territorial accountability to be improved.
- The challenges of ensuring access and quality of education in minority communities have been raised in all regions of the country. Several stakeholders in the education community are calling for more active participation in federal-provincial minority language education negotiations and agreements to ensure that they reflect the needs and priorities of school boards and Communities.
- To ensure the French language is retained and passed on in Francophone minority communities, some suggested having a mandatory French-language education continuum from early childhood to university. Some stakeholders even said this continuum should include ongoing training, development and support for literacy, and adult skills development in OLMCs.
- **Postsecondary education.** Access to French-language postsecondary education outside Quebec is a priority, especially in Ontario, but in other regions as well, where participants called for more ongoing investment in current postsecondary institutions to broaden the offer of French-language programs in a sustainable way.
- **Early childhood.** The need and demand for French-language daycare spaces is very high and the current supply in minority communities is not sufficient. French-language minority communities currently have too few daycare spaces to meet the high demand. It is also important to support parents—especially from exogamous families—in their linguistic choices and their efforts to pass the French language on to their children.
- **Youth.** The issue of language insecurity for young Francophones in minority communities was noted and there seems to be no clear ways of addressing the issue. How could French be made attractive or “cool” to young people in minority communities? How could the youth’s attachment to their language be strengthened.
- **Francophone immigration and integration.** It is important for communities to achieve Francophone immigration targets. Francophone communities have grown increasingly diverse, and the Canadian francophonie must be recognized as plural in nature. The announcement of the Mobilité Francophone program was very well received. Integration of French-speaking immigrants into communities through employment is an important issue. Creating and maintaining local employment development organizations is essential to support both immigrants and employers.
- Many newcomers chose Canada because it is a bilingual country but were surprised to find the reality did not correspond to the image of Canada projected abroad. Recognition of diplomas and credentials, as well as the need to learn the majority language, represent obstacles to their economic integration into Francophone OLMCs.

KEY ISSUES RAISED BY REPRESENTATIVES OF ENGLISH-SPEAKING COMMUNITIES IN QUEBEC

- **Recognition of specific realities by the Government of Quebec.** The recognition of the specific issues and realities facing English-speaking communities by the Government of Quebec was raised by the organizations and participants. Participants called for the support of the Government of Canada to help build bridges between the Government of Quebec and the English-speaking communities in Quebec and their organizations.
- **Youth, economic development, and employability.** Participants pointed out the need to sustain employability and improve job prospects for young English-speakers in Quebec within their communities—especially in remote areas—to reduce the exodus to major cities in and outside Quebec. Generally, it was said there should be more support for economic development within communities by supporting entrepreneurship, including social entrepreneurship, and making it easier to recognize the professional skills and mobility of workers.
- In some communities, young English-speakers have a clear need for better access to French second-language learning and development opportunities.
- While linguistic insecurity is a concern, identity insecurity is also a major issue—specifically in Quebec’s English-speaking communities, and among its youth.
- **Diversity and integration.** Diversity is a significant feature of Quebec’s English-speaking communities, and the role their stakeholder organizations play in helping English-speaking immigrants—especially those whose first official language spoken is English—integrate into Quebec society must be more widely recognized and supported.
- **Education.** While Quebec’s English-language education system is a success story, there is a request for more funding to better reach and be better promoted to all rights holders.

OTHER THEMES AND ISSUES DISCUSSED

- Several stakeholders, in various regions of the country, called for the recognition of **Ottawa’s status as an officially bilingual city.** According to them, this would send a strong signal in terms of national symbolism in promoting official languages and bilingualism.
- Access to **justice in both official languages,** langues rights, the training of legal professionals, and bilingualism in the legal system—the Supreme Court in particular—were raised at some roundtables.
- **The status and revitalization of Aboriginal languages** was discussed at some roundtables. Participants asked how to better serve Aboriginals, whose first official language spoken is sometimes that of the official language minority, or what Francophone communities could do to take part in national reconciliation efforts. The place of French and Aboriginal languages in the North is an issue that can cause tension, and we must seek opportunities for rapprochement and collaboration between Francophones and Aboriginals.

- **Reinvestment in CBC/Radio-Canada** has been well received. Francophone community stakeholders expect more local

content to be available over time. These communities also hope Radio-Canada programming will reflect their unique realities.

BRIEFS AND WRITTEN SUBMISSIONS

Canadians were asked to provide comments, views and suggestions on the best approaches and actions to promote official languages, either by completing an anonymous online survey and/or by taking part in a roundtable streamed live on the Internet. Furthermore, during the bilingual roundtables across Canada and through the online survey, participants and interested parties were encouraged to provide written comments and suggestions by submitting briefs to PCH at the following address: pch.consultationslo2016-olconsultations2016.pch@canada.ca.

PCH also received a number of briefs addressed directly to the Minister. All written submissions were included in the briefs' analysis. Some federal MPs consulted residents of their riding on official languages, and consultation reports were also included.

Therefore, in the context of the public component of the Consultations, PCH received 105 written submissions from 113 organizations, institutions, MPs, interest groups, and individuals [see list of briefs received, Annex B].

Below is a summary of recommendations from the briefs and written submissions. Recommendations are grouped by theme and listed in order of priority and importance based on the briefs' analysis. Please note that it is an overview rather than a complete list of the recommendations.

Funding

- Provide increased, stable, multi-year program funding for organizations.
- Ensure that initiatives promoting linguistic duality are maintained indefinitely.

Bilingualism and Rapprochement

- Launch a campaign to promote and value official languages, with the goal of increasing the bilingualism rate of the Canadian population.
- Make bilingualism a higher priority with regard to official languages.
- Build bridges between minority- and majority-language communities by using intercultural events.

Access to Services

- Ensure access to services of equal quality in both official languages in all priority sectors (early childhood, postsecondary education, youth, seniors, justice, arts and culture, economic development, community media, health care, immigration).
- Promote services that are developed and available in French (active offer).

Francophonie

- Launch a campaign to promote and value the French language and culture and encourage its equal status and use.
- Ensure the possibility of living fully in French in communities outside Quebec.

Minority-Language Education

- Foster access to French-language postsecondary education through a

continuum equivalent to that of the majority language.

- Modernize the Protocol for Agreements in Education for French first-language instruction and make the Fédération nationale des conseils scolaires francophones a signatory of the Protocol.
- Increased investment and support for French instruction in Francophone minority schools.
- Ensure access to professional and technical training in the official language of the minority.

Second-Language Learning

- Encourage and foster access to second-language learning, including French immersion.
- Recruit and provide greater support for French immersion and French second-language teachers.
- Create and adopt a second language skills assessment tool (common frame of reference).
- Create an online second-language learning program (English, French) for the general public.

Early Childhood

- Invest in early childhood and ensure continuous access through sufficient, stable, and ongoing funding for early childhood development in official language minority communities (OLMCs).

Community Media

- Prioritize and financially support community newspapers and radio stations.
- Reinvest in government advertising in community media.

- Ensure OLMCs and their unique realities are reflected in the media.

Arts and Culture

- Strengthen and legitimize the importance of arts and culture in ensuring the vitality of OLMCs by increasing federal cultural institutions funding envelopes.
- Promote the recruitment, retention and stability of human resources for cultural organizations.
- Foster access to venues and training for creators.
- Integrate arts and culture in minority French-language education.

Francophone Immigration

- Invest in bridge programs for immigrants (reception and settlement services).
- Support the recruitment, reception, settlement and retention of Francophone immigrants throughout Canada.
- Actively promote the importance of our official languages with newcomers and encourage them to take language training.

Infrastructure

- Improve capacity and foster the existence of school and community infrastructure (community centres, cultural spaces, educational institutions, daycares, classrooms, gymnasiums) where people can live and function in the minority language.

Research

- Invest in research and data collection on OLMCs to support decision-making.
- Improve the research capacity of OLMC postsecondary institutions.

Economic Development

- Support access to quality jobs and work experience in OLMCs
- Strengthen OLMC business capacities by investing in incubators and SMEs
- Use attractive and competitive tourism products to increase the visibility of OLMCs and contribute to their vitality.

Section VII

- Support “true self-determination by and for communities, and promote community empowerment and engagement” (the “by and for”).
- Protect, celebrate, and strengthen OLMCs.

Youth

- Promote and fund language and cultural exchanges and summer jobs in the second language.
- Develop initiatives to ensure young people from OLMCs play an active role in Canada’s economy.

Digital and Technology

- Develop a concerted digital strategy to increase the Francophone presence on the Web and create a Francophone digital space.
- Support the digital shift and the marketing strategies of Francophone organizations to

ensure optimal use of digital and multimedia tools and platforms.

- Improve connectivity in remote regions.

Provinces and Territories

- Include accountability mechanisms in agreements between Canada and the provinces or territories.
- Impose language clauses and compliance mechanisms in federal/provincial/territorial (FPT) agreements.

Compliance with the *Official Languages Act* (OLA)

- Ensure full respect of the OLA and OLMC language rights by facilitating the complaint process or by establishing a central authority responsible for ensuring the compliance of federal institutions.

Justice

- Further develop and promote the active offer and demand for French-language legal services.
- Improve the capacity of legal professionals in OLMCs through professional training and legal tools.

Health Care

- Renew and expand support for the French-language training of health professionals.



ONLINE SURVEY

DEMOGRAPHIC PROFILE OF RESPONDENTS

Between June 20 and December 8, 2016¹, nearly 6,400 respondents (6,375² people) took part in the online survey for the *Cross-Canada Official Languages Consultations 2016*.

The vast majority of respondents (86 percent) said they were born in Canada. Nearly half (49 percent) were adults aged 35 to 54, some 23 percent were young adults under 35, and 28 percent were aged 55 or older. As of December 8, 2016, only 23 youths under 18 (i.e. 0.5 percent of all respondents) had completed the survey.

More than half of all survey respondents (53 percent) declared that English was their first official language spoken, while 37 percent said it was French, and 10 percent claimed that both official languages (English and French) were equally their first official language spoken.

As for Quebec respondents, 50 percent declared that English was their first official language spoken, while 39 percent said it was French, and 11 percent said that both official languages (English and French) were equally their first official language spoken.

In terms of geographic distribution, 71 percent of respondents were from three Canadian provinces: Quebec (29 percent), Ontario (28 percent), and New Brunswick (14 percent).

¹ The online survey component of the *Cross-Canada Official Languages Consultations 2016* began on June 20, 2016 and officially ended on December 8, 2016 at 11:59 p.m.

² Based on the total number of people who answered at least one online survey question.

PARTICIPATION ACCORDING TO THE FIRST OFFICIAL LANGUAGE SPOKEN (FOLS) OF PARTICIPANTS

First Official Language Spoken	Respondents to the questionnaire		Canadian Population ³	
	Number	Proportion	Number	Proportion
English-speakers ⁴	3,378	53 %	24,846,703	75 %
Majority	2,228	35 %	23,788,453	71%
Minority	1,150	18 %	1,058,000	3 %
Francophones	2,332	36 %	7,691,705	23 %
Majority	283	4 %	6,684,122	20 %
Minority	2,049	32 %	1,007,583	3 %

PARTICIPATION ACCORDING TO THE PROVINCE OF RESIDENCE OF PARTICIPANTS

Province of residence	Respondents to the questionnaire		Canadian Population ⁵	
	Number	Proportion	Number	Proportion
Canada	6,363 ⁶	99,8 %	33,476,688	100 %
Newfoundland and Labrador	33	0.5 %	514,536	1.5 %
Prince Edward Island	73	1.1 %	140,204	0.4 %
Nova Scotia	208	3.3 %	921,727	2.8 %
New-Brunswick	902	14.1 %	751,171	2.2 %
Quebec	1,847	29.0 %	7,903,001	23.6 %
Ontario	1,775	27.8 %	12,851,821	38.4 %
Manitoba	194	3.0 %	1,208,268	3.6 %
Saskatchewan	147	2.3 %	1,033,381	3.1 %
Alberta	590	9.3 %	3,645,257	10.9 %
British Columbia	490	7.7 %	4,400,057	13.1 %
Yukon	36	0.6 %	33,897	0.1 %
Northwest Territories	22	0.3 %	41,462	0.1 %
Nunavut	45	0.7 %	31,906	0.1 %

³ Based on data from the 2011 Census.

⁴ Francophone and English-speaking populations are defined here based on first official language spoken (FOLS).

⁵ Based on data from the 2011 Census.

⁶ The total number of participants to the questionnaire is 6,375, however, of this number, 12 participants were not Canadian residents at the time they answered the questionnaire. Therefore, 6,363 participants lived in Canada at the time they answered the questionnaire.

HIGH PARTICIPATION BY OFFICIAL LANGUAGE MINORITY COMMUNITIES (OLMCS)

Some 35 percent of respondents said they belonged to a Francophone minority community while 20 percent said they belonged to an English-speaking minority community. In total, more than half of the respondents (54 percent) therefore identify as members of an OLMC.

Canadians who identify with an English-speaking or Francophone minority community are well represented in the results of the online survey in comparison to their demographic weight in the Canadian population:

In Quebec as in all provinces and territories, we noted proportionally high participation among minority language communities. While at the national level, 54 percent of respondents said they were from an official language minority community, in Quebec, 52 percent identified as members of the province's English-speaking minority community while 8 percent (i.e. 130 people) still identified as Francophone minorities in Quebec.

PARTICIPATION OF YOUTH AND IMMIGRANTS

Close to 5 percent of the respondents (233 people) are young Canadians aged 24 and under. Half of them identify English as their FOLS, while 38 percent identify French and 12 percent say they equally use French and English.

As for Canadians with an immigrant background, 14 percent of respondents (729 people) reported being born outside Canada. More than half of them (54 per cent) declare English as FOLS. Slightly less than a third (31 percent) declared French as their FOLS and 15 percent considered French and English as both FOLS.

GENERAL SURVEY

IMPORTANCE OF OFFICIAL LANGUAGES

The first question of substance concerned the importance respondents placed on official languages. The vast majority felt they were important for Canadian society at both an individual and collective level. Across all provinces, 79 percent of respondents said official languages were important for them personally while 80 percent said they were important for Canada collectively. However, 21 percent of respondents said official languages were not important for them personally (9 percent said they were not very important, while 11 percent said they were “not important all” for them personally). At the collective level, 20 percent of respondents said official languages were of no particular importance (11 percent said they were not very important, while 9 percent said they were not important at all for Canada collectively).

Respondents in Quebec placed the most importance on official languages (92 percent said official languages were important for them personally while 87 percent said they were important for Canada as a whole).

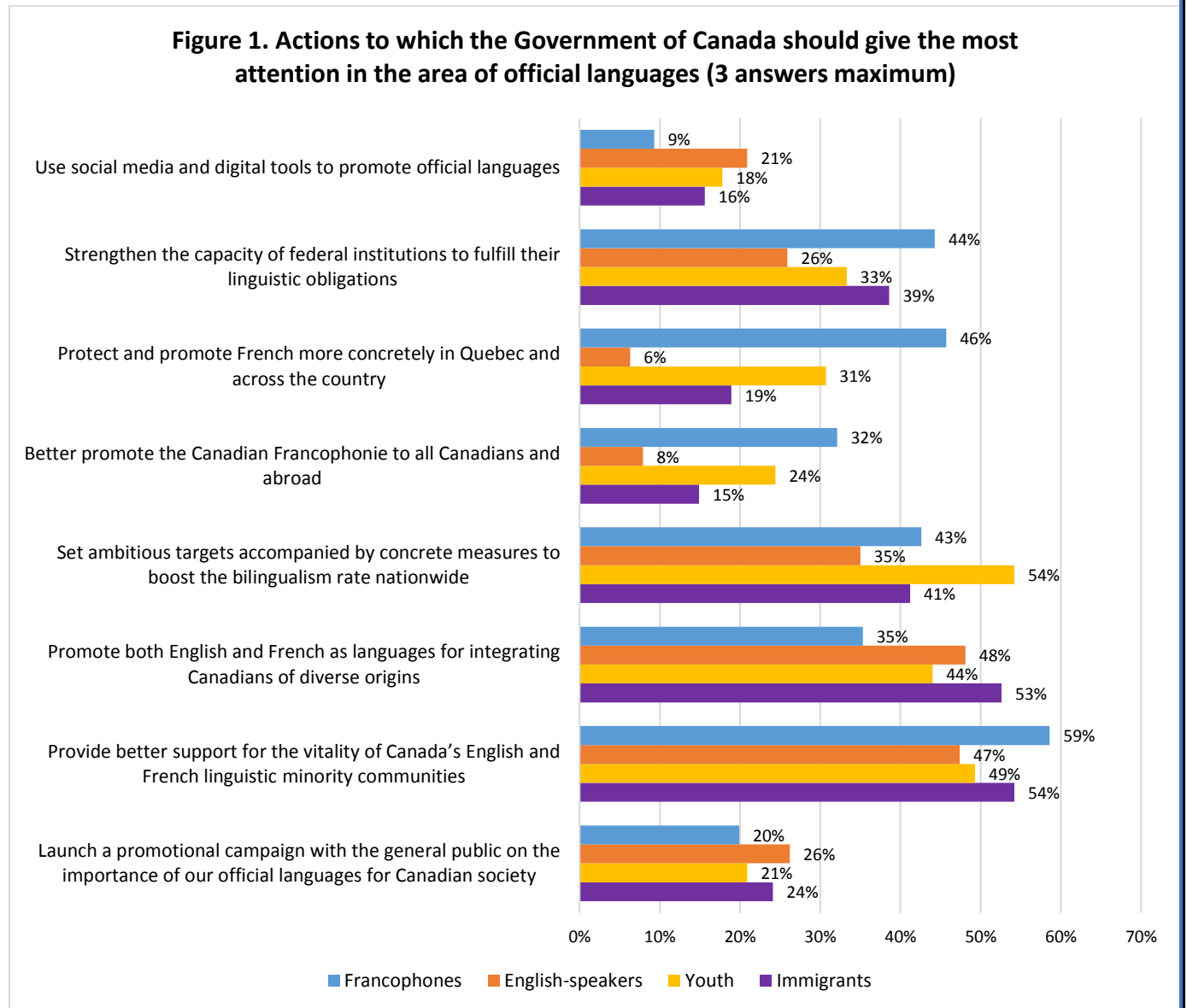


OFFICIAL LANGUAGE ISSUES AND COURSES OF ACTION

Asked what the Government of Canada should do to address the issue of official languages as we approach the 50th anniversary of the *Official Languages Act* in 2019, respondents replied, in order of priority:

1. “Provide better support for OLMCs” (53 percent);
2. “Promote both official languages as languages of integration for Canadians of diverse origins” (43 percent); and
3. “Set more ambitious targets and take concrete steps to increase the bilingualism rate in Canada” (39 percent).

Figure 1. Actions to which the Government of Canada should give the most attention in the area of official languages (3 answers maximum)

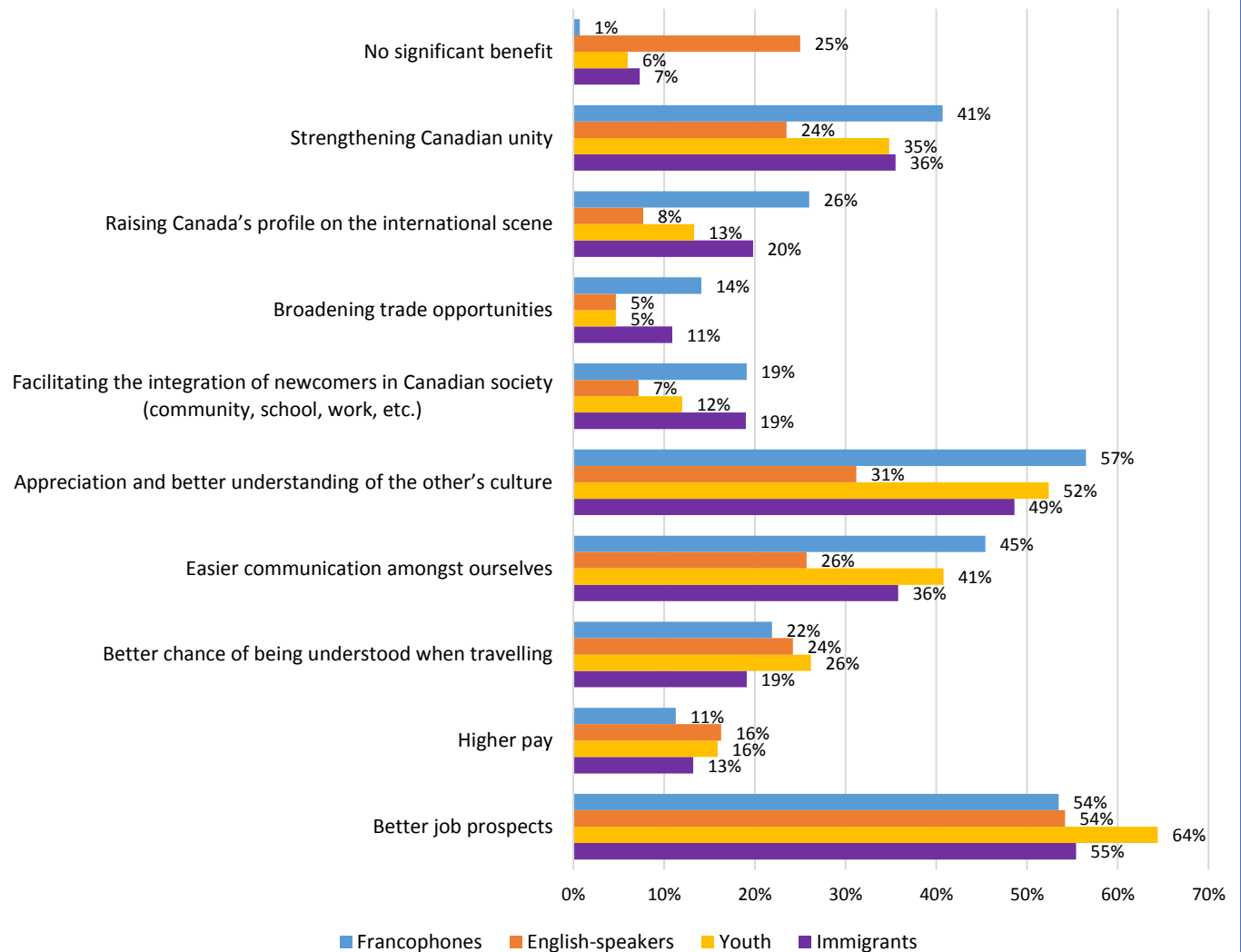


BENEFITS OF BILINGUALISM

When asked about the benefits of bilingualism, respondents replied, in order of importance, that it helps Canadians:

1. “Better job prospects” (54 percent);
2. “Appreciation and better understanding of the other’s culture” (43 percent);
3. “Easier communication amongst ourselves” (35 percent); and
4. “Strengthening national unity” (32 percent).

Figure 2. Greatest benefits of bilingualism (3 answers maximum)

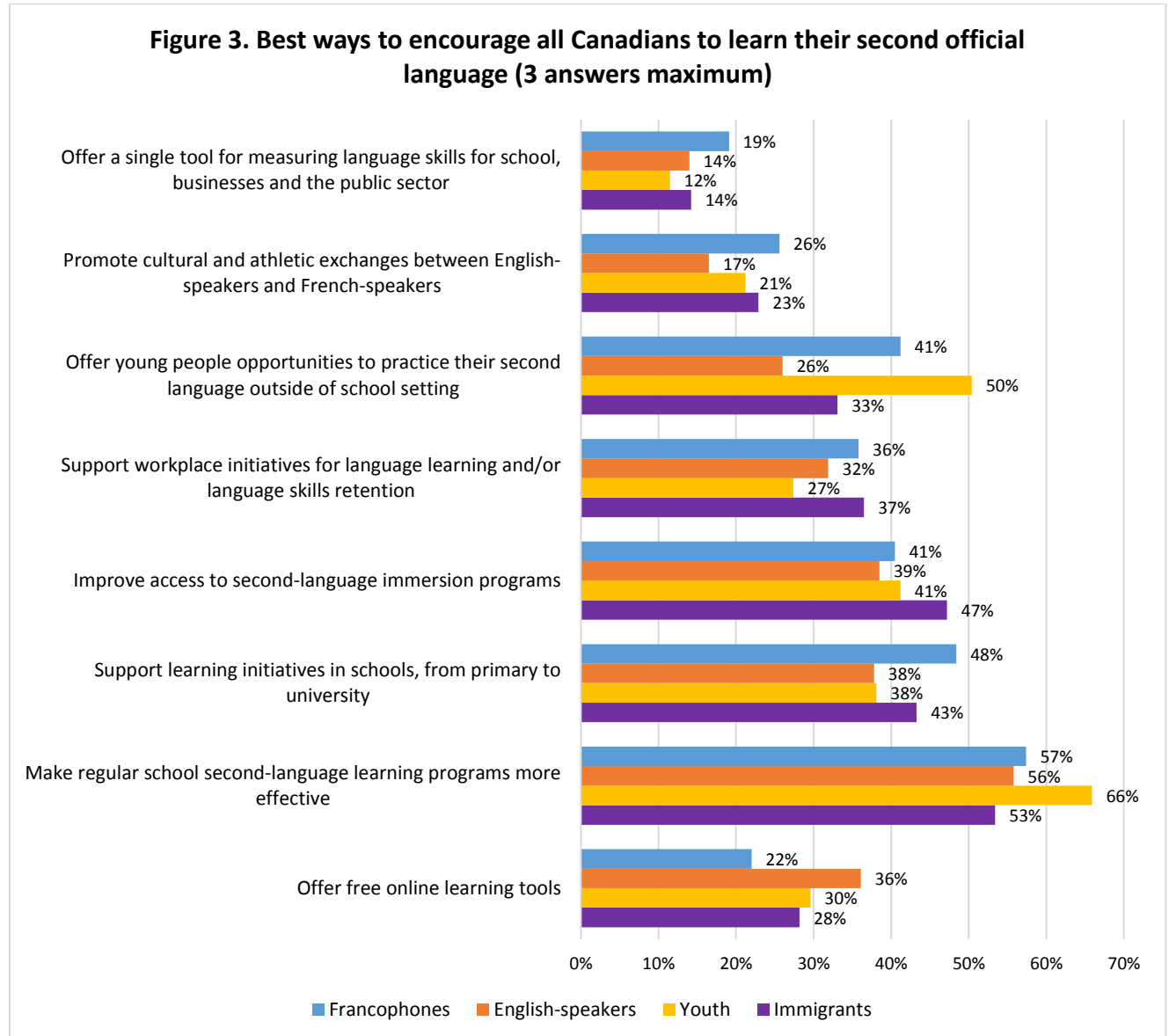


BEST WAYS TO ENCOURAGE PEOPLE TO LEARN THE SECOND OFFICIAL LANGUAGE

For the vast majority of respondents, the other official language is learned in school. In order of priority, the best ways to encourage people to learn the second official language are to:

1. “Make regular school second-language learning programs more effective ” (57 percent);
2. “Support learning initiatives in schools, from primary to university” (44 percent); and
3. “Improve access to second-language immersion programs” (40 percent).

Figure 3. Best ways to encourage all Canadians to learn their second official language (3 answers maximum)

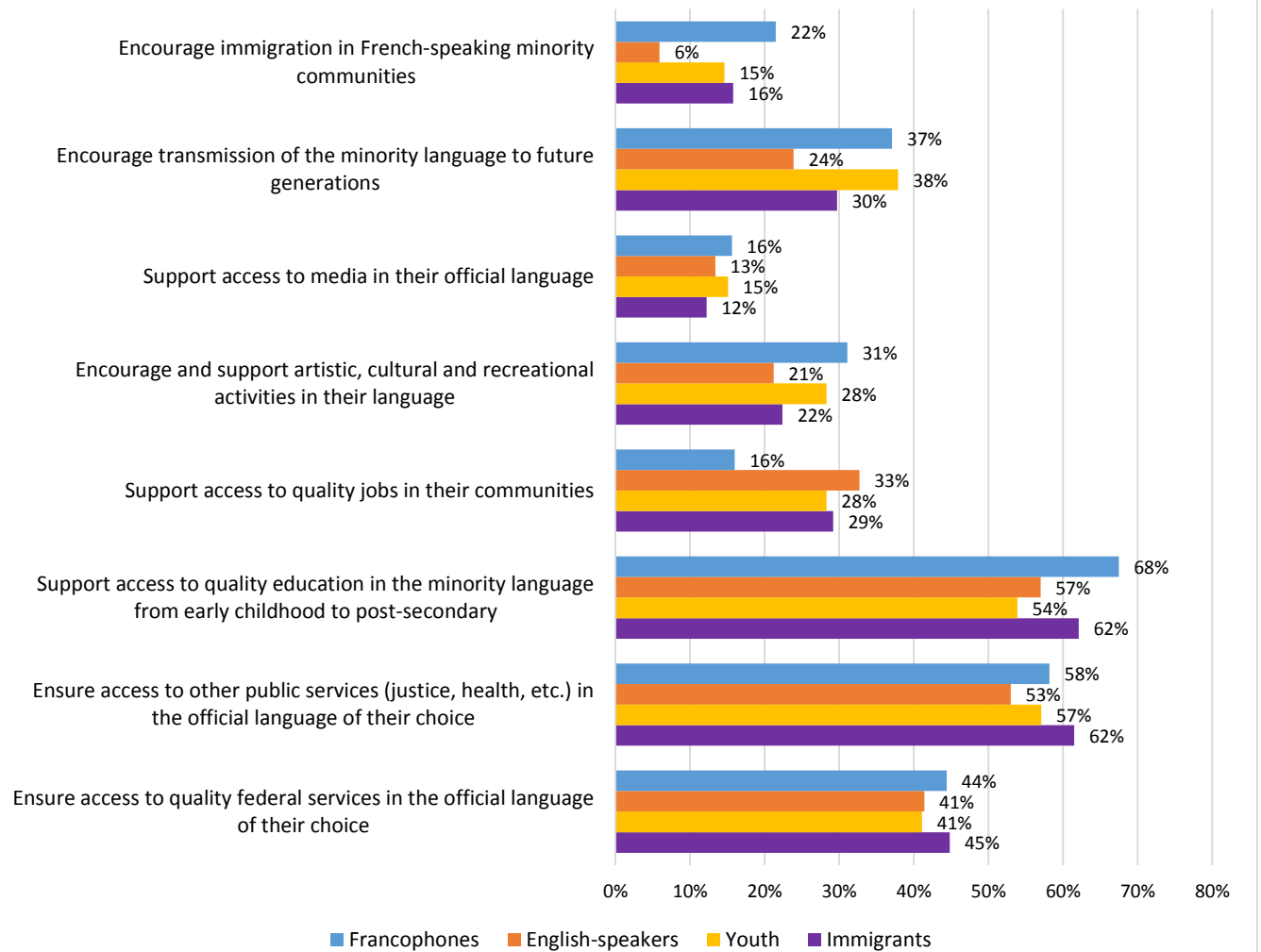


VITALITY OF OFFICIAL LANGUAGE MINORITY COMMUNITIES

One general survey question dealt exclusively with official language minority communities (i.e. French-speaking communities outside Quebec and English-speaking communities within Quebec). When asked how best to promote the vitality of these communities, respondents said we must, in order of importance:

1. “Support access to quality minority-language education from early childhood to the post-secondary level” (63 percent);
2. “Ensure access to public services (justice, health care, etc.) in the official language of their choice” (55 percent); and
3. “Ensure access to quality federal services in the official language of their choice” (42 percent).

Figure 4. What to do to better sustain the vitality of official language minority communities (English-speakers in Quebec; French-speakers outside of Quebec)? (3 answers maximum)



THEMATIC SURVEYS

At the end of the general survey, respondents were invited to explore up to five official language-related themes through a series of questions on each theme. A large portion of respondents wished to continue the consultation through thematic questions. Some 29 percent took part in the theme-based section on the “Vitality of French-speaking Minority Communities”, 23 percent took part in the “Vitality of English-speaking Communities in Quebec” section, 39 percent took part in the “Second-Language Learning” section, 28 percent took part in the “Diversity and Multiculturalism” section, and 30 percent took part in the “Promotion of Official Languages” section. Just under a third of respondents (31 percent) did not wish to explore specific themes.

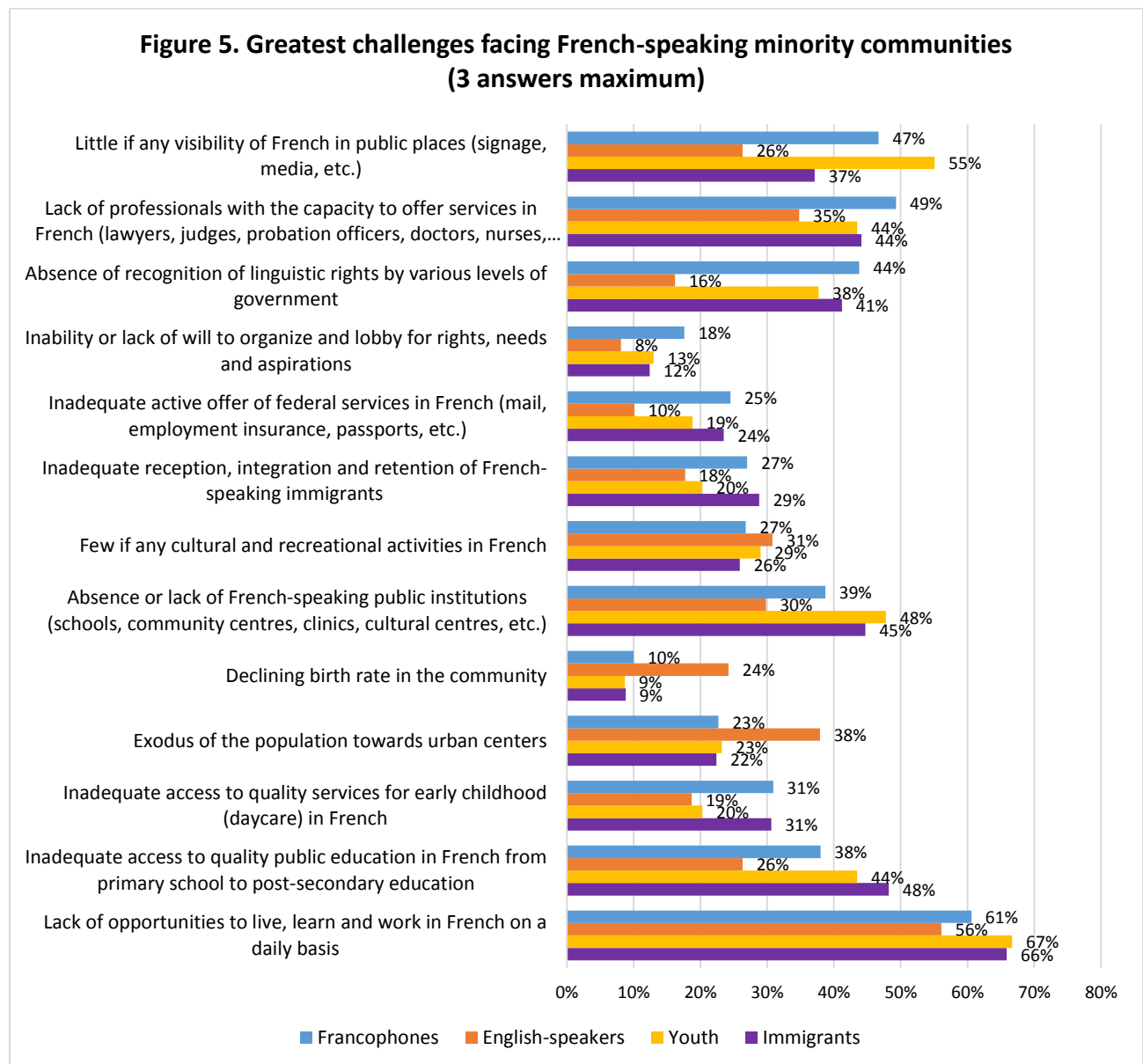


THEME 1: VITALITY OF FRENCH-SPEAKING MINORITY COMMUNITIES

Challenges Facing French-speaking Minority Communities

Asked about the main challenges facing French-speaking minority communities, respondents replied, in order of importance:

1. “Lack of opportunities to live, learn and work in French on a daily basis” (60 percent);
2. “Lack of professionals with the capacity to offer services in French” (46 percent);
3. “Little if any visibility of French in public places” (44 percent);
4. “Absence of recognition of linguistic rights by various levels of government” (38 percent); and
5. “Absence or lack of French-speaking public institutions” (38 percent).



Measures to Ensure the Specific Needs of Francophone Minority Communities are Known and Recognized

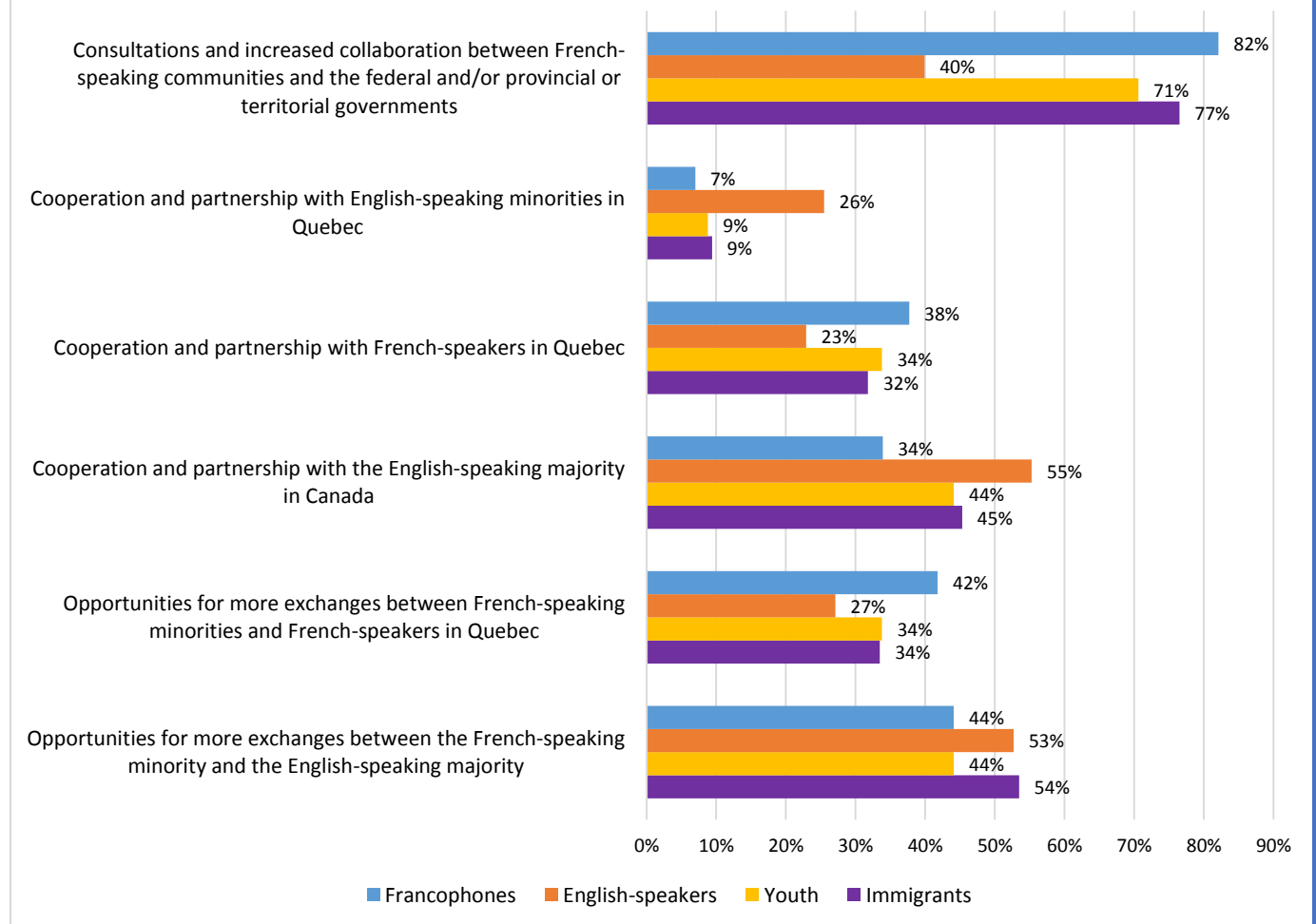
Asked how to ensure the specific needs of Francophone minority communities are known and recognized, the vast majority of respondents said this can be achieved, first and foremost, through:

1. “Consultations and increased collaboration between French-speaking communities and the federal and/or provincial or territorial governments” (74 percent);

And then through:

2. “Opportunities for more exchanges between the French-speaking minority and the English-speaking majority” (47 percent); and
3. “Opportunities for more exchanges between French-speaking minorities and French-speakers in Quebec” (39 percent).

Figure 6. Best measures for publicizing and recognizing the specific needs of French-speaking minority communities (3 answers maximum)



THEME 2: VITALITY OF ENGLISH-SPEAKING COMMUNITIES IN QUEBEC

Challenges Facing English-speaking Communities in Quebec

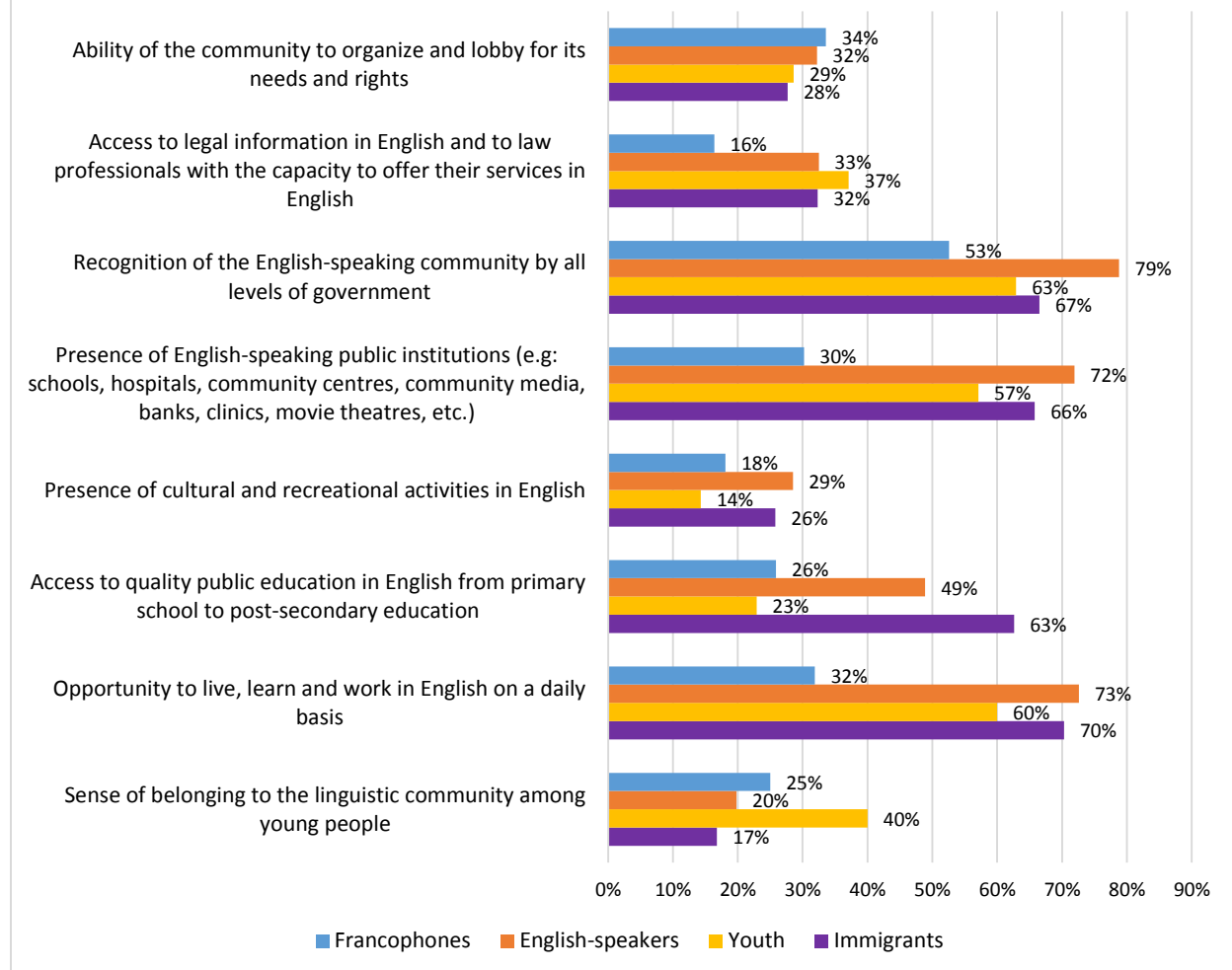
Asked about the main challenges facing Quebec’s English-speaking communities, a large proportion of respondents cited:

1. “Recognition of the English-speaking community by all levels of government” (75 percent);

Other notable challenges, in order of priority, were:

2. “Opportunity to live, learn and work in English on a daily basis” (66 percent);
3. “Presence of English-speaking public institutions” (66 percent);
4. “Access to quality public education in English from primary school to post-secondary education” (45 percent); and
5. “Ability of the community to organize and lobby for its needs and rights” (32 percent).

Figure 7. Greatest challenges facing English-speaking communities in Quebec (3 answers maximum)

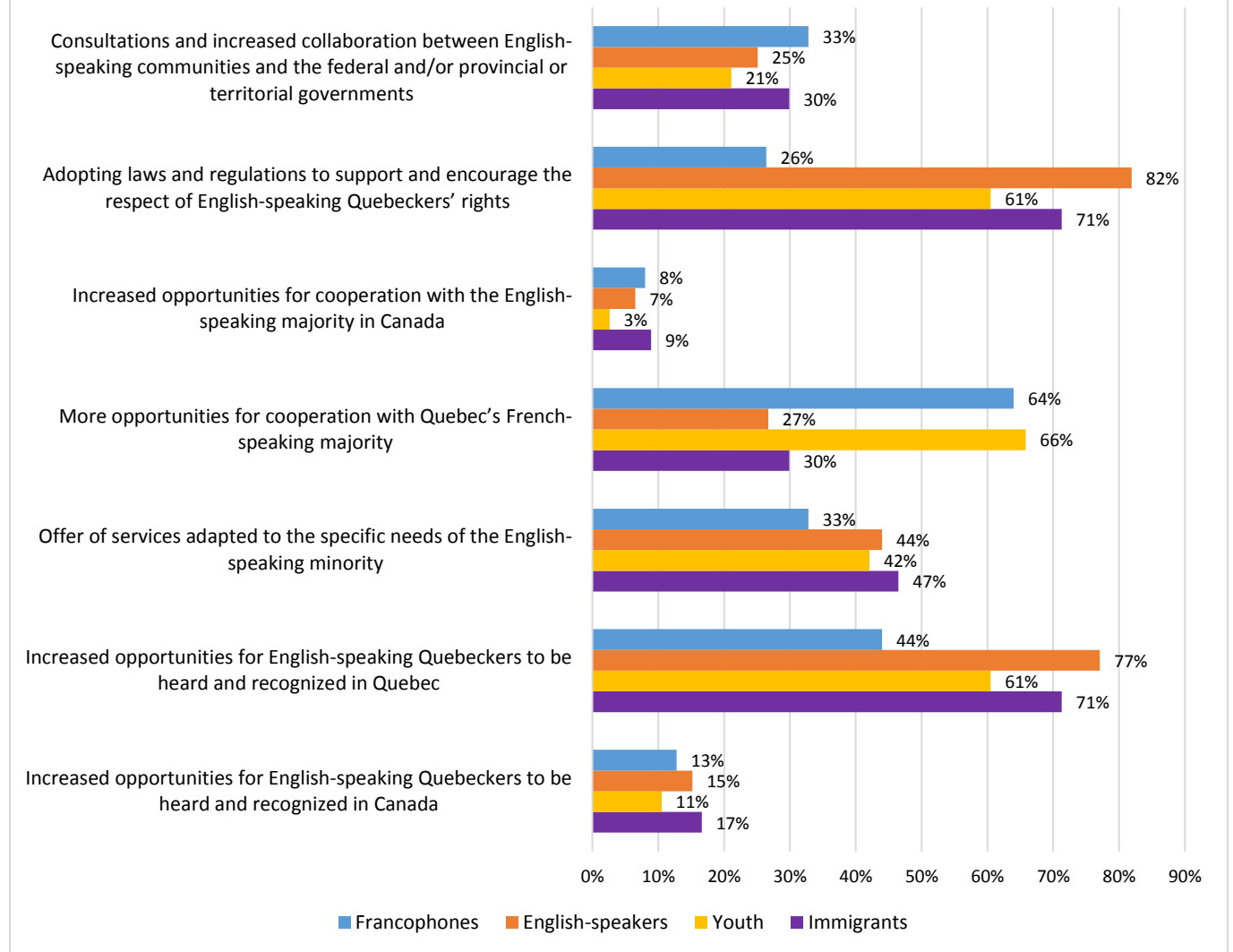


Measures to Ensure the Specific Needs of Quebec’s English-speaking Minority Communities are Known and Recognized

As for the main measures likely to make the specific needs of the English-speaking communities of Quebec known and recognized, the overwhelming majority of respondents pointed out the importance of:

1. “Adopting laws and regulations to support and encourage the respect of English-speaking Quebecers’ rights” (73 percent);
2. “Increased opportunities for English-speaking Quebecers to be heard and recognized in Quebec” (72 percent); and
3. “Offer of services adapted to the specific needs of the English-speaking minority” (42 percent).

Figure 8. Best measures for publicizing and recognizing the specific needs of the English-speaking Quebec community (3 answers maximum)



Key Challenges Facing English-speakers Outside the Greater Montreal Area

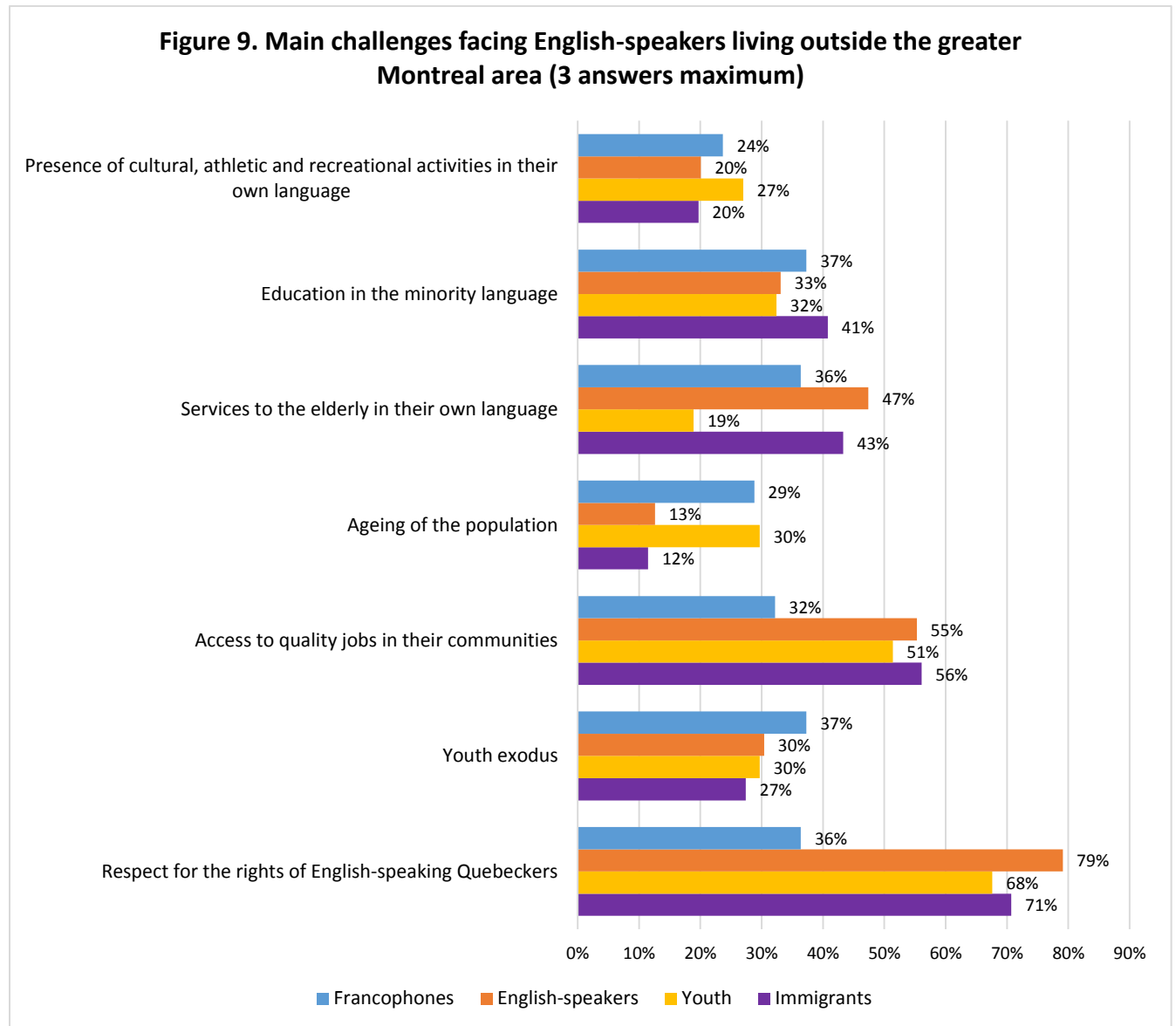
The theme-based survey on the vitality of Quebec’s English-speaking communities also sought respondents’ views on specific challenges facing English-speaking communities in regions. The vast majority cited the main challenge as:

1. “Respect for the rights of English-speaking Quebecers” (73 percent);

Other key challenges included:

2. “Access to quality jobs in their communities” (72 percent); and
3. “Services to the elderly in their own language” (45 percent).

Figure 9. Main challenges facing English-speakers living outside the greater Montreal area (3 answers maximum)



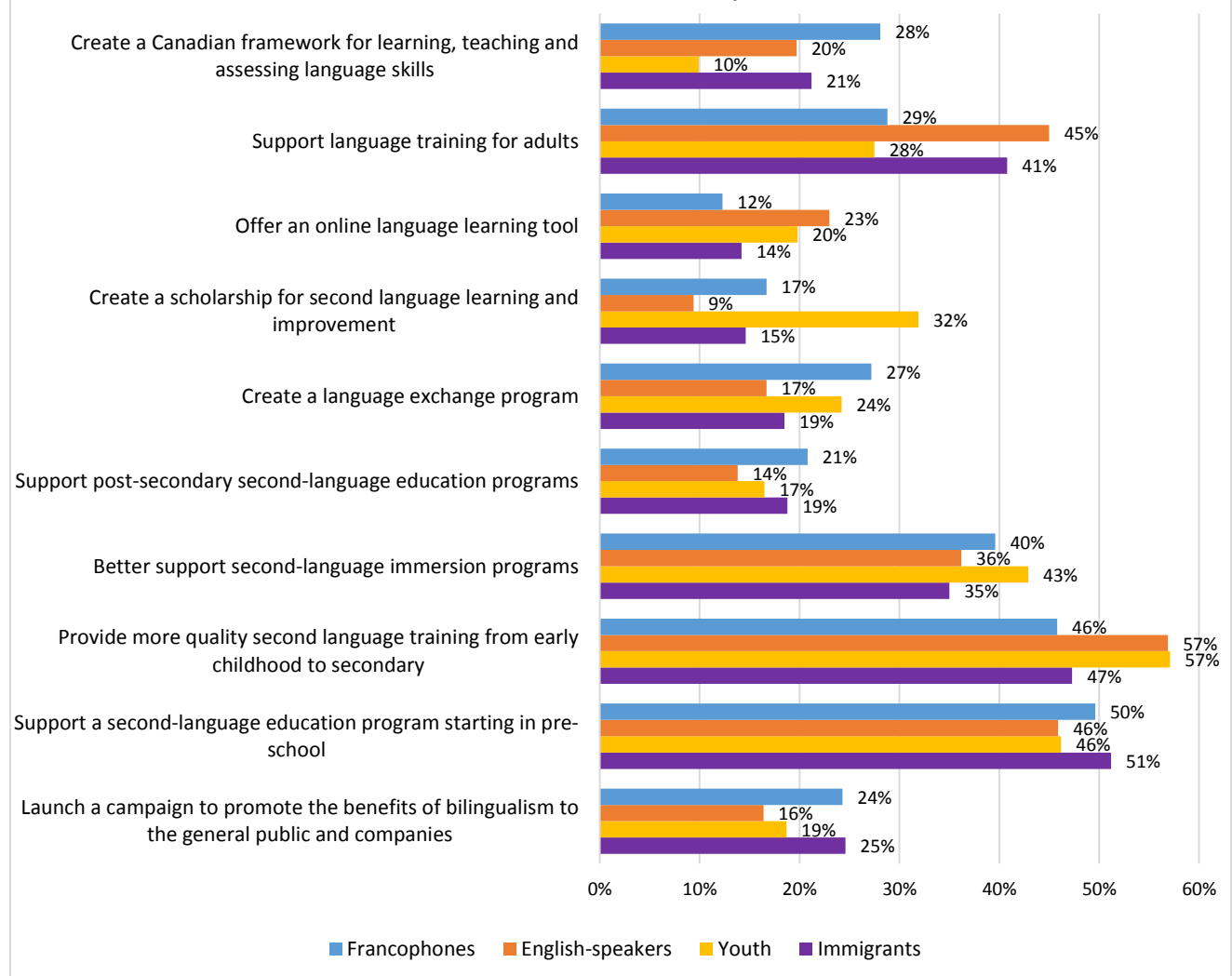
THEME 3: SECOND-LANGUAGE LEARNING

Ways to Support and Promote Learning of the Second Official Language

The online survey's "second-language learning" component sought respondents' views on potential ways the government should support and promote learning of the second official language. In order of priority, respondents said the government should:

1. "Provide more quality second-language courses from early childhood to high school" (53 percent);
2. "Support a second-language education program starting in early childhood" (48 percent);
3. "Better support second-language immersion programs" (38 percent); and
4. "Support language training for adults" (37 percent).

Figure 10. Main measures that the government should put forward to encourage and promote the learning of the second official language (3 answers maximum)



Other Language that Your Children or Children in Your Community Should Learn

Respondents were asked what other language they felt their children or children in their community should learn if they were to learn a language other than their mother tongue. The vast majority (88 percent) felt it should be one of Canada’s official languages, i.e. English (34 percent) or French (54 percent). Some 12 percent of respondents chose a language other than English or French.

THEME 4: DIVERSITY AND MULTICULTURALISM

Official Languages: A Unifying Influence?

In a theme-based survey on “Diversity and Multiculturalism”, respondents were asked the extent to which they agreed or disagreed that: “Our official languages (English and French) bring together Canadians, regardless of their origins”. A majority of respondents (58 percent) said they agreed with this statement (i.e. 29 percent strongly agreed while 29 percent somewhat agreed). Conversely, more than a quarter of respondents (29 percent) said they disagreed (i.e. 15 percent strongly disagreed while 14 percent somewhat disagreed).

	Strongly agree	Somewhat agree	Neither agree, nor disagree	Somewhat disagree	Strongly disagree
Francophones	37 %	30 %	14 %	12 %	5 %
English-speakers	20 %	26 %	10 %	16 %	26 %
Youth	27 %	31 %	12 %	18 %	12 %
Immigrants	42 %	28 %	9 %	9 %	10 %
Total	29 %	29 %	12 %	14 %	15 %

Official Languages and Openness to Other Cultures

Respondents were also asked the extent to which they agreed or disagreed that: “Having two official languages (English and French) fosters the openness of Canadians to other cultures”. More than two-thirds of respondents (72 percent) said they agreed with this statement (i.e. 47 percent strongly agreed while 25 percent somewhat agreed). Conversely, less than a fifth of respondents (18 percent) said they disagreed (i.e. 11 percent strongly disagreed while 6 percent somewhat disagreed).

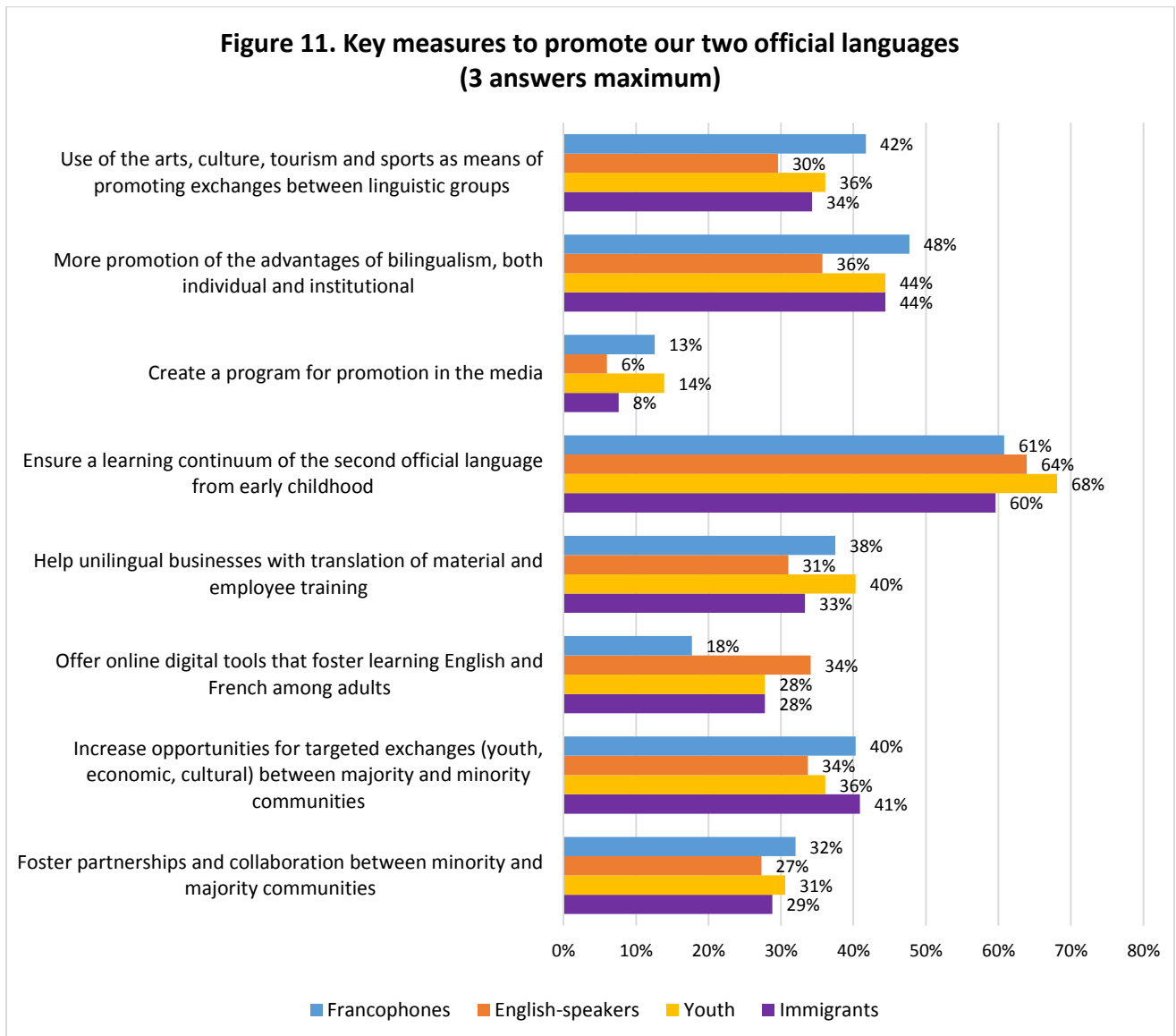
	Strongly agree	Somewhat agree	Neither agree, nor disagree	Somewhat disagree	Strongly disagree
Francophones	61 %	25 %	9 %	3 %	2 %
English-speakers	30 %	26 %	14 %	9 %	20 %
Youth	50 %	26 %	12 %	4 %	8 %
Immigrants	57 %	21 %	9 %	5 %	7 %
Total	46 %	25 %	10 %	6 %	11 %

THEME 5: PROMOTION OF OFFICIAL LANGUAGES

Attaching Value to Official Languages

For the online survey’s last specific theme, “Promotion of Official Languages”, respondents were asked to note up to three measures they felt could help promote Canada’s two official languages. They said we needed to:

1. “Ensure a learning continuum of the second official language from early childhood” (63 percent);
2. “More promotion of the advantages of bilingualism, both individual and institutional” (43 percent); and
3. “Increase opportunities for targeted exchanges (youth, economic, cultural) between majority and minority communities” (38 percent)

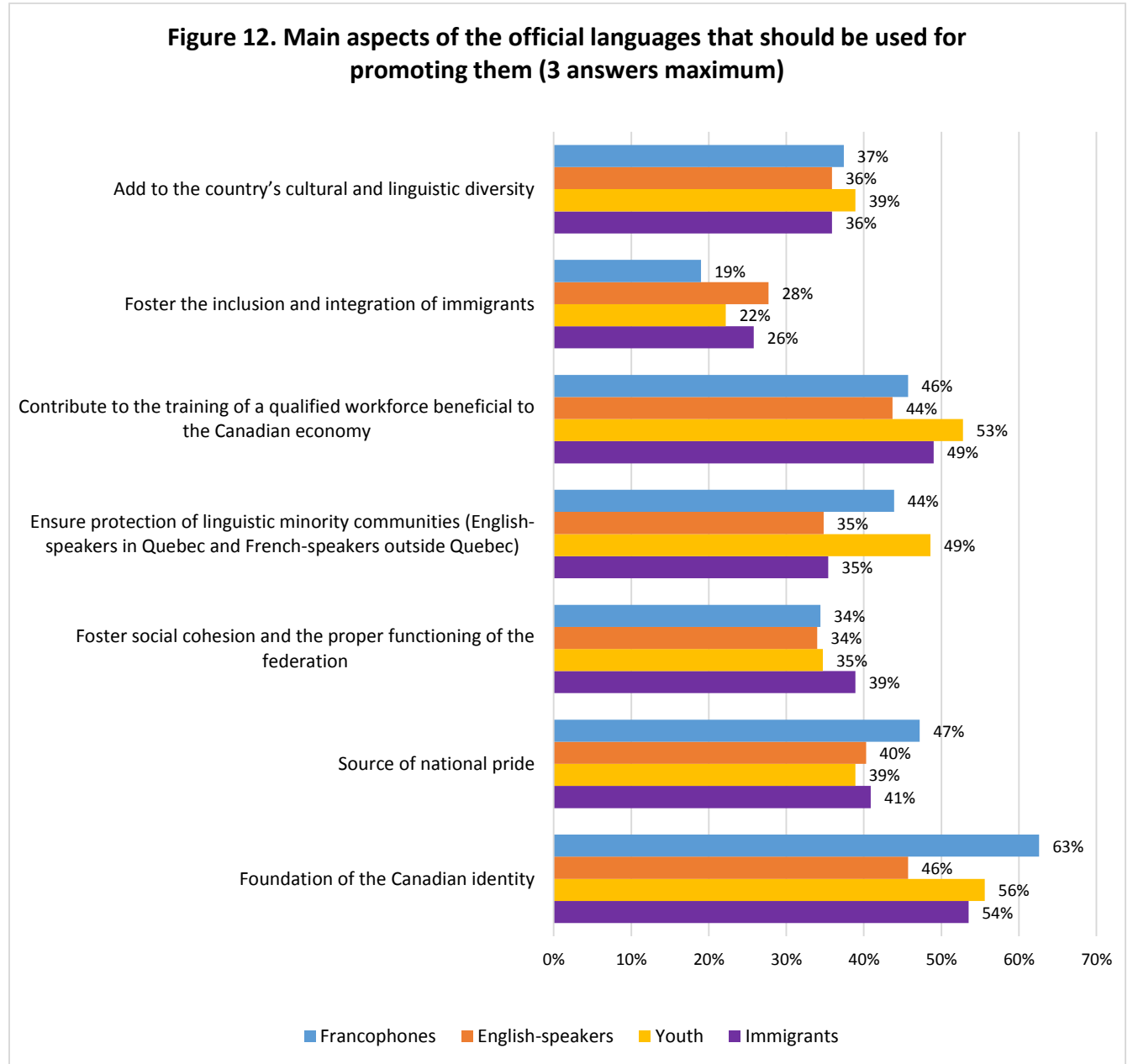


Main Aspects of Official Languages to Promote

Lastly, when asked what key aspects of official languages should be promoted, respondents cited the following in order of importance:

1. “Foundation of the Canadian identity” (63 percent);
2. “Contribute to the training of a qualified workforce beneficial to the Canadian economy” (45 percent); and
3. “Source of national pride” (45 percent)

Figure 12. Main aspects of the official languages that should be used for promoting them (3 answers maximum)



ANNEX A – ORGANIZATIONS THAT TOOK PART IN THE ROUNDTABLES

The following is a list of organizations represented at the roundtables held by the Department of Canadian Heritage or its Parliamentary Secretary, by city and date.

Alfred – June 20, 2016

- Action et Développement Jeunesse
- Assemblée de la francophonie de l'Ontario
- Association canadienne-française de l'Ontario – Prescott-Russell
- Association française des municipalités de l'Ontario
- Canadian Parents for French – Ottawa Chapter
- Centre Novas
- Ottawa-Carleton District School Board
- Fédération de la jeunesse franco-ontarienne
- Fédération des aînés et des retraités francophones de l'Ontario
- Collège La Cité
- Mouvement d'implication francophone d'Orléans
- Parents partenaires en éducation
- RDÉE Ontario
- Union des cultivateurs franco-ontariens

Calgary – September 6, 2016

- Association canadienne-française de l'Alberta, Régionale de Calgary
- Association francophone de Brooks
- Association ivoiro-canadienne de Calgary
- Association mauritanienne de Calgary
- Bureau de visibilité de Calgary
- Calgary Board of Education
- Calgary Catholic School Board
- Centre d'accueil pour les nouveaux arrivants francophones de Calgary
- French Centre, University of Calgary
- City of Calgary
- Connexion Carrière
- La Cité des Rocheuses
- Portail de l'immigrant en Alberta
- Société franco-canadienne de Calgary

Charlottetown – August 10, 2016

- PEI Advisory Council on the Status of Women
- PEI Association for Newcomers to Canada
- Canadian Parents for French PEI
- Carrefour de l'Isle-Saint-Jean
- Confederation Centre of the Arts
- Collège Acadie de l'Île-du-Prince-Édouard
- Commission scolaire de langue française de l'Île-du-Prince-Édouard
- English Language School Board
- Fédération culturelle de l'Île-du-Prince-Édouard
- Fédération des parents de l'Île-du-Prince-Édouard
- Holland College
- Jeunesse acadienne
- La Belle Alliance Ltée
- Museum and Heritage Foundation
- Réseau santé en français IPÉ
- Société Saint-Thomas-d'Aquin
- Prince Edward Island Fishermen's Association

Edmonton – September 12, 2016

- Accès Emploi
- Alliance Jeunesse-Famille de l'Alberta Society
- Association canadienne-française de l'Alberta
- Association canadienne-française de l'Alberta, Régionale de Grande Prairie
- Association des juristes d'expression française de l'Alberta
- Campus Saint-Jean
- Canadian Parents for French
- Centre d'accueil et d'établissement du Nord de l'Alberta
- Coalition des femmes de l'Alberta
- Conseil scolaire FrancoSud

- Conseil de développement économique de l'Alberta – Réseau Concerto
- Fédération des aînés franco-albertains
- Fédération des conseils scolaires francophones de l'Alberta
- Fédération du sport francophone de l'Alberta
- Fédération des parents francophones de l'Alberta
- Francophonie jeunesse de l'Alberta
- *Le Franco*
- Regroupement artistique francophone de l'Alberta
- Réseau santé albertain
- French-language health services / Peace Country Health, Centre de santé communautaire Sacré-Cœur
- Société historique francophone de l'Alberta
- Startup Edmonton
- Town of Beaumont

Fredericton – August 9, 2016

- Association francophone des aînés du Nouveau-Brunswick
- Association francophone des municipalités du Nouveau-Brunswick
- Association régionale de la communauté francophone de Saint-Jean
- Canadian Parents for French, New Brunswick
- Carrefour Beausoleil, Miramichi
- Saint John Multicultural & Newcomers Resource Centre Inc.
- Gagetown Military Family Resource Centre
- Centre communautaire Sainte-Anne, Fredericton
- Collège communautaire du Nouveau-Brunswick
- New Brunswick Multicultural Council
- Conseil provincial des sociétés culturelles
- Dialogue New Brunswick
- District scolaire francophone du Nord-Est
- District scolaire francophone Nord-Ouest, Edmundston Region
- Fédération des conseils d'éducation du Nouveau-Brunswick

- Fredericton Sexual Assault Center
- Mouvement acadien des communautés en santé du Nouveau-Brunswick
- Multicultural Association of Fredericton Inc.
- Partners for Youth / Alliance Pro-jeunesse
- Société nationale de l'Acadie
- St.Thomas University Student's Union

Halifax – August 11, 2016

- Alliance française Halifax
- Canadian Parents for French, Nova Scotia
- Conseil acadien de Par-en-Bas
- Conseil communautaire du Grand-Havre
- Conseil scolaire acadien provincial
- Le Courrier de la Nouvelle-Écosse
- École des Beaux-Marais, Chezzetcook Region
- Fédération acadienne de la Nouvelle-Écosse
- Fédération culturelle acadienne de la Nouvelle-Écosse
- Fédération des parents acadiens de la Nouvelle-Écosse
- Immigration francophone de la Nouvelle-Écosse
- IWK Foundation
- L'Acadie de Chezzetcook, Acadian House Museum
- Regroupement des aînées et aînés de la Nouvelle-Écosse
- Réseau santé Nouvelle-Écosse
- Université Sainte-Anne
- Saint Mary's University

Iqaluit – October 18, 2016

- Association des francophones du Nunavut
- Office of the Languages Commissioner of Nunavut
- Carrefour Nunavut
- Les petits Nanooks childcare centre
- Nunavut Arctic College
- Commission scolaire francophone du Nunavut
- École des Trois-Soleils
- Department of Education – Government of Nunavut
- Réseau Santé en français, Nunavut
- Théâtre Uiviit

Moncton – August 16, 2016

- Anglophone Rights Association of New Brunswick
- Association acadienne des artistes professionnels du Nouveau-Brunswick
- Association des juristes d'expression française du Nouveau-Brunswick
- Association francophone des parents du Nouveau-Brunswick
- Centre d'accueil et d'accompagnement francophone des immigrants du Sud-Est du Nouveau-Brunswick
- Dieppe Arts and Culture Center
- Board of education, District scolaire francophone Sud
- Conseil économique du Nouveau-Brunswick
- Conseil pour le développement de l'alphabétisme et des compétences des adultes du Nouveau-Brunswick
- Dialogue New Brunswick
- Fédération des jeunes francophones du Nouveau-Brunswick
- Vitalité Health Network
- Société culturelle Sud-Acadie
- Société de l'Acadie du Nouveau-Brunswick
- Université de Moncton
- City of Moncton

Montreal – August 30, 2016

- Agence Ometz
- Montreal Association for the Intellectually Handicapped
- Centre Afrika
- Volunteer Bureau of Montreal
- Centre de documentation sur l'éducation des adultes et la condition féminine
- Chamber of Commerce of Metropolitan Montreal
- Concordia University
- East Island Network for English Language Services
- Éducaloi
- Girls Action Foundation
- Heritage Montreal
- Black Coalition of Quebec
- McCord Museum of Canadian History

- Native Women's Shelter of Montreal
- Segal Centre for Performing Arts
- Société pour le perfectionnement de l'enseignement de l'anglais, langue seconde, au Québec
- Youth Employment Services Foundation

Quebec City – August 23, 2016

- Central Quebec School Board
- Centre de la francophonie des Amériques
- Centre multiethnique de Québec
- Committee for Anglophone Social Action
- Community Health and Social Services Network
- Fairmont Château Frontenac
- New France Festival
- Hockey Québec-Chaudière-Appalaches
- Jeffery Hale Community Partners
- Literary and Historical Society of Quebec
- Valcartier Family Center
- Voice of English-Speaking Quebec

Regina – July 7, 2016

- Assemblée communautaire fransaskoise
- Association canadienne-française de Regina
- Association communautaire fransaskoise de Gravelbourg
- Association des parents fransaskois
- Association fransaskoise de Zenon Park
- Canadian Parents for French, Saskatchewan
- La Cité universitaire francophone, University of Regina
- Collège Mathieu
- Communautés des Africains francophones de la Saskatchewan
- Conseil culturel fransaskois
- Conseil économique et coopératif de la Saskatchewan
- Conseil scolaire fransaskois
- Coopérative des publications fransaskoises – L'eau vive newspaper
- Fédération des aînés fransaskois
- Fédération des francophones de Saskatoon
- Marie-France Kenny
- Réseau de santé en français de la Saskatchewan

- Société canadienne-française de Prince Albert
- Société historique de la Saskatchewan

NCR Gatineau – November 14, 2016

- Association des auteures et auteurs de l'Ontario français
- Common Law Student Society – University of Ottawa
- *Aylmer Bulletin*
- Heritage College
- Centre culturel Frontenac
- Centre culturel Les trois p'tits points
- Festival des cultures du monde (formerly Village Molokai)
- Festival franco-ontarien (2006) inc.
- Impératif français
- Official Languages and Bilingualism Institute – University of Ottawa
- Neighbours Regional Association of Rouyn-Noranda
- Phénix – Service d'intégration sociale Inc.
- Regional Association of West Quebecers
- Regroupement des parents et amis des enfants sourds et malentendants franco-ontariens
- Richelieu Fondateur
- Théâtre Action
- Théâtre de la Vieille 17

Sherbrooke – August 5, 2016

- Centre intégré universitaire de santé et de services sociaux de l'Estrie – Centre hospitalier universitaire de Sherbrooke
- Champlain Regional College
- Community Economic Development and Employability Corporation
- Courville Gerontology Foundation
- Eastern Townships School Board
- Mental Health Estrie
- Sherbrooke Museum of Fine Arts
- Phelps Helps
- Quebec Anglophone Heritage Network
- Richard Price
- Service d'aide aux Néo-Canadiens
- Townshippers' Association

- Uplands Cultural and Heritage
- Wales Home

St. John's – June 22, 2016

- Association communautaire francophone de Saint-Jean
- Canadian Parents for French, Newfoundland and Labrador
- Conseil scolaire francophone provincial de Terre-Neuve-et-Labrador
- Fédération des francophones de Terre-Neuve et du Labrador
- Franco-Jeunes de Terre-Neuve et du Labrador
- Fédération des parents francophones de Terre-Neuve et du Labrador
- RDÉE Terre-Neuve-et-Labrador
- Eastern Health, Newfoundland and Labrador
- Réseau Immigration francophone de Terre-Neuve-et-Labrador, Fédération des francophones de Terre-Neuve et du Labrador
- Réseau Santé en français de Terre-Neuve-et-Labrador

Sudbury – September 16, 2016

- ACFO du Grand Sudbury
- Bureau des affaires francophones, Laurentian University
- Canadian Association of Science Centres
- Carrefour francophone de Sudbury
- Centre franco-ontarien de folklore
- Sudbury Community Legal Clinic
- Collège Boréal
- Conseil scolaire catholique du Nouvel-Ontario
- Conseil scolaire public du Grand Nord de l'Ontario
- Contact interculturel francophone de Sudbury
- Northern Ontario School of Medicine
- Éditions Prise de Parole
- *La Voix du nord*
- *Le Voyageur*

- Réseau du mieux-être francophone du nord de l'Ontario
- Réseau du Nord – Soutien à l'immigration francophone
- Université de Hearst
- University of Sudbury
- Laurentian University
- Volunteer Sudbury/Bénévolat Sudbury

Toronto – July 5, 2016

- ACFO Toronto
- Association des juristes d'expression française de l'Ontario
- Law Society of Upper Canada
- Canadian Community Arts Initiative
- Canadian Parents for French, Ontario
- Centre communautaire régional de London
- Centre français Hamilton
- Centre francophone de Toronto
- Conseil des Organismes Francophones de la Région de Durham, Oshawa
- Conseil scolaire de district catholique Centre-Sud
- Conseil scolaire Viamonde
- FrancoQueer
- Groupe Média TFO
- Harbourfront Centre
- Mouvement des intervenants en communication radio de l'Ontario
- Oasis – centre des femmes
- La Passerelle – Intégration et développement économique
- Réseau franco-santé du Sud de l'Ontario
- Théâtre français de Toronto

Vancouver – September 9, 2016

- Association francophone de Surrey
- BC Association of Modern Language Teachers
- Canadian Parents for French – BC/Yukon Chapter
- Centre culturel francophone de Vancouver
- Chambre de Commerce Francophone de Vancouver
- Collège Éducacentre

- Conseil culturel et artistique francophone de la Colombie-Britannique
- British Columbia Francophone Youth Council
- Fédération des francophones de la Colombie-Britannique
- Fédération des parents francophones de Colombie-Britannique
- La Boussole
- Maison de la francophonie de Vancouver
- Réseau des grands espaces
- RésoSanté Colombie-Britannique
- Simon Fraser University – Bureau des affaires francophones et francophiles
- Simon Fraser University – Faculty of Education
- Simon Fraser University (Rémi Léger)
- Société francophone de Maillardville
- University of British Columbia
- Vancouver School Board

Victoria – July 5, 2016

- Assemblée francophone des retraité(e)s et aîné(e)s de Colombie-Britannique
- Association des francophones de Nanaimo
- Francophone Association of Campbell River
- Association historique francophone de Victoria
- Canadian Parents for French, BC/Yukon Chapter
- City of Victoria
- Conseil jeunesse francophone de la Colombie-Britannique
- Conseil scolaire francophone de la Colombie-Britannique
- Fédération des parents francophones de Colombie-Britannique
- Réseau-Femmes Colombie-Britannique
- Scouts francophones de la Colombie-Britannique
- Société de développement économique de Colombie-Britannique
- Société francophone de Victoria
- University of Victoria

Waterloo – July 4, 2016

- Assemblée de la francophonie de l'Ontario
- Association canadienne-française de l'Ontario – London-Sarnia
- Association canadienne-française de l'Ontario – Régionale Windsor-Essex-Chatham-Kent
- Centre communautaire francophone de Cambridge
- Community Justice Initiatives
- Conseil scolaire catholique Providence
- Multicultural Theatre Space
- Stratford Festival
- Waterloo-Wellington Community Care Access Centre
- Wilfrid Laurier University – Faculty of Education

Whitehorse – September 8, 2016

- Association franco-yukonnaise
- Canadian Parents for French, Whitehorse Chapter
- Commission scolaire francophone du Yukon
- Garderie du Petit cheval blanc
- *L'Aurore Boréale*
- Les EssentiElles
- Multicultural Centre of the Yukon
- Partenariat communauté en santé
- Yukon Arts Center

Winnipeg – July 6, 2016

- Accueil francophone, Manitoba
- Association culturelle franco-manitobaine
- Manitoba Association of Bilingual Municipalities
- Association des Sénégalaises et Sénégalais du Manitoba
- Centre culturel franco-manitobain
- Cercle Molière
- Economic Development Council for Manitoba Bilingual Municipalities

- Conseil jeunesse provincial
- Franco-Manitoban School Division
- Fédération des aînés franco-manitobains
- Fédération des parents du Manitoba
- Festival du Voyageur
- La Liberté
- Manitoba Immigration Council
- Manitoba School Boards Association
- Pluri-elles Manitoba
- Réseau action femmes
- Santé en français
- Société franco-manitobaine
- Union nationale métisse Saint-Joseph du Manitoba
- Université de Saint-Boniface
- Winnipeg Airports Authority
- World Trade Centre, Winnipeg

Yellowknife – September 7, 2016

- Canadian Association of Professional Employees
- Association des francophones du delta du Mackenzie
- Association des parents ayants droit de Yellowknife
- Association franco-culturelle de Yellowknife
- Canadian Parents for French, Yellowknife
- Collège nordique francophone
- Commission scolaire francophone
- Conseil de développement économique des TNO – Chambre de commerce francophone
- Fédération franco-ténoise
- Garderie Plein Soleil
- Immersion School J H Sissons
- It Gets Better (Rainbow Coalition of Yellowknife)
- Northern Arts and Cultural Centre
- Northwest Territories Teachers Association
- Prince of Wales Northern Heritage Center
- Réseau TNO Santé en français

ANNEX B – LIST OF BRIEFS AND WRITTEN SUBMISSION RECEIVED

The following is a list of briefs and written submissions received by the Department of Canadian Heritage between June 1 and December 31, 2016 during the Cross-Canada Official Languages Consultations 2016:

1. Alliance culturelle de l'Ontario (ACO)
2. Alliance des producteurs francophones du Canada (APFC)
3. Andrew Leslie, MP (riding consultation report)
4. Anthony Housefather, MP (riding consultation report)
5. Assemblée communautaire fransaskoise (ACF)
6. Canadian Association of Immersion Teachers (CAIT)
7. Association canadienne-française de l'Alberta (ACFA)
8. Association communautaire fransaskoise de Gravelbourg (ACFG)
9. Association de l'industrie de la langue / Language Industry Association (ALIA)
10. Association des collègues et universités de la francophonie canadienne (ACUFC)
11. Association des groupes en arts visuels francophones (AGAVF)
12. Association des juristes d'expression française de l'Ontario (AJEFO)
13. Association des juristes d'expression française de la Saskatchewan (AJEFS)
14. Association des professionnels de la chanson et de la musique (APCM)
15. Association des radios communautaires acadiennes du Nouveau-Brunswick (ARCANB)
16. Association des Radios Communautaires de l'Ouest et des Territoires (ARCOT)
17. Association francophone des aînés du Nouveau-Brunswick (AFANB)
18. Association francophone des municipalités du Nouveau-Brunswick (AFMNB)
19. Black Community Resource Centre (BCRC)
20. Canadian Parents for French (BC-Yukon)
21. Canadian Parents for French (Manitoba)
22. Canadian Parents for French (National)
23. Centre d'excellence artistique de l'Ontario (CEAO)
24. Language Technologies Research Centre (LTRC)
25. Collective – Social Development of Francophone and Acadian Communities
 - Alliance des femmes de la francophonie canadienne (AFFC)
 - Commission nationale des parents francophones (CNPF)
 - Fédération des aînées et aînés francophones du Canada (FAAFC)
 - Fédération de la jeunesse canadienne-française (FJCF)
26. Collective – Young Canada Works in Both Official Languages
 - Fédération de la jeunesse canadienne-française (FJCF)
 - Conseil de la coopération de l'Ontario (CCO)
 - Conseil économique et coopératif de la Saskatchewan (CECS)
 - Collège Éducentre
 - Fédération des chambres de commerce du Québec (FCCQ)
 - Association francophone des municipalités du Nouveau-Brunswick (AFMNB)
27. Collective – Minority community media
 - Alliance des radios communautaires (ARC)
 - Association de la presse francophone (APF)

- Quebec Community Newspapers Association (QCNA)
28. Collective – French education, immersion programs and postsecondary training
 - Manitoba Association of Parent Councils (MAPC)
 - Manitoba Association of School Business Officials (MASBO)
 - Manitoba Association of School Superintendents (MASS)
 - Manitoba School Board Association (MSBA)
 - Manitoba Teachers’ Society (MTS)
 29. Collège Boréal
 30. Collège communautaire du Nouveau-Brunswick (CCNB)
 31. Collège Éducentre
 32. Collège Mathieu
 33. Collège nordique francophone
 34. Colleges and Institutes Canada (CICan)
 35. Commission nationale des parents francophones (CNPFF)
 36. Commission scolaire de Montréal (CSDM)
 37. Commission scolaire francophone - TNO
 38. Community Economic Development and Employability Corporation (CEDEC)
 39. Conseil des écoles publiques de l’Est de l’Ontario (CEPEO)
 40. Conseil économique du Nouveau-Brunswick (CENB)
 41. Conseil pour le développement de l’alphabétisme et des compétences des adultes du Nouveau-Brunswick (CODAC NB)
 42. Conseil provincial des sociétés culturelles (CPSC)
 43. Conseil scolaire Viamonde
 44. Consortium national de développement de ressources pédagogiques en français au collégial (CNDPFC)
 45. Coopérative d’intégration francophone de l’Île-du-Prince-Édouard (CIF)
 46. Dialogue NB
 47. Updated discourse and courses of action – Canada’s Linguistic Duality
 48. Éducaloi
 49. English Language Arts Network (ELAN)
 50. Fédération acadienne de la Nouvelle-Écosse (FANE)
 51. Fédération culturelle canadienne-française (FCCF)
 52. Fédération de la jeunesse canadienne-française (FJCF)
 53. Fédération des aînées et aînés francophones du Canada (FAAFC)
 54. Fédération des aînés franco-albertains (FAFA)
 55. Fédération des communautés francophones et acadiennes du Canada (FCFA)
 56. Fédération des conseils d’éducation du Nouveau-Brunswick (FCÉNB)
 57. Fédération des francophones de Terre-Neuve et du Labrador (FFTNL)
 58. Fédération des jeunes francophones du Nouveau-Brunswick (FJFNB)
 59. Fédération des parents de l’Île-du-Prince-Édouard (FPIPE)
 60. Fédération des parents francophones de Terre-Neuve et du Labrador (FPFTNL)
 61. Fédération des francophones de la Colombie-Britannique (FFCB)
 62. Fédération nationale des conseils scolaires francophones (FNCSF)
 63. François Boileau, French Language Services Commissioner of Ontario
 64. Graham Fraser, Commissioner of Official Languages
 65. Groupe Média TFO
 66. Immigration francophone Nouvelle-Écosse
 67. Canadian Institute for Research on Linguistic Minorities (CIRLM)
 68. Official Languages and Bilingualism Institute (OLBI), University of Ottawa
 69. La Passerelle-I.D.É
 70. Langues Canada / Languages Canada

71. Megantic English-speaking Community Development Corporation (MCDC)
72. Michel Picard, MP (riding consultation report)
73. Mouvement des intervenants en communication radio de l'Ontario (MICRO)
74. National Campus and Community Radio Association/Association nationale des radios étudiantes et communautaires (NCRA/ANREC)
75. Pallium Canada
76. Quebec Anglophone Heritage Network (QAHN)
77. Quebec Community Groups Network (QCGN)
78. Quebec English-Language Production Council (QEPC)
79. Quebec English School Boards Association (QESBA)
80. Quebec English-Speaking Communities Research Network (QUESCREN)
81. Réseau de développement économique et d'employabilité (RDÉE Canada)
82. Réseau de développement économique et d'employabilité de l'Ontario (RDÉE Ontario)
83. Réseau des Cégeps et Collèges francophone du Canada (RCCFC)
84. Réseau national de formation en justice (RNFJ)
85. Réseau pour le développement de l'alphabétisme et des compétences (RESDAC)
86. Scouts francophones de la Colombie-Britannique (SFCB)
87. Société franco-manitobaine (SFM)
88. Société Saint-Thomas d'Aquin (SSTA)
89. Société Santé en français (SSF)
90. Statistics Canada
91. Table féministe francophone de concertation provinciale de l'Ontario (TFFCPO)
92. Townshippers' Association
93. Laurentian University
94. University of Sudbury
95. University of Alberta - Campus Saint-Jean
96. City of Moncton
97. Youth Employment Services (YES)

As individuals

1. Alda Antoine
2. Claude Couture
3. Hélène Asselin
4. Jason Marengère
5. Linda Cardinal and Rémi Léger
6. Marie-Josée Martin
7. Réjean Beaulieu
8. Rhéal Sabourin

